CLARK COUNTY JR/SR HIGH SCHOOL (0085)
Submitted by: holdene@ccsd161.org at 10/12/2026 1:38:39 PM

Note: All tabs must be activated before they will print

SWIP Purpose

This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- [x] CSI UP plan – for state approval
- [ ] CSI Grad plan – for state approval
- [ ] TSI/ATSI plan – approved by the LEA
- [ ] Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- [x] Annual school level Title I-A plan
- [x] District level use

Stake Holders

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Nick Browneller	Principal	brownelleren@ccsd161.org	☐
Eileen Holden	Superintendent, Fed Prog/Sped Director	holdene@ccsd161.org	☐
Dee Anne Taylor	Counselor	taylord@ccsd161.org	☐
Amanda Mickelsen	Interventionist/ Chemistry Teacher	mickelsena@ccsd161.org	☐
Holly Maraist	HS ELA teacher	maraisth@ccsd161.org	☐
Michelle Stewart	Teacher, PBIS facilitator	stewartm@ccsd161.org	☐
Lori Clark	JR High ELA & Math Teacher	clarkl@ccsd161.org	☐
Erica Perez	Community Member	erikaperez718@gmail.com	☐
Kirk Summers	Electives Teacher	summersk@ccsd161.org	☐
Cheyenne Jensen	7-12 Science, CTE, FFA advisor	dallingc@ccsd161.org	☐
Will Lower	Social Studies Teacher	lowerl@ccsd161.org	☐
Jill Grover	HS Math Teacher	groverj@ccsd161.org	☐
Student	Rotating SBO	ASB@ccsd161.org	☐
Malinda Ricks	SPED Teacher	ricksm@ccsd161.org	☐
Michelle Ames	Parent	Michelle_123_456@hotmail.com	☐
Bri Fenske	Counselor	fenskeb@@ccsd161.org	☐

Needs Assessment

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

Needs Assessment Guidance

Topic	Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?
School Leadership Team	At Clark County Jr./Sr. High School, the School Leadership Team plays a central role in guiding school improvement. Led by the principal, the team works collaboratively to make data informed decisions that support student learning. Agendas are created at the end of each meeting with member input, and additional items may be added as needed. Staff also meet once a month for extended school improvement work, and these sessions are treated as a priority. Even during snow days or staff absences, participation is expected either in person or remotely. Decisions are made by consensus and grounded in multiple data sources, including formative and summative assessments, attendance and enrollment trends, behavior and safety reports, intervention data, and feedback from staff, students, and families. The team regularly references educational research, particularly the work of John Hattie, to ensure strategies are evidence based. Communication is led by the principal, with all staff contributing through meetings and email updates. The team includes representatives from each department, along with students, parents, and community voices, ensuring broad stakeholder input. The open agenda process encourages ongoing contributions, and the superintendent maintains direct communication with the school board and district leadership. The Leadership Team's overarching goal is to create meaningful, sustainable improvements in student learning, school culture, and stakeholder engagement.
Academic Achievement	Clark County Jr./Sr. High School continues to strengthen its comprehensive assessment system to monitor student learning and guide instructional decisions. A coordinated schoolwide assessment calendar ensures transparency and alignment across classrooms and grade levels. Spring 2024–2025 ISAT results showed significant challenges in mathematics, with an average proficiency of 15.8% in grades 6–8 and 11. ELA performance was stronger, with an average proficiency of 36.8%. Spring 2025–2026 results showed improvement in both subjects, reflecting the impact of new curriculum pilots and targeted interventions. 2027 Math Goals • Increase Math ISAT proficiency by 12% from spring to spring (from 33.3% to 35.3%). • By spring 2027, 85% of students will increase their overall growth scale

score compared to their Spring 2026 Math ISAT score (from 56.3% to 66.3%).

2027 ELA Goals
• Increase ELA ISAT proficiency by 11% from spring to spring (from 41% to 51%).
• By spring 2027, 85% of students will increase their overall growth scale score compared to their Spring 2026 ELA ISAT score (from 68.8% to 78.8%).

To support these goals, the school administers multiple assessments throughout the year, including ISAT Summative, ISAT SICA, Interim assessments, STAR Reading and Math, Imagine Math, WIDA ACCESS, Imagine Learning, EasyCBM, and ongoing classroom formative assessments. Data from these tools are used to monitor progress, adjust instruction, and identify students needing Tier 2 or Tier 3 interventions. STAR is administered three times per year, formative assessments occur weekly or bi weekly, and intervention progress is monitored monthly or bi weekly depending on student need.
Data analysis occurs in classrooms, CSI Up meetings, School Improvement Leadership Team sessions, Inservice days, and during bi-monthly staff meetings. These reviews help identify trends, evaluate curriculum alignment, and refine interventions. Progress is communicated regularly to the School Board and families through reports, conferences, and ongoing communication.

Proficiency gains in 2026–2027 indicate that new math curriculum and strengthened ELA and math interventions are positively impacting student learning. Earlier root cause analysis in 2024–2025 identified misalignment between instruction and Idaho Content Standards, inconsistent intervention systems, gaps in vertical alignment, low student engagement, and incomplete MTSS implementation. In response, staff developed schoolwide ELA and math interventions during advisory periods and added dedicated intervention courses beginning in 2025–2026. These efforts continue to be refined through 2026–2027.

