

**Dietrich School District #314**

**Regular School Board Meeting**

**March 17, 2022**

**7:30 p.m. Conference Room**

- 1) Call to Order
- 2) Pledge of Allegiance
- 3) Consent Calendar **Action**
  - A. Approval of Minutes [February 22, 2022](#)
  - B. Approval of [Accounts Payable, AP 2](#)
  - C. [Approval of Encumbrance Report](#)
  - D. Approval of [Student Body Balance Sheet](#)
- 4) Team Lead Presentations
  - A. [Secondary](#)
  - B. [Elementary](#)
- 5) [Curriculum Presentations](#)
- 6) [Superintendent Report](#)
  - A. Evaluations
  - B. Ski/Tube Day
  - C. Testing Update
  - D. Attendance
  - E. Upcoming Dates
  - F. [Maintenance Report](#)
  - G. [Athletic Report](#)
- 7) Board Business
  - A. Information Items:
    1. Lagoon Cheerleading Trip-**Action**
    2. [Legislative Update Action](#)
    3. [22-23 School Year Calendar Action](#)
      - a. [Bell Schedule](#)
    4. School Car **Action**
    5. [Budget Timeline](#)
    6. [Well/Water Rights](#)
    7. [Insurance](#)
    8. Graduation
    9. [Internet RFP Action](#)
    10. [5360 Staff Dress Code Policy](#)
- 8) Policy
  - A. Information Items:
    1. Review Policy
    2. Third Reading [3380, 3380 F Action](#)
    3. Revisions [3060-Original Markup Action](#)
- 9) Unscheduled Delegations/Patron Input
- 10) **Action Item:** Executive Session as per code 74-206 (1) subsections (b)(d):
  - (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public office, employee, staff member or individual agent, or public school student;
  - d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code;
- 11) [Personnel Action](#)
- 12) [Out of District Students Action](#)
- 13) [Staff Housing/Lease Agreement Action](#)
- 14) Future Agenda Items
  - A. Regular Meeting April 21, 2022, at 7:30 PM.
- 15) Adjournment **Action**

Mission and Vision

**MISSION STATEMENT:**

WE EXIST TO EDUCATE,  
EMPOWER, AND PREPARE  
STUDENTS FOR A  
PRODUCTIVE LIFE.

**OUR VISION:**

DIETRICH SCHOOL DISTRICTS  
VISION IS TO MAINTAIN A  
CULTURE WHERE RESPECT,  
INTEGRITY, AND  
PERSEVERANCE ARE  
CULTIVATED. OPERATE A SAFE  
AND WELCOMING SCHOOL  
WHERE EACH STUDENT IS  
CHALLENGED TO ACHIEVE  
EXCELLENCE IN PREPARATION  
FOR COLLEGE, CAREER, AND A  
PRODUCTIVE LIFE.

**Dietrich School District #314**

**Regular School Board Meeting Minutes**

**February 22, 2022**

**APPROVED**

Chairman Starr Olsen called the meeting to order at 7:30 P.M. The board members in attendance were Vice Chairman, Ben Hoskisson, Perry Van Tassell, Dolly Power, and Rick Bingham. Superintendent Stefanie Shaw, Business Manager Dalonna Hurd, and Board Clerk Lynn Nebeker were also in attendance. Guests at the meeting were Sheriff King, Amy Wood, Aleta Ramberg, Maureen Heimerdinger, Sarah Stowell, Greg Stowell, Jessica Wisenhunt, Nancy Bingham, Diana Aguilar, Denis Vargas, Morgan Olsen, and Emi Berthelson.

**Consent Calendar:**

Ben Hoskisson made a motion to approve the consent calendar. Perry Van Tassell seconded the motion. The vote was unanimous in favor of the motion.

**Team Lead Presentations:**

Jessica Wisenhunt – Brett Peterson recently took his kids to Agri-Action. The kids learned a lot and this has been another successful year. Wayne Dill reported that things are going well in all of his classes. The Wood Shop students are having a lot of fun and learning. He is preparing the boys basketball for Districts and hopefully for State Basketball. Brody Astle has two students competing at BPA State on March 17<sup>th</sup>-19<sup>th</sup>. Jessica Wisenhunt spoke about Jr. High Honor Clinic and reported the Pep Band has performed well at the ball games. The Spring Concert is Monday, May 2, 2022. The Talent Show Semi-Finals will be Tuesday, May 10, 2022 and the Finals will be May 15, 2022. Jessica gave a recap of the All-State Conference. Jessica said she needs more space for her classes and is requesting a new music room. The Db level in her room is reaching a damaging level for herself and the students. She expressed concern over not having the closets in her classroom fixed. Disruptions occur when PE classes are held at the same time as her classes along with subs bringing students to the gym, pictures, breakfast, etc. Another concern is secondary only assemblies during advisory.

Sarah Stowell – Kindergarten is making huge strides in learning how to read. They have begun reading Piggie and Elephant books and the kids are loving the books. 1<sup>st</sup> graders have Kindness Bingo all during February with various activities. The students are all working hard and loving school. 2<sup>nd</sup> grade is starting a new Reading and Science Unit with an emphasis on the Earth. They are preparing for Earth Day. 3<sup>rd</sup> grade is working on ISAT Blocks. The students finished up with their 3<sup>rd</sup> ELA reading unit on heroes. They have also been working on poetry and have each made a poetry book. 4<sup>th</sup> grade had fun with "The Bridge to Terabithia." They read the book and did activities after each chapter. 6<sup>th</sup> grade is preparing for a Diversity/Cultural Awareness Fair as Greek gods.

**Curriculum Presentations:**

Aleta Ramberg presented a brief summary of the Kindergarten Math curriculum. Things seem to be going well.

**Superintendent Report:**

As read with focus on a Work Release program for next year.

Maintenance Report— As read. Ryan Dilworth picked up parts to repair the concrete pad and snow melt.

**Board Business:**

School colors: Student Council presented their reasons for wanting Black as the main school color. Ben researched the colors. IHSAA says Dietrich's colors are blue/white/black. There was a discussion on not having just one main color – Black, Columbia Blue, and White would all be main colors.

Rick Bingham made a motion to have White, Columbia Blue, and Black as the main school colors. Dolly Power seconded the motion. The vote was unanimous in favor of the motion.

5-year Projects plan: There was a brief discussion to continue pursuing the CTE Program expansion.

Rick Bingham made a motion to continue to pursue the CTE Program. Ben Hoskisson seconded the motion. The vote was unanimous in favor of the motion.

**ESSER Funds:**

Perry Van Tassell made a motion to advertise to hire a reading specialist. Ben Hoskisson seconded the motion. The vote was unanimous in favor of the motion.

Ryan Dilworth presented generator quotes which entail substantial costs. Discussion on what size generator would be needed. Discussion on getting recommendations from a mechanical engineer.

Ben Hoskisson made a motion to hire a mechanical engineer. Rick Bingham seconded the motion. The vote was unanimous in favor of the motion.

Discussion was held on getting water rights signed over from the City of Dietrich to Dietrich School District. Ryan Dilworth and Lynn Nebeker were tasked with working on this. This will be added as a Discussion Item on the next board meeting agenda.

22-23 School Year calendar 1<sup>st</sup> Reading: Discussion on Advisory, breakfast, time between classes. Advisory is for student portfolios and needs to be meaningful for students. More information is needed from staff to present to the board.

**Emergency Closure:**

Dolly Power made a motion to ratify the emergency school closure on January 20, 2022 for a Sick Day. Ben Hoskisson seconded the motion. The vote was unanimous in favor of the motion.

**Safety Busing:**

Perry Van Tassell made a motion stating the school board is unaware of any students needing safety busing. Rick Bingham seconded the motion. The vote was unanimous in favor of the motion.

**Policy:**

Rick Bingham led a discussion on Policy 1205. No action taken.

Rick Bingham made a motion to adopt 7450 P2. Dolly seconded the motion. The vote was unanimous in favor of the motion.

Review of Policies 3380 and 3380 F. Jessica Wisenhunt and the Board discussed deletions and additions. It was decided to present the changes to the Academic Eligibility with Probation policy to the staff to review and put back on the March agenda for 3<sup>rd</sup> reading and further discussion.

Policy 3060-Revision and 3060-Original will be compared to each other and brought back to next board meeting.

Rick Bingham made a motion to adopt Policies 4120, 7218, 7455, and 7450 P1. Ben Hoskisson seconded the motion. The vote was unanimous in favor of the motion.

### **Executive Session**

Ben Hoskisson made a motion to go into executive session as per code 74-206(1) subsections (b) and (d):

(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student;

(d) to consider records that are exempt from disclosure as provided in Chapter 1, Title 74, Idaho Code;

Perry Van Tassell seconded the motion. The roll call vote went as follows: Rick, aye; Dolly, aye; Ben, aye; Perry, aye; and Starr, aye. The board went into executive at 9:30 p.m.

The board came out of executive session at 10:13 p.m.

Concealed Carry: No action taken.

Staff Housing/Lease Agreement: Discussion on the terms of the contract including the rent amounts and length of time residents are in staff housing. It was decided to bring back this item in the next board meeting.

### **Future Agenda Items:**

1. Regular board meeting, March 17, 2022 at 7:30 p.m.
2. Insurance Pool

It was noted that Math Teacher Andrew Fowels turned in his letter of resignation.

Starr Olsen adjourned the meeting at 10:27 p.m.

(VEND RNG: 000000-ZZZZZ; DATE RNG: 00/00/00-03/31/22; ALL FUNDS; BANK CD: 1)

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
000002	100-681420-005-000-0	000000	03/10/22	005417	240004	2021-2022 Diesel Fuel	1	03-2022	2,359.03
000002	100-681330-001-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Bus Barn	1	03-2022	600.11
000002	100-681330-004-000-0	000000	03/10/22	005417	24004	2021-2022 Propane Ag- Shop	1	03-2022	200.77
000002	100-681330-004-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Gym	1	03-2022	6,570.39
000002	100-681330-004-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Main	1	03-2022	1.06
000002	100-681330-001-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Bus Barn	1	03-2022	448.60
000002	100-681330-004-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Gym	1	03-2022	2,142.93
000002	100-681330-004-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Main	1	03-2022	155.69
000002	100-681330-001-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Bus Barn	1	03-2022	445.30
000002	100-681330-001-000-0	000000	03/10/22	005417	240004	2021-2022 Propane - Bus Barn	1	03-2022	468.17
**SUB-TOTAL: Valley Wide Cooperative									13,392.05
000003	230-621410-000-000-0	000000	03/08/22	005687	11645	1" Dowell Rod for homeless supply	1	03-2022	18.99
000003	230-621410-000-000-0	000000	03/08/22	005687	11645	Gorilla Glue mini for hanging rod	1	03-2022	8.99
**SUB-TOTAL: G&H Ace Hardware									27.98
000005	100-661350-000-000-0	000000	03/08/22	005373	208-886-9891 744B	2021-2022 Fax Line	1	03-2022	104.89
**SUB-TOTAL: CenturyLink									104.89
000008	290-710450-000-000-0	000000	03/08/22	005397	24725923	2021-2022 Food Supplies	1	03-2022	317.42
000008	290-710450-000-000-0	000000	03/10/22	005397	24945208	2021-2022 Food Supplies	1	03-2022	292.76
**SUB-TOTAL: Shamrock Foods (FSA)									610.18
000013	100-661410-000-000-0	000000	03/08/22	005668	2021517	Shark Vacuum Cleaner	1	03-2022	279.00
**SUB-TOTAL: Home Depot									279.00
000016	290-710450-000-000-0	000000	03/08/22	005398	120611608	2021-2022 Food Supplies/milk	1	03-2022	213.23
000016	290-710450-000-000-0	000000	03/08/22	005398	120611507	2021-2022 Food Supplies/milk	1	03-2022	245.90
000016	290-710450-000-000-0	000000	03/08/22	005398	120611711	2021-2022 Food Supplies/milk	1	03-2022	149.21
000016	290-710450-000-000-0	000000	03/10/22	005398	120611822	2021-2022 Food Supplies/milk	1	03-2022	212.61
**SUB-TOTAL: Meadow Gold Dairies, Inc									820.95
000018	290-710450-000-000-0	000000	03/10/22	005396	3145420	2021-2022 Food Supplies	1	03-2022	27.86
000018	290-710450-000-000-0	000000	03/10/22	005396	3145415	2021-2022 Food Supplies	1	03-2022	2,117.73
**SUB-TOTAL: Northwest Distribution									2,145.59
000020	100-661330-001-000-0	000000	03/08/22	005407	2200570083	210 4th St - GYM	1	03-2022	1,956.39
000020	100-661330-001-000-0	000000	03/08/22	005407	2204390450	406 N Park St - SHOP	1	03-2022	22.12
000020	100-661330-001-000-0	000000	03/08/22	005407	2205403773	524 N Park St - AG BUILDING	1	03-2022	146.82
000020	100-661330-001-000-0	000000	03/08/22	005407	2206056844	602 N Park St - Football Lights	1	03-2022	6.15
000020	100-661330-001-000-0	000000	03/08/22	005407	2206296283	408 N Park St - Pump	1	03-2022	16.66
000020	100-661330-001-000-0	000000	03/08/22	005407	2206633246	22 E 1st St - Busbarn	1	03-2022	71.64
**SUB-TOTAL: Idaho Power									2,219.78
000036	290-710450-000-000-0	000000	03/08/22	005689	90950	Milk gallon	1	03-2022	3.36
**SUB-TOTAL: Shaw L & L Merc									3.36
000048	100-667460-000-000-0	000000	03/08/22	005700	327424	Safe schools Renewal 2022	1	03-2022	100.00
**SUB-TOTAL: Moreton & Company Idaho									100.00
000056	100-664410-000-000-0	000000	03/08/22	005692	DFS022370	Sprinkler Service Labor- Groove Ca	1	03-2022	636.32
**SUB-TOTAL: Delta Fire Systems, Inc									636.32
000057	261-621310-000-000-0	000000	03/08/22	005690	314228	Student paid classes	1	03-2022	675.00
000057	261-621310-000-000-0	000000	03/08/22	005690	314228	Student IDLA classes	1	03-2022	1,650.00
000057	261-621310-000-000-0	000000	03/08/22	005684	314227-1	IDLA Spring 22 FLEX A Student cour	1	03-2022	75.00
000057	257-616300-616-000-0	000000	03/10/22	005704	22-0080	February Presence Learning	1	03-2022	1,690.16
**SUB-TOTAL: Idaho Digital Learning Academy									4,090.16
000065	100-661330-003-000-0	000000	03/14/22	005416	FC7660	2021-2022 Garbage Removal Service	1	03-2022	175.00
**SUB-TOTAL: Timberline Trash LLC									175.00
000070	100-681350-000-000-0	000000	03/10/22	005370	9900605020	2021-2022 East Route Cell Phone	1	03-2022	52.37
000070	100-681350-000-000-0	000000	03/10/22	005370	9900605020	2021-2022 West Route Cell Phone	1	03-2022	52.37
000070	100-641350-000-000-0	000000	03/10/22	005370	9900605020	2021-2022 Principal Cell	1	03-2022	51.66
000070	100-632350-000-000-0	000000	03/10/22	005370	9900605020	2021-2022 Superintendent Cell	1	03-2022	51.66
**SUB-TOTAL: Verizon Wireless									208.06
000079	100-681320-000-000-0	000000	03/10/22	005669	78647266	Bus 16 - Emergency Brake Release D	1	03-2022	632.42
**SUB-TOTAL: Premier Truck Group									632.42
099002	100-632390-000-000-0	000000	03/14/22	005707	300006108	2022-2023 Dues for S Shaw	1	03-2022	690.00
**SUB-TOTAL: IASA									690.00
099045	243-519410-000-000-0	000000	03/08/22	005681	68880960-00	Tiips and Nozzles	1	03-2022	193.99
099045	243-519410-000-010-0	000000	03/10/22	005705	34300723	welding gases	1	03-2022	65.89
099045	243-519300-000-000-0	000000	03/10/22	005321	34347997	21-22 Cylinder Rental	1	03-2022	66.08
**SUB-TOTAL: NORCO									325.96
099065	100-691320-000-000-0	000000	03/14/22	005327	31202162	21-22 Copier Lease	1	03-2022	429.45
099065	100-691320-000-000-0	000000	03/14/22	005327	31202162	21-22 Copier Usage	1	03-2022	723.01
**SUB-TOTAL: Great America Financial Serv									1,152.46
099097	100-665300-000-000-0	000000	03/10/22	005706	6680	Water Shares 22-6680 1.0 shares	1	03-2022	60.00
099097	100-665300-000-000-0	000000	03/10/22	005706	5213	Water Shares 22-5213 2.0 shares	1	03-2022	55.00
099097	100-665300-000-000-0	000000	03/10/22	005706	10424	Water Shares .25 22-10424	1	03-2022	60.00
099097	100-665300-000-000-0	000000	03/10/22	005706	12606	Water Shares 19.0 shares 22-12606	1	03-2022	522.50
099097	100-665300-000-000-0	000000	03/10/22	005706	12580	Water Shares 20 shares 22-12580	1	03-2022	550.00
**SUB-TOTAL: Big Wood Canal Co.									1,247.50

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-03/31/22; ALL FUNDS; BANK CD: 1)

