

PAYETTE ACADEMY (1453)
Submitted by: maholcomb@payetteschools.org at 10/24/2024 1:56:30 PM

Note: All tabs must be activated before they will print
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
Marci Holcomb	Principal	maholcomb@payetteschools.org	☐
Amy Hopkins	Dean of Students	amhopkins@payetteschools.org	☐
Art Yokom	Counselor	aryokom@payetteschools.org	☐
Shauna Bain	Middle School Teacher	shbain@payetteschools.org	☐
Brydon Black	High School Teacher	brblack@payetteschools.org	☐
Kate Hunter	High School Teacher	kahunter@payetteschools.org	☐
Karisa Daniell	Special Education Paraprofessional	kadaniel@payetteschools.org	☐
Carmen Anderson	Grandmother	andersoncarmen50@gmail.com	☐
Shannowa Carver	Parent	shannowacarver@gmail.com	☐
Kim Pirrie	Parent	kpirrie21@gmail.com	☐
Needs Assessment			

School Leadership Team

The leadership team at Payette Academy is chaired by the building principal. The team meets monthly to provide input on student success, plan for future needs, and review results. Information is shared with the team from the district administration. The entire team can have input as to the agenda at these meetings, but the agenda is ultimately set by the administration. Since committee members also participate on other committees like MTSS, Behavior, and district committees, there is a wealth of information that can be used to shape decisions. A common theme of the meetings is reviewing summative, formative, attendance, and other pertinent data to respond to the needs of the whole child and ultimately prepare them for graduation.

School and Community

Payette Academy enrollment has increased this year and we have moved into a new facility to accommodate our needs. We are fortunate to have permanent staff members working with our students instead of sharing with other buildings. Most students at Payette Academy have a history of struggling at school. The origins of these struggles are often related to low attendance or

Academic Achievement

academic struggles. While McCain Middle School and Payette High School have attempted to address these concerns through academic interventions, parent contacts, and positive reinforcement, a new environment was necessary to provide a successful learning setting.

Payette Academy students are significantly below the district, state, and national average as evaluated by the iSAT. Our district graduation rate was 73.5% last year, which is a marketed improvement over 56.5% the year before. Much of this is because of the work at Payette Academy. However, this is nothing to celebrate because it is significantly below the state average and well below where we need to be. Our interim assessments (I-Ready) show that students over 75% of PA's students are three or more grade levels behind in reading and math scores.

Student Learning Needs

Payette Academy has recently increased in size from approximately 55 students to over 100 students. The school model has changed, and there is more rigor and focus on student achievement. We have added a full-time counselor and other intervention staff to our team. Our CTE staff is still shared with the high school this year. We have increased communication and coordination to ensure teacher development, effective instructional practices, and student growth. We utilize the resources of our Federal Programs team, Special Education staff, and Curriculum/Instruction director to support our learning community.

Core Curriculum

The school district adopts curriculum materials that align with state and national standards. After a specific need is identified, the teacher and principal vet supplemental materials. The impact of the supplemental materials is monitored closely. This year, we want to revise and update all curriculum maps to align with the current district curriculum. This will be done in partnership with Payette High School.

Core Instruction

Payette Academy students struggle academically. Currently, 20% of enrolled students are identified as special education with academic and/or behavioral needs, but the general education students are also multiple grade levels below expected performance. While we implement differentiated instruction for all students with the goal of assisting them to meet academic achievement levels, this is an ongoing goal. Our teachers are new, and we have an enormous task if we are going to make growth goals for

Alignment of teaching and Learning

students. This is an ongoing area of focus and professional development.

While the district has tried to align the curriculum, the building staff needs more tenure and training or understanding of these processes. To ensure consistency, we must update curriculum maps and attend training with McCain Middle School and Payette High School. These opportunities need to be coordinated.

Universal Screening

Payette Academy uses i-Ready as its universal screener. Teachers review data to plan interventions and adjust instruction.

