

PAYETTE PRIMARY SCHOOL (0508)

Submitted by: amsmith@payetteschools.org at 12/18/2025 8:44:12 AM

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

- 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
- Annual school level Title I-A plan
- 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 |
|------------------|---------------------------|-------------------------------|--------------------------|
| Leslie Burns | Principal | leburns@payetteschools.org | <input type="checkbox"/> |
| Kay Cox | Dean of Students | kacox@payetteschools.org | <input type="checkbox"/> |
| Stacie Mount | Title I teacher | stmount@payetteschools.org | <input type="checkbox"/> |
| Amber Yates | Special Education teacher | amyates@payetteschools.org | <input type="checkbox"/> |
| Marisa Walker | Kindergarten teacher | mawalker@payetteschools.org | <input type="checkbox"/> |
| Sami Walton | 1st grade teacher | sawalton@payetteschools.org | <input type="checkbox"/> |
| Adam Snook | 2nd grade teacher | adsnook@payetteschools.org | <input type="checkbox"/> |
| Richann McMaster | 3rd grade teacher | rimcmaster@payetteschools.org | <input type="checkbox"/> |
| Caitlyn Pearson | 4th grade teacher | capearson@payetteschools.org | <input type="checkbox"/> |
| Cassidy Burns | Parent | deedlebug83@gmail.com | <input type="checkbox"/> |

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

Our School Leadership Team meets regularly on the second Tuesday of each month at 3:45 p.m., with additional meetings scheduled as needed to respond to emerging needs. Meetings are rarely canceled. The agenda is developed by the principal and driven by topics stemming from district leadership meetings, yet focused on schoolwide priorities. We have an opportunity to grow in our use of both formative and summative assessment data—including IRI, i-Ready Math and Reading diagnostics, and ISAT 3rd- and 4th-grade ELA and Math results—during team meetings to drive instruction through engaging, data-driven decision-making. We will focus on trends and areas of need identified through this data inform instructional focus areas, intervention plans, and professional development priorities. Decisions and next steps are communicated to staff through detailed meeting minutes, weekly staff newsletters, and updates at staff meetings.

Academic Achievement

Our school follows an assessment cycle to ensure District consistency. IReady Reading and Math diagnostic screenings for K-4 students will be held in August, November, and March. This year, K-4 students completed the first Amira IRI diagnostic in October. The subsequent IRI diagnostics will be held in January and May. Data from these assessments are analyzed during grade-level PLCs and professional development days. Teachers use both individual and cohort data to set instructional goals and plan targeted interventions.

In Spring 2025, 58.4% of our K–3 students scored in Tier 1 on the IRI. On the 2025 Spring ISAT, 30.6% of our 3rd-grade students and 24.2% of our 4th-grade students scored proficient or advanced in ELA, while 33.7% of 3rd graders and 25.2% of 4th graders reached proficiency or advanced levels in Math. Foundational literacy, particularly in the early grades, remains our greatest area of need. An analysis suggests that early reading fluency and comprehension gaps contribute to challenges later in ELA and Math. Many of our students enter kindergarten with limited exposure to print and vocabulary, which impacts literacy acquisition and overall academic confidence. In response, we are prioritizing K–1 literacy development, consistent small-group instruction, and targeted interventions for students below benchmark.

Our achievement goals for the 2025–26 school year are to increase the percentage of K–1 students scoring in Tier 1 on the IRI to 70%, and to have at least 30% of 3rd graders and 33% of 4th graders score proficient or advanced on the ELA ISAT. Progress toward these goals will be monitored through ongoing I-Ready diagnostics, classroom formative assessments, and monthly data team meetings.

Tier 1 Instruction (Core)

Our school implements Houghton Mifflin Into Reading (K–4) as our core ELA curriculum, now in its third year of use, and I-Ready Math (K–4), currently in its fourth year of implementation. Both programs are being fully mapped across a six-day instructional schedule, ensuring alignment with essential standards and consistent pacing across grade levels. Core 1 instruction is designated as protected time and remains uninterrupted to ensure all students receive high-quality, grade-level instruction.

In ELA, this work has been strengthened through collaboration with our

SMART 2.0 Reading Coach, who supports teachers in lesson planning and modeling best practices. Teachers are working on creating a variety of formative assessments to monitor student understanding and adjust instruction in real time. Instructional practices emphasize active student engagement, frequent checks for understanding, and differentiated small-group instruction. Teachers regularly analyze assessment data to identify students who may need reteaching or additional intervention.