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
099108	100-515410-000-000-0	000000	03/08/22	005685	6475310	Wood shop lumber 1x6	1	03-2022	211.31
	**SUB-TOTAL: Franklin Building Supply								
099128	243-519410-000-000-0	000000	03/08/22	005680	20343065	Grease Remover, discs, plastic she	1	03-2022	309.80
	**SUB-TOTAL: National Coating and Supplies								
099140	100-681380-000-000-0	000000	03/08/22	005691	358030	Lunch for 3 Drivers at training -	1	03-2022	56.89
	**SUB-TOTAL: Ryan Dilworth								
099164	100-651380-000-000-0	000000	03/08/22	005696	SD0314	IASBO spring Finance Workshop DHur	1	03-2022	358.00
	**SUB-TOTAL: The Riverside Hotel								
099167	245-623550-000-000-0	000000	03/10/22	005683	S503342	Google Chrome Education Upgrade	1	03-2022	4,200.00
	**SUB-TOTAL: CDW Government								
099181	100-665410-000-000-0	000000	03/08/22	005695	0226155	Copper Tubing Qty 40 1 1/2x20	1	03-2022	623.00
	**SUB-TOTAL: Ferguson Enterprises #3007								
099185	245-623410-000-000-0	000000	03/14/22	005693	54907169	Wireless Key board	1	03-2022	39.99
099185	245-623410-000-000-0	000000	03/14/22	005693	54927240	Ergonomic mouse	1	03-2022	16.99
099185	243-519410-000-030-0	000000	03/14/22	005693	54907169	25 pack posterboard	1	03-2022	23.97
099185	251-512410-000-000-0	000000	03/14/22	005693	54927240	Toner Cartridge - black for Studen	1	03-2022	36.54
099185	100-664410-000-000-0	000000	03/14/22	005693	54927240	OTTERBOX for R Dilworth phone	1	03-2022	31.96
099185	100-632410-000-000-0	000000	03/14/22	005693	54907139	G2025 Batteries - 4 pack	1	03-2022	6.85
	**SUB-TOTAL: Amazon/SYNCB								
099211	257-616300-616-000-0	000000	03/08/22	005701	2.28.2022	SLP Services 65.25 hours	1	03-2022	3,588.75
	**SUB-TOTAL: Heather Torgerson								
099233	100-631380-000-000-0	000000	03/08/22	005699	719727	DOTH BHoskisson	1	03-2022	274.00
099233	100-631380-000-000-0	000000	03/08/22	005699	719727	Parking	1	03-2022	30.00
099233	100-631380-000-000-0	000000	03/08/22	005698	719725	DOTH SOlsen	1	03-2022	274.00
099233	100-631380-000-000-0	000000	03/08/22	005698	719725	Parking	1	03-2022	30.00
099233	100-632380-000-000-0	000000	03/08/22	005697	719731	ISBA DOTH S Shaw	1	03-2022	274.00
099233	100-632380-000-000-0	000000	03/08/22	005697	719731	Parking	1	03-2022	30.00
	**SUB-TOTAL: The Grove Hotel								
099257	100-664410-000-000-0	000000	03/08/22	005678	INV-TWF22002228	Conversion Kit for Green House	1	03-2022	78.75
099257	100-664410-000-000-0	000000	03/08/22	005654	INV-TWF22002074	Control Boards for Furnaces	1	03-2022	172.58
099257	100-664410-000-000-0	000000	03/08/22	005654	INV-TWF22002074	Shipping	1	03-2022	50.00
	**SUB-TOTAL: Russell Sigler, Inc								
099271	100-623310-000-000-0	000000	03/08/22	005322	85965	2021-2022 VOIP Phone Line	1	03-2022	131.00
099271	100-623350-000-000-0	000000	03/08/22	005322	85965	2021-2022 Internet Service	1	03-2022	525.00
	**SUB-TOTAL: White Cloud Communications								
099330	100-667320-000-000-0	000000	03/08/22	005415	1182336	2021-2022 Alarm Monitoring Service	1	03-2022	160.68
	**SUB-TOTAL: Peak Alarm Company, Inc.								
099341	100-664410-000-000-0	000000	03/14/22	005708	4512	Fuel in truck to pickup supplies a	1	03-2022	72.46
099341	100-665410-000-000-0	000000	03/14/22	005702	4512	Map gas bottles for snow melt syst	1	03-2022	50.82
099341	100-664410-000-000-0	000000	03/14/22	005686	4512	Cop unistrut Clamp	1	03-2022	6.92
099341	100-664410-000-000-0	000000	03/14/22	005686	4512	tube cutter	1	03-2022	107.24
099341	100-664410-000-000-0	000000	03/14/22	005686	4512	HM Ind Assort	1	03-2022	36.99
	**SUB-TOTAL: D.L. Evans Bank VISA Dilworth								
099343	100-631380-000-000-0	000000	03/14/22	005709	0577	Board Members dinner for DOTH - Ma	1	03-2022	39.43
099343	100-631380-000-000-0	000000	03/14/22	005709	0577	Board members lunch - DOTH Boise F	1	03-2022	30.20
	**SUB-TOTAL: D.L. Evans Bank VISA Shaw								
099364	100-651380-000-000-0	000000	03/14/22	005711	3.14.2022	Mileage to Boise for IASBO Spring	1	03-2022	152.34
099364	100-651380-000-000-0	000000	03/14/22	005711	3.14.2022	Meals Per Diem for IASBO Workshop	1	03-2022	86.00
	**SUB-TOTAL: Guthrie-Hurd, Dalonna L								
099369	271-621390-000-000-0	000000	03/14/22	005635	6210	IMEA Conference Lodgeing, J Whisen	1	03-2022	218.00
099369	100-651390-000-000-0	000000	03/14/22	005682	6210	IASBO Membership	1	03-2022	125.00
099369	100-651390-000-000-0	000000	03/14/22	005682	6210	IASBO Spring Finance Workshop Regi	1	03-2022	175.00
099369	100-641410-000-000-0	000000	03/14/22	005710	6210	District Receipt Books 3 part pack	1	03-2022	179.00
099369	100-641410-000-000-0	000000	03/14/22	005710	6210	SB Receipt Books 3 part pack of 5	1	03-2022	179.00
099369	100-512410-000-000-0	000000	03/14/22	005710	6210	NAFME Membership refund on card	1	03-2022	128.00
099369	100-651390-000-000-0	000000	03/14/22	005710	6210	Costco Annual Renewal	1	03-2022	180.00
099369	100-531390-000-000-0	000000	03/14/22	005710	6210	IAAA Conference registration for B	1	03-2022	156.00
	**SUB-TOTAL: D.L. Evans Visa Hurd								
099406	290-710450-000-000-0	000000	03/08/22	005325	9830283	21-22 Produce	1	03-2022	302.99
099406	290-710450-000-000-0	000000	03/08/22	005325	9831695	21-22 Produce	1	03-2022	411.40
099406	290-710450-000-000-0	000000	03/08/22	005325	9833132	21-22 Produce	1	03-2022	461.95
099406	290-710450-000-000-0	000000	03/08/22	005325	9834651	21-22 Produce	1	03-2022	315.20
	**SUB-TOTAL: Charlie's Produce								
099434	290-710450-000-000-0	000000	03/08/22	005391	240002209	21-22 Food Supplies	1	03-2022	1,702.08
099434	290-710450-000-000-0	000000	03/08/22	005391	140998454	21-22 Food Supplies	1	03-2022	595.07
099434	290-710450-000-000-0	000000	03/08/22	005391	240007547	21-22 Food Supplies	1	03-2022	435.36
099434	290-710450-000-000-0	000000	03/10/22	005391	240011400	21-22 Food Supplies	1	03-2022	447.88
	**SUB-TOTAL: Sysco Idaho, Inc								
099444	257-616300-616-000-0	000000	03/08/22	005688	2.28.2022	OT Services 10.5 hours	1	03-2022	619.50
	**SUB-TOTAL: Connie Van Kleeck, OTR/L								
099459	100-512410-000-000-0	000000	03/14/22	005712	3.9.2022	Ski/Tubing Day	1	03-2022	735.00

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-03/31/22; ALL FUNDS; BANK CD: 1)

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
099459	100-515410-000-000-0	000000	03/14/22	005712	3.9.2022	Ski/Tubing Day	1	03-2022	2,090.00
099459	100-211000-000-000-0	000000	03/14/22	005712	3.9.2022	Helmet Rentals paid by Students	1	03-2022	150.00
**SUB-TOTAL: Magic Mountain Ski Resort									2,975.00
099472	100-664410-000-000-0	000000	03/08/22	005645	11034	Batteries for fire alarm system	1	03-2022	58.00
**SUB-TOTAL: Pinnacle Technologies, LLC									58.00
099482	100-661410-000-000-0	000000	03/08/22	005667	80672543	Backpack Vacuum	1	03-2022	573.46
099482	290-710490-000-000-0	000000	03/14/22	005703	80728738	5 gal Buckets Rinse Aid	1	03-2022	165.74
**SUB-TOTAL: Waxie Sanitary Supply									739.20
099489	263-519550-000-010-0	000000	03/14/22	005560	ARV/51942733	electrical testing stations	1	03-2022	7,000.00
**SUB-TOTAL: Snap-On Industrial									7,000.00
099495	245-623300-000-000-0	000000	03/10/22	005663	1016	2021-2022 IT Services Contract	1	03-2022	500.00
099495	100-656110-000-000-0	000000	03/10/22	005663	1016	2021-2022 IT Services Contract	1	03-2022	500.00
**SUB-TOTAL: Van Kleeck, LLC									1,000.00
099496	100-664410-000-000-0	000000	03/08/22	005664	0005710509-001	Supply for Radiant Heat for Concre	1	03-2022	9,532.96
099496	100-664410-000-000-0	000000	03/08/22	005664	0005743127-001	Supply for Radiant Heat for Concre	1	03-2022	2,494.12
**SUB-TOTAL: Silver Creek Supply									12,027.08
***GRAND TOTAL - VENDOR COUNT: 44									71,152.83

(VEND RNG: 000000-ZZZZZ; DATE RNG: 00/00/00-03/31/22; ALL FUNDS; BANK CD: 1)

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
099489	100-211000-000-000-0	000000	03/17/22	005560	51942733C	donation for remainder of electrica	1	03-2022	1,253.52
	**SUB-TOTAL: Snap-On Industrial								1,253.52
	***GRAND TOTAL - VENDOR COUNT: 1								1,253.52



**DIETRICH SCHOOL DISTRICT NO. 314**  
**Cash Balance by Fund Report**  
**03.15.22**

Month 9 of 12

75% of School Year

Fund Title	Beginning Budget Amount July 1, 2021	Revenue to date	Month to Date Expenses	YTD Expenses	Balance Ending May 20, 2022	MTD % Used	YTD %
100 - General Fund	\$ 2,075,473	\$1,633,648	\$ (163,509)	\$ (1,448,487)	\$ 626,986	8%	70%
230 - MV Homeless Grant	\$ 3,000	\$141	\$ (28)	\$ (425)	\$ 2,575	0%	18%
243 - CTE	\$ 18,563	\$22,212	\$ (1,750)	\$ (15,219)	\$ 3,344	9%	82%
245 - Instructional Technology	\$ 71,969	\$6,000	\$ (4,756)	\$ (26,927)	\$ 45,042	7%	37%
246 - SDFS	\$ 4,320	\$2,672	\$ -	\$ (314)	\$ 4,006	0%	7%
250 - ESSER III Discretionary	\$ 317,224	\$31,344	\$ (7,836)	\$ (62,060)	\$ 255,164	2%	18%
250 - ESSER III Learning Loss	\$ 79,029	\$ -	\$ (86)	\$ (86)	\$ 78,943	1%	1%
250 - ESSER III Homeless	\$ 2,123	\$1,757	\$ -	\$ (1,757)	\$ 366	0%	83%
251 - Title IA	\$ 96,475	\$42,479	\$ (3,265)	\$ (50,952)	\$ 45,523	3%	53%
252-ESSER Blended Learning	\$ 7,061	\$3,074	\$ -	\$ (5,600)	\$ 1,461	0%	79%
253 - Title IC (Migrant)	\$ 62,063	\$22,033	\$ (3,033)	\$ (28,100)	\$ 33,963	5%	45%
254 - ESSER II - FT	\$ 176,561	\$ -	\$ -	\$ -	\$ 176,561	0%	0%
257 - IDEA Part B (SPED)	\$ 47,081	\$33,479	\$ (7,588)	\$ (40,589)	\$ 6,492	15%	86%
258-IDEA Part B Preschool Age	\$ 14,854	\$2,339	\$ -	\$ (2,064)	\$ 12,790	0%	14%
261 - Title IV SSAB	\$ 14,362	\$5,084	\$ (3,159)	\$ (9,002)	\$ 5,360	22%	63%
262 - REAP (Rural Education)	\$ 30,805	\$6,325	\$ (1,588)	\$ (11,527)	\$ 19,278	5%	37%
263 - Carl Perkins	\$ 9,725	\$7,684	\$ (7,000)	\$ (7,000)	\$ 2,725	72%	72%
271 - Title IIA	\$ 10,792	\$7,576	\$ (218)	\$ (9,727)	\$ 1,065	2%	90%
272 - CRF Sub/Class Grant	\$ 7,116	\$7,116	\$ -	\$ (7,116)	\$ -	100%	100%
290 - CNP	\$ 162,106	\$93,107	\$ (14,119)	\$ (106,803)	\$ 55,303	9%	66%
310 - Bond & Interest Redemption	\$ 203,600	\$203,142	\$ (33,793)	\$ (170,836)	\$ 32,764	0%	84%
420 - Plant Facilities	\$ -	\$ -	\$ -	\$ -	\$ -		
421 - Bond Facilities	\$ -	\$ -	\$ -	\$ -	\$ -		
424 - Bus Depreciation	\$ 23,367	\$ (26,070)	\$ -	\$ (26,070)	\$ (2,703)	112%	112%
<b>TOTAL CASH BALANCES</b>	<b>\$ 3,437,669</b>	<b>\$2,131,212</b>	<b>\$ (277,797)</b>	<b>\$ (2,030,660)</b>	<b>\$ 1,407,009</b>	<b>8%</b>	<b>59%</b>

As of February 28, 2022 Bank Statement:

Balance in Bond Acct	\$ 60,557.25
Balance in LGIP M&O	\$1,543,971.49
Savings Balance	\$ 7,951.95
Child Nutrition	\$ 76,700.62
General	\$ 52,402.84

Total Account Balances \$1,741,584.15

**Dietrich Student Body**  
**Balance Sheet**  
 As of March 1, 2022

	Mar 1, 22
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
D.L. Evans Bank	96,465.10
<b>Total Checking/Savings</b>	96,465.10
<b>Accounts Receivable</b>	
Accounts Receivable	4,982.65
<b>Total Accounts Receivable</b>	4,982.65
<b>Other Current Assets</b>	
Inventory Asset	62.00
Undeposited Funds	439.61
<b>Total Other Current Assets</b>	501.61
<b>Total Current Assets</b>	101,949.36
<b>TOTAL ASSETS</b>	<b>101,949.36</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Accounts Payable	-1,480.05
<b>Total Accounts Payable</b>	-1,480.05
<b>Credit Cards</b>	
Shania's SB CC	369.82
<b>Total Credit Cards</b>	369.82
<b>Total Current Liabilities</b>	-1,110.23
<b>Total Liabilities</b>	-1,110.23
<b>Equity</b>	
Sawtooth Conference	7,518.62
Sales Tax	-3.91
<b>Scholarships</b>	
Volunteer Scholarship	1,000.00
Scholarship-Community	2,018.21
Scholarship-David Sorensen	4,125.00
Scholarship-Staff	5,831.26
Scholarships - Other	-320.00
<b>Total Scholarships</b>	12,654.47
<b>Student Body Balance</b>	
Club Dungeons & Dragons	126.70
Secondary Social Studies	138.65
SunShine Commitee	298.16
Class of 2027	769.22
00-Ramburg	38.15
01-M. Heimerdinger	654.14
02-Chapman	767.19
03-Stowell	335.53
04-Hollibaugh	1,349.66
05-Astle	623.18
06-Norman	441.77

**Dietrich Student Body**  
**Balance Sheet**  
As of March 1, 2022

	Mar 1, 22
<b>Athletics</b>	
<b>Activity Cards</b>	
Adult/Senior Pass	1,432.49
Family Pass	4,996.25
Activity Cards - Other	21,433.58
<b>Total Activity Cards</b>	27,862.32
<b>Gates</b>	13,114.01
<b>Ice Cream</b>	1,736.63
<b>Officials</b>	
Official Contract Fee	-15,821.46
<b>Total Officials</b>	-15,821.46
<b>Student Sport Fees</b>	
Shooter Shirt- GBB/BBB	572.25
BBB	6,356.00
Cheer	1,083.59
FB	10,816.91
GBB	5,319.89
Track	6,982.71
VB	7,261.00
XC	596.00
<b>Total Student Sport Fees</b>	38,988.35
<b>Athletics - Other</b>	-42,780.97
<b>Total Athletics</b>	23,098.88
<b>Auto Collision</b>	
Class Projects	-28.39
Nova Project	1,296.29
Auto Collision - Other	-71.78
<b>Total Auto Collision</b>	1,196.12
<b>Box Tops/Field trips</b>	888.88
<b>Class of 2017</b>	472.84
<b>Class of 2018</b>	407.65
<b>Class of 2019</b>	286.97
<b>Class of 2020</b>	2.42
<b>Class of 2021</b>	411.92
<b>Class of 2022</b>	1,126.66
<b>Class of 2023</b>	1,458.32
<b>Class of 2024</b>	456.84
<b>Class of 2025</b>	440.85
<b>Class of 2026</b>	808.61
<b>Club BPA</b>	73.15
<b>Club FFA</b>	
Club FFA Fundraising	672.89
Club FFA - Other	-607.05
<b>Total Club FFA</b>	65.84
<b>Club Music</b>	2,569.64
<b>Concessions</b>	3,992.11
<b>Elementary Field Trips</b>	53.84
<b>General Student Body</b>	197.20
<b>In/Out</b>	-156.76
<b>Library</b>	130.91
<b>Robotics</b>	457.88
<b>Ski/Skate/ Wahooz</b>	11.70
<b>SPED</b>	403.22
<b>Student Council</b>	752.01

2:53 PM

03/10/22

Accrual Basis

# Dietrich Student Body

## Balance Sheet

As of March 1, 2022

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	<u>Mar 1, 22</u>
<b>Team Accounts</b>	
Team BBB	7,052.43
Team Cheer	5,184.72
Team FB	3,235.89
Team GBB	5,772.13
Team Track	191.64
Team VB	7,873.42
Team XC	1,164.85
	<hr/>
<b>Total Team Accounts</b>	30,475.08
<b>Yearbook</b>	6,793.91
	<hr/>
<b>Total Student Body Balance</b>	82,419.04
<b>Tournament/ All Sports</b>	623.53
<b>Unrestricted Net Assets</b>	-183.58
<b>YEA</b>	31.42
	<hr/>
<b>Total Equity</b>	103,059.59
	<hr/>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>101,949.36</b>

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Amy Wood-

This year's Diversity Fair was a success. Many students spent hours working on their projects and were excited to share what they learned with others. Many students were also excited to learn from each other. Some students discovered new passions and talents. Like one student who discovered they loved to cook and try new recipes, while another student discovered something about their own past because they had chosen to study a country from which their ancestors had migrated from. I loved seeing my students excited to learn, excited to teach and succeeding at both.

Brody Astle

Things have been going well in my classroom so far this year. Most of the kids seem fairly motivated and willing to learn. If I had to point out a concern it would probably be based on a need for an increase in discipline/use of after-school detention. I do not have any big problems, but I have noticed students doing and saying some disrespectful things (in the hallways and classrooms). I think it would serve us well to have some more structure in disciplining students and handing out punishments so they did not feel like they could get away with as much.

Mr McHan

The new Savvas curriculum is fully integrated in every Jr High and high school English classroom. The content is engaging and students are learning. We have done a battery of ISAT practice tests to prepare students. Some teachers are worried about the 8th grader's social, emotional development as well as grades. Apathy is a problem. There are many high school students doing very well this year. We seem to be closing the gap in learning caused by covid.

[Jessica Whisenhunt](#)

Everything is going well in the music room. We are preparing for our concert and we are excited to start auditions for the talent show after spring break.

#### Andrew Fowles

For most of the classes, we are trying to finish up with the most important points for this year. A lot of the classes are behind as we've needed to take more time to cover concepts that weren't clicking for the students. At this point I'd say half at best of the classes are really on track to cover everything. As for D&D, the kids are loving it and look forward to it every week. I have many of them talking to me about their excitement for the next Tuesday throughout each week. We're trying to get some of the girls to be there with us between grades and family pulling them out after they are already there. I feel bad for them when that has happened because they are very excited to be there and so obviously sad when they have to leave.

#### Wayne Dill

For the most part things are ok. In the wood shop I have too many at a time in the small space, but we make do. Jr. high are pretty active and you have to pay attention all the time if they are having a wild day. That's not really a board issue, but an observation.

Classes are going well, most students are on task, but I know we have complaints about too much to do or too hard, but those are the same ones who expect to have to do nothing. It isn't new news. Just normal interaction.

I will say the number of red and yellow cards issued to my 8th grade Advisory class has diminished and the grades on the ones still being issued are coming up

## Board Report-March 17, 2022

- PLC Meetings-we have been looking at ISIP and ISAT scores to prepare for testing
- Note the bulletin board in the cafeteria that indicates reading by students. This is in alignment with the district goal to improve literacy.
- Art display by HS art students

## 11th Weekly Pacing/Units Q1

Week	Focus	Standards
<b>Week 1 August 30 - Sept 2</b>	<b>American Culture:</b> <i>Independence</i> Early Colonists Dec of Independence Westward Expansion Battle of Alamo	9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history. 9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights.
<b>Week 2 Sept. 6-9</b>	<b>American Culture:</b> Nationalism Manifest Destiny National Symbols WWI WWII Ronald Reagan	9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history.
<b>Week 3 Sept. 13-16</b>	<b>American Culture:</b> Equality	9-12.USH2.1.1.2 Analyze significant movements for social change. 9-12.USH2.1.3.1 Trace federal policies, such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination which have impacted American Indians historically and currently. 9-12.USH2.1.3.2 Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians.
<b>Week 4 Sept. 20-23</b>	<b>American Culture:</b> Meritocracy	9-12.USH2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century. 9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights.