The CPM math curriculum piloted in 2025–2026 will be fully implemented, and new ELA curriculum will be adopted in 2026–2027 for use in 2027–2028. The school will continue strengthening Tier 2 and Tier 3 systems and provide professional development focused on instructional alignment and student engagement. These initiatives are essential for closing achievement gaps, increasing proficiency, and ensuring all students receive high quality, data driven instruction.

Funding is needed to provide teacher stipends for collaboration and data days, professional development and workshops, and curriculum planning that occurs outside contract hours; to pay for substitutes for SWIP aligned activities and PD; and to hire a part time interventionist.

Tier 1 Instruction (Core)

In Grades 6–12, all students receive daily core instruction in English Language Arts (ELA) and Mathematics. Instruction is aligned to Idaho State Standards, grounded in evidence based practices, and responsive to student needs. ELA is taught for 55 minutes each day using portions of the

	Houghton Mifflin Collections series, supplemented with novels, literary classics, and writing performance tasks to increase rigor. Accelerated Reader supports comprehension and motivation in junior high. New ELA curriculum will be reviewed in 2026–2027 and adopted for the 2027–2028 school year. Math instruction also occurs daily for 55 minutes using the College Preparatory Mathematics (CPM) pilot program, which emphasizes conceptual understanding and collaborative problem solving. Additional math offerings include Dual Credit College Algebra (McGraw Hill), Pre Calculus, and Business Math. Teachers implement curriculum with fidelity and align instruction to Idaho content standards. Administrators conduct regular walkthroughs and observations to monitor instructional quality, curriculum alignment, and differentiation. Observation data informs targeted professional development and instructional refinement. Formative assessments including pre and post assessments, midpoint checks, exit tickets, quizzes, and projects are embedded in daily instruction. Teachers use assessment data to adjust pacing, differentiate instruction, and set individualized academic goals. Goal setting incorporates classroom assessments, STAR, ISAT Interims, SICA, and ISAT summative data. Instruction is adapted to meet diverse learner needs through modified assignments, targeted pre teaching and re teaching, reassessment opportunities, and flexible grouping. Students work in whole group, small group, or individualized formats based on assessment data and instructional objectives. Differentiation is a schoolwide expectation, supported by collaborative planning and targeted ELA and Math interventions. The school plans to hire an interventionist to strengthen Tier 1 and intervention support. Student engagement continues to grow through interactive and collaborative strategies such as peer editing, structured group roles, and math discourse. In CPM, students regularly articulate and defend their reasoning to deepen conceptual understanding. Instructional monitoring is ongoing. Administrators provide feedback through post observation conferences, supporting reflective practice and continuous improvement. Some staff also work with an IBC ELA coach to enhance instructional design and delivery. Tier 1 instruction is standards aligned, data informed, and equitably delivered, ensuring all students have access to rigorous learning opportunities. A schoolwide commitment to collaboration and intentional instructional planning supports student growth and academic success. Funding is needed for teacher collaboration and data days, professional development, substitutes and related travel for school visits, workshops and/or conference attendance based on the SWIP, curriculum planning and development.
Tier 2/3 Instruction (Interventions)	Academic interventions are provided to students as an area of need at CC Jr/Sr High School. Tier 1 instruction is embedded within the school day and consists of 55 minutes of core class instruction, during which instruction is differentiated to support students who require additional

help. In addition, all students participate in a 33-minute Advisory period. During Advisory, teachers provide strategic, targeted interventions, individually and/or in small groups, for students who need reteaching or additional instruction to close learning gaps. These interventions occur on specific days and are organized by core subject areas.

The ELA Advisory intervention curriculum includes Easy Grammar Ultimate Series. For Math Advisory intervention, Imagine Math is the curriculum used. Students who do not require intervention engage in enrichment activities in both ELA and Math, working at a more advanced level using the same programs mentioned above.
Furthermore, Tier 2 and Tier 3 students attend an additional 55-minute Math and/or ELA class daily in place of an elective course. In the Math intervention classes, students build math fluency through game-like activities and standards-aligned lessons at their level. These lessons are aligned with the ISAT Math standards and mathematical practices, using resources from Tools for Teachers. The math intervention curriculum was co-designed by the IRMC Math Coaches in collaboration with the classroom teachers and is refined every Fall. During ELA intervention class, students receive instruction targeted to their specific skill gaps and performance levels. The ELA curriculum is carefully designed based on student data, with customized lessons built using Tools for Teachers and ISAT block assessments and is refined every Fall. After-school tutoring is available every Wednesday for students who need additional academic support.

A paraprofessional provides pull-out support for EL students under the guidance of classroom teachers. Lesson are aligned to WIDA standards and Imagine Learning is also implemented as part of EL intervention instruction. Some students also receive additional core instructional support from the SPED teacher. A half-time interventionist is identified as a current need to further support the academic progress of our Tier 2 students.

