PATHWAYS IN EDUCATION: NAMPA (1398)
Submitted by: leslielehnertz@pathwaysedu.org at 11/19/2025 12:09:31 PM
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Note: All tabs must be activated before they will print

SWIP Purpose

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

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

Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Leslie Lehnertz	Regional Director	leslielehnertz@pathwaysedu.org	☐
Michael Stumph	Principal	michaelstumph@pathwaysedu.org	☐
Brianna Alleva	Teacher	briannaalleva@pathwaysedu.org	☐
William Biehn	Teacher/EL Coordinator	williambiehn@pathwaysedu.org	☐
Jennie Elliott	Math Teacher	jennieelliott@pathwaysedu.org	☐
Brent Becker	English Teacher	brentbecker@pathwaysedu.org	☐
Marie Ward	Counselor	marieward@pathwaysedu.org	☐
Cassandra Gonzalez	Parent	cassandragonzalez@0731@gmail.com	☐

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	Michael Stumph will serve as the Chair of the School Leadership Team. The team will meet once a month for one hour. Each meeting agenda will be developed by Michael based on action items identified in the previous meeting. The purpose of the Leadership Team is to collaboratively analyze school data and implement strategies to improve student achievement across all grade levels. Decisions will be made by team consensus. Each member will be assigned a specific role and monthly action item for which they are responsible, with progress reported at each meeting. Data sources utilized by the team include RenStar assessments, intervention data, core course completion rates, small group instruction data, attendance, academic progress, credit attainment, and ACCESS scores. Michael will communicate updates and initiatives to families and stakeholders through the school's monthly newsletter and will provide the Regional Director with meeting notes and updates during regular weekly check-ins.
Academic Achievement	Pathways in Education Nampa students currently demonstrate the following proficiency levels: Mathematics: 10% English Language Arts: 32.8% Science: 18.5% Most Pathways students are approximately two to three years behind grade level academically. To monitor growth, Pathways administers Renaissance Star (RenStar) assessments three times per year—in September, January, and May. These assessments provide valuable data to determine whether students are making adequate academic progress. Following each testing period, the administrator and teaching staff collaboratively analyze the RenStar data to identify students who require additional academic support. Students who score in the urgent intervention category are enrolled in targeted intervention courses through Edmentum, designed to close specific skill gaps. Assessment data is also reviewed at the administrative level to ensure the Board of Directors remains informed about both student progress and overall program performance. Additionally, data summaries are shared with parents and guardians to keep families engaged in their student's academic growth. To strengthen academic outcomes, Pathways in Education Nampa has implemented a new requirement for the 2025–2026 school year: all students must be continuously enrolled and actively working in both math and English courses. Teachers are required to bring data on student completion of math and English packets or units to each staff meeting for review and discussion. Additionally, last year Pathways in Education Nampa's WIDA ACCESS results indicated 29% proficiency and 24% growth among English Learners (ELs). To ensure continued progress in language development, all teaching staff are participating in Sheltered Instruction Observation Protocol (SIOP) training during the current school year. Each month, all certified teachers engage in a one-hour professional development session with SIOP trainers to strengthen their skills in supporting English language acquisition across all content areas.
Tier 1 Instruction (Core)	The curriculum used at Pathways in Education is developed by the Pathways Curriculum Department and is fully aligned to the Idaho State

Content Standards. Pathways offers three instructional modalities to meet diverse student needs:

Independent Study using Student Activity Workbooks (SAWs)

Online Learning through Edmentum

Small Group Instruction (SGI)

Students enrolled in Small Group Instruction core classes use the following curricula:

Mathematics: McGraw Hill Integrated Math

English Language Arts: Prentice Hall Literature by Pearson

Science: Miller and Levine Biology by Pearson

These curricula serve as the foundation for classroom instruction and are modified or differentiated as needed to meet individual student learning needs. Pearson materials also provide the baseline curriculum for both the Independent Study SAWs and SGI classes.

The Edmentum Online Learning Environment, powered by Calvert Learning, uses the PLUS Framework—Project, Learn, Use, Show—to deliver high-quality, engaging instruction. This framework is grounded in the research of John Hattie and incorporates evidence-based instructional practices such as explicit instruction, active learning, project-based learning, scaffolding, feedback, and opportunities for reflection.

Upon enrollment, each student receives the appropriate coursework in workbook or Edmentum format. Students complete assigned material, participate in review/progress checks, receive teacher feedback, and take a formative assessment to demonstrate mastery. Curriculum materials are stored virtually in Edmentum, and student work samples are archived upon course completion. These samples are reviewed monthly to ensure instructional fidelity and academic integrity.

