

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
Kurt Taylor	Principal	Kutaylor@payetteschools.org	<input type="checkbox"/>
Jeremy Burgess	Assistant Principal	Jeburgess@payetteschools.org	<input type="checkbox"/>
Hollie Fisher	Counselor	Hofisher@payetteschools.org	<input type="checkbox"/>
Tracy Burgess	Teacher	Trburgess@payetteschools.org	<input type="checkbox"/>
Angie Spelman	Teacher/Librarian	Anspellman@payetteschools.org	<input type="checkbox"/>
Amanda Smith	District Instructional Coach	Amsmith@payetteschools.org	<input type="checkbox"/>
Daniel Pecunia	Parent	danielpecunia54@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	At Payette High School, our Leadership and Data Team meets regularly—1–2 times per month—to review student data, set goals, and strengthen school culture. The team works collaboratively to identify areas of need

and develop strategies that positively impact student success. Communication from these meetings is shared through PLCs or all-staff meetings to ensure alignment across the school.

Barriers/Challenges:

One of our challenges is finding consistent meeting times that fit all members' schedules, as well as ensuring that follow-through and implementation of decisions are consistent across all departments. Additionally, balancing time between data analysis and culture-building work can be difficult during busy periods in the school year.

Opportunities for Growth:

We have opportunities to strengthen our decision-making process by using data more intentionally to guide instructional practices and interventions. Increasing staff engagement in leadership discussions, improving communication loops, and expanding shared ownership of school goals will continue to enhance our collaborative culture and overall school improvement efforts.

At Payette High School, our primary academic focus is on improving math and literacy scores. We recognize that our district currently ranks among the lowest in the state, and our data reflects challenges such as a poor testing culture, low reading levels, and broader community factors that impact student performance. We utilize assessment data weekly to identify student needs and adjust instruction to better support learning.

Barriers/Challenges:

Some of the main challenges include building a stronger testing culture, addressing foundational literacy and math skills, and overcoming community factors that affect student engagement and academic motivation. Additionally, ensuring consistent data use and accountability across all classrooms can be difficult.

Opportunities for Growth:

There are strong opportunities to deepen data-driven instruction, strengthen tiered interventions, and build a more positive testing culture schoolwide. By engaging students and families more consistently in monitoring academic progress, and continuing to use weekly data to inform instruction, we can foster greater academic ownership and long-term improvement in student outcomes.

Academic Achievement

Tier 1 Instruction (Core)

At Payette High School, we are focused on strengthening formative assessment practices through the use of exit tickets, which is our current building-wide goal. This helps teachers continually check for student understanding and adjust instruction in real time. We are also working to solidify and consistently communicate daily learning objectives to students. Our Student Achievement Committee ensures that our curriculum aligns with state standards and supports academic growth for all learners.

Barriers/Challenges:

Challenges include addressing gaps in foundational skills due to our current student performance levels and ensuring consistency in implementing formative assessments across all classrooms. Additionally, helping students engage with core instruction when they are performing

below grade level remains an ongoing area of need.

Opportunities for Growth:

We have strong opportunities to deepen the use of formative assessments to guide instruction, improve feedback loops between teachers and students, and continue creative, outside-the-box approaches to reach students where they are. By maintaining a focus on clear objectives and data-informed instruction, we can better support students in achieving grade-level proficiency and long-term academic success.

At Payette High School, students receive Tier I and Tier II academic and behavioral support through our flex intervention classes, which occur three times per week. Students are identified for intervention based on academic performance, attendance, and behavior data. They are placed into appropriate flex classes where staff provide targeted support and monitor progress through grades, behavior tracking, and attendance reports.

Barriers/Challenges:

Some challenges include maintaining consistent progress monitoring, ensuring staff have sufficient training in evidence-based intervention strategies, making sure staff are assigning students, and communicating with one another within their PLC's and whole staff, managing group sizes to allow for individualized attention, and balancing intervention time with other academic priorities. Other barriers we have at Payette

Opportunities for Growth:

Opportunities include providing additional professional development for teachers on intervention methods, refining data tracking systems to identify student needs more efficiently, and expanding Tier II and III supports to address both academic and behavioral growth more effectively.

At Payette High School, professional development (PD) is prioritized through multiple built-in opportunities. Fridays are designated as professional development days for all staff, allowing time for training, collaboration, and instructional improvement. In addition, Wednesday staff meetings are regularly used for PD sessions that align with building and district goals. PD topics and activities are discussed and planned in collaboration with the school leadership team and the district administrative team to ensure consistency and alignment with district initiatives.