The ISAT SICA is used as a screener in both Math and ELA. Progress monitoring for on-level or advanced students occurs quarterly using STAR Reading and STAR Math. Students who are not performing at grade level participate in monthly progress monitoring using the same tools. Teachers form flexible Tier 2 and Tier 3 intervention groups and classes by triangulating formative and summative assessment data. Progress monitoring is also conducted using classroom assessments and ISAT block assessments. The SPED teacher and the school counselor provide teachers with student "snapshots" to communicate the needs of students with IEPs or other identified supports.

Interventions are coordinated through progress monitoring. Students who require more intensive support receive services through the resource room or via the paraprofessional who works with EL students.

Curriculum-based measures in Math, Reading, and Writing are used to monitor student progress at least twice a year. Students who qualify based on the WIDA test are placed in a language intervention class, where they receive additional instruction and evidence-based interventions in language acquisition through Imagine Learning, provided by IDE.

	In Special Education, basic skill enhancement is supported through regular implementation of Reading, Writing, and Math curriculum. The materials used vary depending on the specific skill needs of students, ensuring a comprehensive support system aligned with their IEP. SPED staff monitors student skill progress weekly by evaluating performance on lessons and measuring skill acquisition using EasyCBM. There is a need for additional progress-monitoring tools and coaching on data use and intervention implementation. Academically at-risk students are invited to attend an after-school program focused on building foundational skills to support their academic progress and address learning gaps. These students meet one-on-one weekly with school administrators to discuss their academic standing and identify what support they need to succeed. EL and SPED staff regularly collaborate with core teachers to identify students' areas of need. Teachers have expressed concerns that several students are functioning below grade level and exhibit specific skill deficits. As a staff, we are becoming increasingly data-driven to better inform decisions about teaching and learning. Training on tiered instruction and the development and implementation of a schoolwide Multi-Tiered System of Supports (MTSS) is needed. Staff members are also engaging in book study, "9 Dimensions of Scaffolding for Multilingual Learners" to better understand how to create a rigorous learning environment with strategic and inclusive scaffolding practices to meet the varying needs of their students. Funding (as available) is needed to stipends teachers developing intervention curriculum and to employ a part-time interventionist and progress monitoring tools and intervention materials and supplies.
Professional Development	At CC Jr./Sr. High School, professional development (PD) is a core part of our commitment to continuous improvement in teaching and learning. Each year, the district provides three formal PD days, and our four-day school week allows additional collaboration time on select Fridays for PLCs, book studies, and targeted training. Teachers also collaborate during the regular school day as needed for curriculum and assessment planning, ensuring that professional learning remains embedded in our school culture. PD content is intentionally integrated into in-service training, PLC work, and CSI efforts, with strategies revisited throughout the year to reinforce growth in instruction, collaboration, student engagement, and data-driven decision-making. Topics are selected based on district goals, SWIP priorities, teacher input, and student needs. For the 2026–2027 school year, PD focuses on implementing new curriculum, strengthening intervention programs, deepening PLC practices, and improving data use. Staff are also expanding MTSS, studying evidence-based strategies such as those in 9 Dimensions of Scaffolding for Multilingual Learners, and prioritizing student engagement, classroom management, and development of a guaranteed and viable curriculum. An ELA instructional coach through the IBC Project provides specialized support, and when funding allows, teachers participate in site visits, peer observations, and high-quality conferences such as the National Literacy Institute’s Small Group Instruction (Virtual), Bilingual Literacy in Action, and Science of Reading (Virtual),The World Conference on Teaching and Education, and MTSS

	Comprehensive Virtual Conference Pathways to Possibility. These opportunities help staff bring new practices back to colleagues and strengthen instructional delivery across the school. PD planning is a shared effort involving district leaders, the principal, instructional coaches, and teaching staff. This collaborative approach keeps PD aligned with schoolwide goals while remaining responsive to classroom needs. Participation is expected for all certified staff, and agendas and sign-in sheets are maintained. The principal monitors engagement and supports staff in applying PD learning to practice. Funding is needed to support PD registration costs, travel, per diem, substitute coverage, and the ability to bring providers into the school. Additional funds are also required to hire a part-time interventionist to support our MTSS and instructional improvement efforts.
Recruitment/Retention of Effective Teachers	At CC Jr./Sr. High School, we are committed to recruiting and retaining high quality educators who align with our mission and values. Our hiring practices follow District Policy #5100, ensuring a structured, team based interview process that helps us select candidates well suited to our students and community. New staff members enter a supportive environment grounded in mentoring, professional development, and intentional onboarding. Currently, 90% of our teachers are certified in their assigned areas and meet all state requirements, and the teacher on an alternate certification pathway receives ongoing support from both a mentor and the principal. Our mentoring program includes monthly check ins, additional meetings as needed, and guidance on district policies, curriculum expectations, and professional development priorities. The model is flexible and responsive to individual needs, and feedback from new staff and exit conversations informs continuous improvement. Our principal is also completing an alternative certification pathway and receives support from a state assigned mentor through the Idaho Principal Mentoring Project. To build staff capacity, the district provides dedicated professional development funding and an annual $400 classroom allocation to help educators strengthen instructional practices and maintain well equipped learning environments. Retention strategies include a competitive, state funded salary schedule, retention bonuses tied to years of service, and supplemental levy supported staffing. Our four day school week remains one of our most effective retention tools, promoting work life balance and contributing to a positive, collaborative school culture where teachers feel valued and supported. As a result of these efforts, our teacher turnover rate is very low. Over the past three years, we have only lost one teacher. The majority of our staff lives in or near the community and often remain with the school until retirement.
Climate / Culture	When entering CC Jr./Sr. High School, students, families, and community members are welcomed into an environment that reflects pride, positivity, and connection. Guests are greeted warmly at the front desk, and the entryway highlights Bobcat PRIDE expectations (Positive Attitude,