SGI teachers post daily objectives and align each lesson to the Idaho State Content Standards, documenting these in their lesson plans. All teachers at Pathways receive two formal observations per year, along with multiple informal drop-in observations, to ensure instructional quality and alignment with curriculum standards.

Tier 2/3 Instruction (Interventions)	Pathways in Education implements a tiered model of instruction and intervention to ensure that all students receive the appropriate level of academic support based on their individual needs. All students are initially enrolled in the Independent Study (IS) program, where they complete most academic tasks outside the school building. Each student meets with their IS teacher in person for a minimum of four hours per week to receive one-on-one tutoring, academic support, and to complete unit assessments. Every IS teacher is credentialed in their subject area, allowing students to receive specialized assistance during these sessions. Students in the IS program may complete coursework through either Student Activity Workbooks (SAWs) or Edmentum's online platform, depending on their learning preferences and needs. Students who require additional support may also enroll in Small Group Instruction (SGI) classes. SGI provides a more traditional classroom experience with direct instruction in a small-group setting of fewer than 15 students. Classes meet for four hours per week and allow for individualized modifications and accommodations. SGI teachers maintain afternoon office hours for tutoring or assignment completion, providing flexible and personalized academic support. Many students experiencing skill deficits find success in SGI due to the small class sizes, individualized instruction, and increased accountability. Students with special needs receive all services outlined in their 504 Plans

or Individualized Education Programs (IEPs). Special education services are provided in person by a credentialed Special Education Teacher, either individually or in small groups. This teacher collaborates closely with IS and SGI instructors to modify assignments, provide additional tutoring, and ensure students can access the general education curriculum. Services are delivered through push-in or pull-out support based on the student's IEP, and all related services are provided either in person or virtually as needed. Progress monitoring is completed and documented according to each student's IEP requirements.

Intervention curricula include Achieve3000, Exact Reading for English and Math Readiness, and Exact Path for Math—all evidence-based programs designed to close academic achievement gaps. Students who score in the urgent intervention range on the Renaissance Star (RenStar) assessment are automatically placed into one or more of these targeted intervention courses.

Student progress is monitored through RenStar testing three times per year (fall, winter, and spring). SGI teachers monitor academic growth through classroom performance and observation, while IS teachers track grades, work completion, and executive functioning skills to ensure ongoing student success.

Professional Development	Pathways in Education maintains a data-driven and reflective school culture. Leadership provides weekly data reflection sessions, during which student credit attainment, academic recovery, skill development, and retention are examined and discussed. Results from triannual skills assessments are used to inform individual learning plans and to assign students to classes that target skill gaps. Small group teachers participate in monthly Professional Learning Communities (PLCs) within their subject areas, with sessions scheduled for the entire school year at its start. The Professional Development team creates training opportunities available throughout the year, while local leadership plans additional professional development monthly for all staff. Staff meetings are scheduled at the beginning of the year to ensure consistency, and additional training sessions with external organizations are offered as needed, based on yearly goals and challenges. Pathways in Education also supports ongoing educator growth by offering one continuing education credit per year through a group book study. This year, the campus is collaborating with Spark Brilliance for Educators to provide extended professional learning opportunities for staff.
Recruitment/Retention of Effective Teachers	All teachers at Pathways in Education meet state certification requirements. Recruitment strategies include online job postings across multiple platforms, participation in job fairs, and internal postings and referrals. Pathways provides a comprehensive onboarding process for new teachers. Each new teacher undergoes two weeks of training with the administrator and an instructional coach before assuming a student caseload. Additionally, every new teacher is assigned a mentor for their first year. Mentors provide guidance through observation, co-teaching, and modeling best practices, while new teachers are encouraged to ask questions, observe colleagues, and participate in additional professional development. Teacher retention at Pathways is supported through a combination of extrinsic and intrinsic motivators. Extrinsic motivators include incentive rewards for credit attainment, student retention, academic recovery, and

other measurable outcomes. Intrinsic motivators stem from the positive and supportive working environment cultivated by leadership and staff. Respect and appreciation among colleagues are evident throughout the school, creating a culture that encourages teachers to give their best to students and peers alike.

Responsibilities and support are carefully balanced to ensure that teachers feel both challenged and supported, minimizing stress while maintaining awareness of their impact on students and the broader school community. As a result, Pathways in Education Nampa experiences minimal teacher turnover, reflecting strong staff satisfaction and commitment.