Tier 1 instruction is monitored through classroom walkthroughs, formal observations, and team data discussions. Feedback is provided by the principal and instructional coach through post-observation conferences, informal check-ins, and professional learning community (PLC) meetings. Paraprofessionals also receive coaching and support to ensure consistency and alignment with Tier 1 expectations.

Grade-level teams meet one Tuesday a month after school to review student data, plan interventions, and monitor progress. In addition, our MTSS team will meet bi-monthly to review the effectiveness of interventions and make data-informed adjustments for students receiving Tier 2 and Tier 3 support.

With the implementation of a strong Multi-Tiered System of Support (MTSS), teachers are provided a half-day of dedicated planning time each semester to dive deeper into student data alongside the SMART 2.0 Reading Coach, Title I Teacher, and principal. These collaborative sessions allow teachers to analyze trends, identify root causes, and refine intervention plans to ensure every student receives targeted, research-based support.

**Tier 2/3 Instruction
(Interventions)**

Students identified through the Fall IRI and IReady Reading diagnostics as performing below grade level receive daily, targeted reading interventions for 45 minutes. The master schedule has been intentionally designed so that interventions follow core instruction, allowing students to first receive high-quality Tier 1 instruction before targeted reteaching or skill reinforcement occurs. Tier 2 and Tier 3 instruction is provided by classroom teachers in small groups to ensure individualized attention and focused instruction. Intervention content targets phonemic awareness, phonics, spelling, fluency, and comprehension using evidence-based practices aligned with the Science of Reading.

Progress is closely monitored using the IRI Amira platform, IReady, and classroom-based formative assessments. Intervention are adjusted based on this progress monitoring to ensure that each student continues to make measurable growth. Teachers and support staff receive ongoing coaching and professional development from the SMART 2.0 Reading Coach and school coaching instructional team to ensure effectiveness of implementation.

**Professional
Development**

Staff participate in two districtwide professional development days each year, focusing on district priorities and curriculum implementation. In addition, our school provides targeted, site-based professional development designed to meet the specific needs of our staff and students. This year, our professional learning has centered on improving literacy and math instruction and refining instructional practices.

All classroom teachers, Special Education teachers and our Title I teacher have participated in the Idaho SMART 2.0 program (Striving to Meet Achievement in Reading Together), which provides in-depth training in evidence-based reading instruction. The principal is also taking the nine month leadership component of SMART 2.0. Our second-grade team is partnering with a Boise State Math Specialist to deepen math content knowledge and instructional strategies. Additional professional development has included PBIS Tier III training that is strengthening our MTSS. A leadership team is taking the ECHO Youth Well-Being and Upstream Prevention program course through the University of Idaho. The District Curriculum and Assessment Director is training certified staff on “The Big 3,” which focuses on writing student-friendly learning objectives, aligning formative assessments, and implementing engaging guided instruction.

Collaboration is embedded in our school’s structure through weekly grade-level planning meetings and data team sessions. Teachers also have access to three school-based instructional coaches who provide modeling, co-teaching, and feedback. These coaches, along with the principal and dean of students, are participating in the state-sponsored nine-month Instructional Coaching course to strengthen their capacity to support teachers.

Recruitment/Retention of Effective Teachers

Our school continues to experience low teacher turnover, reflecting a supportive and positive school culture. To attract and retain high-quality educators, we offer competitive compensation, including bonuses for hard-to-fill positions, salary increases for both certified and classified staff, and upgraded insurance benefits to remain competitive with surrounding districts. We are intentional about recruiting highly qualified teachers, even working with Teach for America, to identify and hire certified, committed candidates. Our four-day school week supports work-life balance and is a strong recruitment and retention benefit.

New teachers receive multiple layers of support through a comprehensive mentoring program that includes ongoing guidance from experienced educators, coaching from our instructional team, and regular check-ins with administration. Professional development opportunities, peer collaboration, and instructional coaching are available to all staff.

Climate / Culture

When people enter our school, they immediately feel a sense of pride and belonging. Recent cosmetic updates—fresh paint, vibrant murals, and bulletin boards highlighting the character traits we emphasize throughout the year—create a welcoming and student-centered environment. Our staff room was redesigned by a commissioned artist to serve as a positive, reflective space where teachers can recharge, collaborate, and celebrate one another’s successes both professionally and personally.