	Responsible & Respectful, Integrity, Determination, Everyone's Safe), "Students of the Month," sports trophies, and motivational messages such as "Think like you're #1, Act like you're #1, Work like you're #1 and you'll be #1." Health and safety information is posted in both English and Spanish, and hallways feature inspirational quotes, college and career materials, anti vaping campaigns, and notices of upcoming activities. Comfortable gathering spaces and visible staff presence reinforce a sense of belonging and support throughout the building. This positive climate extends beyond the school walls. Monthly parent postcards celebrate student successes, while the school website, Facebook page, and newsletter keep families informed and engaged. The community marquee at the town entrance further strengthens school community connection by sharing announcements and showcasing Bobcat pride. Staff collaboration is a defining strength of our school. Bimonthly staff meetings and monthly CSI Up and in service sessions promote open communication and consistent expectations. Teachers regularly share resources, strategies, and interventions to support student growth. Weekly advisory activities provide structured academic, social, and enrichment opportunities while encouraging creativity and student voice. Staff also contribute to school life by supporting events and extracurricular activities, whether chaperoning dances, running concessions, or encouraging participation in clubs, athletics, and performances. Trust is central to our school culture. Students approach staff knowing they will be heard, and staff extend that same trust to one another. This openness allows for honest dialogue and thoughtful decision making, followed by unified commitment to implementation. Accountability is strong and rooted in professionalism, camaraderie, and a shared sense of purpose. Staff often use humor to support one another, strengthening relationships and reinforcing the positive, community centered climate that defines CC Jr./Sr. High School.
Graduation Rate	Clark County Jr/Sr High School employs an extensive system to monitor student progress toward graduation. In the 2025-2026 school year, we had a graduation rate of 90.9% Policy 2700, 2700P addresses graduation. The school counselor conducts an annual review of each student's transcript prior to course registration to ensure they are on track to meet graduation requirements. These records are maintained in individual student files, providing a reliable reference point for future planning. Additionally, following the fall semester, the counselor meets with students who have failed a course to evaluate and, if necessary, revise their spring schedules to keep them aligned with credit requirements. Students who fall behind in earning credits are offered multiple options for credit recovery, tailored to individual needs: • Incomplete Grades: For students who receive an incomplete, the counselor and classroom teacher collaborate to ensure the necessary coursework is completed and submitted. The counselor and principal monitor these cases to ensure all incompletes are converted to letter grades, maintaining transcript accuracy.

	• Failing Grades: When a student receives a failing grade, the counselor initiates a meeting with the student and their parent/guardian to determine the most appropriate credit recovery option. These may include: 1. Retaking the course the following academic year. 2. Enrolling in an Idaho Digital Learning Alliance (IDLA) course during the subsequent semester or over the summer at cost to the student. 3. Completing an accelerated IDLA credit recovery course designed for faster remediation at cost to the student. The school counselor meets with each student at least once annually during registration to discuss academic progress and graduation plans. Additional meetings are held during key testing periods, such as SAT, ACT, and PSAT, to ensure students are aware of and prepared for the assessments aligned with their post-graduation goals. In cases where discrepancies are identified in graduation rate data, the Superintendent/Principal, in collaboration with the registrar and counselor, conducts a thorough review. If errors are confirmed, the team works to collect and upload the necessary documentation to correct the records and ensure the data accurately reflects student outcomes.
Absenteeism	At Clark County Jr/Sr High School, we believe that attendance is key to student success and is a top priority. We work hard to create a positive atmosphere around attendance by communicating openly and kindly with families and providing support tailored to each student's situation. We focus on respectful communication and personalized support to create a culture where students and families feel encouraged, empowered to be present and engaged. District policies 3020, 3020P, and 3050 guide attendance expectations and procedures along with being covered in the student handbook. At Clark County Jr/Sr High School, we believe that attendance is key to student success and is a top priority. We work hard to create a positive atmosphere around attendance by communicating openly and kindly with families and providing support tailored to each student's situation. We focus on respectful communication and personalized support to create a culture where students and families feel encouraged, empowered to be present and engaged. District policies 3020, 3020P, and 3050 guide a ttendance expectations and procedures along with being covered in the student handbook. When a student misses school, our secretaries reach out to parents right away, especially if a student has missed the same class or time slot for three times. These calls are always friendly and understanding, aiming to find out what's going on rather than placing blame. Often, these conversations reveal bigger challenges like homelessness, court dates, or health issues. We log this information carefully in our student system and bring any serious concerns to the principals for follow-up. Our message about attendance is always about opportunity, not punishment. For students who have missed several days, we encourage them to attend after-school tutoring or Friday School - framed as a helpful

chance to catch up. School leaders also talk directly with families when they know a student might miss two or three weeks, like for trips to Mexico. They explain how much school time will be missed and discuss options, sharing past examples of homework that went unfinished and how that affected learning.
To catch students who are struggling with attendance, we review absences and tardies weekly during our “at-risk” meetings. Students flagged in this process meet with a teacher, principal, or superintendent to talk about what’s causing the absences and figure out how we can help.