Climate / Culture	At Pathways in Education, our staff is committed to building strong relationships with one another, with students, with families, and with the broader community. We believe that a sense of belonging is essential for meaningful academic engagement, and our school environment reflects that belief. Our building is intentionally designed to be different from traditional high schools. Every student is greeted by name as they enter the building and again as they settle in. Students work together in one large learning space alongside all Independent Study teachers. While each student is assigned a primary Independent Study teacher, they are encouraged to seek support from any teacher on the floor. This collaborative model allows staff to work closely together to ensure every student has what they need to be successful. Additionally, students call teachers by their first names, which helps break down barriers and reduces the sense of power differential, allowing students to feel more comfortable and connected. Students always know where they stand academically and clearly understand expectations. They feel seen, valued, and heard at Pathways. Our staff maintains consistent communication with parents and guardians to ensure students are supported both at school and at home. Pathways in Education is grounded in five core values—Mutual Respect, Mutual Trust, Compassion, Integrity, and Resilience. These values are visible throughout our building and guide every decision we make. We discuss decisions collectively with staff to ensure transparency, alignment, and shared investment. Our strong culture and climate are reflected in our exceptionally low staff turnover and in the deep sense of community that defines our school.
Graduation Rate	Pathways in Education is a credit recovery program, and approximately 70% of our students enroll a year or more behind on credits. In addition, about 90% of our students enter Pathways 2–3 years behind their peers in math and reading. We also welcome students ages 18–21 who return to complete their high school diploma. We serve a highly diverse and at-risk population—students who often did not feel successful or connected in a traditional high school setting. Over the past 2–3 years, we have graduated 16% of our four-year graduation cohort and 25% of our five-year cohort. We recognize the importance of supporting students in meeting four- and five-year graduation benchmarks, and we have strong systems in place to track and accelerate progress. We monitor credit completion daily through our student information system, Studenttrac, which provides comprehensive data on student academics and household information. Teachers meet with students each week to set personalized goals and establish pacing plans aligned with their graduation timeline.

	To ensure parents and guardians remain informed and engaged, Pathways hosts three major events each school year. During these events, families receive clear information about credits earned, remaining graduation requirements, community service hours, senior projects, and postsecondary plans. Frequent, transparent communication helps ensure that students stay on track and maintain adequate academic progress. During the annual graduation rate appeal window, our compliance coordinator collects and verifies all necessary documentation and submits the complete appeal packet to the Idaho State Department of Education.
Absenteeism	Every student who enrolls at Pathways in Education begins with an intake meeting with administration and an orientation that includes a parent or guardian. A key part of this process is clearly communicating that attendance is mandatory. The intake and orientation provide detailed, consistent messaging about expectations and the supports available. Once students are enrolled, teachers contact both the student and their parent or guardian whenever the student is not in attendance. If attendance concerns persist, the teacher, administrator, student, and parent meet together to discuss challenges and identify solutions. Our most significant attendance challenge is that many of our students work to help support their families. Their work commitments often take priority, and school can become secondary. Pathways in Education strives to be flexible so students can continue making academic progress despite these pressures. We work collaboratively with each student to develop a specific, individualized plan and reinforce the importance of regular attendance in achieving their goals.
Other	N/A

Plan Components

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

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

Prioritized Needs

Need 1	**Area of Improvement:** Math Achievement / Growth ⌄	**SMART Goal:** *250 characters max* By January 2026, 100% of students will be actively participating in either a math class or a math intervention class, and will	Remove

complete at least one math unit or packet per month, as tracked through Edmentum and teacher progress monitoring logs.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
1-1	**Strategy Category:** Interventions / Credit Recovery **Strategy:** 100% of students will be actively participating in either a math class or a math intervention class, and will complete at least one math unit or packet per month.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* NCES — Mathematics Coursetaking and Achievement at the End of High School (U.S. Dept. of Education / NCES) Summary: national data analysis showing that students who complete higher-level math sequences (e.g., Algebra → Geometry → Algebra II) and who persist in math coursework are more likely to have higher math achievement and stronger postsecondary outcomes. The report links coursetaking patterns directly to achievement disparities.	**Monitoring/Evaluation:** Tracked through Edmentum and teacher progress monitoring logs.	☐
1-2	**Strategy Category:** Interventions / Credit Recovery **Strategy:** By January of each school year, 100% of students who scored at the Urgent Intervention level on the fall Math Renaissance assessment will be enrolled in	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Dietrichson et al. — Systematic review of targeted school-	**Monitoring/Evaluation:** Student growth in math skills will be measured by the spring Math Renaissance assessment to determine progress	☐

an Exact Path Math Intervention class to help build foundation math skills and increase math confidence. Student growth in math skills will be measured by the spring Math Renaissance assessment to determine progress and effectiveness of intervention supports.	based interventions (2020) Design: Systematic review / meta-analysis of targeted interventions (reading and mathematics) for grades 7–12 that reported effects on standardized tests. Outcome: Concludes that many targeted interventions produce positive effects on standardized test outcomes in math, although effect sizes vary by intervention type and implementation quality.	and effectiveness of intervention supports.