Our staff work closely in grade-level teams supporting each other through collaboration and shared problem-solving. Instructional rounds provide opportunities for cross-grade teams to observe colleagues in action, exchange strategies, and strengthen collective practice. This culture of openness and mutual learning fosters trust and continuous improvement.

Staff members demonstrate a strong sense of professionalism and adaptability. They are responsive to change, even when it requires difficult

systemic overhauls, and approach new initiatives with a shared commitment to what is best for students. Their willingness to learn, grow, and adjust practices ensures that our school continues to evolve in ways that strengthen teaching and learning.

Graduation Rate

Not applicable at this level.

Our school places a strong emphasis on the importance of regular attendance and works to communicate this message positively and consistently to families. This year, we transitioned to Class Dojo as our schoolwide parent communication platform, ensuring consistency across all classrooms. Through Class Dojo and our active, engaging Facebook page, families receive regular updates about school activities, celebrations, and reminders about the importance of attendance. These platforms have strengthened the connection between home and school while keeping the community informed and involved.

Absenteeism

Each day, teachers follow up with students who are absent to ensure they can access virtual learning resources and stay connected to classroom instruction. Chronic absenteeism is closely monitored, and staff members reach out to families early. Our approach is rooted in building relationships and offering help, not punishment.

This year, we introduced an informative open house for kindergarten parents to highlight the importance of daily attendance and establish positive attendance habits from the start of each child's school experience. By combining clear communication and family engagement we are working to address the root causes of absenteeism and ensure that every student has the opportunity to learn and succeed.

Other

Payette Primary is committed to fostering a positive and safe learning environment for all students. Creating a welcoming and inclusive atmosphere remains a schoolwide strength, as students report feeling valued, supported, and connected to both their peers and teachers. Strong student-adult relationships continue to be a point of pride, with students expressing that they feel respected and know there is always an adult they can turn to for help when needed. Character education is another consistent area of excellence, as students affirm the importance of honesty, helping others, and doing the right thing. Additionally, students clearly understand academic and behavioral expectations and recognize that the school expects them to work hard, act responsibly, and contribute positively to the learning community. Together, these findings reflect a caring, student-centered environment built on trust, respect, and shared responsibility.

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% our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need
1

SMART

Goal: 250
characters max

By the 2526 EOY, for students in attendance 90% of the time from August 2025 to April 2026, Payette Primary will increase the percentage of K-3 students reading at or above grade level on the Idaho Reading Indicator (IRI) by 10% points.

Remove

Area of Improvement:

ELA Achievement / Growth

Evidence-Based Interventions: Definition of Evidence-based Levels

| # | Strategy <i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?</i> List each strategy in a separate row | Evidence-Based <i>Well-designed and well-implemented studies to support the strategy listed</i> | Measured for Effectiveness <i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i> |
|---|---|---|--|
| 1 | <p>Strategy Category: Building Cohesive Curriculum & Instruction <input type="text"/></p> <p>Strategy: Payette Primary will overhaul the master schedule so that daily ELA core instruction is immediately followed by targeted intervention or enrichment.</p> | <p>Evidence Level: Strong Evidence <input type="text"/></p> <p><i>Cite/Link research to support the Evidence level chosen:</i> Consistent, daily, sufficiently intense, and well-scheduled intervention blocks that are connected to core instruction, and are not loosely scheduled or after long delays, helps maintain continuity and coherence while ensuring students</p> | <p>Monitoring/Evaluation: <input type="checkbox"/></p> <p>The principal has the primary responsibility of overseeing fidelity of implementation and ensuring the master schedule is executed as intended across grade levels.</p> |

receive timely, consistent support rather than sporadic or fragmented opportunities.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Regular formative assessments allows us to monitor growth during the year rather than only at benchmark times and ensures that instruction is responsive and timely.

Student-friendly learning objectives help make the essential ELA standards transparent to learners in grades K–4. If students know the goal of the lesson (e.g., “Today I will: find the main idea in a passage”), then the formative assessments, guided instruction, and intervention/enrichment can all align around that target. This clarity helps bridge from instruction, assessment, and intervention in a coherent way, supporting growth toward grade-level reading.

Guided instruction lets teachers meet students where they are and provide scaffolded support which supports more students reaching grade-level reading contributing to our +10 percentage goal.

Monitoring/Evaluation:

The principal will oversee the full implementation of The Big 3 and ensure alignment of instructional practice and assessment across all grade levels through focused walkthroughs, reviewing grade-level data, and facilitating data-driven team meetings.