Barriers/Challenges:

Challenges include finding enough time within the schedule for deep, sustained collaboration, differentiating PD to meet the diverse needs of staff, and ensuring consistent follow-through and implementation of strategies learned during PD sessions.

Opportunities for Growth:

Opportunities include increasing structured collaboration time for staff to apply PD learning, gathering more teacher feedback to guide PD planning, and strengthening the connection between PD topics and measurable student achievement outcomes.

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

**Professional
Development**

**Recruitment/Retention
of Effective Teachers**

At Payette High School, teacher recruitment and retention efforts have shown improvement, with more staff being retained than in previous years. Currently, five teachers are in their first to third year of teaching. The

school benefits from a strong mentoring program supported by both the district and Teach for America, which provides guidance and resources to help new teachers develop professionally and integrate successfully into the school community.

Barriers/Challenges:

A primary challenge in retention is geographical—many staff members choose to leave in order to work closer to Boise, where they reside. Another barrier has been the perception of the school district. Although that is changing rapidly.

Opportunities for Growth:

Opportunities include expanding incentives for teachers to remain in the district, strengthening partnerships with teacher preparation programs, and continuing to build on the success of the mentoring program to further support early-career teachers and reduce turnover.

Climate / Culture

At Payette High School, the school climate and culture have improved significantly in recent years. The updated facilities and positive atmosphere create an immediate sense of welcome for students, staff, and visitors. Staff members go out of their way to greet students and build meaningful relationships, fostering a family-like environment where everyone feels valued and supported. The staff functions as a close-knit, collaborative team that works together effectively toward shared goals.

****Barriers/Challenges:****

Challenges include maintaining this positive culture as new staff and students join the school, ensuring consistency in communication across departments, and continuing to strengthen trust between staff, administration, and the wider community.

****Opportunities for Growth:****

Opportunities include continuing to build school pride through shared celebrations and recognition, creating more structured avenues for staff collaboration, and expanding community partnerships to further enhance the supportive, family-oriented culture of the school.

Graduation Rate

At Payette High School, graduation tracking and student progress monitoring are major priorities. Staff and administrators check in on student graduation status daily to weekly, working collaboratively between the high school and Payette Academy to support student success. Credit recovery opportunities are provided through multiple pathways, including Friday School, which is utilized for seat time and to help students regain credits lost due to absences. The administrative team frequently reviews graduation cohorts and conducts extensive outreach to locate and re-engage students who have fallen off track. A major focus is placed on freshmen, ensuring they stay on pace and build a strong foundation for graduation success.

Barriers/Challenges:

Challenges include maintaining consistent communication with students who have transferred or become disengaged, managing attendance-related credit recovery efficiently, and ensuring that at-risk students receive early and effective intervention before significant credit loss occurs.

Opportunities for Growth:
 Opportunities include expanding early intervention and mentorship programs for freshmen, enhancing data systems to track graduation progress in real time, and continuing to build partnerships with families and community organizations to support attendance, engagement, and timely credit completion.

Absenteeism

At Payette High School, we address absenteeism through consistent communication and proactive support. We make phone calls home, send letters, and our attendance secretary contacts families for every student absence. Our admin team and School Resource Officer also make calls and home visits when needed. Additionally, we utilize virtual learning options to support students who may face barriers to attendance. Our approach is focused on being informational and supportive rather than punitive, ensuring families are informed and connected to resources to address the root causes of absenteeism.

Other

With our student population and community, our goals are focused on literacy and math. We are also focused on student enrollment and attendance. Building our CTE facility and updating our facilities will help with retaining students within our district.

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. (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 (tool/assessment/data set).
- **Example SMART Goal:** By May 2025, our math proficiency rate will increase 8 percentage points to 33% as measured by the Spring Math ISAT.

Prioritized Needs

Need 1	<p>SMART Goal: 250 characters max</p> <p>By May 2026, at least 65% of learners will meet or exceed their personal annual Individual Growth Goal, as measured by the i-Ready Reading Diagnostic (Fall→Spring). <input type="checkbox"/> Remove</p>		
	<p>Area of Improvement: ELA Achievement / Growth</p>		
<p>Evidence-Based Interventions: Definition of Evidence-based Levels</p>			
#	<p>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</p>	<p>Evidence-Based <i>Well-designed and well-implemented studies to support the strategy listed</i></p>	<p>Measured <i>Who will monitor the tool/</i></p>
1-	<p>Strategy Category: Building Cohesive Curriculum & Instruction</p> <p>Strategy: Integrate literacy strategies across all content areas to support comprehension and vocabulary development.</p>	<p>Evidence Level: Moderate Evidence</p> <p><i>Cite/Link research to support the Evidence level chosen:</i> Fisher, D., Frey, N., & Hattie, J. (2016). Visible learning for literacy, grades K–12:</p>	<p>Monitoring/ Evaluating and monitored through formal of</p>

Implementing the practices that work best to accelerate student learning. Corwin.