The main reasons for chronic absenteeism at Clark County Jr/Sr High School are cultural or work-related. Many families take extended trips in January because of traditions or job schedules that don’t match the school calendar. Others take vacations based on their work schedules, which also leads to missed days. To help with this, we keep open conversations with parents about how important school time is. Sometimes, if a parent is working and can’t get a student up and ready, staff have even gotten permission to wake students and bring them to school. Our counselor and School Resource Officer also support students and parents by providing mentoring when needed.

Other

Clark County Jr./Sr. High School is a small, remote, rural public school in Dubois, Idaho, serving approximately 47 students in grades 6–12 as part of Clark County School District 161. Located near the Caribou–Targhee National Forest, the school reflects the demographics of its community, with a student population that is approximately 36% White and 60% Hispanic; 26% of students are English Language Learners, 15% are students with disabilities, and 72% come from low-income households, with all students receiving free or reduced-price lunch.

As a Schoolwide Title I school, CC Jr./Sr. HS is focused on three major initiatives: strengthening its MTSS intervention model through high-quality, evidence-based supports; implementing the newly adopted CPM math curriculum for grades 6–12; and beginning the adoption process for a new ELA core curriculum.

Dubois, the county seat of Clark County, had a population of 790 according to the 2020 U.S. Census, with an economy driven by agriculture, mining, and the school district, supported by local employers and services such as IKE’s Gas Station and Deli, High Plains Propane, the U.S. Sheep Experiment Station, Larson Farms, Egan Land and Cattle Company, Spencer Grill, Spencer Opal Mine, Thermacal Minerals of Idaho, Excellsior Gold Mine, the Bureau of Land Management, the U.S. Forest Service, and others. The socioeconomic landscape reflects the lower-wage jobs available in the area, with an average family income of $37,000. Over time, the Hispanic population has grown due to local employment patterns, while the overall population and economy of Clark County have declined, resulting in staff members carrying multiple roles within both the school and the broader community.

The school operates on a four-day instructional schedule, reserving Fridays for professional development, PLCs, and team collaboration. Staffing includes 10 certified teachers, part-time specialists in special education, counseling, library services, EL support, nursing, and secretarial roles, along with an SRO and two custodians; speech and language services are

contracted. Ninety percent of teachers are highly qualified and endorsed in their assignments, and all paraprofessionals have passed the Praxis. Leadership stability is strong, with the superintendent serving for six years and a new principal joining this year, and 70% of staff having worked at the school for seven or more years.

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. Goals should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based Interventions.

- Example SMART Goal Template: By *(month/year)*, *(who/what)* will increase/decrease *(amount) (%/points* to *(desired level)* as measured by *(tool/assessment/data set)*.
- Example SMART Goal: By May 2025, our math proficiency rate will increase 8 percentage points to 33% of our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need 1

SMART Goal: *250 characters max*

By spring 2027, we will increase ELA ISAT proficiency by 11% from spring to spring (from 41% to 51%).

85% of students will increase their overall growth scale score by 10% compared to their Spring 2026 ELA ISAT score (from 68.8% to 78.8%)

Area of Improvement:

ELA Achievement / Growth

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	Strategy *Describe the activity/program that will be implemented to meet the stated*	Evidence-Based *Well-designed and well-implemented studies to support the strategy listed*	Measured for Effectiveness	Remove

goal. How will it be implemented? By whom? How often?
List each strategy in a separate row

Who will monitor this strategy? How often? Using what tool/assessment/data set?

Monitoring/Evaluation:

1-1

Strategy Category: Developing Effective Teaching

Strategy:
All teachers will implement school-wide reading and writing strategies and practices in all subjects that support the learning needs of all of our students. They will meet monthly to share additional ways to successfully implement the strategies and evaluate implementation and effectiveness of those strategies using student data.

Evidence Level: Strong Evidence

Cite/Link research to support the Evidence level chosen:
explicit teaching strategies: .74

Monitoring/Evaluation:
Teachers will self-reflect on their implementation success of reading and writing strategies. ELA teachers, the principal, and the leadership team will analyze and monitor various forms of student data and formative assessments to monitor student learning.

The principal will conduct classroom walk-throughs and collect implementation logs to monitor implementation of these strategies and practices.