<p><b>Week 5 Sept 27-30</b></p>	<p>American Culture: Innovation</p>	<p>9-12.USH2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States. 9-12.USH2.4.2.1 Analyze the relationship between the three federal branches of government.</p>
<p><b>Week 6 October 4-7</b></p>	<p>War and Diplomacy: Revolutionary War</p>	<p>9-12.USH2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. 9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history.</p>
<p><b>Week 7 Oct 11-14</b></p>	<p>War and Diplomacy: Civil War</p>	<p>9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history.</p>

<p><b>11th Weekly Pacing/Units Q2</b></p>		
<p><b>Week</b></p>	<p><b>Focus</b></p>	<p><b>Standards</b></p>
<p>Week 1 Oct 18-21</p>	<p>War and Diplomacy: Civil War</p>	

Week 2 Oct 25-28	War and Diplomacy: WWI	9-12.USH2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.
Week 3 Nov. 1-4	War and Diplomacy: WWII	9-12.USH2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.
Week 4 Nov. 8-11	War and Diplomacy: WWII	9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.
Week 5 Nov 15-18	War and Diplomacy: Modern War	9-12.USH2.5.1.1 Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism.
Week 6 Nov 29 - Dec 2	Art/Music/Literature: Art	9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.
Week 7 Dec. 6-9	Art/Music/Literature: Literature	9-12.USH2.1.3.3 Identify and discuss the influences of American Indians on the history and culture of the United States
Week 8 Dec 13-16	Art/Music/Literature: Music	

### 11th Weekly Pacing/Units Q3

Week	Focus	Standards
Week 1 Jan 3-6	Slavery & It's Legacy: Colonial Slavery	9-12.USH2.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.
Week 2 Jan. 10-13	Slavery & It's Legacy: Revolutionary Slavery	
Week 3 Jan. 17-20	Slavery & It's Legacy: Early Republic	

Week 4 Jan. 24-27	Slavery & It's Legacy: Civil War	
Week 5 Jan 31-Feb 3	Slavery & It's Legacy: Post Civil War	9-12.USSH2.1.1.2 Analyze significant movements for social change. 9-12.USSH2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka.
Week 6 Feb. 7-10	Economics: Colonial	9-12.USSH2.3.1.2 Describe the development of a consumer economy
Week 7 Feb. 14-17	Economics: Early Republic	9-12.USSH2.3.1.2 Describe the development of a consumer economy
Week 8 Feb. 21-24	Economics: Early Republic	9-12.USSH2.3.4.1 Analyze how economic conditions affect financial decisions.
Week 9 Feb. 28- Mar 3	Economics: Civil War	9-12.USSH2.3.4.1 Analyze how economic conditions affect financial decisions.
Week 10 Mar. 7-10	Economics: Late 19th Century	9-12.USSH2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.

### 11th Weekly Pacing/Units Q4

Week	Focus	Standards
Week 1 Mar. 14-17	Economics: Early 20th Century	9-12.USSH2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century. 9-12.USSH2.1.4.3 Analyze the political and social responses to industrialization.
Week 2 Mar 28-31	Economics: Great Depression	9-12.USSH2.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society.

Week 3 April 4-7	Economics: Reaganomics	<p>9-12.USSH2.1.4.5 Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.</p> <p>9-12.USSH2.3.1.1 Describe the emergence of the modern corporation.</p> <p>9-12.USSH2.3.1.3 Analyze the role of the modern United States in the global economy.</p> <p>9-12.USSH2.3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p>
Week 4 April 11-14	Migration & Immigration: Colonial	9-12.USSH2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns.
Week 5 April 18-21	Migration & Immigration: Colonial	9-12.USSH2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns.
Week 6 April 25-28	Migration & Immigration: Republic	9-12.USSH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups.
Week 7 May 2-5	Migration & Immigration: Westward expansion	<p>9-12.USSH2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns.</p> <p>9-12.USSH2.1.5.1 Analyze the causes and effects of the expansion of the United States.</p>
Week 8 May 9-12	Migration & Immigration: Immigration Era	9-12.USSH2.1.2.2 Identify the political and social resistance to immigration.
Week 9 May 16-19	Migration & Immigration: Modern Immigration	9-12.USSH2.1.2.1 Identify motives for continued immigration to the United States.

## GOV Weekly Pacing/Units Q1

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
<b>Week 1 August 30 - Sept 2</b>	<b>Types of Government:</b>	9-12.G.3.2 Compare and contrast different economic systems and relate each to different forms of government.
<b>Week 2 Sept. 6-9</b>	<b>Types of Government:</b>	9-12.G.4.5.1 Compare and contrast different forms of government, such as presidential with parliamentary, unitary with federal, dictatorship with democracy.
<b>Week 3 Sept. 13-16</b>	<b>Types of Government:</b>	9-12.G.4.1.3 Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty, limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism.
<b>Week 4 Sept. 20-23</b>	Constitution and Federalism:	9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791).
<b>Week 5 Sept 27-30</b>	Constitution and Federalism:	9-12.G.4.1.2 Analyze the essential philosophies, ideals, and objectives of the foundational documents of the United States, including the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and Federalist Papers.
<b>Week 6 October 4-7</b>	Constitution and Federalism:	9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States. 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. 9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present.

<b>Week 7 Oct 11-14</b>	Civil Rights and Civil Liberties	9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States.
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### GOV Weekly Pacing/Units Q2

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Oct 18-21	Civil Rights and Civil Liberties	9-12.G.4.4 Discuss how the interpretation and application of the United States Constitution has evolved.
Week 2 Oct 25-28	Civil Rights and Civil Liberties	9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.
Week 3 Nov. 1-4	Civil Rights and Civil Liberties	9-12.G.4.3.4 Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States.
Week 4 Nov. 8-11	Civil Rights and Civil Liberties	9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.
Week 5 Nov 15-18	Public Opinion and Mass Media	9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 6 Nov 29 - Dec 2	Public Opinion and Mass Media	9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 7 Dec. 6-9	Public Opinion and Mass Media	9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 8 Dec 13-16	Finals Week	

### GOV Weekly Pacing/Units Q3

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Jan 3-6	Political Parties and Voting	9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.
Week 2 Jan. 10-13	Political Parties and Voting	9-12.G.4.2.4 Trace the development and role of political parties and other political organizations and their impact on the American system of government.

Week 3 Jan. 17-20	Political Parties and Voting	9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government.
Week 4 Jan. 24-27	Political Parties and Voting	9-12.G.4.2.6 Explain the electoral process at each level of government. 9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 5 Jan 31-Feb 3	Bureaucracy & Interest Groups	9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 6 Feb. 7-10	Bureaucracy & Interest Groups	9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 7 Feb. 14-17	Bureaucracy & Interest Groups	9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
Week 8 Feb. 21-24	Congress	9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.
Week 9 Feb. 28- Mar 3	Congress	9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities 9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.
Week 10 Mar. 7-10	Congress	9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels. 9-12.G.4.2.8 Name the U.S. Senators and Representatives to Congress from Idaho.

### GOV Weekly Pacing/Units Q4

Week	Focus	Standards
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Week 1 Mar. 14-17	Executive Office	9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities 9-12.G.5.1.2 Describe the characteristics of United States foreign policy and how it has been created and implemented over time. 9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements.
Week 2 Mar 28-31	Executive Office	9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.
Week 3 April 4-7	Executive Office	9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.
Week 4 April 11-14	Court System	9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities
Week 5 April 18-21	Court System	9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.
Week 6 April 25-28	Court System	9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.
Week 7 May 2-5	Policymaking	9-12.G.3.2.1 Analyze the economic impact of government policy.
Week 8 May 9-12	Policymaking	9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.
Week 9 May 16-19	Policymaking	9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.



## 7th Weekly Pacing/Units Q1

Week	Focus	Standards
<b>Week 1 August 30 - Sept 2</b>	Major Wars	6-12:USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction. 6-12:USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.
<b>Week 2 Sept. 6-9</b>	Major Wars	6-12:USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction. 6-12:USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.
<b>Week 3 Sept. 13-16</b>	Major Wars	6-12:USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction. 6-12:USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
<b>Week 4 Sept. 20-23</b>	Major Wars	6-12:USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction.

<p><b>Week 5 Sept 27-30</b></p>	<p>Major Wars</p>	<p>6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction. 6-12.USH1.5.1.1 Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican-American War, and SpanishAmerican War.</p>
<p><b>Week 6 October 4-7</b></p>	<p>Major Wars</p>	<p>6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction.</p>
<p><b>Week 7 Oct 11-14</b></p>	<p>Major Wars</p>	<p>6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction.</p>

<p><b>Gov Weekly Pacing/Units Q2</b></p>		
<p><b>Week</b></p>	<p><b>Focus</b></p>	<p><b>Standards</b></p>

Week 1 Oct 18-21	Major Wars	6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction.
Week 2 Oct 25-28	Diplomacy	6-12.USH1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
Week 3 Nov. 1-4	Diplomacy	6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.
Week 4 Nov. 8-11	Diplomacy	6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy.
Week 5 Nov 15-18	Culture	6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact. 6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies. 6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.
Week 6 Nov 29 - Dec 2	Culture	6-12.USH1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. 6-12.USH1.1.1.4 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution.
Week 7 Dec. 6-9	Culture	6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.

Week 8 Dec 13-16	Finals	
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### 7th Weekly Pacing/Units Q3

Week	Focus	Standards
Week 1 Jan 3-6	Migration	6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America.
Week 2 Jan. 10-13	Migration	6-12.USH1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America. 6-12.USH1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.
Week 3 Jan. 17-20	Migration	6-12.USH1.2.3.1 Describe Pre-Columbian migration to the Americas. 6-12.USH1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians in the development of the United States.
Week 4 Jan. 24-27	Migration	6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.
Week 5 Jan 31-Feb 3	Migration	6-12.USH1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.
Week 6 Feb. 7-10	Migration	6-12.USH1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
Week 7 Feb. 14-17	Economics	6-12.USH1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts. 6-12.USH1.2.3.3 Illustrate westward migration across North America.
Week 8 Feb. 21-24	Economics	6-12.USH1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America. 6-12.USH1.3.1.1 Describe the economic characteristics of mercantilism. 6-12.USH1.2.3.2 Analyze the impact of the Columbian exchange.

Week 9 Feb. 28- Mar 3	Economics	6-12.USH1.3.1.2 Compare the economic development of the North with the South. 6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.
Week 10 Mar. 7-10	Economics	6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States 6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States. 6-12.USH1.3.4.1 Analyze how economic conditions affect financial decisions.

### 7th Weekly Pacing/Units Q4

Week	Focus	Standards
Week 1 Mar. 14-17	Diversity	6-12.USH1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.
Week 2 Mar 28-31	Diversity	6-12.USH1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians. 6-12.USH1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.
Week 3 April 4-7	Diversity	6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life.
Week 4 April 11-14	Diversity	
Week 5 April 18-21	Government	6-12.USH1.4.1.1 Trace the development of our constitutional republic through founding documents, colonial assemblies, and colonial rebellions.

Week 6 April 25-28	Government	6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. 6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.
Week 7 May 2-5	Technology	6-12.USH1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.
Week 8 May 9-12	Technology	6-12.USH1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity
Week 9 May 16-19	Technology	

**8th Weekly Pacing/Units Q1**

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
<b>Week 1 August 30 - Sept 2</b>	General Geography & History overview	6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. 6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
<b>Week 2 Sept. 6-9</b>	General Geography & History overview	6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS). 6-9.GWH.2.1.3 Use mental maps to answer geographic questions.
<b>Week 3 Sept. 13-16</b>	General Geography & History overview	6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. 6-9.GWH.2.2.2 Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.
<b>Week 4 Sept. 20-23</b>	General Geography & History overview	6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment and climate of places in the Western Hemisphere are related.

<b>Week 5 Sept 27-30</b>	General Geography & History overview	
<b>Week 6 October 4-7</b>	African Geography & History	
<b>Week 7 Oct 11-14</b>	African Geography & History	

<b>8th Weekly Pacing/Units Q2</b>		
<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Oct 18-21	African Geography & History	



Week 2 Oct 25-28	Geography and History of the Middle East	
Week 3 Nov. 1-4	Geography and History of the Middle East	
Week 4 Nov. 8-11	Geography and History of the Middle East	
Week 5 Nov 15-18	Geography and History of the Middle East	
Week 6 Nov 29 - Dec 2	World Art & Music	
Week 7 Dec. 6-9	World Art & Music	
Week 8 Dec 13-16	Finals	

**8th Weekly Pacing/Units Q3**

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Jan 3-6	Geography & History of Asia	
Week 2 Jan. 10-13	Geography & History of Asia	
Week 3 Jan. 17-20	Geography & History of Asia	
Week 4 Jan. 24-27	Geography & History of Asia	
Week 5 Jan 31 - Feb 3	Geography & History of Asia	

Week 6 Feb. 7-10	Geography & History of Asia	
Week 7 Feb. 14-17	Geography & History of Europe	
Week 8 Feb. 21-24	Geography & History of Europe	
Week 9 Feb. 28- Mar 3	Geography & History of Europe	
Week 10 Mar. 7-10	Geography & History of Europe	

#### 8th Weekly Pacing/Units Q4

Week	Focus	Standards
Week 1 Mar. 14-17	Geography & History of Europe	6-9.GWH.1.8.1 Describe major aspects of the civilizations of the Western Hemisphere prior to European contact. 6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.
Week 2 Mar 28-31	Geography & History of Europe	6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere. 6-9.GWH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
Week 3 April 4-7	Geography & History of Europe	
Week 4 April 11-14	Geography & History of Europe	

Week 5 April 18-21	Geography & History of the Americas	
Week 6 April 25-28	Geography & History of the Americas	
Week 7 May 2-5	Geography & History of the Americas	
Week 8 May 9-12	Geography & History of the Americas	
Week 9 May 16-19	Geography & History of the Americas	

## History Thru Film Weekly Pacing/Units Q1

Week	Focus	Standards
<b>Week 1 August 30 - Sept 2</b>	Children's Movies: Remember the Titans	
<b>Week 2 Sept. 6-9</b>	Children's Movies: Mulan	
<b>Week 3 Sept. 13-16</b>	Children's Movies: Pocahontas	
<b>Week 4 Sept. 20-23</b>	Children's Movies: Balto	

<p><b>Week 5 Sept 27-30</b></p>	<p>Sport Movie: Blindside</p>	
<p><b>Week 6 October 4-7</b></p>	<p>Sport Movie: Unbroken</p>	
<p><b>Week 7 Oct 11-14</b></p>	<p>Sport Movie: Greater</p>	

<b>History Thru Film Weekly Pacing/Units Q2</b>		
<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Oct 18-21	American Biography: In the Heart of the Sea	

Week 2 Oct 25-28	American Biography: Green Book	
Week 3 Nov. 1-4	American Biography: Ford v Ferrari	
Week 4 Nov. 8-11	Inventors: Imitation game	
Week 5 Nov 15-18	Inventors: Tesla	
Week 6 Nov 29 - Dec 2	Inventors: Current Wars	
Week 7 Dec. 6-9	War: Darkest Hour	
Week 8 Dec 13-16	War: Midway	

### WWII History Weekly Pacing/Units Q3

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Jan 3-6	Causes	
Week 2 Jan. 10-13	Causes	
Week 3 Jan. 17-20	1939-1940	
Week 4 Jan. 24-27	1939-1940	
Week 5 Jan 31-Feb 3	1939-1940	
Week 6 Feb. 7-10	1941-1942	
Week 7 Feb. 14-17	1941-1942	
Week 8 Feb. 21-24	1941-1942	
Week 9 Feb. 28- Mar 3	1943-1944	
Week 10 Mar. 7-10	1943-1944	

### WWII History Weekly Pacing/Units Q4

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Mar. 14-17	1943-1944	
Week 2 Mar 28-31	Endgame 1945	
Week 3 April 4-7	Endgame 1945	

Week 4 April 11-14	Endgame 1945	
Week 5 April 18-21	Propaganda	
Week 6 April 25-28	Propaganda	
Week 7 May 2- 5	Holocaust	
Week 8 May 9- 12	Holocaust	
Week 9 May 16-19	Legacy	



## Humanities Weekly Pacing/Units Q1

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
<b>Week 1 August 30 - Sept 2</b>	Argentina	
<b>Week 2 Sept. 6- 9</b>	Argentina	
<b>Week 3 Sept. 13-16</b>	Croatia	
<b>Week 4 Sept. 20-23</b>	Croatia	

<p><b>Week 5 Sept 27-30</b></p>	<p>South Africa</p>	<p>Goal CR1 Objective CR1.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.</p>
<p><b>Week 6 October 4-7</b></p>	<p>South Africa</p>	
<p><b>Week 7 Oct 11-14</b></p>	<p>North Korea</p>	

<p><b>Humanities Weekly Pacing/Units Q2</b></p>		
<p><b>Week</b></p>	<p><b>Focus</b></p>	<p><b>Standards</b></p>
<p>Week 1 Oct 18-21</p>	<p>North Korea</p>	

Week 2 Oct 25-28	North Korea	
Week 3 Nov. 1-4	New Zealand	
Week 4 Nov. 8-11	New Zealand	
Week 5 Nov 15-18	New Zealand	
Week 6 Nov 29 - Dec 2	Christmas around the World	
Week 7 Dec. 6-9	Christmas around the World	
Week 8 Dec 13-16	Finals	

### Humanities Weekly Pacing/Units Q3

Week	Focus	Standards
Week 1 Jan 3-6	Jamaica	
Week 2 Jan. 10-13	Jamaica	
Week 3 Jan. 17-20	Jamaica	Goal CR1 Objective CR1.3 Create an original product that interprets and/or investigates themes, issues, and/or movements.
Week 4 Jan. 24-27	Spain	
Week 5 Jan 31-Feb 3	Spain	Goal CR1 Objective CR1.2 Engage in collaborative learning to foster the creative process.
Week 6 Feb. 7-10	Spain	
Week 7 Feb. 14-17	Madagascar	

Week 8 Feb. 21-24	Madagascar	
Week 9 Feb. 28- Mar 3	Madagascar	
Week 10 Mar. 7-10	Egypt	

### Humanities Weekly Pacing/Units Q4

<b>Week</b>	<b>Focus</b>	<b>Standards</b>
Week 1 Mar. 14-17	Egypt	
Week 2 Mar 28- 31	Egypt	
Week 3 April 4- 7	India	
Week 4 April 11-14	India	
Week 5 April 18-21	India	
Week 6 April 25-28	Greece	
Week 7 May 2- 5	Greece	
Week 8 May 9- 12	Greece	
Week 9 May 16-19	Holidays	Goal CR1 Objective CR1.4 Revise, refine and develop an original work.

# Superintendent Report

## Dietrich Schools

Perseverance, Integrity, and Respect



March , 2022

### Upcoming Dates

#### March

16- Parent Teacher Conference

16 ASVAB Testing

17- Board Meeting

21-24 Spring Break

29- Winter Sports Awards

#### April

1- Teacher Inservice

13 Legislative Roadshow

## Evaluations

Much of my time has been spent in the classroom observing teachers the last month. I have had the opportunity to see some great teaching. In completing observations I provide staff with their strengths and areas of improvement. I also provide them with all evidence that I see in the classroom that I use for rating them in Domains 2 and 3. I have all the observations done. I am working on completing the Summative Evaluation. I hope to have those complete by the time we get back from Spring Break. This will allow me to focus on the Budget process. I will be bringing recommendations for rehire in the April Board meeting for Certified Staff and Coaches. All evaluations will be complete for both groups by the April Board meeting.

## Ski/Tube Day

The students had a great day at Magic Mountain. We had approximately 140 kids go on the trip. We had activities at the school for students who chose not to go. We had about 20 kids here at the school. We had about 40 kids who stayed home for the day and used up an unexcused absence. We did not have near the parents go up this year and help as we have had in the past. This makes it more challenging to get everything to go smoothly on the mountain. I have more and more staff who are asking to stay back with kids who stay here. This also makes this day a challenge when we don't have the staff who want to be up on the mountain with kids. I stayed back and took care of the office so staff could enjoy the day with students also due to my knee dr asking me to not be on the mountain prior to my surgery this summer. The staff at magic was amazing and the kids had a lot of fun. The commute that morning with the snow was a bit scary but everyone got there safely and had a great time. The kids that were here in the building took part in the activities and a great day was had by all.

## Testing

It is definitely the testing season. All of our ESL students have been tested. We are waiting on results. The interim assessment window for students taking the ISAT this year has closed. I am currently working on the testing schedule for ISAT. I plan to start testing On the 11th of April. We will test the 9th graders as well so that we have that data for our teachers for next school year. I will also be testing the Juniors for the SAT on April 13. The state board has waived juniors having to take the college entrance exam for 2022 students. All of our students have taken the college entrance exam last year as juniors. This is not a concern. I feel the importance of utilizing the state paying for the test for our students so they have it completed prior to entering college if they choose to. I hope to have some data scores for you on ISAT and Access of ESL students in April. I will have a full report of testing in May.

## Attendance

Our attendance is the lowest it has ever been. We have had another round of sickness in elementary. I do have concerns about secondary students and their attendance. I will be addressing some concerns with staff regarding what we can do to help this improve. I also will be including perfect attendance in the budget for next school year to help encourage good attendance.

