

PAYETTE HIGH SCHOOL (0162)

Submitted by: amsmith@payetteschools.org at 11/11/2024 2:44:56 PM

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Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Kurt Taylor	Principal	kutaylor@payetteschools.org	☐
Brooke Webb	Assistant Principal	brwebb@payetteschools.org	☐
Jeremy Burgess	Dean Of Students	Jeburgess@payetteschools.org	☐
Ryan Haren	Teacher	raharen@payetteschools.org	☐
Tracy Burgess	Teacher	Trburgess@payetteschools.org	☐
John Taylor	Teacher	Jotaylor@payetteschools.org	☐
Angie Spelman	Teacher	Anspelman@payetteschools.org	☐
Daniel Pecunia	Parent	danielpecunia54@yahoo.com	☐
Lori Collier	Teacher	locollier@payetteschools.org	☐
Billie Robison	Paraprofessional	birobison@payetteschools.org	☐
Hope Wolfe	Parent	hopewolf83@gmail.com	☐

Needs Assessment

School Leadership Team

Payette High's School leadership team is compromised by our department chairs and our administrative team. We have 7 members on the team and we meet once a month for about an hour. The team is involved in creating procedures and making decisions for the school such as the direction the school is wanting to go through our mission and vision. The Leadership Team also sets the goals for the school, including the SWIP goal. Once decisions are made through the leadership team, our admin team communicates to our stakeholders. We also use data in several key areas to lead our work. Data from Swiss (behavioral data), and attendance data gained by our student information system. This allows for our leadership team to garner policy, and procedures. All decisions that are made by our district leadership team are communicated to our stakeholders via social media, newsletters, and immediate messages (email, and text) through our student information system (Infinite campus).

School and Community

The school community at PHS has changed significantly over the last year. Our admin team is all new to the school, and our District Office is new as well with the addition of a new Superintendent and Assistant Superintendent. These changes have all been for the positive and the culture is shifting for the positive not only at the high school community, but for the district as a whole.

Academic Achievement

Payette High's academic achievement falls mostly below basic in math at 47.7% below basic and mostly proficient in ELA at 40.7%. Our graduation rate has increased over the last 3 years but still falls under the state average.

Student Learning Needs

Our students' learning needs start at the foundational level of learning in both math and ELA. Our district has implemented both literacy PD and Marzano PD for direct instruction practices. The District has placed an emphasis on growth learning by using I-ready assessments to track data in math and ELA. This has given us a baseline data to see what interventions would best benefit our students.

Core Curriculum

PHS uses a wide variety of curriculum within each department. Our staff maps all curriculum within each course taught. This is done both tangibly and now digitally. Curriculum mapping, unit mapping, lesson plans, and assessment are all compiled into digital folders. Administration monitors teacher curriculum through the PLCs and google folders. Each month the admin team checks off the work and ensures it is current. This is done as teachers work on the curriculum every week in their PLC's.

Core Instruction

Our district uses the I-ready growth assessment to get the data we need to drive instruction and identify interventions. Students are grouped based on classes and credits baring plans for each student.

Alignment of teaching and Learning

Our staff align using our PLCs and department work for subject material, unit mapping, etc.

Universal Screening

PHS screens through the use of I-ready. I-ready gives specific, and detailed data for each one of our students so our team can screen students for courses and interventions.

Tiered Instruction and Academic Interventions

PHS tiered interventions are used daily within our flex classes for academic tiered interventions. Our behavioral tiered interventions are supported through our PBIS tiered systems. The academic interventions are accomplished through the staff bringing the students to them during their flex/advisory time.

Learning Time

PHS has a later start time than most schools in the state in order to accommodate the students' needs here in our community. Our start time is 8:25 AM and we end school at 4:05 PM. Within our daily bell schedule we have an advisory/flex period that we use for intervention time. We also provide after school interventions, Friday school, and help for all students who want to access that time.

Non-Academic Student Needs

PHS has a school counseling team that all students can access at anytime throughout a school day.

Well-rounded Education

PHS has a plethora of "well-rounded" educational courses. We provide many electives within our departments such as Myths and Legends and Film as Literature in ELA or Business Math in our Math department. We offer several music courses through band and choir. We also have several CTE pathways that our students thoroughly enjoy.