Tiered Instruction and Academic Interventions

Currently, the middle school classroom is intervention-focused, with an emphasis on skill recovery for gaps in student learning. A small class size of 8-10 students allows small group work, extended lessons, and differentiated instruction. Interim assessments show students are making progress with these intentional supports.

High school students are focused on credit acquisition. Students are placed at Payette Academy because they are not on track to graduate because of a lack of credits or severe behavior issues. Individual academic and behavior plans are in place for each student to ensure success. Interventions are created within these plans based on student needs and may include paraprofessional support, small group instruction, differentiated instruction, or behavioral support.

Learning Time

Payette Academy offers a 4-period schedule, with classes changing every quarter. Classes are in session from 9:00 AM-4:00 PM, Monday-Thursday; students are also enrolled in an advisory section. Students may earn 18 credits per year. An additional two credits are available if students attend zero-hour classes. Students are eligible for summer school at Payette High School

Non-Academic Student Needs

Students have access to a school counselor. A licensed counselor is physically on-site once a week to provide intensive therapy, and our school counselor is available daily. Counselors can meet with students regarding social-emotional needs as well as school counseling-type services

Well-rounded Education

Students may participate in a career and technical business pathway this year, with plans to expand our offerings at the new CTE center next year. We offer electives and humanities at PA. Students can access specialized courses through programs

IDLA and enroll in college courses. Furthermore, students can access athletics, band, and other extracurricular activities through Payette High School and McCain Middle School.

Additional Opportunities For Learning

Parents would like to see the number of electives offered expanded to include a wider variety of humanities and career-technical offerings.

School Transitions

Payette Academy provides students the skills to transition to life after high school. The focus of our program is “career and college readiness.” Students must complete their senior project, which includes applying for scholarships, applying to a college, university, or technical school, completing a resume/job application package, and other job-related activities. The culminating activity is giving a presentation on where the student will be in three to five years.

Each student updates a four-year plan, which they begin in the middle school program. It is completed in a careers unit and is the work of the student, counselor, and parents.

Professional Development

PA Teachers have access to monthly district professional development, and the staff also has weekly meetings. While focusing on all sites in the district, Payette Academy teachers will receive significant training on ACES and working with students who have experienced trauma and/or need specialized social-emotional support and student mental well-being. Marzano training will be provided to improve instructional strategies.

Family and Community Engagement

Staff is asked to make two positive parent contacts per week. A weekly newsletter is sent home in both English and Spanish. Parent-teacher conferences are scheduled (95% attendance for middle school and 47% attendance for high school in the first quarter of 2024). The middle school sends bi-weekly progress reports home.

Recruitment and Retention of Effective Teachers

All PA teachers meet state certification requirements. Teachers were chosen not only for their subject matter qualifications but also for their ability to make connections and think outside the box. Teachers view working at PA as an opportunity to impact student success. Staff are paid a hard-to-fill stipend for working in an alternative setting. Frequent recognition and appreciation are shared with these hard-working individuals. However, the staff is new to the program, and most are new to teaching. While we

Coordination and Integration With Other Programs

have achieved success, we are working with an at-risk population, and much work must continue to be done to improve instructional strategies and academic success.

Payette Academy provides Title 1-A services to our students. We also provide other federal programs, including homeless, migrant, and EL services, to those who qualify.

We work closely with our food service program to provide breakfast and lunch to our students. Food is delivered to our kitchen. We have separate middle school and high school lunch programs.

Our transportation department is called upon to transport students to and from our building and to other buildings to participate in activities and athletics. We have middle school and high school students involved in sports, and high school students participate in band.

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: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime 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	The Payette School District graduation rate was 56.5% in 2021-2022 and 73.5% in 2022-2023. Interventions need to be in place to raise school and district-wide performance	Payette Academy will have a four-year cohort graduation rate of 70%.	☐ 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
1-1	Monitor attendance daily and maintain an 85% average daily attendance rate.	Strong Evidence ▼	Studies have consistently shown a strong correlation between daily attendance and academic performance. Students who maintain high attendance rates are more likely to achieve better	Daily attendance reports will be accessed. Calls, emails, and texts will be sent to the parents of absent students. Weekly reports will be accessed and reviewed by the	☐

1-
2

Provide core instruction training for teachers in literacy to impact achievement.