Strategy Category:

Interventions / Credit Recovery

1-
2

Strategy:

Provide targeted small group instruction and interventions based on i-Ready data.

Evidence Level:

Moderate Evidence

Cite/Link research to support the Evidence level chosen:

Fisher, D., Frey, N., & Hattie, J. (2016). Visible learning for literacy, grades K–12: Implementing the practices that work best to accelerate student learning. Corwin.

Monitoring/
Through staff

SMART Goal: 250

characters max

By May 2026, at least 60% of students will meet or exceed their annual Individual growth goal on the i-Ready Math diagnostic from Fall to Spring.

Remove

Area of Improvement:

Math Achievement / Growth

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

Measure

Who will monitor what

Need
2

Strategy Category:

Interventions / Credit Recovery

Strategy:

2- Establish math intervention times to support struggling learners. Weekly intervention times of at least 30-40 minutes through our flex period.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Marzano Research. (n.d.). The New Art & Science of Teaching. Marzano Resources. Retrieved December 3, 2025, from <https://www.marzanoresources.com/new-art-science-teaching.html>

Monitoring

Evaluating
be monitored
through
observatic

Strategy Category:

School & Teacher Leadership Development

Strategy:

2- Provide professional development on effective math instructional strategies and use of formative assessment.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Marzano Research. (n.d.). The New Art & Science of Teaching. Marzano Resources. Retrieved December 3, 2025, from <https://www.marzanoresources.com/new-art-science-teaching.html>

Monitoring

The School
Plan will
evaluated
meetings
Data Team
Administr
our math
they need

Need
3

Area of Improvement:

Chronic Absenteeism

SMART Goal: 250

characters max

By the end of the 2025–2026 school year, Payette High School will maintain a weekly student attendance rate of no less than 92% as measured by ADA

Remove

reports.

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

Strategy Category:

3- Improving School Culture & Climate

1 Strategy:

Monitor attendance weekly and identify students with chronic absenteeism.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Cultivate a Schoolwide Culture of Attendance
<https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/cultivate-a-school-wide-culture-of-attendance/>

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.

Payette High School continues to experience inequities in the distribution of educational resources that impact our ability to improve student outcomes. As a rural school district, limited funding affects access to updated instructional materials, technology, and academic interventions. Staffing shortages—especially in specialized areas such as math intervention, reading support, and special education—have placed additional strain on existing staff who must fulfill multiple roles. Additionally, a higher number of at-risk and economically disadvantaged students require more targeted supports than current resources allow. Access to consistent internet and technology outside of school hours is also limited for some students, affecting their ability to complete online interventions or enrichment activities. Despite these challenges, Payette High School continues to maximize available resources by providing professional development, leveraging the flex period for interventions, and fostering strong relationships between staff, students, and families to bridge resource gaps.

3. Where will this improvement plan be publicly available?

This plan will be available on our school district, and school website.

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

The Schoolwide Improvement Plan will be monitored and evaluated for effectiveness through consistent collaboration and data analysis by the Leadership Data Team and the Administrative Team. These groups will review progress toward each goal on a regular basis using measurable data such as:

i-Ready Reading and Math Diagnostics for growth and achievement tracking,

Attendance Data (ADA reports) for identifying and addressing chronic absenteeism, and

Positive communication logs to measure progress on family engagement goals.

Evaluation will include analysis of formative assessments, teacher feedback, and progress

monitoring reports to determine the impact of instructional strategies and interventions. Findings will be shared with staff during leadership and professional learning community (PLC) meetings to ensure data-driven adjustments are made throughout the school year. The ultimate goal is to maintain a continuous improvement cycle where data informs decisions and supports improved outcomes for all students.

Upload Files

Files

- [2025-2026 PHS SWIP .pdf](#)
- [PHS Flex Intervention Document.xlsx - September RTI Schedule.pdf](#)
- [PSD Attendance Report - Enrollment.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: amsmith@payetteschools.org at 12/18/2025 8:44:03 AM