Additional Opportunities For Learning

PHS offers several pathways in CTE as well as dual credit courses.

School Transitions

The high school counseling team works closely with the middle school counselor and Dean to provide a thorough presentation on the transition they will experience coming into 9th grade. We also have a day for Freshmen Orientation where our incoming 9th grade students are in school to learn about their courses, teachers, lockers, layout, and opportunities. This day is held the day before our remaining students start school so Freshmen have the entire day to be present and familiarize themselves with our community.

Professional Development

Payette school district offers many aspects of PD both within schools and through the district. Once a month there is a district wide PD day that allows time for teachers to learn and grow through district PD goals. The District has brought in several instructors to help our teachers.

Family and Community Engagement

Payette school district has policies in place as a district and within each school. At the High School we work on policy all year long with monthly meetings with our policy committee. This committee works on current policy and

Recruitment and Retention of Effective Teachers

identifies and suggestions for changes. Payette School District offers literacy nights through various schools as well as our Migrant program events. Creating more family and community engagement activities is a goal for the high school, but more events have been added. Events such as registration nights and back to school nights (pirates are back) are utilized as well as Parent Teacher Conferences.

All but two staff members are fully certified through the state. The other two staff are on alt certs through the state of Idaho. Specific strategies to recruit and retain staff are embedded in our culture lead by our admin team and our leadership goals and characteristics. PHS has also worked on changing the schedule for the day to accommodate staff in various ways.

Coordination and Integration With Other Programs

Payette High School offers after school and Friday school for academic support. We work as a team with our counselors, SRO, and coaches to build relationships to better learn our students' needs. Our district is working on a CTE facility to provide top-notch programs and opportunities for students, and have already provided two (2) College and Career Fair days. We also have a CTSO workday for students to work and earn their CTE program dues as to retain students interested in participating where they may otherwise not be able to.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:	
1	Aligning Curriculum	PHS will align the core content curriculum with state standards by May 25, 2025, as measured by completed curriculum maps and unit outlooks.	☐ Remove
Evidence-Based Interventions: Discussion Topics			
	Intervention Strategy # Please include a detailed description of who is going to do what, where, when and people involved.	What evidence level of criteria does this strategy meet?	Describe how the intervention will be monitored and evaluated for effectiveness. ☐ Remove
1-1	Verify the standards in the year-long	Moderate Evidence ▾	All mapping is standards based and we are working on We hold monthly staff meetings and weekly

plan via unit mapping.

aligned assessments. This Goal allows us to model our instructional times to models like Marzano's instructional strategies. Specially cooperative learning, and reinforcing effort. This allows our teams to focus on our students needs, and more rigor to increase our scores moving forward.

department meetings to ensure progress is being made.

Need
2

Need Description:

Increase Rigor & Measure/Analyze Student Achievement

SMART Goal:

PHS will increase the 2024-2025 graduation rate to 83% by June 2025 through the targeted interventions for at-risk youth.

☐

Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1	Identify all at-risk 12th grade students and determine a plan of action should there be any concerns. Identify all students, 9th - 12th grades, that need to be enrolled in summer school to get back on track and/or remain on track. Track all 9th grade students regarding remaining on	Moderate Evidence ▼	All interventions will be created based off data from attendance, RTI/MTSS teams, PBIS Teams, Freshman on track date, and constant work by our intervention teams and counselors tracking all students.	These aspects are monitored every week from various committees and teams doing the work in the specific area of intervention.	☐

track.

PBIS TEAM
RTI/MTSS
TEAM
Counselors
Admin Team
Attendance
Committee

Need

Description:

Communicate
Effectively

SMART Goal:

PHS will work to increase communication between the school and community by sending out 4 monthly updates on academic and extracurricular opportunities by the end of the 2024-2-25 school year.



Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy

Please include a detailed description of who is going to do what, where, when and people involved.

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Describe how the intervention will be monitored and evaluated for effectiveness.

Remove

Need
3

3-
1

Our teams will check each week that this work is getting done. We will use our librarian, admin team, office manager, attendance secretary and PBIS team to send out information weekly. school district translator.

Moderate Evidence ▼

The Student Relations Committee is working on a presentation and activity in better identifying students with unidentified needs and working to build a culture of support. This activity will also allow the committee to track improved data specific to attendance, behavior, grades, and involvement.