1-2

Strategy Category: Developing Effective Teaching

Strategy:
All teachers will implement school-wide reading and writing strategies (including "Go To Strategies" and "The Nine Dimensions of Scaffolding Multilingual Learners") in all subjects that support the learning needs of all of our students. They will meet monthly to share additional ways to successfully implement the strategies and evaluate implementation and effectiveness of those strategies using student data.

Funding is needed to stipend staff members to attend CSI meetings that are not built into the District calendar and when work is required outside of contract time also to purchase the books "The Nine Dimensions of Scaffolding Multilingual Learners"

Evidence Level: Strong Evidence

Cite/Link research to support the Evidence level chosen:
Marzano 2018; John Hattie effect size: explicit teaching strategies: .74; Dove, Honigsfeld, McDermott-Goldman, 2025

Monitoring/Evaluation:
Teachers will self-reflect on their implementation success of reading and writing strategies. ELA teachers, the principal, and the leadership team will analyze and monitor various forms of student data and formative assessments to monitor student learning.

The principal will conduct classroom walk-throughs to observe and monitor implementation of the strategies and scaffolding.

1-3

Strategy Category: Improving School Culture & Climate

Strategy:
Teachers will set ELA achievement goals with students using summative and formative data to encourage student ownership of their learning.

Evidence Level: Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie effect size: self reported grades .96, feedback 1.01, and self-reflection .50

Monitoring/Evaluation:
Teachers and the leadership team will analyze and monitor various forms of student data and formative assessments. Teachers will adjust instruction and/or interventions to support student goal

attainment as needed.

The principal and staff will monitor goal setting data logs.

1-4

Strategy Category:
Interventions / Credit Recovery

Strategy:
Teachers and administration will continue to refine and implement a school-wide MTSS model to support tiered instruction and, classroom management, student motivation and student behavior.

Funding is needed for a part-time interventionist who will help support the tiered instruction. Funding is also needed for staff members to attend CSI meetings that are not built into the District calendar, to develop intervention curriculum outside of contract time, and to attend PD as outlined in the Needs Assessment along with subs for the teachers as they attend the PD.
*Sample PD under consideration: potential site visits, peer observations, and high-quality conferences such as the National Literacy Institute's Small Group Instruction (Virtual), Bilingual Literacy in Action, and Science of Reading (Virtual), Responsive Classroom Plaooza Institute, National Center on Intervention, The World Conference on Teaching and Education, and MTSS Comprehensive Virtual Conference Pathways to Possibility.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Idaho SETA; Idaho SESTA; Thomas Good and Brophy; Clark and Dockweiler; Ainscow, M., Booth, T. and Dyson, A. John Hattie effect size: RTI: 1.07

Monitoring/Evaluation:
The leadership team and the principal will support and monitor MTSS development and implementation through the use of learning activities, training logs, surveys, common team agendas, and meeting notes.

1-5

Strategy Category:
Interventions / Credit Recovery

Strategy:
All teachers will implement targeted writing interventions (Wordy Wednesday) where all students will participate in dedicated 30-minute small-group grammar using Easy Grammar curriculum and ELA instruction session every Wednesday. Instruction will be focused on improving writing skills, aligned to the Idaho Standards Achievement Test (ISAT) and differentiated based on student writing needs.
Funding is needed to provide Easy Grammar curriculum teacher guides and student books.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie effect size: intervention: 0.77

Monitoring/Evaluation:
Teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Reading, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs during advisory and during other class periods to

observe transfer of skills.

1-6

Strategy Category:
Interventions / Credit Recovery

Strategy:
Students identified as Tier 2 or 3 through assessments will attend a daily 55-minute ELA remediation class focused on closing reading and writing skill gaps. Instruction will be personalized using diagnostic and benchmark data to meet individual learning needs. After school tutoring will be made available for those students who need extra support.

Funding is needed to provide staff stipends for planning and designing instruction outside of regular hours, after school tutoring instructional support and to employ a part-time interventionist. Funding may also be needed for Teacher manuals, instructional materials, student supplies, and manipulatives.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie effect RTI effect size: 1.07

Monitoring/Evaluation:
ELA teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Reading, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs during intervention and other classes to ensure knowledge transfer.

1-7

Strategy Category:
Data-Driven Decision Making

Strategy:
ELA teachers will use both formative and summative assessment data to inform instructional decisions, strengthen core instruction, and design targeted tier 1 interventions and differentiated instruction based on student needs.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie effect size: reflection on learning: .75 and alternative assessment methods: .67

Monitoring/Evaluation:
ELA teachers, principal, and leadership team will analyze and monitor student data through formative and summative data to ensure student learning.

The principal will conduct classroom walk-throughs during core instruction to ensure core instruction is effective and tier 1 intervention and differentiated instruction is addressing student needs.

1-8

Strategy Category:
Building Cohesive Curriculum & Instruction

Strategy:
ELA teachers and the principal will research evidence-based core ELA programs, review state recommendations, and follow district policy and state statute as they select and adopt a new ELA curriculum for the 2027–2028 school year.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie – Visible Learning (2009); E.D. Hirsch – Core Knowledge research (1987–present); Catherine Snow – Academic Language

Monitoring/Evaluation:
The ELA team and the principal will monitor the curriculum adoption process through regular check-ins, review of research and state recommendations, and ongoing alignment discussions during PLCs and department

			& Reading Research (1990–present)	meetings. The principal will conduct walkthroughs, gather teacher feedback, and ensure timelines and policy requirements are followed. Together, they will analyze assessment data, evaluate implementation readiness, and document progress to ensure the new curriculum supports schoolwide improvement.