Need 2

Area of Improvement:
ELA Achievement / Growth ⌄

SMART Goal: *250 characters max*

By January each school year 100% of students who score Urgent Intervention on fall Reading RenStar will be enrolled in Exact Path Reading Intervention. Growth will be measured by student progress in Exact Path and performance on the spring Renstar.

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

	#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
	2-1	**Strategy Category:** Interventions / Credit Recovery ⌄ **Strategy:** 100% of students who score Urgent Intervention on the fall Reading RenStar will be enrolled in Exact Path Reading Intervention.	**Evidence Level:** Strong Evidence ⌄ *Cite/Link research to support the Evidence level chosen:* Dietrichson et al. — Systematic review of targeted school-based interventions (2020) Design: Systematic review / meta-analysis of targeted interventions (reading and mathematics) for grades 7–12 that reported effects on standardized tests. Outcome: Concludes that many targeted interventions produce positive effects on standardized test outcomes in math, although effect sizes vary by intervention type and implementation quality.	**Monitoring/Evaluation:** Growth will be measured by student progress in Exact Path and performance on the spring Reading RenStar.	☐

Need 3	**Area of Improvement:** English Language Development for ELs ⌄	**SMART Goal:** ☐ *250 characters max* 100% of teachers will participate in monthly SIOP training. This will equip teachers with strategies to support English Learners' language acquisition. Measured through WIDA tests, classroom observations, and growth in	Remove

SIOP implementation scores.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
3-1	**Strategy Category:** Developing Effective Teaching ∨ **Strategy:** 100% of teachers will participate in monthly SIOP training. This will equip teachers with strategies to support English Learners' language acquisition.	**Evidence Level:** Moderate Evidence ∨ *Cite/Link research to support the Evidence level chosen:* Systematic summaries / white papers (e.g., "Research on Academic Literacy Development in Sheltered Instruction Classrooms," Short 2011). Summary: Syntheses of SIOP research (including three controlled studies highlighted in the review) conclude that teachers trained in SIOP who implement it with fidelity produce measurable improvements in academic language and literacy assessments for ELs.	**Monitoring/Evaluation:** Teacher implementation will be measured through WIDA test scores in the spring, classroom observations, and growth in SIOP implementation scores using walkthrough or coaching data.	☐

Need 4	**Area of Improvement:** Graduation Rate ∨	**SMART Goal:** *250 characters max* At the start of each school year teachers will meet with each student in the 5 year cohort to create a graduation plan that	☐ **Remove**

outlines how many packets need to be completed each LP to ensure graduation in May.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
4-1	**Strategy Category:** Interventions / Credit Recovery **Strategy:** By the start of each school year, all teachers will receive a list of students in Pathways in Education's 5-year graduation cohort. Teachers will meet with each student to create an individual graduation plan that outlines how many packets need to be completed each Learning Period (LP) to ensure graduation by May.	**Evidence Level:** Strong Evidence ⌄ *Cite/Link research to support the Evidence level chosen:* Gollwitzer & Sheeran (2006) — Implementation intentions and goal achievement: a meta-analysis. Advances in Experimental Social Psychology. Design: Large meta-analysis of experiments where people formed implementation intentions (specific if-then plans). Finding: Implementation intentions substantially increase the likelihood of reaching goals — effects generalize across domains (education included). This explains why concrete planning improves follow-through on academic goals.	**Monitoring/Evaluation:** Progress will be tracked weekly during Monday morning meetings with administration. The goal is to increase the 5-year graduation rate by 5% each year.	