<b>Grades</b>	<b>Current Enrollment</b>	<b>20-21 Enrollment</b>	<b>ADA</b>
<b>K-6</b>	98	105	89%
<b>7-8</b>	36	32	94%
<b>9-12</b>	70	71	90%
<b>Total</b>	204	208	91%

# 2022 March Maintenance report

## Transportation

**A:** Bus 12 has returned with repairs. We're waiting on one more part that we'll need to return to freightliner for.

**B:** Bus 16 is in repair for the emergency relief switch.

**C:** Bus 20 and 08 are running we'll at this time.

## Grounds

**A:** Do to the temperatures, the freeze line and moister under the new concrete pad. This has caused the pad to lift approximately a 1" to 1 ½". This has made it to were the doors can't open. In resolving this issue I'm in the process of finishing the snow melt system and removing the frost line, in hopes to allowing the pad to go back down. If this does not happen then we'll need to take another approach at it.

**B:** Working on the information for the well. We have paper work for the city to sign we're checking on the claim numbers are correct.

## Maintenance

**A:** We're in the process of installing the snow melt system.

Athletic Update: All winter sports have concluded and our spring sports are nearing their start date at the time of writing (3/10/2022).

Girls basketball concluded with our girls coming up just shy of their goal of making the state tournament. We had multiple senior girls get selected for the 1A-2A all-star game and one of those girls was also selected to play in the District IV all-star game. Those games have already been played.

Boys basketball came up a few games short of their goal of making the state tournament as well.

High school track started practice on Monday, February 28th. It looks like we are going to have a better turnout (in the number of kids) than we did last year. They will be attending their first meet on 3/17 in Valley, right before we start spring break. Once we return from spring break they will be attending a meet each week until the middle of May.

Junior high track plans on starting practice when we return from spring break. They will attend meets throughout the month of April and into the start of May.

Our lone golfer will be going to Minico to golf in a co-op (representing Dietrich) like he has been doing for the past few years.

The winter sports award banquet is scheduled for Tuesday, March 29th, at 7:00 PM.

We have had an issue with students trying to use the athletic facilities without proper supervision after school hours. I, along with the maintenance staff, have been sending students away if they are not supervised while we are still in the building at the conclusion of the school day.

We have a club volleyball team that has been using our gym to practice for the last few weeks. They would like to continue to use it during March and April. They are planning on practicing Monday and Wednesday evenings for the remainder of their season. We have multiple girls from our school on the team.



2022-2023 School Event Calendar

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence day

August	
15-17	Teacher In-Service
18	All Staff Inservice Day
18	Open House 1-4?
22	First Day of School

September	
5	Labor Day No School
16	Teacher Inservice Day

October	
10	Columbus Day
13	1st Qtr Ends
14	Teacher Work Day
20	Parent Teacher Conference
31	Halloween

November	
6	Daylight Saving
11	Veterans Day
11	Teacher Inservice
23-24	Thanksgiving Break

December	
20	End of 1st semester
21	Teacher Work Day
21-31	Winter Break

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
1	New Year's Day
2	Winter Break
3	2nd Semester Begins
16	Martin Luther King Jr. Day
20	All staff Inservice Day

February	
10	Teacher Inservice

March	
9	3rd Qtr ends
10	Teacher work day
12	Daylight Saving
15	Parent Teacher Conference
20-23	Spring Break

April	
14	Teacher Inservice

May	
22	Graduation Day
24	Last Day of School
25	Teacher Work Day
29	Memorial Day

June	
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Templates by Vertex42.com - <https://www.vertex42.com/calendars/>

# **Current Bell Schedule**

***2021-2022***

First Bell 8:03

1st Hour 8:05-9:01

Breakfast 9:01-9:10

Advisory 9:10-9:29

2nd Hour 9:31-10:27

3rd Hour 10:29-11:25

4th Hour 11:27-12:23

Lunch 12:23-12:46

5th Hour 12:48-1:44

6th Hour 1:46-2:42

7th hour 2:44-3:40

# Proposed Secondary Bell Schedule 2022-2023

First Bell 8:03

1st Hour 8:05-9:01

Breakfast 9:01-9:10

Advisory 9:10-9:29

2nd Hour 9:31-10:27

3rd Hour 10:29-11:25

4th Hour 11:27-12:23

Lunch 12:23-12:51

5th Hour 12:53-1:49

6th Hour 1:51-2:47

7th hour 2:49-3:45

The consensus from the staff is that we keep advisory but have it more structured. What we would like is for everyone to have the same topics each day. Mondays would be grade checks teachers will be required to talk with each student in advisory that has a 65 or lower in a class and go over grades with them. Tuesdays will be an inspirational quote or education Ted talk Wednesdays will be a study hall so students can study for tests or assignments they may have the next day. Thursday will be literacy Thursday every student will be required to bring a book or magazine of their choosing to read. It will need to be a hard copy no electronic devices will be used. We are doing this to encourage literacy in our classrooms.

We will schedule class advisories as needed for different events such as homecoming prom graduation etc. those will be done on Tuesdays when they are needed .

**DIETRICH SCHOOL DISTRICT NO. 314  
2022-2023 Budget Timeline**

Month	Date	Day of Week	Event	Goal
February	14th	Monday	Email supply list template to staff.	
	21st	Monday	Go over budget supply lists with staff	
March	17th	Thursday	Review current year's budget	
	28th	Monday	Supply Lists Due	Compile and price supply lists.
April	13th	Wednesday	Post Legislative Roadshow	
	21st	Thursday	Board Meeting	Provide update to School Board
	25th	Monday	Business Manager	Notify County Clerk of Budget Hearing
May	4th	Wednesday	Budget Committee Meeting	Work Meeting
	11th	Wednesday	Budget Committee Meeting	Work Meeting - Draft Budget Completed
	19th	Thursday	Board Meeting	Present Budget for Preapproval
	20th	Friday	Budget Committee Meeting (if necessary)	Work Meeting
June	1st	Wednesday	Business Manager	Advertise Budget/Annual Meeting
	16th	Thursday	Board Meeting	Present Final Budget for Board Approval
July	7th	Thursday	Budget due to State Department of Education	

\*Committee meetings subject to change.

# IDAHO DEPARTMENT OF WATER RESOURCES

## WATER RIGHT REPORT

3/16/2022

IDAHO DEPARTMENT OF WATER RESOURCES

Water Right Report

**WATER RIGHT NO. 37-10412**

<u>Owner Type</u>	<u>Name and Address</u>
Current Owner	DIETRICH SCHOOL DISTRICT #314 406 N PARK ST DIETRICH, ID 83324-5069 2085442158
Original Owner	CHURCH OF JESUS CHRIST OF THE LATTER DAY SAINTS DIETRICH WARD CAREY IDAHO STAKE 395 N PARK ST DIETRICH, ID 83324 2085442102

**Priority Date: 04/06/1920**

Basis: Decreed

Status: Active

<u>Source</u>	<u>Tributary</u>
GROUND WATER	

<u>Beneficial Use</u>	<u>From</u>	<u>To</u>	<u>Diversion Rate</u>	<u>Volume</u>
DOMESTIC	1/01	12/31	0.04 CFS	
Total Diversion			0.04 CFS	

Location of Point(s) of Diversion:

GROUND WATER|SWNWSE|Sec. 12|Township 06S|Range 18E|LINCOLN County

Place(s) of use:

Place of Use Legal Description: DOMESTIC LINCOLN County

<u>Township</u>	<u>Range</u>	<u>Section</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>
06S	18E	12		NWSE										

## Conditions of Approval:

1. C18 THIS PARTIAL DECREE IS SUBJECT TO SUCH GENERAL PROVISIONS NECESSARY FOR THE DEFINITION OF THE RIGHTS OR FOR THE EFFICIENT ADMINISTRATION OF THE WATER RIGHTS AS MAY BE ULTIMATELY DETERMINED BY THE COURT AT A POINT IN TIME NO LATER THAN THE ENTRY OF A FINAL UNIFIED DECREE. SECTION 42-1412(6), IDAHO CODE.
2. N13 THE QUANTITY OF WATER UNDER THIS RIGHT SHALL NOT EXCEED 13,000 GALLONS PER DAY.
3. N11 THE QUANTITY OF WATER DECREED FOR THIS WATER RIGHT IS NOT A DETERMINATION OF HISTORICAL BENEFICIAL USE.

## Dates:

Licensed Date:

Decreed Date: 01/10/2001

Enlargement Use Priority Date:

Enlargement Statute Priority Date:

Water Supply Bank Enrollment Date Accepted:

Water Supply Bank Enrollment Date Removed:

Application Received Date:

Protest Deadline Date:

Number of Protests: 0

## Other Information:

State or Federal: S

Owner Name Connector:

Water District Number: EXC

Generic Max Rate per Acre:

Generic Max Volume per Acre:

Civil Case Number:

Old Case Number:

Decree Plaintiff:

Decree Defendant:

Swan Falls Trust or Nontrust:

Swan Falls Dismissed:

DLE Act Number:

Cary Act Number:

Mitigation Plan: False

# IDAHO DEPARTMENT OF WATER RESOURCES

## WATER RIGHT REPORT

3/16/2022

IDAHO DEPARTMENT OF WATER RESOURCES

Water Right Report

WATER RIGHT NO. 37-4317

<u>Owner Type</u>	<u>Name and Address</u>
Current Owner	DIETRICH SCHOOL DISTRICT #314 406 N PARK ST DIETRICH, ID 83324-5069 2085442158

Priority Date: 08/01/1935

Basis: Decreed

Status: Active

<u>Source</u>	<u>Tributary</u>
GROUND WATER	

<u>Beneficial Use</u>	<u>From</u>	<u>To</u>	<u>Diversion Rate</u>	<u>Volume</u>
DOMESTIC	01/01	12/31	0.09 CFS	6.4 AFA
Total Diversion			0.09 CFS	6.4 AFA

Location of Point(s) of Diversion:

GROUND WATER|SWNWSE|Sec. 12|Township 06S|Range 18E|LINCOLN County

DOMESTIC Use:

Number of homes: 6

Number of other uses: 1 SCHOOL

Place(s) of use:

Place of Use Legal Description: DOMESTIC LINCOLN County

<u>Township</u>	<u>Range</u>	<u>Section</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>	<u>Lot</u>	<u>Tract</u>	<u>Acres</u>
06S	18E	12		NWSE										

Conditions of Approval:

1. C18 THIS PARTIAL DECREE IS SUBJECT TO SUCH GENERAL PROVISIONS NECESSARY FOR THE DEFINITION OF THE RIGHTS OR FOR THE EFFICIENT ADMINISTRATION OF THE WATER RIGHTS AS MAY BE ULTIMATELY DETERMINED BY THE COURT AT A POINT IN TIME NO LATER THAN THE ENTRY OF A FINAL UNIFIED DECREE. SECTION 42-1412(6), IDAHO CODE.
2. SCHOOL BUILDING, AGRI. SHOP PARCEL NO. RP 06S18E127200

**Dates:**

Licensed Date:

Decreed Date: 12/11/2002

Enlargement Use Priority Date:

Enlargement Statute Priority Date:

Water Supply Bank Enrollment Date Accepted:

Water Supply Bank Enrollment Date Removed:

Application Received Date:

Protest Deadline Date:

Number of Protests: 0

**Other Information:**

State or Federal: S

Owner Name Connector:

Water District Number: 130

Generic Max Rate per Acre:

Generic Max Volume per Acre:

Civil Case Number:

Old Case Number:

Decree Plaintiff:

Decree Defendant:

Swan Falls Trust or Nontrust:

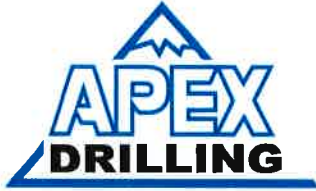
Swan Falls Dismissed:

DLE Act Number:

Cary Act Number:

Mitigation Plan: False





Apex Drilling LLC  
 3855 Hiland Ave.  
 Burley, ID 83318  
 208-678-9393 office 208-678-2236 fax  
[apexdrillingllc@gmail.com](mailto:apexdrillingllc@gmail.com)

## Water Well Estimate

Name: Dietrich School District Mailing Address: \_\_\_\_\_  
 Date: March 17, 2022  
 Phone Number: 208-539-5061 Ryan Site Address: \_\_\_\_\_  
 Company: \_\_\_\_\_ Dietrich, ID  
 Email: \_\_\_\_\_

This estimate is for a water well located at the site address listed above. Having reviewed several wells drilled in the area, it is anticipated that the specifications on your well will be as follows:

Total Well Depth: 460 Legal Description: \_\_\_\_\_  
 Casing Depth: 440 GPS Location: Latitude: \_\_\_\_\_  
 Static Water Level: 380 Longitude: \_\_\_\_\_

Item	Unit	Price Per Unit	Qty.	Item Total
<b>Permits &amp; Fees</b>				
Mobilization/Set Up	Each	\$750.00	1	\$750.00
Special Permit	Each	\$200.00	1	\$200.00
Bentonite (3/8" Chip)	50 # Bag	\$16.00	30	\$480.00
				\$0.00
				\$0.00
<b>Drilling</b>				
12" Drilling	Per Foot	\$68.00	38	\$2,584.00
10" Drilling	Per Foot	\$46.00	420	\$19,320.00
				\$0.00
				\$0.00
<b>Casing</b>				
8" Casing	Per Foot	\$48.00	460	\$22,080.00
				\$0.00
				\$0.00
				\$0.00
<b>Inventory Items</b>				
8" Drive Shoe	Each	\$220.00	1	\$220.00
8" Well Cap	Each	\$220.00	1	\$220.00
				\$0.00
				\$0.00
<b>Job Sub Total</b>				<b>\$45,854.00</b>
<b>Job Total</b>				<b>\$45,854.00</b>

\* Please note this estimate is for **Well Work Only**. Pricing is good for 60 days, after that time work commencing is subject to price change. Apex Drilling can not guarantee water quality or quantity as these are subject to location geology. Payment in full is due upon final invoice, unless prior arrangements have been made. We appreciate the opportunity to bid this work. If you have any questions or need further assistance, please contact us at the information listed above.

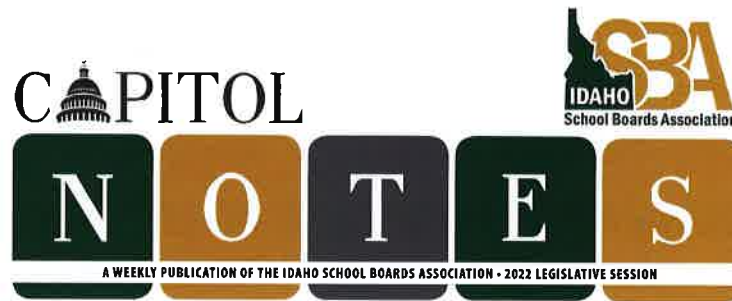
Estimate Prepared By:  
 David Baker

This estimate has been reviewed and approved by:	
Print: _____	Date: _____
Signed: _____	

Notes regarding Apex Drilling Quote

Dave Baker from Apex said an additional cost to make the well go from non-domestic water to domestic is \$14,000.00. That is to connect to the building.

Steve Baker from Pump Services Inc. is giving us a quote for the pump install and connection. Additional cost may accrue such as electrical supply to the location.



**Misty Swanson**  
ISBA Executive Director



**Quinn Perry**  
ISBA Deputy Director & Government Affairs



**Catherine Bates**  
ISBA Communications & Program Manager

We made it to week 9, barely! While the temperature outside is cooler for this time of year, things were still heating up at the Legislature this week.

Here are this week's Legislative updates:

### Literacy/Full-day Kindergarten Bill SB 1373

**SB 1373** in the Senate Education Committee on Tuesday made for a good show. The bill would amend Idaho's Literacy Achievement & Accountability Act to state that literacy funds could be used for **optional full-day kindergarten**. **While it isn't a universal full-day kindergarten bill, it provides additional clarity on the use of literacy funds and may provide enough resources for your school or district to offer full-day kindergarten.** The policy debate centered on the funding mechanism for the \$72 million for early literacy programs. Early disagreement over the funding distribution prompted a rushed adjournment with two motions still on the floor. By Wednesday afternoon things had cooled down quite a bit, and SB 1373 was sent to the Senate Floor with a do pass recommendation. It passed the Senate on Thursday evening. It should be scheduled for a hearing in House Education early next week.

### The Budgets are Set – The Race to Adjournment is on!

On Monday, the Joint-Finance Appropriations Committee set the public schools budget. Some highlights:

**School Staff Bonuses:** In addition to providing \$1,000 bonuses for teachers, JFAC funded similar bonuses for classified staff and administrators. They also included enough to assist with the employer obligation so that it is a "true" \$1,000. Funds for these will be available this fiscal year – watch your inboxes for information from the SDE.

**Teacher Pay Raises:** JFAC also approved an additional \$103.6 million to fulfil the next step in the career ladder for FY23 – but in addition, used federal funds to "accelerate" the career ladder using \$36.5 million of federal coronavirus funds.

**Literacy and Optional, Full-Day Kindergarten:** The legislature also fulfilled the Governor's budget request to fund another \$46.7 million for early literacy – which can be used to fund optional full-day kindergarten assuming SB1373 passes.

**School Nutrition:** Using federal COVID relief funds, JFAC appropriated \$74 million to continue to provide universal free meals to schools through June 2023.

**Technical Corrections Made Friday:** A few technical corrections and one reconsideration of the budget happened on Friday. First, one of the motions removed the Idaho Digital Learning Alliance from the Public Schools Budget, which would have had a disparate impact on IDLA's ability to provide services to students and schools. Additionally, a piece of standard intent language related to health insurance discretionary funds was removed in the original appropriation but was added back in on Friday. Also, the changes will require a new report to the Legislature about your FY22 health insurance

and your FY23 health insurance so the legislature can see how you invested the health insurance money to purchase better plans for school employees.

**What happened with the new bills last week?** Last issue of Capitol Notes we told you about three bills that were rushed to print and heard the next day. **HB 733 – on surveys and social-emotional curriculum – was heard, but no vote was taken. It appears to be dead for this session, and we'll work with the sponsor to ease our concerns in the interim.**

**HB734 – on mask exemptions – passed the House and is awaiting a hearing in Senate Education.**

**HB732 – on definition of 'homeschooling' – was moved to the Amending Order in the House for amendments. It's likely dead for the Session as well.**

As of today, there is a general "rule" that no new bills will be introduced unless absolutely necessary. JFAC wrapped up their traditional budget setting and was moved to "call of the Chair." Our guess is the Legislature will adjourn *sine die* – which means 'without day' in Latin – by March 25th (*knock on wood*).

**Need help navigating the Idaho Legislature?** To stay up to date on what is happening in the 2022 Legislative Session [visit their website](#). **A few helpful links:**

Find your legislative representatives [here](#).

Find the House Committee Agendas [here](#).

Find the Senate Committee Agendas [here](#).

### Color Coded Bill Key:

**Pink:** Bills that are urgent | **Green:** ISBA Sponsored Bill | **Yellow:** Monitoring - Impact | **Blue:** Monitoring - No Expected Impact

**Tracking:** Monitoring - Impact | **H 0741** | **Amends and adds to existing law to provide property tax relief for owner-occupied homesteads, to increase the grocery tax credit, and to raise the sales and use tax rate to provide replacement funding for local tax areas.**

**Introduced:** 03/04/2022 | **Last Action:** Mar 07, 2022 - Reported Printed and Referred to Revenue & Taxation

**Our Position:** Neutral

#### Staff Analysis:

This bill does not appear to be moving forward this legislative session, but the sponsors hope to gain feedback throughout the interim. It would remove all property taxes - with the exception of voter-approved bonds and school levies - from owner-occupied residential properties by increasing the sales tax from 6% to 7.85%. It would also raise the grocery tax credit to \$175 per person. It would use 1.65% of the increase dedicated to the local governments impacted - such as cities and counties. It would, however, make Idaho's sales tax the highest in the country.

**Tracking:** Monitoring - Impact | **S 1374** | **Adds to existing law to provide for career exploration courses.**

**Introduced:** 03/04/2022 | **Last Action:** Mar 10, 2022 - to House

**Our Position:** Neutral

#### Staff Analysis:

This legislation defines career exploration for 8th grade students to assist them in identifying potential interests and resulting career paths.

**Tracking:** Urgent | **S 1373** | **Amends existing law to provide for certain state funding distributions.**

**Introduced:** 03/04/2022 | **Last Action:** Mar 10, 2022 - to House

**Our Position:** Support

**Staff Analysis:**

The bill would amend Idaho's Literacy Achievement & Accountability Act to state that literacy funds could be used for optional full-day Kindergarten. While it isn't a universal full-day kindergarten bill, it provides additional clarity on the use of literacy funds and may provide enough resources for your school or district to offer full-day kindergarten. It also changes the literacy distribution formula to say that 50% of funds are distributed based on enrollment, but the remainder would be based on growth to proficiency. It would weight economically disadvantaged students as 1.75, and would ensure funding for schools with very few students. **We're supportive of the bill, but testified to concerns about the predictability and stability of programs when half the funds could be inconsistently distributed.** It passed the Senate and should be scheduled for a House Education hearing soon.