Need 2

Area of Improvement:
Math Achievement / Growth

SMART Goal: *250 characters max*

By spring 2027, we will increase Math ISAT proficiency by 12% from spring to spring (from 33.3% to 35.3%).

Also, 85% of students will increase their overall growth scale score compared to their Spring 2026 Math ISAT score (from 56.3% to 66.3%).

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**

2-1

Strategy Category:
Data-Driven Decision Making

Strategy:
Math teachers will use both formative and summative assessment data to inform instructional decisions, strengthen core instruction, and design targeted tier 1 interventions and differentiated instruction based on student needs.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie, effect size: reflection on learning: .75

Monitoring/Evaluation:
Math teachers, principal, and leadership team will analyze and monitor student data through formative and summative data to ensure student learning.

The principal will conduct classroom walk-throughs during core instruction to ensure core instruction is effective and tier 1 intervention and differentiated instruction is addressing student needs.

2-2

Strategy Category:
Developing Effective Teaching

Strategy:
All teachers will implement school-wide math skills, practices, and strategies in all subjects that support the learning needs of all of our students. They will meet monthly to share additional ways to successfully implement the strategies and evaluate implementation and effectiveness of those strategies using student data.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Marzano 2018; John Hattie effect size: explicit teaching strategies: .74

Monitoring/Evaluation:
Teachers will self-reflect on their implementation success of math skills and strategies. Math teachers, the principal, and the leadership team will analyze and monitor various forms of student data and formative assessments to monitor student learning.

The principal will conduct classroom walk-throughs and collect implementation logs to monitor implementation of these strategies and practices.

2-3

Strategy Category:
Building Cohesive Curriculum & Instruction

Strategy:
Teachers will continue to develop and refine curriculum map and pacing guides as they implement CPM core curriculum and align instruction to Idaho State Content Standards.

Funds are needed to stipend teachers and pay for substitutes as staff develop or refine curriculum maps and pacing guides to support school improvement outside of contract time.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Marzano 2018

Monitoring/Evaluation:
Upon implementation of curriculum maps, teachers will self-reflect and self-evaluate their effectiveness and make changes as needed.

The Math teachers and the leadership team will analyze various forms of student data and formative assessments to monitor and measure

			instructional effectiveness and student progress. The principal will conduct classroom walk throughs to ensure implementation of curriculum and essential standards.
2-4	**Strategy Category:** Improving School Culture & Climate **Strategy:** Teachers will set Math achievement goals with students using summative and formative data to encourage student ownership of their learning.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** ohn Hattie effect size: self reported grades .96, feedback 1.01, and self-reflection .50	**Monitoring/Evaluation:** Teachers and the leadership team will analyze and monitor various forms of student data and formative assessments. Teachers will adjust instruction and/or interventions to support student goal attainment as needed. The principal and staff will monitor goal setting data logs.
2-5	**Strategy Category:** School & Teacher Leadership Development **Strategy:** Teachers and administration will continue to refine and implement a school-wide MTSS model to support tiered instruction and, classroom management, student motivation and student behavior. Funding is needed for a part-time interventionist who will help support the tiered instruction. Funding is also needed for staff members to attend CSI meetings that are not built into the District calendar, to develop intervention curriculum outside of contract time, and to attend PD as outlined in the Needs Assessment along with subs for the teachers as they attend the PD. *Sample PD under consideration: site visits, peer observations, and high-quality conferences such as the National Literacy Institute's Small Group Instruction (Virtual), Bilingual Literacy in Action, and Science of Reading (Virtual), Responsive Classroom Plaooza Institute, National Center on Intervention, The World Conference on Teaching and Education,	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** Idaho SETA; Idaho SESTA; Thomas Good and Brophy; Clark and Dockweiler; Ainscow, M., Booth, T. and Dyson, A. John Hattie effect size: RTI: 1.07	**Monitoring/Evaluation:** The leadership team and the principal will support and monitor MTSS development and implementation through the use of learning activities, training logs, surveys, common team agendas, and meeting notes.

and MTSS Comprehensive Virtual Conference Pathways to Possibility.

Strategy Category:
Interventions / Credit Recovery

Strategy:

2-6 Students identified as Tier 2 or 3 through assessments will attend a daily 55-minute math remediation class focused on closing reading and writing skill gaps. Instruction will be personalized using diagnostic and benchmark data to meet individual learning needs. After school tutoring will be made available for those students who need extra support.

Funding is needed to provide staff stipends for planning and designing instruction outside of regular hours, after school tutoring instructional support and to employ a part-time interventionist. Funding may also be needed for Teacher manuals, instructional materials, student supplies, and manipulatives.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie, intervention effect size: 1.07

Monitoring/Evaluation:
Math teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Reading, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs during intervention and other classes to ensure knowledge transfer.