Weekly work will be done from all team members to get these areas of communication out.



2. Identify the resource inequities which are barriers to improving student outcomes.

The after school program and Friday school are limited if students are not able to access transportation outside of the school district buses.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://www.payetteschools.org/district/phs-home>

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

The Payette High School SWIP will be monitored through various action items as well as rolling weekly and monthly meetings for the teams involved in all three goals. All teams will work through student progress monitoring and intervention work to keep weekly items at the forefront of work. By aligning curriculum, and focusing on graduation rates, PHS can envelop all major priorities of the school under these specific goals. This allows for our leadership team, committees, and teachers to focus on a linear approach to their work and actually get the work done.

Upload Files

Files

- [BELL SCHEDULE 24-25.pdf](#)
- [Payette High Master Schedule 2024-2025 - Name S1 2024-2025.pdf](#)
- [PHS SWIP Goals .pdf](#)

- [ISAT](#)
- [Graduation Rate](#)
- [English Learner Progress](#)
- [College/Career Readiness](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School	6.8 %	17.0 %	28.4 %	47.7 %
District	7.1 %	18.3 %	27.5 %	47.2 %
State	20.9 %	22.3 %	26.0 %	30.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	2.1 %	9.6 %	21.3 %	67.0 %
District	8.2 %	17.9 %	27.9 %	46.0 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	2.2 %	7.8 %	28.9 %	61.1 %
District	9.6 %	18.9 %	28.4 %	43.1 %
State	20.0 %	22.7 %	27.2 %	30.1 %

ELA

2023-2024

Advanced Proficient Basic Below Basic

School	17.4 %	34.9 %	24.4 %	23.3 %
District	7.9 %	21.8 %	24.5 %	45.8 %
State	23.7 %	30.3 %	21.9 %	24.1 %

2022-2023

Advanced Proficient Basic Below Basic

School	13.2 %	40.7 %	19.8 %	26.4 %
District	8.5 %	24.2 %	23.0 %	44.2 %

State	22.1 %	30.1 %	22.5 %	25.3 %
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2021-2022

Advanced Proficient Basic Below Basic

School	14.4 %	36.7 %	21.1 %	27.8 %
District	12.2 %	26.1 %	25.2 %	36.6 %
State	23.9 %	31.6 %	22.5 %	22.0 %

Science

2023-2024

Advanced Proficient Basic Below Basic

School	2.8 %	16.7 %	36.1 %	44.4 %
District	2.3 %	22.3 %	39.6 %	35.8 %
State	9.9 %	32.2 %	35.1 %	22.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	1.2 %	9.4 %	23.5 %	65.9 %
District	1.1 %	20.1 %	34.2 %	44.6 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

Advanced Proficient Basic Below Basic

School	0.0 %	7.1 %	27.4 %	65.5 %
District	2.9 %	16.8 %	38.3 %	42.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2022-2023

Four-Year Graduation Rate

School	78.9 %
District	73.5 %
State	81.1 %

2021-2022

Four-Year Graduation Rate

School	60.5 %
District	56.5 %
State	79.9 %

2020-2021

Four-Year Graduation Rate

School	74.1 %
District	69.8 %
State	80.1 %

EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School	0.0 %
District	3.6 %
State	9.0 %

2022-2023

Percent of EL Students Reaching Proficiency

School	0.0 %
District	4.6 %
State	8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School	8.7 %
District	9.6 %
State	10.0 %

EL Progress

2023-2024

Percent of EL Students Making Progress

School	0.0 %
District	30.7 %
State	45.8 %

2022-2023

Percent of EL Students Making Progress

School	22.2 %
District	50.9 %
State	55.9 %

2021-2022

Percent of EL Students Making Progress

School	30.4 %
District	57.0 %
State	50.5 %

2023-2024

Participation in College and Career Readiness Courses

School	94.5 %
District	85.2 %
State	80.7 %

2022-2023

Participation in College and Career Readiness Courses

School	87.5 %
District	83.3 %
State	80.4 %

2021-2022

Participation in College and Career Readiness Courses

School	70.7 %
District	69.2 %
State	80.0 %

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 11/11/2024 2:44:56 PM