**Tracking:** Urgent | [H 0734](#) | **Amends existing law to revise provisions regarding school-required actions to prevent the spread of infectious disease.**

**Introduced:** 03/03/2022 | **Last Action:** Mar 09, 2022 - Introduced, read first time; referred to: Education

**Our Position:** Oppose

**Staff Analysis:**

**Like other bills that usurp a school boards decision on school operations, ISBA is opposed to this legislation on the principle of local control.** This would require school districts and charter schools to allow for a religious, medical, or personal belief exemption to wearing a facial covering at school. It had a lightning fast hearing and passed the House, and is awaiting a hearing in Senate Education.

**Tracking:** Urgent | [H 0733](#) | **Adds to existing law to prohibit evaluations, questionnaires, surveys, and data collection on a student's behavioral well-being without the approval of the school board and a parent or guardian.**

**Introduced:** 03/03/2022 | **Last Action:** Mar 03, 2022 - Reported Printed and Referred to Education

**Our Position:** Oppose

**Staff Analysis:**

**We have concerns with the legislation and believe it should be divided in to two separate bills.** This legislation would require that schools cannot collect data by survey, evaluation, or questionnaire on a students behavior, trauma, attitude, or social emotional status be given without the approval of both the school board and their parent or guardian. It goes further, however, to say that all learning or curricular materials or activities used for social emotional learning and mental/behavioral well-being are displayed on a school website – including the title, author, organization and website of materials, link to learning materials or a brief description, or the identity of a teacher, staff member, or school official who created such material. It applies to charter schools as well. The hearing brought out a lot of opposition from stakeholders and school counselors. It was pulled from the agenda and is likely dead for the year. We have committed to working with the sponsor to ease concerns.

**Tracking:** Monitoring - Impact | [H 0732](#) | **Amends existing law to provide that publicly funded programs shall not be designated as home schooling.**

**Introduced:** 03/03/2022 | **Last Action:** Mar 09, 2022 - U.C. to be placed on General Orders, no objection

**Our Position:** Neutral

**Staff Analysis:**

This legislation states in the compulsory attendance definition that no Idaho public school or department is allowed to designate any publicly funded program as "home schooling" or "homeschooling" nor shall they designate students who are enrolled in or receiving K-12 funding as either. It also seems to be targeted at Idaho's Virtual Charter schools that may consider themselves a "home schooling" program.



**Tracking:** Monitoring - Impact | [H 0731](#) | **Amends and adds to existing law to establish provisions regarding certain dyslexia interventions.**

**Introduced:** 03/03/2022 | **Last Action:** Mar 09, 2022 - Introduced, read first time; referred to: Education

**Our Position:** Neutral

**Staff Analysis:**

This legislation is a compromise dyslexia bill that first defines dyslexia, and then directs the State Department of Education to create screening tools and intervention practices to support children with dyslexia. It does require LEA to provide evidence-based interventions in alignment with the literacy plan and dyslexia handbook. It would also require all instructional staff member and coaches involved in the instruction of students in Kindergarten through grade 5, including special education teachers, to receive professional development on dyslexia interventions. Also by 2023, every teacher, administrators, and school counselors with instructional certificates in grades 6-12 are required to have received professional development on characteristics of dyslexia. By 20215, all teachers or administrators with a K-8 endorsement, exceptional child endorsement, blended early childhood, or school counselor serving students in K-5th grade earn one or more credits of professional development on dyslexia and understanding the pedagogy for instructing students with dyslexia in order to re-certify. This legislation has passed the House, Senate Education, and is expected to pass the full Senate.

**Tracking:** Monitoring - Impact | [H 0723](#) | **Adds to existing law to provide that enrollment shall replace average daily attendance in funding formulas for fiscal years 2023 and 2024 and to provide for a study committee on the public school funding formula.**

**Introduced:** 03/02/2022 | **Last Action:** Mar 10, 2022 - Reported out of Committee with Do Pass Recommendation; Filed for second reading

**Our Position:** Support

**Staff Analysis:**

A compromise on moving the state permanently to Enrollment and away from average daily attendance, this bill would fund schools on full-time equivalent enrollment for FY23 and FY24. It would also call for a new committee to study Idaho's funding formula. **This legislation passed the House, Senate Education, and is expected to pass the Senate.**

**Tracking:** Monitoring - Impact | [H 0717](#) | **Amends existing law to provide an alternative means to determine school readiness.**

**Introduced:** 03/01/2022 | **Last Action:** Mar 02, 2022 - Reported Printed and Referred to Education

**Our Position:** Support

**Staff Analysis:**

**ISBA supports this legislation based on an ISBA Resolution on school age flexibility.** This legislation would amend Idaho's school age statute that says if a child's parent or guardian have determined that a child is "school-ready" and their 5th birthday is before the 31st of December, a child may be eligible to enroll in school at age 4.

**Tracking:** Urgent | [H 0716](#) | **Adds to existing law to provide for the adoption of initial certification and content standards prepared by 2020-2021 work groups.**

**Introduced:** 03/01/2022 | **Last Action:** Mar 08, 2022 - Introduced, read first time; referred to: Education

**Our Position:** Neutral

**Staff Analysis:**

This legislation directs the State Board of Education to adopt the draft Idaho Content Standards for English Language Arts, Mathematics, and Science. The bill passed the Committee and will head to the House Floor. We testified to go on record that we hope to see a commitment from the legislature to receive the financial resources needed to implement these standards.

**Tracking:** Monitoring - Impact | [H 0701](#) | **Adds to existing law to establish the Idaho Workforce Housing Fund and to provide for the allocation of funds.**

**Introduced:** 02/28/2022 | **Last Action:** Mar 07, 2022 - Introduced, read first time; referred to: Commerce & Human Resources

**Our Position:** Support

**Staff Analysis:**

**ISBA Supports this legislation. It passed the House and is expected to be heard very soon in the Senate.** This legislation would create an advisory commission who would be tasked with developing, implementing, and maintaining a statewide workforce housing plan. The fund would be created to accept funds appropriated by the legislature, and distribute funds according to the statewide workforce housing plan implemented by the Commission. We know that workforce housing is an issue deeply impacting school districts – in areas rural and urban. This is a step in the right direction to collaborate with other local governments and employers to be able to recruit and retain a workforce in Idaho's schools.

**Tracking:** Monitoring - Impact | [H 0680](#) | **Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations.**

**Introduced:** 02/24/2022 | **Last Action:** Feb 25, 2022 - Reported Printed and Referred to Education

**Our Position:** Neutral

**Staff Analysis:**

This legislation would require that school districts and charter schools receive explicit parental permission for their student to participate in school clubs. It also requires that the school board approve and publish annual a list of all approved school clubs, advisors, and a description of the club and it's activities. While we do believe this creates a huge barrier for students to be able to participate in clubs, we're neutral on the legislation. In addition, it should be stated that schools cannot limit a students constitutional right to assemble.

**Tracking:** Urgent | [H 0676](#) | **Amends existing law to provide a certain exception regarding concealed weapons, to revise provisions regarding preemption of firearms regulation, and to provide for civil enforcement for violations.**

**Introduced:** 02/23/2022 | **Last Action:** Feb 24, 2022 - Reported Printed and Referred to State Affairs

**Our Position:** Oppose

**Staff Analysis:**

This legislation would state that any public agency - including a school district or charter school - that leases, rents, or contracts with a private entity must not have the rights to prohibit the use or carry if firearms on it's property. In other words, if a school rents out it's gymnasium for an event, that private entity must allow people attending to bring their firearms to that event. Further, it would allow anyone to bring a civil lawsuit for damages against a political subdivision if they failed to comply. **This is a huge infringement on local control, and we're opposed to the bill.**

**Tracking:** Urgent | [H 0669](#) | **Adds to existing law to establish provisions regarding the Hope and Opportunity Scholarship Act.**

**Introduced:** 02/18/2022 | **Last Action:** Feb 21, 2022 - Reported Printed and Referred to Education

**Our Position:** Oppose

**Staff Analysis:**

GOOD NEWS! This bill is dead for the session. ISBA is opposed to school vouchers and any attempt to divert public, taxpayer dollars to private institutions. This legislation in particular is extremely broad, and doesn't even require the private school to be accredited. Want to know more about why we're opposed to school vouchers? Check out our blog

post here: [HB669 IS A VOUCHER BILL \(idsba.org\)](https://idsba.org). Contact the committee here and tell them to vote "NO" on HB669: [HEDU – Idaho State Legislature!](#)

**Tracking:** Monitoring - Impact | [H 0656](#) | Amends existing law to provide for placement on the career ladder of certain previously certified staff.

**Introduced:** 02/16/2022 | **Last Action:** Mar 10, 2022 - to House

**Our Position:** Support

**Staff Analysis:**

**Good news - this legislation passed the House and Senate unanimously.** This legislation helps more clearly place out of state teachers and administrators on Idaho's career ladder when they may not have the exact same evaluation framework or other criteria to make them eligible for movement. This is based on ISBA Resolution No. 1.

**Tracking:** Monitoring - Impact | [H 0655](#) | Amends existing law to provide for dyslexia intervention and screening programs in certain grades.

**Introduced:** 02/16/2022 | **Last Action:** Feb 17, 2022 - Reported Printed and Referred to Education

**Our Position:** Neutral

**Staff Analysis:**

This legislation defines "dyslexia" based on the definition from the International Dyslexia Association and directs the state department of education to implement a dyslexia handbook, which includes strategies and available resources and services to support students with dyslexia. It requires the state department of education to provide training for educators and to designate a dyslexia specialist to support reading improvement plans for students with dyslexia.

**Tracking:** ISBA Sponsored Bill | [H 0654](#) | Amends existing law to authorize certain professionals to work as school counselors.

**Introduced:** 02/16/2022 | **Last Action:** Mar 10, 2022 - to House

**Our Position:** Support

**Staff Analysis:**

**Good news - this legislation passed the House and Senate unanimously.** This legislation would add licensed professional counselors and licensed clinical professional counselors as individuals eligible to qualify as school counselors. This is based on [ISBA Resolution No. 2](#).

**Tracking:** Urgent | [H 0653](#) | Adds to existing law to provide that a ballot question for a supplemental levy must be accompanied by a disclosure about the purposes for which the levy revenues will be used and to provide that school districts must use levy revenues for the purposes identified in the disclosure.

**Introduced:** 02/16/2022 | **Last Action:** Mar 01, 2022 - Introduced, read first time; referred to: State Affairs

**Our Position:** Neutral

**Staff Analysis:**

This legislation would require additional levy disclosure, in that schools would be required to include a detailed purposes for the levy, and include the amount for each purpose. If you fail to comply, it would invalidate the levy. In addition, if you had more than a 10% various on the stated purpose on the ballot, the board would be required to hold a public hearing prior to taking action on using the levy dollars differently.

**Tracking:** Urgent | [H 0652](#) | Amends and adds to existing law to provide that funds appropriated for employee health insurance shall be used for such insurance and to provide for the payment of certain premiums by the retirement board.



**Introduced:** 02/16/2022 | **Last Action:** Feb 17, 2022 - Reported Printed and Referred to Education

**Our Position:** Oppose

**Staff Analysis:**

This legislation is sponsored by Rep. Horman and has two main components: first, it would mandate that the discretionary monies allocated for health insurance is spent **only** on health insurance, and if used for other purposes would revert back to the state. If they failed to make such reimbursement, the "misused funds" would be deducted from the district or schools next payment. If you used up to 90% for the health insurance money, you could retain the remaining amount but it must be used on health insurance the following year. **While we support the intent, we think there are substantial unintended consequences. ISBA GAC directed staff to address these concerns and in the meantime oppose to the first piece.** The second piece, which we are supportive of, ensures that all school employees can still use unused sick leave to pay for health insurance upon retirement. Contact: [House Education Committee](#) and [your own local legislators](#).

**Tracking:** Urgent | [H 0651](#) | **Amends existing law to require drug testing and criminal background tests for certain teachers.**

**Introduced:** 02/16/2022 | **Last Action:** Mar 03, 2022 - Filed in Office of the Chief Clerk

**Our Position:** Oppose

**Staff Analysis:**

**Good news - this legislation died on the House floor.** This legislation would require a school district and charter to drug test substitute teachers prior to their hire. **ISBA is opposed.** While we're certainly opposed to all employees being under the influence on school property, this feels like we're violating privacy rights of parents and community members who are stepping up to serve a need. In addition, there is no fiscal note so districts would have to pay for the additional cost. Most schools and districts have policies in place that require drug testing on suspicion, and that process has seemingly worked well.

**Tracking:** Urgent | [H 0650](#) | **Amends existing law to revise provisions regarding curricular materials adoption committees.**

**Introduced:** 02/16/2022 | **Last Action:** Mar 10, 2022 - Reported out of committee; to 14th Order for amendment

**Our Position:** Neutral

**Staff Analysis:**

This legislation changes the curricular materials adoption committees to a required committee, and outlines that it must consist of 12 members – 3 teachers, 1 board member, 1 administrator, 1 community member, and 6 parents of children attending school. ISBA GAC voted to oppose only the prescriptiveness of the committee, it could place a very difficult burden on small districts and charters to recruit that many people to the committee. **The good news is that Senate Education sent the bill to the amending order to provide more flexibility on the makeup of the committee, thus we've switched our position to neutral.**

**Tracking:** Urgent | [H 0649](#) | **Amends existing law to require approval of supplemental material.**

**Introduced:** 02/16/2022 | **Last Action:** Feb 17, 2022 - Reported Printed and Referred to Education

**Our Position:** Oppose

**Staff Analysis:**

This legislation would require school boards to approve *all* supplemental materials teachers use in classrooms. **ISBA GAC voted to oppose.** While we don't disagree with the intent, this could be a logistical nightmare for a volunteer board to meet regularly to approve a discussion, article, or idea in the classroom. Teachers are already expected to adhere to Idaho's professional standards and are evaluated on components to avoid outrageous curriculum in classrooms. Further, we have grievance processes in place for these types of issues and believe are best handled at the local level. Contact: [House Education Committee](#) and [your own local legislators](#).

**Tracking:** Urgent | [H 0627](#) | **Amends existing law to provide for enrollment-based funding and to allow for alternative education programs.**

**Introduced:** 02/14/2022 | **Last Action:** Feb 15, 2022 - Reported Printed and Referred to Education

**Our Position:** Support

**Staff Analysis:**

This would change Idaho permanently to allocating support unites based on FTE Enrollment, instead of Average Daily Attendance. This is how we've essentially been funded the last two years, it's a much more accurate way to count students. ISBA supports this legislation.

**Tracking:** Urgent | [H 0607](#) | **Amends existing law to provide that the commission may adopt certain rules and to revise provisions regarding joint lotteries.**

**Introduced:** 02/14/2022 | **Last Action:** Mar 04, 2022 - Read second time; filed for Third Reading

**Our Position:** Support

**Staff Analysis:**

**Good news - this passed the House and Senate!** **ISBA is in strong support of this legislation.** This legislation ensures that Idaho can still remain in the Multi State Lottery Association and play Powerball - Idaho's most popular lottery game. Idaho schools receive significant amount of support for facility upgrades and bond/levy equalization. Without this legislation, Idaho would no longer be eligible to have Powerball and those funds would be at risk.

**Tracking:** Monitoring - Impact | [S 1318](#) | **Amends existing law to establish provisions regarding certain kindergarten students.**

**Introduced:** 02/14/2022 | **Last Action:** Feb 15, 2022 - Reported Printed; referred to Education

**Our Position:** Oppose

**Staff Analysis:**

1318 says that support units for kindergarten students who only enroll in a half-day program – but, who meet certain conditions – can be counted as a 'full-day' student if they participate in kindergarten screeners or assessments are provided evidence-based supplementary materials, and if the student is not proficient ay enroll in a 3 to 5 in-person summer school. **We have some concerns with this legislation and will address them with the sponsor.**

**Tracking:** Monitoring - Impact | [S 1317](#) | **Adds to existing law to establish a kindergarten savings account.**

**Introduced:** 02/14/2022 | **Last Action:** Feb 15, 2022 - Reported Printed; referred to Education

**Our Position:** Oppose

**Staff Analysis:**

Sen. Thayne has two interesting ideas for Full-Day Kindergarten. 1317 creates a kindergarten savings account and is contingent if the legislature funds full-day Kindergarten. It would direct the State Board to create a program where a parent or legal guardian can apply to the school district or charter to withdraw funds to be used for certain approved expenses – such as technology, curriculum, therapies, or other expenses approved by the state Board The account essentially functions as a government-authorized accounts that allow families to spend government funds on a variety of education-related costs for kindergarten families. The student is only eligible be up to \$1,000 at first, but receive another \$500 if they pass the spring IRI with a 'proficient' or better score. The school or district also receives \$500 for administrative costs, including the IRI. **ISBA has concerns and will address them with the sponsor.**

**Tracking:** Urgent | [S 1315](#) | **Amends existing law to provide for full-day kindergarten and to revise provisions regarding certain support units and funding distributions.**

**Introduced:** 02/14/2022 | **Last Action:** Feb 15, 2022 - Reported Printed; referred to Education

**Our Position:** Support

**Staff Analysis:**

This proposal is based on a proposal passed by the State Board of Education and creates the calculated formula to allow for the funding of full-day kindergarten. It would cost between \$42 million and \$46 million annually, if an estimated 80% of school districts and charter schools take part in full-day kindergarten. Participation in full-day kindergarten by districts and schools would be still optional, and it does not change the fact that kindergarten in general is still optional for parents and legal guardians. Something important to note, this bill would prohibit school districts from paying for full-day kindergarten with maintenance and operations levies. This bill also requires that full-day kindergarten programs use evidence-based teaching methods and includes a parental engagement component. **ISBA is in support of this legislation and urges you contact your own local legislators and Senate Education**

**Tracking:** Monitoring - Impact | **S 1302** | **Amends and adds to existing law to provide sales tax revenues to school districts and to revise provisions regarding school levy authority.**

**Introduced:** 02/11/2022 | **Last Action:** Feb 14, 2022 - Reported Printed; referred to Local Government & Taxation

**Our Position:**

**Staff Analysis:**

**Tracking:** Monitoring - Impact | **S 1291** | **Charter Certificate Bill - Amends existing law to provide alternative methods of obtaining certain certifications.**

**Introduced:** 02/10/2022 | **Last Action:** Mar 03, 2022 - Read First Time, Referred to Education

**Our Position:** Neutral

**Staff Analysis:**

ISBA is neutral on this legislation. Like House Bill 221 from last year, this allows local charter school boards to create a charter-specific certificate. Requirements are that you hold a bachelor's degree and/or CTE certificate, but you aren't required to be doing an alternate route to certification. It is only allowed at charter schools, and only transferrable from charter to charter via MOU. It also allows the charter to create their own professional development in substitute of the State Board of Education.

**Tracking:** Monitoring - Impact | **S 1290** | **Adds to existing law to establish the Rural and Underserved Educator Incentive Program.**

**Introduced:** 02/10/2022 | **Last Action:** Feb 28, 2022 - Read First Time, Referred to Education

**Our Position:** Support

**Staff Analysis:**

This bill has bi-partisan support and establishes a rural educator incentive program for high-need or rural districts/charters. It would provide a maximum amount of eligible funding that gradually increases for the number of years the educator stays in the high need or rural district/charter. Funds could be used for loan repayments, additional degrees, or other education costs. This passed the Senate and is awaiting a hearing in the House. **Please contact House Education and ask for their support of the bill.**

**Tracking:** Monitoring - Impact | **H 0571** | **Amends existing law to allow school buses to travel up to 70 miles per hour on the interstate.**

**Introduced:** 02/09/2022 | **Last Action:** Mar 10, 2022 - Reported out of committee; to 14th Order for amendment

**Our Position:** Neutral

**Staff Analysis:**

This legislation would supercede Idaho's Standards for School Bus Drivers and allow them to drive 70 miles per hour on the interstate, instead of the 65 mile per hour rule currently.