Strategy Category:
Interventions / Credit Recovery

Strategy:

2-7 All teachers will implement targeted math intervention (Math Monday) where all students will participate in dedicated 30-minute small-group Imagine Math session every Monday. Instruction will be differentiated based on student writing needs.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie, intervention effect size: 0.77

Monitoring/Evaluation:
Teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Reading, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs during advisory and during other class periods to observe transfer of skills.

2-8 **Strategy Category:**
Developing Effective Teaching

Strategy:
All teachers will implement school-wide reading and writing strategies (including "Go To Strategies" and "The Nine Dimensions of Scaffolding Multilingual Learners") in all subjects that support the learning needs of all of our students. They will meet monthly to share additional ways to successfully implement the strategies and evaluate implementation and

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Marzano 2018; John Hattie effect size: explicit teaching strategies: .74; Dove, Honigsfeld, McDermott-Goldman, 2025

Monitoring/Evaluation:
Teachers will self-reflect on their implementation success of reading and writing strategies. ELA teachers, the principal, and the leadership team will analyze and monitor various forms of student data and formative assessments to monitor student learning.

	effectiveness of those strategies using student data. Funding is needed to stipend staff members to attend CSI meetings that are not built into the District calendar and when work is required outside of contract time. Funding is also needed for purchasing 'The Nine Dimensions of Scaffolding Multilingual Learners" books.		The principal will conduct classroom walk-throughs to observe and monitor implementation of the strategies and scaffolding.

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

In regard to resource inequities, Clark County Junior/Senior High School students are provided with the funding and per-pupil funding they are entitled to from the state. The district ensures that they will allocate resources, including staff positions and non-personnel resources, directly to its schools. In order to improve student achievement, staff engagement in professional development (PD) opportunities is essential; this is described in the plan and needs assessment and is necessary for building capacity in teaching and learning. Additionally, additional intervention staff is needed to support Tier 2 students. Students need continued access to evidence-based curriculum for core instruction and remediation, in accordance with the needs assessment. Lastly, students should be encouraged to perform their best on the ISAT.

3. Where will this improvement plan be publicly available?

https://www.clarkcountyschools161.org

4. Describe how the Schoolwide/Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.Discussion Topics

During Leadership Team meetings and Friday CSI-UP staff meetings, we will address and evaluate the following.
We will use guiding questions to evaluate the effectiveness and make adjustments. The questions may include: Is there a higher percentage of students testing proficient on benchmark and state tests? Are students showing growth? Are staff members having time to collaborate, to discuss data, instruction, curriculum and intervention groups? Should more time be focused toward professional development?

Annual Budget

Allocation for 2026-2027	$27,441
Carry-over from previous year as of 9/30/2026	$12,215
Total Allocation	$39,656

Obj.Code	Description	2026-2027
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount: $0 Description:
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount: $21,100 Description: 18 stipends(varying amounts depending on what activities they are part of,) to cover outside contract time, site visits, summer hours aligned to the activities in the SWIP. Also Substitute hours to cover during site visits, and PD/conferences along with after school

		tutoring and the interventionist that are all part of our CSI-up program/activities. We uploaded a more detail explanation of expenses.
200	Employee Benefits	Amount: $0 Description:
200	Employee Benefits	Amount: $4,418 Description: FIca, Medicare, Persi on the above listed stipends and wages.
300	Purchased Services (non travel)	Amount: $0 Description:
300	Purchased Services (non travel)	Amount: $8,500 Description: Conference registration fees, and speaker fees tied to SWIP activities.
380	Travel Expense	Amount: $0 Description:
380	Travel Expense	Amount: $4,500 Description: per diem, fuel, motel, car rental, UBER all tied to the conference/professional development tied to SWIP goals.
400	Supplies & Materials	Amount: $0 Description:
400	Supplies & Materials	Amount: $1,138 Description: Plan Book for teachers, book study books used as part of the CSI-UP activities, workbooks and supplies(large posters, manipulatives, poster size post its) needed for interventions,
500	Capital Objects	Amount: $0 Description:
500	Capital Objects	Amount: $0 Description:
800	Indirect Costs Indirect Cost Rate: 4.09 %	Amount: $0 Description:
800	Indirect Costs Indirect Cost Rate: 4.09 %	Amount: $0 Description:
	Budget Total	$39,656

Upload Files

Files

- csi-up.pdf

- Academic-year-calendar 26-27 (3).xlsx.pdf
- 2026-2027 CC Assessment Staff Calendar Revised 8-24 1.docx
- 26-27 schedule- final (1).pdf

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
    A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
    B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS
SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:
    a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
    b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
    c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
    d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
    a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
    b. Establishing an on-going drug-free awareness program to inform employees about:
        1. The dangers of drug abuse in the workplace;
        2. The grantee's policy of maintaining a drug-free workplace;
        3. Any available drug counseling, rehabilitation, and employee assistance programs; and
        4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
    c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement; and
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
    a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and

evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.

b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: holdene@ccsd161.org at 10/12/2026 1:38:39 PM