Need 5	**Area of Improvement:** Advanced Opportunities ⌄	**SMART Goal:** *250 characters max* PIE will offer all students Advanced Opportunities,	**Remove**

including dual enrollment, AP, or other enrichment programs.
Our goal is to increase the percentage of students participating in Advanced Opportunities by 5% each year over the next three years.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	Strategy *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	Evidence-Based *Well-designed and well-implemented studies to support the strategy listed*	Measured for Effectiveness *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	Remove
	5- Strategy Category:	**Evidence Level:**	**Monitoring/Evaluation:** ☐	
1	Developing Effective Teaching ⌄	Strong Evidence ⌄	Participation will be tracked annually using student enrollment data in these programs.	
	Strategy:	*Cite/Link research to support the Evidence level chosen:*		
	Pathways in Education will continue to offer all students Advanced Opportunities, including dual enrollment, AP, or other enrichment programs. Our goal is to increase the percentage of students participating in Advanced Opportunities by 5% each year over the next three years. Participation will be tracked annually using student enrollment data in these programs.	American Institutes for Research (AIR) — "Why Does High School Coursework Matter? The Case for Increasing Exposure to Advanced Courses" (brief/report) Finding: Using nationally-representative data, the report shows that students who take more rigorous/advanced coursework (in math, science and ELA) are more likely to attend selective four-year colleges. Timing, quality and quantity of advanced courses matter. Implication: Encouraging students to access advanced courses rather than "just the regular track"		

correlates with better outcomes.

SMART Goal: *250 characters max*

Beginning January 2026, Ashley Deason and Jennie Elliott will deliver a one-hour professional development session on supporting students in math at each staff meeting.

Remove

Area of Improvement:

Other

Other Description: *50 characters max*

Professional Development

Need 6

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	Remove
		Evidence Level: Strong Evidence *Cite/Link research to support the Evidence level chosen:*		
6-1	**Strategy Category:** Developing Effective Teaching **Strategy:** Beginning January 2026, Ashley Deason and Jennie Elliott will deliver a one-hour professional development session on supporting students in math at each staff meeting.	Systematic review / meta-analysis of experimental studies (Aug 2024) — Synthesizes dozens of experimental PK–12 math and science PD studies and finds that well-designed PD can increase student achievement, though effects vary by program features and context. This is a recent, rigorous synthesis pointing to real, measurable student gains when PD is done well.	**Monitoring/Evaluation:** Effectiveness will be measured through spring Renaissance Testing scores, and observable implementation of strategies as documented in walkthroughs or follow-up discussions.	

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.

Pathways in Education's biggest inequity is that we serve a very at risk population. Our students come to us 2-3 years behind in academics and our of cohort. We work hard to building relationships with our students first, to help them to feel seen and heard, a sense of belonging. Once we build that relationship and trust we can help students see thier potential and help them to set goals for thier future.

3. Where will this improvement plan be publicly available?

https://id.pathwaysineducation.org/

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

The SWIP will be monitored and evaluated monthly. Pathways in Educationa, Nampa's SWIP team meets once a month to go over the goals and ensure that implementation is being done with fidelity. The team keeps minutes and discusses progress, possible changes, and ways to improve implementation. Data plays a big role in these meetings. The team looks at Academic Progress, Credit Attainmnet, senior progress towards graduation, math and English packet completion numbers, interventions completed, professional development that may be needed, and discuss advanced opportunities that are available to students. Administrators then go over the minutes and discuss how to move forward.

Annual Budget

Allocation for 2025-2026	$27,858
Carry-over from previous year as of 9/30/2025	$0
Total Allocation	$27,858

Obj.Code	Description	2025-2026
100	**Salaries** *Include the number of FTEs and PTEs for each position*	Amount: $27,000 Description: There will be three certified teachers being paid a $3000 stipend to spend three extra hours per week outside of thier contracted time to tutor students on math and English. The rest of the money will be used to hire a math tutor to work with students on Math M-Th from 8-4.
200	Employee Benefits	Amount: $0 Description:
300	Purchased Services (non travel)	Amount: $0 Description:
380	Travel Expense	Amount: $0 Description:
400	Supplies & Materials	Amount: $858 Description: This money will be used to buy math manipulatives to have on hand at the school for tutoring and math classes.
500	Capital Objects	Amount: $0 Description:

800	Indirect Costs Indirect Cost Rate:	Amount:	
		$0	
		Description:	
	Budget Total	$27,858	

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

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

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

DISCRIMINATION

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

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

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

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

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

1. LOBBYING

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

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

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

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

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

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

    c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

    d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

        1. Abide by the terms of the statement; and

        2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

    e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

    f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

        1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

        2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

    g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

  A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

  B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable

2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).

3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR

4. The applicant will adopt and use proper methods of administering each program, including:

a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.

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

CERTIFICATION

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

Submitted by: leslielehnertz@pathwaysedu.org at 11/19/2025 12:09:31 PM