Strong Evidence ▼

The district provides Marzano's instructional strategies (e.g., setting objectives, giving feedback, summarizing, and note-taking) backed by meta-analyses that link them to increased student learning outcomes. Teacher

administration. Letters will be mailed home.

Through observations and performance reviews



training on evidence-based instructional strategies is often grounded in extensive educational research that identifies what works to improve student outcomes. This includes differentiated instruction, formative assessment, cooperative learning, and active engagement techniques. Research consistently shows that when teachers are equipped with these strategies, student engagement and achievement improve.

1- Implement
3 MTSS teams to implement academic interventions

Promising Evidence ▼

MTSS utilizes a tiered framework where all students receive high-quality core instruction (Tier 1), and those needing more support receive increasingly intensive interventions (Tier 2 and Tier 3). Using a structured, tiered approach improves academic achievement, particularly for at-risk students. We believe we will see significant improvements in reading and math skills when these

Review data at monthly team meetings



systems are in place

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

The school has recently expanded and has an inexperienced staff. The majority of teachers have less than 1 year of teaching experience.

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.

n/a

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

Discussion Topics
Classroom observation, attendance data, grade reports, behavior reports, student progress monitoring, staff feedback, and parent feedback are used to develop and monitor the SWIP tool. SWIP team meetings will be held quarterly to review the plan.

Upload Files

Files

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

Math

2023-2024

Advanced Proficient Basic Below Basic

School	0.0 %	0.0 %	6.7 %	93.3 %
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	0.0 %	0.0 %	25.0 %	75.0 %
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	0.0 %	0.0 %	33.3 %	66.7 %
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	0.0 %	0.0 %	13.3 %	86.7 %
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	0.0 %	0.0 %	50.0 %	50.0 %
District	8.5 %	24.2 %	23.0 %	44.2 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	0.0 %	16.7 %	16.7 %	66.7 %
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	0.0 %	7.1 %	42.9 %	50.0 %
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	0.0 %	0.0 %	0.0 %	100.0 %
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 %	0.0 %	50.0 %	50.0 %
District	2.9 %	16.8 %	38.3 %	42.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

Math

2023-2024

Percent of Students Making Adequate Progress

School	50.0 %
District	35.9 %
State	52.8 %

2021-2022

Percent of Students Making Adequate Progress

School	0.0 %
District	49.2 %
State	53.5 %

ELA

2023-2024

Percent of Students Making Adequate Progress

School	25.0 %
District	39.6 %
State	64.4 %

2021-2022

Percent of Students Making Adequate Progress

School	50.0 %
District	53.2 %
State	64.4 %

2022-2023

Four-Year Graduation Rate

School	0.0 %
District	73.5 %
State	81.1 %

2021-2022

Four-Year Graduation Rate

School	10.0 %
District	56.5 %
State	79.9 %

2020-2021

Four-Year Graduation Rate

School	12.5 %
District	69.8 %
State	80.1 %

EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School	11.1 %
District	3.6 %
State	9.0 %

2021-2022

Percent of EL Students Reaching Proficiency

School	0.0 %
District	9.6 %
State	10.0 %

EL Progress

2023-2024

Percent of EL Students Making Progress

School	11.1 %
District	30.7 %
State	45.8 %

2021-2022

Percent of EL Students Making Progress

School	0.0 %
District	57.0 %
State	50.5 %

2023-2024

Participation in College and Career Readiness Courses

School	40.0 %
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District	85.2 %
State	80.7 %

2022-2023

Participation in College and Career Readiness Courses

School	0.0 %
District	83.3 %
State	80.4 %

2021-2022

Participation in College and Career Readiness Courses

School	33.3 %
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: maholcomb@payetteschools.org at 10/24/2024 1:56:30 PM