**Tracking:** Monitoring - Impact | [H 0566](#) | **Amends existing law to revise the definition of "property or resources."**

**Introduced:** 02/08/2022 | **Last Action:** Mar 08, 2022 - Read second time; filed for Third Reading

**Our Position:** Neutral

**Staff Analysis:**

This legislation amends the "Public Integrity in Elections Act" to clarify that public property that during certain times and manners that are available to the general public *may* be used by a political, provided that the space is provided to all political parties in a fair and equal manner.

**Tracking:** Monitoring - Impact | [H 0555](#) | **Change to PERSI Contribution for School Employees - Amends, adds to, and repeals existing law to provide for the contribution rates and reemployment of school members.**

**Introduced:** 02/08/2022 | **Last Action:** Feb 28, 2022 - Introduced, read first time; referred to: Commerce & Human Resources

**Our Position:** Neutral

**Staff Analysis:**

After hearing a concern on the cost of Return to Work for certain school employees, PERSI is bringing this which creates a new class for school employees. It doesn't change the contribution rate, but it could allow the PERSI Board to consider a contribution rate. If approved, the PERSI board is prepared to reduce the general member rate but keep the teacher rate the same as it is today. It also allows ALL retired public employees to be eligible for Return to Work – meaning, retired city officials could work for schools without creating an issue on the PERSI fund and vice versa. If passed, PERSI plans to provide a lot of information to you all via webinar and his roadshows.

**Tracking:** Monitoring - Impact | [S 1280](#) | **Amends and adds to existing law to establish programs for dyslexia.**

**Introduced:** 02/08/2022 | **Last Action:** Feb 17, 2022 - Read First Time, Referred to Education

**Our Position:** Neutral

**Staff Analysis:**

This legislation has the intended purposes of more readily identifying children who are living with dyslexia. It would first define dyslexia, and then align Idaho's Literacy Achievement and Accountability Act to be assessed for characteristics in dyslexia. It would also establish a list of evidence-based screening and intervention tools for schools to use, and assure educators are receiving professional development and technical assistance for better serving children with dyslexia.

**Tracking:** Monitoring - Impact | [H 0545](#) | **Repeals and adds to existing law to remove the Public Charter School Debt Reserve Fund and to provide for a revolving loan fund.**

**Introduced:** 02/07/2022 | **Last Action:** Feb 18, 2022 - Introduced, read first time; referred to: Education

**Our Position:** Neutral

**Staff Analysis:**

ISBA is neutral on this legislation. This would create a "revolving loan" fund at the state where charter schools could obtain lower interest rates on loans. There are limitations. For example, the school must pass certain financial provisions, bring at least \$1,000,000 in private or public grants, and demonstrate it has a commitment from al ender to provide a minimum of 20% project financing.

**Tracking:** Monitoring - Impact | [H 0544](#) | **Amends existing law to provide for placement on the career ladder of**



**certain staff for those previously certified out of state.**

**Introduced:** 02/07/2022 | **Last Action:** Feb 08, 2022 - Reported Printed and Referred to Education

**Our Position:**

**Staff Analysis:**

**Tracking:** Monitoring - No Expected Impact | [H 0533](#) | **Amends existing law to allow for certain employees to continue to receive master educator premiums.**

**Introduced:** 02/04/2022 | **Last Action:** Mar 10, 2022 - Signed by President; returned to House

**Our Position:** Neutral

**Staff Analysis:**

This legislation creates a retroactive clause for approximately 23 school administrators who did the work and *received* the Master Educator Premium, but were ineligible to receive years two or three of the premium once they became an administrator. The Master Educator Premium program was phased out in 2020 when the Advanced Professional Rung was added to the career ladder. It's retroactive and has minimal impact. This legislation passed out of House Education and is on the House Floor.

**Tracking:** Monitoring - Impact | [H 0531](#) | **Adds to existing law to provide for the protection of certain monuments and memorials.**

**Introduced:** 02/04/2022 | **Last Action:** Feb 16, 2022 - Introduced, read first time; referred to: State Affairs

**Our Position:** Oppose

**Staff Analysis:**

**ISBA is opposed to this bill using the guiding principal of Local Governance, sometimes called Local Control.** This legislation would say that no political subdivision can alter, relocate, or remove any historical monument or memorial without the two-thirds vote approval from the Idaho State Historical Society - including bridges, schools, parks, or any other public area. It also requires that the Governor, Speaker of the House, President Pro Tem, and Minority Leadership in the House and Senate to be notified, and it may require them to go before the House and Senate State Affairs committees in the legislature. While we do appreciate that this years' version does allow some exceptions for construction or repair, we believe that local school boards should have the authority to work with their community on these issues, and not rely on a supermajority vote of a non-elected body. **Who to contact:** this bill passed the House State Affairs committee and is on the House floor. Contact your House member!

**Tracking:** Monitoring - Impact | [S 1271](#) | **Paying Down Levies Bill - Amends and adds to existing law to provide for state support of discretionary spending by school districts.**

**Introduced:** 02/04/2022 | **Last Action:** Feb 07, 2022 - Reported Printed; referred to Education

**Our Position:** Support

**Staff Analysis:**

This bill would appropriate additional funds to schools on a per-student for discretionary purposes. However, if a school is collecting a levy, they would be required to use at least 75% of it to provide property tax relief. Everything else would be directed by the school board. ISBA has always advocated for more state support for school districts so there is less reliance on supplemental levies just to meet day-to-day operational needs. **Please contact the Senate Education committee to support this legislation.**

**Tracking:** Monitoring - Impact | [H 0514](#) | **Adds to existing law to establish provisions regarding the prohibition of mask mandates.**

**Introduced:** 02/02/2022 | **Last Action:** Feb 16, 2022 - U.C. to be returned to State Affairs Committee

**Our Position:** Oppose

**Staff Analysis:**

**ISBA is opposed to this legislation using the principle of Local Governance, sometimes known as Local Control.** This legislation would prevent any local government - including school districts and charter schools - from requiring facial coverings or masks. Just like the ISBA would oppose a bill that would mandate the school board to require masks, we are opposed to bills that take away a school board's authority to do so. We believe that local school boards should have the ability to make decisions on these issues the way that they and their community feel is best. **Who to contact:** House State Affairs Committee.

**Tracking:** Monitoring - Impact | [H 0512](#) | **Amends existing law to prohibit holding another bond election within 11 months of a failed bond election.**

**Introduced:** 02/02/2022 | **Last Action:** Feb 18, 2022 - Introduced, read first time; referred to: State Affairs

**Our Position:** Oppose

**Staff Analysis:**

**ISBA is opposed to this legislation and it requires a call to action!** Once again, the House State Affairs committee introduced a bill that would place limits on local officials from placing a failed bond question on the ballot again for 11 months. Our members have brought resolutions for over 2 decades to reduce the supermajority requirement on facility bonds – something that is increasingly more difficult to achieve. This impedes efforts even further. It also came the day after the Joint Legislative Oversight Committee released their report on school facilities – in which they reported many eye-opening findings in their analysis, including an estimation that it would take upwards of \$874 million to get Idaho's school buildings to "good" condition. **Call to Action: please contact Senate State Affairs!**

**Tracking:** Monitoring - No Expected Impact | [S 1261](#) | **Adds to existing law to provide for the installation of adult content filters on tablets and smart phones.**

**Introduced:** 02/02/2022 | **Last Action:** Feb 03, 2022 - Reported Printed; referred to State Affairs

**Our Position:** Neutral

**Staff Analysis:**

This legislation would require manufacturers of "Internet Capable Devices" - including tablets, computers, and phones - to install and activate technology that enables parents to make filtering decisions for their children.

**Tracking:** Monitoring - Impact | [S 1255](#) | **Adds to existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses.**

**Introduced:** 02/02/2022 | **Last Action:** Mar 01, 2022 - Session Law Chapter 13 Effective: 03/01/2022

**Our Position:** Support

**Staff Analysis:**

This bill was signed into law. This is a grant program for low-income families to use towards eligible education expenses for their kids. There is an income threshold starting with \$60,000 for the first 30 days, \$75,000 for the next 30 days. The program is open to all households regardless of income after that. Each student would be eligible for a \$1,000 grant, and each family is capped at \$3,000 total. It passed the Senate and now heads to House Education for a hearing.

**Tracking:** Monitoring - Impact | [S 1238](#) | **Adds to existing law to provide for the self-directed learner designation.**

**Introduced:** 01/26/2022 | **Last Action:** Mar 01, 2022 - Session Law Chapter 12 Effective: 07/01/2022

**Our Position:** Support

**Staff Analysis:**

**ISBA supports this legislation, formerly known as SB1226.** This legislation - sponsored by Senate Education Chairman Sen. Steven

Thayn (R- Emmett) - allows students to request and teachers to designate students as a .self-directed learner.. It's a mastery-type bill that says students can have more flexibility in their day to day schedule, but it would still require them to meet the school or district's graduation requirements. It provides a lot of latitude to teachers and districts to ensure this happens. The biggest piece is that students who are designated are still counted as a 1.0 Full Time Equivalent . so it has no impact on your budget. It passed the Senate, and passed out of House Education unanimously.

**Tracking:** Monitoring - Impact | [H 0461](#) | **Amends existing law to revise eligibility requirements for the Armed Forces and Public Safety Officer Scholarship.**

**Introduced:** 01/25/2022 | **Last Action:** Mar 09, 2022 - Reported Signed by Governor on March 8, 2022 Session Law Chapter Effective:

**Our Position:** Support

**Staff Analysis:**

This is a bipartisan bill that amends Idaho's scholarship for military families who has a parent or spouse die in combat to add that they can be eligible if their parent or spouse dies in training or in their line of service. The change stems from a recent tragedy where three members of Idaho's National Guard died in a Blackhawk helicopter exercise, and the bill sponsors realized that their children wouldn't be eligible for the scholarship because they didn't die in combat. This bill is signed into law.

**Tracking:** Monitoring - Impact | [H 0444](#) | **Amends 2021 session law to extend a sunset date to July 1, 2023.**

**Introduced:** 01/18/2022 | **Last Action:** Feb 28, 2022 - Reported Signed by Governor on February 24, 2022 Session Law Chapter 9 Effective: 07/01/2022

**Our Position:** Support

**Staff Analysis:**

**ISBA Supports this legislation. It passed the House and Senate Committee, and is awaiting a full vote in the Senate.** This legislation extends the "sunset" - also known as the 'repeal' date - of the Coronavirus Liability Immunity Act. It protects school districts and charter schools from litigation that arise out of COVID-19 infections. Since it's original passage during the Extraordinary Session of 2020, they have extended the sunset date at least once. This legislation extends it until July 1, 2023, extending it from July 1, 2022.

**Tracking:** Urgent | [H 0443](#) | **Adds to existing law to create the Public School Health Insurance Fund.**

**Introduced:** 01/18/2022 | **Last Action:** Feb 09, 2022 - Reported Signed by Governor on February 8, 2022 Session Law Chapter 3 Effective: 07/01/2022

**Our Position:** Support

**Staff Analysis:**

**This bill passed the Senate overwhelmingly, and is now on the Governor's Desk!** This legislation creates a dedicated fund for the purpose of funding the one-time amount required for public schools to buy in to the state's medical and dental insurance plan. The creation of the fund does not *require* school districts and charter schools to buy-in to the plan, but creates the necessary resources to do so if you choose. Schools and districts would have two-years to utilize these funds to join the state pool. This has broad support from the Education Stakeholder groups, and is a recommendation from Governor Little. It also has a strong list of bi-partisan co-sponsors. It was opposed by a few insurance companies and the Idaho Freedom Foundation. ISBA has long advocated for the resources necessary for schools to join the state insurance pool - and this would create the opportunity for you to do that. It does also phase out the leadership premium allocation, which we know many have liked. However, it has strong support to offset the loss of these funds with a larger increase in other areas of the public schools budget that can benefit *all* employees. **Please wait for more information from the Idaho Department of Administration for information on the State's health plan.**

**Tracking:** Urgent | [HCR 0027](#) | **States findings of the Legislature and rejects certain rules of the State Board of**

**Education relating to Idaho content standards.****Introduced:** 01/13/2022 | **Last Action:** Jan 14, 2022 - Reported Printed and Referred to Education**Our Position:** Oppose**Staff Analysis:**

**No update from last week.** This concurrent resolution would reject - in their entirety - Idaho's content standards for English Language Arts, Math, and Science. It was introduced and is paired with HB437. **Based on 2022 ISBA Resolution No. 5, the ISBA is opposed to this rejection. The ISBA is not opposed to a review and proposed revision of content standards, but without an independent review of the changes in the proposed revisions, it could create fiscal instability and wreck havoc on our educators ability to implement the standards. Content standards drive everything at the local level from curricular materials adoption, to teacher professional development, and assessments. The ISBA respectfully requests a thorough analysis about what has changed within each content section, and once determined, requests an appropriate time frame and financial resources for school districts and charter schools to implement these new standards in a predictable and stable manner.**

**Who to contact:** House Education Committee.**Tracking:** Monitoring - Impact | [H 0436](#) | **Amends existing law to revise the individual and corporate income tax rate and to provide for an income tax rebate.****Introduced:** 01/12/2022 | **Last Action:** Feb 07, 2022 - Reported Signed by Governor on February 4, 2022 Session Law Chapter 1 Effective: Retroactive to 01/01/2022 SECTION 1 -3; 02/04/2022 SECTION 4**Our Position:** Neutral**Staff Analysis:**

This legislation consolidates the income tax brackets from five to four, lowers each rate, and makes it retroactive to January 1, 2022. Additionally, it lowers the income tax rates to 6% retroactively, and provides a one-time tax rebate of \$350 million, returning 12% of 2020 personal income tax - or \$75 for each taxpayer and dependent - whichever is greater. Because it has a possible impact to Idaho's general fund, ISBA is monitoring impact. However, we are neutral to the bill.

Please contact Misty, Quinn, or Catherine if you have any questions.

Thank you,

Your ISBA Legislative Team







# Response to Form 470 Application # 220019120

INTERNET ACCESS & DATA TRANSMISSION

DATE: February 25, 2022



**DIETRICH SCHOOL DIST 314**  
**406 North Park**  
**Dietrich, ID 83324**  
**208-544-2158**

Presented by  
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February 25, 2022

633 Main Ave E.  
Twin Falls, ID 83301  
(208)736-2960

DIETRICH SCHOOL DISTRICT NO. 314  
Stefanie Shaw  
406 North Park  
Dietrich, ID 83324

RE: White Cloud Technologies LLC Response to **RFP 2022-2023 Internet Access & Data Transmission**

Dear Mrs. Shaw

White Cloud Technologies is submitting the following proposal to Dietrich School District 314 to provide Internet Access and data transmission to the Dietrich School District 314 listed in the RFP.

White Cloud is proposing the Internet Connections, therefore all equipment associated with providing those circuits will remain the sole property of White Cloud and will be maintained as part of the monthly recurring charge. The proposed service is to be a "Turn-key project" offering the school district the best available bandwidth and services. Our Twin Falls office located at 663 Main Avenue East, Twin Falls, ID will serve as the service center for this project.

White Cloud's service includes all maintenance and repair at no cost to Dietrich School District 314. Network services follow an automatic detect and preventative maintenance procedure. White Cloud's on-site response will be available within 1 hour of reported network malfunctions or outages.

White Cloud meets all requirements listed under the RFP and agrees to meet all conditions relating to the E-rate program. There are no exceptions or substitutions.

White Cloud is committed to providing these services to Dietrich School District 314 now and in the future. Any additions would be in line with this contract. Costs for future additions are difficult to determine but will be corresponding to White Cloud's proposed costs.

Regards,

Sean Ciocca  
Chief Operating Officer  
White Cloud Technologies LLC  
sean@whitecloudnetworks.com  
208-539-7073

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CONFIDENTIAL: The design, technical, and pricing included in this proposal is to be treated as intellectual property of White Cloud Technologies. This information is submitted with the full understanding that it is only to be used for the consideration of the proposal. The information contained in this proposal is NOT to be disclosed publicly or in any form to anyone other than those individuals employed by the client required to consider the proposal, without the express written permission of White Cloud Technologies.

# Overview of White Cloud Technologies LLC

White Cloud Technologies LLC is an Idaho based company doing business for over 40 years. White Cloud is a privately-owned company with four locations in southern Idaho, including our head office in Twin Falls. We have satellite offices in Boise, Burley, and Idaho Falls. White Cloud services customers all over the US ranging from the Federal Government to small business. Our more than 35 employees' range in skills and expertise to provide complete solutions for our customers.

Our CEO, Joseph Shelton and his management team are involved with the complete day to day operations and are available to meet with our client at their locations to provide the best possible customer service.



Through White Cloud our projects include owning and maintaining the entire communications network for the **Idaho National Laboratory**, providing equipment, and maintaining 911 centers, communications solutions for the largest irrigation company in the United States, supplying communications and broadband services to education, providing internet and network services to large national businesses, and providing internet and communication solutions for agriculture, production and first responders.

## **Solutions & Services Provided Include:**

High-Speed Internet	Private Transport	Network Maintenance	Wireless WAN
Server Management	Network Security	VoIP Solutions	Wireless VLAN
Wireless Point to Point	Point to Multipoint	Wi-Fi Solutions	Fiber Solutions
Security Cameras	Maintenance Programs	FCC & Frequency Licensing	Site Management
Hosted Firewalls	Content Filtering		

**Federal Employer (Tax) Identification Number (FEIN): 45-5156319**

**White Cloud Technologies LLC USAC SPIN #: 143050510**

### Safety Focus

White Cloud is dedicated to providing a safe working environment for our customers, employees, and subcontractors by observing rigorous safety procedures. The importance of awareness, careful preparation, and adherence to proven techniques are stressed in regular safety alerts. All required OSHA and FCC regulations are met or exceeded. We also have a strict zero-tolerance drug and alcohol policy.

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RFP 2022-2023 Internet Access

## White Cloud's Staff

- **Joe Shelton- Chief Executive Officer**  
208-308-1234  
[joe@whitecloudcom.com](mailto:joe@whitecloudcom.com)
- **Sean Ciocca- Chief Operating Officer**  
208-539-7073  
[sean@whitecloudcom.com](mailto:sean@whitecloudcom.com)
- **Jerry Gonterman- Chief Technical Officer**  
208-308-6683  
[jerry@whitecloudcom.com](mailto:jerry@whitecloudcom.com)
- **Tucker Thompson- Network Operations Control**  
208-539-1239  
[tucker@whitecloudnetworks.com](mailto:tucker@whitecloudnetworks.com)
- **Paul Bowman- Technical Support Manager**  
208-736-2960  
[paul@whitecloudnetworks.com](mailto:paul@whitecloudnetworks.com)
- **Rocky Rost – Chief Financial Officer**  
208-733-5470  
[rocky@whitecloudcom.com](mailto:rocky@whitecloudcom.com)
- **Tiffany Jacobson – Customer Service, E-rate & Billing**  
208-736-2960  
[tiffany@whitecloudnetworks.com](mailto:tiffany@whitecloudnetworks.com)

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## **Statement of Work/Services:**

### **Internet Connection**

**Symmetrical services at the following data rates:**

**1000 Mbps / 2000 Mbps / 3000 Mbps / 4000 Mbps/ 5000 Mbps**

- To be delivered to the network closet of room #206
- **NO** data caps or throttling
- 24/7 monitoring of internet and connectivity **INCLUDED**
- /29 IPV4 Block **INCLUDED**
- **REDUNDANT** microwave link will be **INCLUDED**

White Cloud will provide a lit fiber handoff to DIETRICH SCHOOL DISTRICT 314, Dietrich, Idaho capable of supporting up to 5000 Mbps. White Cloud will provide all equipment to establish the connection and provide the full bandwidth to the network closet of room # 206.

Work will be completed, and White Cloud will begin providing service starting July 1, 2022.

White Cloud will require access to your buildings no later than June 3, 2022, to perform this work and will coordinate a schedule with your IT department when awarded the contract.

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## **Warranty Information**

White Cloud will provide complete break-fix of all equipment throughout terms of the contract. Response time to service calls will be within 1 hour. White Cloud will maintain spare equipment to insure minimal down-time and/or outages.

## **Service Level Agreement**

Service availability will generally be expected to function at 99.95% uptime passing traffic 24 hours a day 365 days a year. In the event of an outage for service issue, a call from an approved member of Dietrich School District 314 technical team will call White Cloud's service number 208-736-2960. A member of our technical team will work with Dietrich School District 314 technical team to diagnose the issue and communicate our next actions. A technician will be dispatched and arrive at the affected location within 1 hour.