Our literacy coach and leadership coaching team supports teachers through modeling, feedback, and data analysis. They will provide coaching cycles targeting effective use of formative assessments and guided instruction.

Grade-level PLC teams meet weekly to analyze formative assessment data and adjust student groupings. Together, they develop and post student-friendly objectives aligned to essential standards. They track student progress toward reading goals in grade-level data binders or spreadsheets. Evidence of growth and instructional adjustments during bi-monthly MTSS data reviews.

Strategy Category:

Developing Effective Teaching

Strategy:

- 1- Implement the “Big 3” instructional strategy model at Payette Primary which include using daily formative assessments, student-friendly learning objectives, and guided instruction.
- 2-

1- Strategy Category:

3 Developing Effective Teaching

Strategy:

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Monitoring/Evaluation:

Implementation fidelity will be measured through classroom

By the end of the 2025–2026 school year, all certified teachers at Payette Primary will actively participate in the SMART 2.0 Project, engage in monthly coaching meetings with the school’s reading coach, and implement Science of Reading (SoR) practices within their daily literacy instruction.

This goal supports Payette Primary’s mission to improve early literacy outcomes for all students by strengthening Tier 1 reading instruction through evidence-based practices aligned with the Science of Reading.

walkthrough data, coaching logs, and evidence of SoR-aligned instructional strategies by the principal, reading coach, and grade-level PLCs.

Need
2

SMART

Goal: 250
characters max

Area of Improvement:

Chronic Absenteeism

By the end of the 2025–2026 school year and to improve chronic absenteeism, Payette Primary School will improve student attendance and maintain an average daily attendance rate of 90% or higher.

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

| # | Strategy | Evidence-Based | Measured for Effectiveness | Remove |
|----|--|---|---|--------|
| | <i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?</i> List each strategy in a separate row | <i>Well-designed and well-implemented studies to support the strategy listed</i> | <i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i> | |
| 2- | Strategy Category: | Evidence Level: | Monitoring/Evaluation: <input type="checkbox"/> | |
| 1 | Improving School Culture & Climate <input type="checkbox"/> | Strong Evidence <input type="checkbox"/> | | |
| | <p>Strategy:</p> <p>Build Positive Relationships and a Sense of Belonging through: Personal Connections: Ensure every student has at least one trusted adult at school (teacher, counselor, or staff “check-in” mentor). Morning Greetings: Greet each student by name as they arrive to foster belonging and consistency.</p> <p>Strengthen Family Engagement and Communication through: Positive Contact First: Build rapport with</p> | <p><i>Cite/Link research to support the Evidence level chosen:</i></p> <p>Consistent attendance is directly linked to student achievement, engagement, and sense of belonging. Improving attendance requires a positive school climate where students feel safe, valued, and</p> | <p>Strengthening relationships and student belonging will be monitored by all staff through observations and student feedback and EOY satisfaction survey.</p> <p>Strengthen Family Engagement and Communication will be monitored by office staff, admin and the leadership team through</p> | |

families early in the year with welcoming phone calls and home visits. Host a Kindergarten Parent Open House before school starts.
 Clear Communication: Send attendance letters home in families' preferred languages explaining the impact of absences.

connected, and where families are active partners in their child's education.

a scheduled open house, call logs, copies letters, reports and communication records.

Strategy Category:

Data-Driven Decision Making

Strategy:

Promote Staff Collaboration and Accountability through:
 Attendance Team Meetings: Meet monthly to review data, identify trends, and coordinate outreach.
 Teacher Involvement: Encourage teachers to monitor attendance patterns and communicate early concerns. Provide virtual learning options.
 Attendance staff member to review a daily ADA report, make phone call home, and send notification letters to families.

Evidence Level:

Moderate Evidence

Cite/Link research to support the Evidence level chosen:

Consistent attendance is directly linked to student achievement.

Monitoring/Evaluation:

Promoting Staff Collaboration and Accountability will be monitored by the leadership team and PLCs through meeting agendas and attendance reports.

2-2

Need 3

Area of Improvement:

ELA Achievement / Growth

SMART



Goal: 250

characters max

By the end of the 2025–2026 school year, for students in attendance 90% of the time from August 2025 to April 2026, 40.5% of Payette Primary 4th grade students will score proficient on the 4

Evidence-Based Interventions: Definition of Evidence-based Levels

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

Evidence Level:

Strong Evidence ▾

Cite/Link research to support the Evidence level chosen:

Consistent, daily, sufficiently intense, and well-scheduled intervention blocks that are connected to core instruction, and are not loosely scheduled or after long delays, helps maintain continuity and coherence while ensuring students receive timely, consistent support rather than sporadic or fragmented opportunities.