White Cloud will monitor the internet connection remotely 24 hours a day and will communicate issues to the Dietrich School District 314 technical team as they are diagnosed. A solution will be presented, and a technician will be dispatched. For services calls outside of regular business hours (Mon-Fri 8-5) response times will depend on both Dietrich School District 314 and White Cloud's team availability, but, if possible, will be repaired prior to the resumption of normal school activities.

All forms, reports, logs, and service tickets are generated and maintained electronically and shared with the Dietrich School District 314 technical team as applicable.

White Cloud will not use any subcontractors for the Dietrich School District 314 project/contract.

## **DoS**

White Cloud's denial of service is monitored and filtered by Century Link/ Zayo to mitigate DoS at our core routers.

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## Customer Reference List

### White Cloud References:

- **University of Idaho**- Brian James, Network Manager 208-885-2047. White Cloud provides layer 2 transport to the Remote University Research Facilities for the Idaho Regional Optical Network.
- **D.L. Evans Bank**- Nick Hall, I.T. Director 208-733-2263. White Cloud provides secure layer 3 redundant backhauled from branch offices to corporate headquarters.
- **Clenera Energy** – Jeff Kohler, Asset Manager 208-850-8141. White Cloud works with this national “clean” energy developer and service provider to design and install communication solutions providing internet, telecommunications, monitoring and security for their projects across the USA.
- **Twin Falls Canal Company** – Luis Zamora, Automation Field Manager 208-731-6851. White Cloud constructed and maintained towers and a communications/SCADA system allowing the canal company to manage and maintain the largest canal company in the US.
- **Twin Falls School District** – Brady Dickinson, Superintendent 208-733-6900. White Cloud provides an emergency services 2-way radio system that covers the entire Twin Falls School District. The radio system is supported by White Cloud’s redundant tower locations throughout the Magic Valley insuring a comprehensive, secure radio network.

### Other Notable Customers

- **Idaho National Labs (INL)** – White Cloud engineered, built, and maintains a fully redundant, Layer 3 network at five nines reliability that covers 890 square miles and serves over 4000 employees.
- **Idaho Power** – White Cloud works closely with Idaho Power to provide communication links to each independent co-generation plant (wind, solar & hydroelectric) for monitoring the energy production allowing Idaho Power to securely manage their power grid. When a new customer contacts Idaho Power they are directed to contact White Cloud. White Cloud also sits on the board to help write standards used by Idaho Power regarding co-generation plants.
- **Hagerman National Fish Hatchery**- White Cloud provides high speed direct internet access for the hatchery and its offices.
- **Bettencourt Dairies**- Sharon Bettencourt, Owner. White Cloud provides a fully meshed network connecting 20+ sites.

### Related Projects and Work

- White Cloud owns and maintains over 70 towers throughout Idaho. These towers are networked together with licensed spectrum microwave equipment and fiber optics to provide transport for a statewide communications network to support our customers, and data projects maintained and operated by White Cloud.
- White Cloud has relationships with 6 national and regional wholesale telecommunications carriers connected to our network at different locations providing redundancy and competitive pricing.

## List of Posted Questions & Answers

None

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## Statement of Approach & Pricing

Upon approval, White Cloud will coordinate with school officials to build a timeline for completion. Pricing includes all configuration, installation, special construction considerations, and costs.

### **Quotation: Fiber Internet Access**

<b>Description</b>	<b>Price Per Mbps</b>	<b>MONTHLY RATE</b>
1000 Mbps Symmetrical Dedicated Internet Service:	\$1.85/Mbps	\$1850.00/ month
2000 Mbps Symmetrical Dedicated Internet Service:	\$1.16/Mbps	\$2318.50/ month
3000 Mbps Symmetrical Dedicated Internet Service:	\$0.92/Mbps	\$2768.50/ month
4000 Mbps Symmetrical Dedicated Internet Service:	\$0.80/Mbps	\$3218.50/ month
5000 Mbps Symmetrical Dedicated Internet Service:	\$0.73/Mbps	\$3668.50/ month

### Term

The above pricing requires a minimum 36-month commitment

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**WHITE CLOUD**

[www.whitecloudnetworks.com](http://www.whitecloudnetworks.com)

## **White Cloud Technologies LLC Warranty Policy**

Following is the warranty policy for White Cloud. No other warranty policy applies unless stated in writing and agreed to by White Cloud and the End User. Warranty is for product and for services provided.

White Cloud offers two-years automatic warranty, with an option to purchase 2 years of extended warranty. The warranty can then after be extended year-to-year for a fee.

### **Scope**

White Cloud may provide material and service of its own or may act as the provider of a supplied system to the End User. A system is defined as infrastructure product from Original Equipment Manufacturers (OEM) and services from White Cloud that are configured and installed to make a functioning system for the End User.

### **Equipment Warranty**

Warranty for the OEM product is the responsibility of the specific OEM for each product in the system. OEM warranty begins on receipt of the equipment and invoice from the OEM, whether to the End User or to White Cloud on behalf of the End User. Warranty from an OEM is customarily one year but may be more or less. The product must be returned to the OEM for repair or replacement per their specific warranty and the cost of freight to the OEM is borne by the End User. The OEM will normally pay for the cost of freight to return the product to the End User.

Cost of field service to assist the End User with in-warranty support of OEM product shall be borne by the End User. Such services may include: troubleshoot, repair if possible, remove and return product to the OEM, re-install, configure and optimize, update documentation and return the system to normal usage. Field services for OEM support are billed to End User on time and material at published service rates. White Cloud will notify the End User if the specific OEM provides reimbursement for in warranty field services.

### **Services Warranty**

Warranty for services and craftsmanship supplied by White Cloud is 12 months. Craftsmanship consists of the labor tasks such as defects in design, programming and installation performed to implement the system. This warranty begins on the date of a Certificate of Acceptance signed by the End User. Should the system be put into beneficial use by the End User prior to completion of a Certificate of Acceptance, the warranty for services and craftsmanship will begin on the date of beneficial usage.

Warranty for installation and repair service of mobile, portable and other basic subscriber equipment is 90 days from completion.

White Cloud can provide field support on a time and material basis at published service rates Monday – Friday, 8 am to 5 pm. Service is available after hours on an overtime rate of 1.5 time's normal rate. Services can also be supplied on a Maintenance Agreement with negotiated rates and priority handling.

### **Limitations**

Total liability for White Cloud arising out of or related to this warranty is limited to the price of the supplied system. It is at the option of White Cloud to repair, replace or refund purchase price of the OEM product or supplied services. OEM warranty and craftsmanship warranty may be void if the system is altered, neglected or misused by End User or any third party.

White Cloud is not responsible for any ancillary product or service applied to the system not supplied by White Cloud.

White Cloud is not responsible for defects due to weather, accident, or natural phenomena.

White Cloud has no authority to make warranty policy in behalf of the OEM and bears no liability for performance and specifications stated by the OEM.

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# Proposal Acceptance Contract

## Dietrich School District 314

RFP 2022-2023

Internet Services (ISP services), and Data Transmission

Award Date: \_\_\_\_\_, 2022

### Contract Terms:

1. The minimum term of this agreement shall be three (3) year, with an option to extend for two additional one (1) year terms. Maximum duration of the agreement, including all extensions, shall be five (5) years.
2. Pricing is the gross monthly price for service before any E-rate discount is applied.
3. Monthly service fee includes cost of circuit, end site router, equipment maintenance, service monitoring, field support, and Service Level Agreement (SLA).
4. All service delivery prices are based on expected site readiness to receive the services including conduit, electrical capacity, backer board, and similar. In the event that the site walkouts determine the need for site make-ready work, service may not be available until such work is completed by customer.
5. There are currently no governmental fees applicable to the broadband services requested. However, if such fees become applicable in the future, governmental fees including state, local and federal taxes, USF, E911 taxes/fees, and similar are in addition to the above rates. These fees will be charged at the applicable rates set by governmental entities and are subject to change over the life of the service contract.
6. White Cloud Internet services are subject the rules and regulations of the Federal Communications Commission as are promulgated by said regulatory body that are pertinent to the subject matter of this agreement.
7. White Cloud will notify the customer once the circuit is installed and White Cloud is ready to turn up service. White Cloud will work with the customer to determine a mutually agreed upon date to turn up service. In the event of customer delays in turning up service, White Cloud reserves the right to start billing the customer for the service two weeks after White Cloud's notification that the service is ready to be turned up.
8. White Cloud acknowledges that if contract is signed outside of the e-rate contract signing window, White Cloud will disclose to the district, before soliciting the district's execution of the contract, that the contract is not eligible for E-rate funding.
9. Signed NON-COLLUSION AFFIDAVIT attached.

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**Contract Provider:**

White Cloud Technologies LLC (663 Main Ave. E. Twin Falls, ID 83301). Phone: (208) 736-2960

Shall provide Internet Services and data transmission to the Dietrich School District 314 (406 North Park Dietrich, Idaho 83324):

Contract internet speed: \_\_\_\_\_ Mbps X \$ \_\_\_\_\_/Mbps = \$ \_\_\_\_\_

The parties below have executed this certificate by their authorized representatives.

**Dietrich School District 314**

**White Cloud Technologies LLC**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

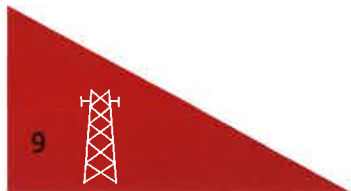
Title: \_\_\_\_\_

Title: \_\_\_\_\_

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# Dietrich School District No. 314

5360

## PERSONNEL

### Dress and Appearance

“One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate.” Harry K. Wong

As professionals in our schools, we realize and value the public’s perception of our roles as mentors and models for students. We, therefore, set in policy the following outline of “reasonable expectations” for all professional staff.

It is our belief that Certified Staff shall be held to a higher standard than classified staff. In their dress code when students are present. Certified staff should serve as role models to our students as to what professional dress looks like in the professional community. Professional Dress shall be worn at all times by certified Staff when students are present.

The following dress code will apply to all certified Staff (Teachers, Administration, Counselors)

#### **Appropriate Attire for Certificated Males**

- Pinpoint or button-down dress shirts
- Dress knit shirts or polo shirts
- Dress/casual slacks (Denim blue Jeans are not casual slacks)
- Blue jeans on activity days approved by administration (Spirit day, special

classroom activities, field day, etc.)

- Dress shoes, boots, casual shoes
- Neckties
- Business suits
- Sport coats or sweaters
- Holiday, theme, or school shirts/attire

#### **Appropriate Attire for Certificated Females**

- Business suits
- Jumpers, dresses, skirts (Knee length) (denim/chambray fabric acceptable)
- Dress/casual slacks or capris
- Blue jeans on activity days approved by the administration (spirit day, special

classroom activities, field day, etc.)

- Knee-length dress shorts/skorts (Knee length)
- Dress shoes, boots, casual shoes
- Blouses, knit shirts, cotton shirts, sweaters (moderate neckline)
- Holiday, theme, or school shirts/attire

The following dress code will apply to Paraprofessionals, Secretaries, District office staff throughout the District. It is to be applied for all of the days students are present in their approved schedule.

Dressing up is encouraged.

Professional attire is preferred.

#### Inappropriate Attire

- Backless, see-through, tight-fitting, or low-cut blouses, shirts, or dresses
- T-shirts, lycra, spandex, midriff, or muscle shirts
- Cut-off jeans or shorts
- Sweatpants
- Athletic or spandex shorts or pants
- Faded, holey, or tattered jeans
- Mini-skirts
- Jogging suits
- Denim overalls
- Rubber flip-flops
- Clothing showing bare midriffs, lumbar regions or cleavage

#### Exceptions for Classified and Certified Staff

- Gym and Shop teachers (clothing shall be modest and appropriate to activity)
- Field trips/days (clothing shall be modest and appropriate to activity)
- Maintenance and Kitchen staff ( May wear clothing appropriate for their work)

- The building administrator may grant exceptions based upon job related needs or health issues

Any casual dress or accessories not stated above must at all times meet or exceed standards set for our students in each of their respective schools.

### Enforcement

School District staff members who do not, in the judgment of the administration, reasonably conform to this dress code shall receive a written notice from their supervisor. The administration or program supervisor shall submit a copy of the notice to the Superintendent. Repeated violations could result in disciplinary action by the Superintendent against the staff member. In cases where a staff member refuses to comply with the directions of the administration, the staff member's employment could be terminated. The decision of the Superintendent is final regarding administration of this policy.

### Policy History:

Adopted on: November 2016

Revised on:



## Participation Standards

1. The principals of each school shall certify the eligibility of all interscholastic participants in accordance to the participation requirements stated herein and pursuant to the I.H.S.A.A. rules. This includes home schooled and dual enrolled students.
2. To be academically eligible for interscholastic activities a student must be enrolled full-time and must have received passing grades in full-credit subjects in the previous semester or grading period in accordance to Dietrich's Academic Policy which states:  
Students must maintain a grade at or above 65% in all of their classes.
3. A student on a school team shall be enrolled in the school sponsoring that team (see 9th Grade participation policy exemption below)
4. The student must enroll in and attend school no later than the eleventh day of the semester during which the sport is played.
5. Participation standards are applicable to both members of the team and any school age auxiliary help. For example; manager, statisticians, camera operators. 7-8 graders who don't pass the previous semester must have an academic administrative approved program to compete the next semester. Each athlete may only be eligible for (1) academic program contract per year.

### Home School??

### Research the policy...

## STUDENTS Academic Eligibility Policy #3380

At Dietrich Junior/High School, we believe that extra-curricular activities complement the classroom academic work and help students learn life skills. Because academic performance is the top priority, failing grades will affect eligibility to participate. In order to be eligible for extra-curricular participation, students enrolled in Dietrich Schools shall adhere to the following:

1. Comply with all Idaho High School Athletic Association rules and regulations.
2. Grade checks will commence the second week of school, and will continue every two weeks thereafter. Grades checked will be cumulative semester grades. Therefore, if a student is found to be ineligible at a grade check, they will be ineligible for a minimum of one week, grades checks for ineligible students will take place on off weeks.
3. Any students that has one or more grades that are below 65% will be yellow carded (placed on warning) for two weeks. The student is eligible to practice and participate in contests during the warning period.
4. If the student's grade is still below 65% after the yellow card/warning period is over, they will be red carded/put on academic probation (See academic probation requirements below). The student is permitted to attend and participate in practice during this time, but can only maintain eligibility to perform in contests/activities if they meet all of the academic probation standards.
5. Students may appeal academic probation by setting up a meeting with the administration, teacher of the course they are failing to meet the standard, and parent/guardian, where an alternative probation contract may be set up on a case by case basis.



6. Students who have more than 10 unexcused absences in any subject will be ineligible to participate in extracurricular events for the remainder of the grading period. The student will have the opportunity to go before the attendance committee to try to recover their time lost and regain eligibility.
7. A Student must maintain eligibility past the regular season to remain eligible for postseason play.
8. If a student is ineligible at the end of the grading period, they are ineligible for extracurricular activities, until the first grade pull unless they meet the expectations of academic probation or summer school.
  - a. Students eligibility in the spring semester will determine eligibility at the start of the fall semester of the same year.

### Academic Probation

Students will be placed on academic probation if they fail to receive a minimum grade of 65% in all of their full-credit classes after they have been on the yellow card list for two weeks. In order to maintain eligibility to play while on academic probation students must meet the following requirements:

1. Must be eligible according to the IDHSAA which states to be academically eligible for interscholastic activities a student must be enrolled full-time and must have received passing grades and earned credits in full-credit subjects (including aiding and study hall) in the previous semester or grading period as follows:
  - a. 5 Classes available must pass at least 4
  - b. 6 classes available must pass at least 5
  - c. 7 classes available must pass at least 5
  - d. 8 classes available must pass at least 6
2. Can only be on academic probation for a period of 2 weeks. After 2 weeks they will be ineligible to participate in activities and contests for the remainder of the grading period until their grade is above 65% in every class.
3. Get their Academic Probation Form signed by The teacher whose subject they are not meeting the minimum requirement of 65%, the coach/advisor, the athletic/program director, at least one homework help teacher, and the parent/guardian must sign their academic probation contract. The student is responsible for obtaining all of the signatures.
4. Attend after school homework help every day they are **in attendance** at school from 3:45 p.m.-4:15 p.m.. (Any unexcused absences from homework help will automatically make the student ineligible for academic probation and they will go back to being red carded until their grades are brought up to 65% or higher)
5. **Have no missing or late assignments in the class they are falling below standard during their academic probation.**
6. Get a daily work report signed by the homework help teachers which states what the students worked on during their time in homework help.
7. Get a weekly progress report signed from the teacher whose class they are failing to meet the minimum requirements in.

8. Have a weekly meeting with the principal where they will present their daily work report and their weekly progress report.
9. **The principal and the teacher who is teaching the subject where the minimum is not being met will decide together if the student is making progress and maintains eligibility.**
10. Students who fail to meet the requirements of academic probation or surpass the 2 week time limit may appeal their ineligibility by setting up a meeting with the principal, teacher, coach, at least one homework help teacher, and the parent, where an additional academic probation period may be granted on a case by case basis in **extreme circumstances.**

**Anywhere it says**

## Academic Probation Agreement Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Our records indicate that due to maintaining a grade(s) below 65% you have been placed on Academic Probation. Please read and sign the agreement below that attests to your understanding of what academic probation means, the terms of dismissal from extra-curricular activities, and the possible steps you can take to return to good academic standing. If you remain on academic probation for a period longer than 4 weeks, you run the risk of being dismissed from the extra-curricular activities for the remainder of the current semester per Policy #3380

While on academic probation you may still attend practice. However, you may not perform in any extracurricular events/games unless you meet the following criteria:

1. Must be eligible according to the IDHSAA minimum guidelines.
2. Get their Academic Probation Form signed by The teacher whose subject they are not meeting the minimum requirement of 65%, the coach, the athletic director, at least one homework help teacher, and the parent/guardian must sign their academic probation contract. The student is responsible for obtaining all of the signatures.
3. Attend after school homework help every day they are in attendance at school from 3:45 p.m.-4:15 p.m.. (Any absences from homework help will automatically make the student ineligible for all activities/contests for the remainder of the grading period)
4. Have no missing or late assignments in the class they are falling below standard during their academic probation.
5. Get a daily work report signed by the homework help teachers which states what the students worked on during their time in homework help.
6. Get a weekly progress report signed from the teacher whose class they are failing to meet the minimum requirements in.
7. Have a weekly meeting with the principal where they will present their daily work report and their weekly progress report.
8. The principal and the teacher who is teaching the subject where the minimum is not being met will decide together if the student maintains eligibility.

Coach/Advisor: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Athletic Director: \_\_\_\_\_

Homework Help Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Student: \_\_\_\_\_

## Weekly Progress Report

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Has the student had any missing or late assignments this week? Yes or No

Has the student been actively working on missing/late work this week? Yes or No

Has the student been actively participating in class everyday this week? Yes or No

Teacher Comments:

---

## Homework Help Report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Work Accomplished:

HW Help Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Work Accomplished:

HW Help Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Work Accomplished:

HW Help teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Work Accomplished:

HW Help Teacher: \_\_\_\_\_

### Education of Homeless Children

It is the policy of the District to ensure that:

- 1.—Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students. ~~The Board of Trustees must assign and admit a child who is homeless to a school in the District regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The Board may not require an out-of-District attendance agreement and tuition for a homeless child.~~
2. Homelessness does not in any way separate homeless students from the mainstream school environment; and
3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Board of Trustees directs all District schools to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The Board shall not enter into an out-of-District attendance and tuition agreement with another district for a homeless child.

All schools and employees of the District shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The District will also strive to prevent stigma against students who are homeless.

~~Schools in the Dietrich School District will work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The District will also strive to prevent stigma against students who are homeless.~~

~~Information regarding this policy, including the educational rights of children and youth identified as homeless, will be distributed to all students upon enrollment and once during the school year, or may be included in any student handbook distributed by the District. It will also be provided to students who seek to withdraw from school, and posted in every school in the District, as well as other places where children, youth, and families who are homeless receive services.~~



~~The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, medical records requirements, guardianship issues, uniform or dress code requirements, residence, birth certificates, school records, and other documentation. Students shall be enrolled in school immediately, without delay regarding any required documents. Once such documents are obtained, they shall be maintained so that they are available in a timely fashion when the child enters a new school or school district. The District shall serve students regardless of whether they are in the custody of a parent or guardian.~~

~~The Superintendent or designee shall also review and revise rules and practices to ensure that homeless students have equal access to educational services. Homeless students shall have access to services comparable to services offered to other students, including but not limited to:~~

- ~~1. Transportation services;~~
- ~~2. Educational services for which the student meets eligibility criteria, such as Title I;~~
- ~~3. Educational programs for children with disabilities and limited English proficiency;~~
- ~~4. Programs in vocational and technical education, as well as programs for gifted and talented students; and~~
- ~~5. School nutrition program.~~

## Definitions

For the purposes of this Policy, the following definitions shall apply:

The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.

The terms “homeless,” “homeless individual,” and “homeless person” include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ~~or are awaiting placement in foster care;~~
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in a cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and youth who are living in a situation similar to those described above; who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and
5. An unaccompanied student and homeless families with children and youth are also defined as homeless if they:
  - A. Have experienced a long-term period without living independently in permanent housing;
  - B. Have experienced persistent instability as measured by frequent moves over such period, and
  - C. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

“Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.

An “Unaccompanied youth” is defined as ~~provided in the McKinney Homeless Assistance Act,~~ but may include a youth not in the physical custody of a parent/guardian who is in transition as defined above.

The term “school of origin” is defined as the school the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the students “school of origin;” the “school of origin” shall progress to the designated receiving school at the next grade level for all of its feeder schools the same as for all students attending one school and progressing to another school in the District.

### In General

The District shall ensure the following is provided according to the homeless student's best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:



- A. In any case in which a family becomes homeless between academic years or during an academic year; and
  - B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
2. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.

### Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

When addressing school placement, the student may attend a school different than the school of attendance from before the student became homeless or the school last attended by the student, if such is the choice of the student's parent and such is feasible.

When addressing school placement, the District's Liaison shall work with the family to address the student's transportation needs.

### School Stability

In determining the best interest of the homeless student each school within the District shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian, or (in the case of an unaccompanied youth) the student;
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent/guardian or (in the case of an unaccompanied youth) the student;
3. If, after conducting the best interest determination based on consideration of the above presumptions, the Superintendent determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent/guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent/guardian, or unaccompanied student, including information regarding the right to appeal under "Enrollment Disputes", below; and
4. In the case of an unaccompanied student, ensure that the District's liaison designated under "District Liaison," below, assists in placement or enrollment decisions under this



subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under “Enrollment Disputes,” below.

### Immediate Enrollment:

1. **In General:** The school selected in accordance with this policy shall immediately enroll the homeless student:
  - A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation;
  - B. Has missed application or enrollment deadlines during any period of homelessness; or
  - C. Has outstanding fees or fines, including fees associated with extracurricular activities.
2. **Relevant Academic Records:** The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.
3. **Relevant Health Records:** If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the District’s liaison designated under “District Liaison,” below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with “Records,” below.

### Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
2. In a manner consistent with FERPA, applicable Idaho law, and District policy.

### Disputes

If a dispute arises over eligibility, school selection or enrollment in a particular school, or any other issue addressed in this policy:

1. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. The student shall receive educational services for which the student is eligible, such as attending classes

and full participation in all school activities

2. The parent/guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the basis for any decisions related to school selection or enrollment made by the District, or other entity, including the rights of the parent/guardian or unaccompanied student to appeal such decisions;
3. The parent/guardian or unaccompanied student shall be referred to the local educational agency liaison designated under "District Liaison" below, and upon being informed of the dispute, the liaison shall, within 10 days, initiate an appeal with the District and, if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student; and
4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student's dispute.
5. If an agreement cannot be reached between the parties regarding the educational placement of enrollment status of the student, then the District shall seek further assistance from the State Coordinator of Homeless Education to review and determine within ten business days how the student's best interests will be served. The decision of the State Department of Education shall constitute final resolution.

### Privacy

Information about a homeless student's living situation shall be treated as a student education record, and shall not be deemed to be disclosable "directory information" under the Family Education Records Privacy Act ("FERPA").

### Contact Information

Nothing in this policy shall prohibit the District and/or the enrolling school from requiring the parent/guardian of a homeless student to submit contact information.

### Comparable Services

Each homeless student in the District shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including but not limited to the following:

1. Transportation services;



2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or District sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
3. Programs in career and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs. Upon enrollment, the student's name shall immediately be submitted to the District's Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment.

#### District Liaison

For purposes of this policy, the Superintendent shall designate a District employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Superintendent shall ensure that:

1. All homeless students in and out of school are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. The District tracks academic and enrollment data on homeless students;
3. All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the District;
4. Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the District;
5. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
6. The parents/guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
7. All unaccompanied students and youth who receive any credits for classes attended shall be informed by the Liaison of their status as an "independent student" for purposes of the student's Free Application for Federal Student Aid ("FAFSA"). The Liaison shall also provide the required "verification" of the student's status in connection with his or her

### application for Federal Student Aid.

8. Public notice of the educational rights of homeless students in homeless situations is disseminated ~~where children and youth receive services;~~ in locations frequented by parents/guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents/guardians of homeless students and unaccompanied students;
9. Eligibility, school selection, or enrollment disputes are mediated in accordance with "Disputes," above;
10. The parent/guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to ~~and from~~ the student's school of origin, and is assisted in accessing transportation services to the student's assigned school;
11. School personnel receive annual professional development and other support; and
12. Unaccompanied homeless students:
  - A. Are enrolled in school;
  - B. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
  - C. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the District Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

### Local and State Coordination

The District's liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

### Homeless Status

The District's Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for and participating in a program provided by the District, or the immediate



family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 *et. seq.*), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

3060-2

~~The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent or designee shall appoint a liaison for homeless children. The liaison shall act to ensure that:~~

- ~~1. Homeless students are identified;~~
- ~~2. Homeless students enroll in and have a full and equal opportunity to succeed in the schools of the District;~~
- ~~3. Homeless youth who have separated from school are provided with opportunities and assistance to reenroll;~~
- ~~4. Students and families have the opportunity to receive educational services for which they are eligible;~~
- ~~5. Parents or guardians are informed of educational and other opportunities available to their children;~~
- ~~6. Parents or guardians are given opportunities to participate in their child's education;~~
- ~~7. Parents or guardians are informed of all transportation services, including transportation to and from the student's school of origin, and are assisted in accessing transportation services;~~
- ~~8. Public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services;~~
- ~~9. Channels of communication are established between the liaison and local Head Start staff if applicable;~~
- ~~10. Enrollment disputes are mediated in accordance with state and federal law as well as District policy;~~
- ~~11. Unaccompanied youth, as defined in the McKinney Homeless Assistance Act, are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;~~
- ~~12. Youth who lack immunization(s) or other medical records are assisted in obtaining these;~~
- ~~13. The name of any homeless student who wishes to receive free breakfast and lunch is submitted to the local school nutrition office. This need not be accompanied by an application to receive free or reduced meals;~~
- ~~14. Unaccompanied youth are assisted in selecting and enrolling in a school, and that they are provided with notice of the right to appeal an enrollment decision; and~~
- ~~15. Parents, school personnel, and others are informed of the rights of homeless children and youth.~~

3060-9 (ISBA 12/19/UPDATE)

The homeless liaison will also coordinate with, and seek support from, the State Coordinator for the Education of Homeless Children, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other such organizations and agencies. Coordination will include conducting outreach and training. Both public and private agencies will be encouraged to support the liaison and the schools in implementing this policy.

A "homeless child" is defined as provided in the McKinney Homeless Assistance Act, but may include:

3060-3

Children and youth identified as homeless in the District, both in and out of school shall be identified. Data shall be collected on the number of children and youth experiencing homelessness in the District; where they are living; their academic achievement (including state and local assessments); and the reason for any enrollment delays, interruptions in their education, or school transfers.

#### School Selection

Each child and youth identified as homeless has the right to remain at his or her school of origin or to attend any school that houses students who live in the attendance area in which the child or youth is actually living, as well as take advantage of any District policy relating to open enrollment and under State law.

Therefore, in selecting a school, children and youth who are homeless will remain at their school of origin to the extent feasible, unless that is against the parent's, guardian's, or youth's wishes. Students may remain at their school of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed. The same procedure will be followed if a child or youth loses his or her housing during the summer. Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining feasibility.

If a student is sent to a school other than the school of origin or the school requested by the parent/guardian or unaccompanied youth, the District shall provide a written explanation of its decision and the right to appeal, whether or not the individual disputes the placement. This written explanation shall include a detachable form to initiate the dispute resolution process. If an unaccompanied youth chooses to appeal a placement decision, the homeless student liaison shall facilitate this process.

3060-4

3060-10 (ISBA 12/19/UPDATE)

## Transportation

Parents and unaccompanied youth will be informed of their right to transportation before they select a school for attendance. At a parent's request, transportation will be provided to and from the school of origin for a child or youth experiencing homelessness. For unaccompanied youth, transportation will be provided to and from the school requested by the liaison for homeless children following consultation with the student. Transportation will be provided for the entire time the child or youth has a right to attend that school including during pending disputes.

If a student's school of origin was in a different district than the school the student is to attend, the District shall seek an agreement with the district of origin on the division of transportation costs. If no such decision is reached, the districts shall divide the costs equally as required by the McKinney-Vento Act. It is the District's policy that inter-district disputes will not result in a homeless student missing school. If such a dispute arises, they will arrange transportation and immediately bring the matter to the attention of the liaison for homeless children. In addition to receiving transportation to and from the school of origin upon request, children and youth who are homeless will also be provided with other transportation services comparable to those offered to other students.

## Disputes

If a dispute arises over any issue addressed in this policy, the child or youth experiencing homelessness will be admitted immediately to the school in which enrollment is sought pending final resolution of the dispute. The student will also have the rights to all appropriate educational services, transportation, free meals, and Title I, Part A services while the dispute is pending.

A complaint regarding the placement or education of a homeless child shall first be presented orally and informally to the District's homeless liaison. The Superintendent is directed to ensure that parents, guardians, and unaccompanied youth may initiate this process at the school they are requesting to attend, the District office, or the office of the homeless student liaison. The liaison shall inform the person who initiated the dispute that they can provide written or oral documentation to support their position and that they may seek the assistance of an attorney or advocate. The homeless liaison shall work to resolve the dispute as expeditiously as possible. If the dispute cannot be resolved with the assistance of the homeless student liaison then a written complaint must be filed in accordance with the District's Uniform Grievance Procedure. The liaison must ensure that the formal process is followed for unaccompanied youth.

## Training

The homeless liaison will conduct training and sensitivity/awareness activities regarding the



~~education of homeless children for all local education association staff.~~

### Surrogate Parents

~~The District shall appoint a surrogate parent for each unaccompanied homeless youth. The District shall make reasonable efforts to complete the appointment process within thirty (30)~~

3060-5

~~days of determining that a surrogate is needed, as required by law. While the appointment of a surrogate parent is pending, a temporary surrogate parent shall be appointed. The temporary surrogate parent may be a staff member of a shelter, independent living program, state agency, or other organization involved in the education or care of the youth, provided the individual does not have a personal or professional interest that may conflict with the interests of the youth.~~

### Title 1, Part A

Any student who is homeless and attends school within the District is eligible for Title 1, Part A services. The District shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools. Funding may also be set aside to provide targeted assistance to homeless students who attend participating schools.

Cross References:	4120	Uniform Grievance Procedure
	4160	Parents Right-to-Know Notices
Legal References:	20 U.S.C. §§ 1400 – 82	Individuals with Disabilities Education Act (IDEA)
	20 U.S.C. § 6311, <i>et seq.</i>	Improving Basic Programs Operated by Local Educational Agencies (Subchapter I, Part A, of the Elementary and Secondary Education Act)
	42 U.S.C. § 1758	<del>Child Nutrition and WIC Act of 2004</del> School Lunch Programs – Program Requirements
	Pub. L. 110–134	Improving Head Start for School Readiness Act of 2007
	42 U.S.C. § 11301, <i>et seq.</i>	McKinney-Vento Homeless Assistance Act of 1987
Cross Reference:	<del>3210</del>	Uniform Grievance Procedure



~~20 U.S.C. § 1400~~ — ~~Individuals with Disabilities Education  
Improvement Act of 2006~~  
~~42 U.S.C. § 9801-642A~~ — ~~Improving Head Start for School Readiness  
Act of 2007~~  
~~I.C. § 33-1404~~ — ~~Districts to Receive Pupils~~

Policy History:

Adopted on: February 2019

Revised on: March 2022

Reviewed on:

**DIETRICH SCHOOL DISTRICT**  
**ANNUAL LEASE AGREEMENT**

Residence Address: \_\_\_\_\_

THIS LEASE AGREEMENT, entered into this \_\_\_\_ day of \_\_\_\_\_, between DIETRICH SCHOOL DISTRICT OF DIETRICH, IDAHO, acting by and through its Superintendent, hereinafter called "Lessor" and \_\_\_\_\_, a school teacher or employee for DIETRICH SCHOOL DISTRICT, hereinafter called "Lessee".

The Lessor hereby leases to Lessee the leased premises located in the Lincoln County, State of Idaho, and more particularly on the following terms and conditions:

- 1) **Terms of Lease:** The term of this lease shall commence on the 1st day of \_\_\_\_\_, unless sooner terminated as hereinafter provided.

Lease will be renewed annually. If a tenant chooses to not renew lease at the end of the annual contract they will need to be vacated by June 30<sup>th</sup> of that year.

- 2) **Rent:** Dietrich School District has a yearly escalating rent increase. The original rent of \$350.00 per month for 431 North Park Street (2 bedrooms) is increased \$50.00 each year of occupancy. The original rent of \$300.00 per month for 447 North Park Street (3 bedroom, south duplex) is increased \$50.00 each year of occupancy. The original rent of \$300.00 per month for 463 North Park Street (1 bedroom, north duplex) is increased \$50.00 each year of occupancy. Lessee agree to pay to Lessor as rent for the leased

premises, the sum of \_\_\_\_\_ per month by the \_\_\_\_\_ day of \_\_\_\_\_ and monthly thereafter.

3) Security Deposit: Upon execution of this lease, Lessee shall deposit with Lessor the sum of \$150.00 receipt which is hereby acknowledged by Lessor to be held by Lessor for the faithful performance by Lessee of the lease and for the cleaning and repair of said premises after surrender by Lessee. The deposit shall be returned to Lessee no later than twenty-one (21) days after termination of the lease and lessee's vacating of the premises, less all charges for cleaning and repairing said premises, replacing any missing items, and any of the amount including delinquent rent due under this lease or reasonable sums necessary to compensate Lessor for breach of this lease. Lessee may not deduct the amount of deposit from rent or other payments that may become due under this lease and Lessor's right to rent for nonpayment of rent shall not be affected by the fact that Lessor holds such deposit. Lessor shall furnish lessee with an itemized statement of the amount of security deposit received, the charges made by lessor against the security deposit, and the distributions made or to be made of the security deposit.

4) Use: The leased premises shall be used only as a single family residence, and lessee shall not permit the leased premises or any part thereof to be used for (a) the conduct of any offensive, noisy or dangerous activity that would increase the premiums for fire insurance on the leased premises; (b) the creation or maintenance of a public nuisance; (c) anything which is against any laws or rules and regulations of any public authority at any time applicable to the leased premises; or (d) any purpose of in any manner which will obstruct, interfere with, or infringe on the rights of other persons.

- 5) Utility Chargers: Lessee shall pay promptly as they become due all charges for the furnishing of water and sewer, electricity, garbage service, and other public utilities to the leased premises during the term of this lease.
- 6) Indemnity Agreement: Lessee agrees to indemnify and hold the Lessor and the property of the lessor, including the leased premises, free and harmless from any and all liability for injury to or death of any person, including Lessee, family members of Lessee or agents and invitees of Lessee, or for damage to property arising from the use and occupancy of the leased premises by Lessee or from the act or omission of Lessee, in or about the lease premises with the express or implied consent of Lessee.
- 7) Alterations and Improvement: Lessee shall make no alterations to the leased premises or other improvements without first having obtained the written consent of Lessor.
- 8) Condition of Premises: Lessee stipulates that Lessee has examined the leased premises as well as all the buildings and improvements located thereon and they are all, at the date of lease, in good order, repair, and a safe and clean condition.
- 9) Improvements to Property: All alterations, changes and improvements built, constructed, or placed on the leased premises by Lessee, other than trade fixtures or moveable personal property, shall, unless otherwise provided by written agreement between the lessor and lessee, be the property of the Lessor and remain on the leased premises at the expiration or sooner termination of this lease. This paragraph does not authorize Lessee to make or place any such alterations, changes or improvements of the leased premises without having first obtained the written consent of Lessor.

- 10) Subletting: Lessee shall not assign this lease or sublet the property the leased premises or any interest therein or allow occupancy by any other party. Any such assignment, subletting, or occupancy by another party is void and any such attempts to assign, sublet, or allow occupancy by any other party is cause for termination of this lease.
- 11) Maintenance of Premises: Lessee shall be responsible for maintaining the leased premises and grounds in good, sage, and clean condition and repair, and on expiration or sooner termination of this lease, to surrender the premises to lessor in as good condition as they are on the date of this lease, reasonable wear and tear and damage by elements excepted. Lessor shall maintain the exterior and structural portions of the building, unless repairs are required by reason of the negligence of the Lessee, Lessee's family members, agents, or invitees and in that event, Lessee shall be responsible to pay Lessor for any such repairs.
- 12) The Lessee is responsible to pay the fuel (propane) bill on a monthly basis and leave the propane take full on the termination of occupancy. The Lessee is also responsible to pay the water bill on a monthly basis.
- 13) Pets: Pets are not allowed in teacher housing except by permission of the superintendent. Large animals (such as horses, cows, and pigs) are not allowed to be housed on school district rental property. Any pet damage to interior, exterior or grounds of leased premises shall be reimbursed by tenant for actual costs of damage replacement. Security deposit may be withheld for this purpose, but will not be considered to be payment in full for damages. The cost of damages will be determined by invoice from

vendor/supplier for replacement of damaged area or items or by the cost in man-hours by district personnel to repair damaged items or areas. Abuse of the leased premises shall be grounds for termination of the lease. Animals allowed by the lease agreement are

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14) Termination of Lease: This lease may be terminated upon occurrence of any of the following.

- a) Default in the payment of rent for a period of five days after notice of such default;
- b) Default of any other provision in this lease and failure to correct same within a five day period specified in a written notice;
- c) Failure to maintain pets so that damage does not occur to leased premises;
- d) Termination of Lessee's employment with DIETRICH SCHOOL DISTRICT or the expiration of the term.

15) Entry by Lessor: Lessor or its authorized agent shall have the right to enter the leased premises in the following cases:

- a) In cases of emergency;
- b) To make necessary or agreed repairs;
- c) To inspect the premises to determine that the premises are being maintained in a safe and clean condition and are not being damaged.

16) Manner of Entry by Lessor: Lessor shall not abuse the right to enter the leased premises nor use such right to harass Lessee. Lessor shall at all times give lessee reasonable notice, normally twenty-four hours notice, of Lessor's intent to enter the

leased premises and must enter the leased premises during the week between the hours of 8:00 am and 8:00 pm. This paragraph shall not apply to entries on the leased premises by Lessor in case of any emergency, or in cases where Lessee consents to entry at other times.

- 17) Attorney's Fees: Should any litigation be commenced between the parties hereto concerning the leased premises, this lease, or the rights and duties of either in relation thereto, the party prevailing in such litigation shall be entitled to, in addition to such other relief as may be granted, to costs of suit and a reasonable attorney's fees.
- 18) Waiver of Breach: The waiver by Lessor of any breach of any provision of this lease shall not constitute a continuing waiver or a waiver of any subsequent breach of the same or a different provision of the lease.
- 19) Time of the Essence: time is expressly declared to be of the essence of this lease.
- 20) Sole and Only Agreement: Lessee and Lessor agree that this instrument contains the sole and only agreement between them concerning the leased premises and correctly set forth their rights and obligations to each other concerning the leased premises as of its date. Any agreement or representation respecting the leased premises or the duties of either Lessor or Lessee in relation thereto not expressly set for in this situation is null and void.
- 21) Term Limit: Lessee shall not exceed a 5 year term limit in staff housing unless they have appeared before the board and been granted permission to stay in the housing for longer than 5 years. Each year after 5 years they will have to be approved by the board in the May regular board meeting to continue living in the housing.

EXECUTED on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ at  
Dietrich, Idaho.

DIETRICH SCHOOL DISTRICT (Lessor)

By \_\_\_\_\_

LESSEE

By \_\_\_\_\_