Monitoring/Evaluation:

The principal has the primary responsibility of overseeing fidelity of implementation and ensuring the master schedule is executed as intended across grade levels.

Strategy Category:

Building Cohesive Curriculum & Instruction ▾

Strategy:

3-1 Payette Primary will overhaul the master schedule so that daily ELA core instruction is immediately followed by targeted intervention or enrichment.

Evidence Level:

Strong Evidence ▾

Cite/Link research to support the Evidence level chosen:

Regular formative assessments allows us to monitor growth during the year rather than only at benchmark times and ensures that instruction is responsive and timely.

Student-friendly learning objectives help make the essential ELA standards transparent to learners in grades K–4. If students know the goal of the lesson (e.g., “Today I will: find the main idea in a passage”), then the formative assessments, guided instruction, and intervention/enrichment can all align around that target. This clarity

Monitoring/Evaluation:

The principal will oversee the full implementation of The Big 3 and ensure alignment of instructional practice and assessment across all grade levels through focused walkthroughs, reviewing grade-level data, and facilitating data-driven team meetings.

Our literacy coach and leadership coaching team supports teachers through modeling, feedback, and data analysis. They will provide coaching cycles targeting effective use of formative assessments and guided instruction.

Grade-level PLC teams meet weekly to analyze

Strategy Category:

3-2 Developing Effective Teaching ▾

Strategy:

Implement the “Big 3” instructional strategy model at Payette Primary which include using daily formative assessments, student-friendly learning objectives, and guided instruction.

helps bridge from instruction, assessment, and intervention in a coherent way, supporting growth toward grade-level reading.

Guided instruction lets teachers meet students where they are and provide scaffolded support which supports more students reaching grade-level reading contributing to our +10 percentage goal.

formative assessment data and adjust student groupings. Together, they develop and post student-friendly objectives aligned to essential standards. They track student progress toward reading goals in grade-level data binders or spreadsheets. Evidence of growth and instructional adjustments during bi-monthly MTSS data reviews.

Strategy Category:

Developing Effective Teaching

Strategy:

By the end of the 2025–2026 school year, all certified teachers at Payette Primary will actively participate in the SMART 2.0 Project, engage in monthly coaching meetings with the school’s reading coach, and implement Science of Reading (SoR) practices within their daily literacy instruction.

3-3

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

This goal supports Payette Primary’s mission to improve early literacy outcomes for all students by strengthening Tier 1 reading instruction through evidence-based practices aligned with the Science of Reading.

Monitoring/Evaluation:

Implementation fidelity will be measured through classroom walkthrough data, coaching logs, and evidence of SoR-aligned instructional strategies by the principal, reading coach, and grade-level PLCs.

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.

After the school year started, Payette Primary experienced a significant shift in student enrollment that directly impacted the equitable distribution of resources. Following the opening of new apartment complexes within our attendance area, we saw a substantial influx of students particularly those receiving special education services. This unexpected increase in specialized needs placed immediate strain on our existing staffing, intervention, and support structures.

In addition, 15 new first graders enrolled after the start of the school year, necessitating the hiring of an additional first-grade teacher mid-year. While this was essential to maintaining reasonable class sizes and ensuring instructional quality, it also required the redistribution of materials, classroom space, and instructional resources. These unanticipated enrollment changes have challenged our ability to allocate staff equitably and maintain consistent access to instructional resources.

3. Where will this improvement plan be publicly available?

payetteschools.org

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

The effectiveness of the Payette Primary Schoolwide Improvement Plan (SWIP) will be monitored through ongoing data analysis, collaborative review, and stakeholder feedback. Student achievement, attendance, and behavior data will be reviewed regularly by grade-level PLCs and the

school's Leadership Team to assess progress toward schoolwide goals and ensure equitable outcomes for all student groups.

Implementation fidelity will be monitored through classroom walkthroughs, teacher self-assessments, and coaching cycles focused on the Science of Reading and targeted interventions. Professional development participation and impact will be evaluated through surveys and observation data, while family and community feedback will be collected to assess engagement effectiveness. Quarterly data reviews and an annual end-of-year analysis will guide adjustments to strategies, ensuring continuous improvement and transparency through reports shared with the district, families, and the school board.

Upload Files

Files

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: amsmith@payetteschools.org at 12/18/2025 8:44:12 AM