

**Dietrich School District #314**  
**Regular School Board Meeting**  
**July 12, 2021**  
**7:30 p.m. Conference Room**  
**Revised Agenda**

- 1) Call to Order
- 2) Pledge of Allegiance
- 3) Consent Calendar Action
  - A. Approval of Minutes [June 17](#)
  - B. Approval of [Accounts Payable](#)
  - C. Approval of [Student Body Balance Sheet](#)
  - D. [Personnel](#)
- 4) Unscheduled Delegations/Patron Input
- 5) [Superintendent Report](#)
  - A. Artec Update
  - B. Maintenance Report
  - C. Upcoming Dates
- 6) Budget Hearing
  - A. 21-22 – Budget Report, [Presentation](#)
  - B. 21-22 [Budget Publication Action](#)
  - C. 20-21 Revised Budget Action
- 7) Finance  
[July Accounts Payable](#) [July AP 2 Action](#)
- 8) Board Business
  - A. Information Items:
    1. [American Rescue Plan Action](#)
    2. Resolution of ID Code 33-512 Section 7
    3. Resolution of ID Code 33-512 Section 16
    4. [New Board Member Packet Action](#)
    5. [Pixelot Cameras Action](#)
    6. [Continuous Improvement Plan Action](#)
- 9) Action Item: Executive Session as per code 74-206 (1) subsections (b):
  - (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;
- 10) Athletics
  - A. [Football Camp Action](#)
- 11) Policy
  - A. Information Items:
    1. Policy Reviews [1600](#), [5450](#), [7450P1](#), [7455](#) Action
- 12) Future Agenda Items
  - A. Regular Meeting August 19, 2021, at 7:30 PM.
- 13) 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**  
**Board of Trustees Regular Board Meeting**  
**June 17, 2021**

**APPROVED**

The meeting was called to order at 7:33 p.m. by Chairman Starr Olsen. The Board Members present were Starr Olsen, Perry Van Tassell, Dolly Power, Ben Hoskisson, and Rick Bingham. Superintendent Stefanie Shaw, Principal Jeff Montero, Business Manager Dalonna Hurd, Board Clerk Charley Astle, and Ryan Dilworth were also present.

**Agenda Approval**

- No motion was necessary to approve as nothing on the agenda was changed.

**Consent Agenda**

- Ben Hoskisson made a motion to approve the consent agenda. Perry VanTassell seconded the motion. The vote was unanimous in favor of the motion.

**Unscheduled Delegations-** none.

**Superintendent Report**

Presented as written with the following points:

- Testing Update
- Pixellot Update
- Upcoming Dates
- Maintenance Report

**Principal Report**

Presented as written with the following points:

- Graduated Seniors
- Istation Data
- 2021-2022 Class Schedules

**Board Business**

- Dalonna Hurd presented the Investment Account and interest rates on those accounts from DL Evans bank. Perry VanTassell is going to check interest rates from other banks on CD's for the savings account.
- The board has asked Charley Astle to write resolutions for Idaho Codes 33-512 Section 7 and 33-512 Section 16 and present them back to them to send to the ISBA.
- Superintendent Shaw informed the board that there was not a lot of information yet about the Census Realignment but that all school districts should have information back by September 30th.
- Superintendent Shaw also talked about new information regarding the Lava Ridge Wind Project. There will not be windmills being put in around the Dietrich area itself, but a letter will still be written to the BLM. Charley Astle will work with Mark Southwick and Ryan Dilworth to write the letter and present it to the board before sending it to the BLM.
- There have been concerns regarding the new front office doors and the window for the office stating that it isn't welcoming. It was clarified that the reasoning behind both were for safety for students and staff due to people not always checking in to the office.

**Athletics**

- The board discussed the pros and cons of limiting the number of athletes per coach specifically referring to the number of cheerleaders since there has been no applications for an assistant cheerleading coach. It was decided that the board will consider putting a policy in place in a couple of months. No action was required since it is tabled for the time being.

#### **Finance**

- The budget has been completed and will be submitted to the State on July 15th. The July Regular School Board Meeting will be moved to July 12th to ensure that Dalonna has enough time to submit all documents on time.
- Perry VanTassell made a motion to adjust the substitute salary to \$80 per day. Rick Bingham seconded the motion. The vote was unanimous in favor of the motion.

#### **Policy**

- Policy 5430 (Insurance) was revised which allowed the school to pay more for insurance for its employees. Rick Bingham made a motion to approve policy 5430. Starr Olsen seconded the motion. The vote was unanimous in favor of the motion.
- Policy 3255 (Dress Code) was revised to take out “holes in jeans” and “large under arm holes.” Rick Bingham made a motion to approve policy 3255. Starr Olsen seconded the motion. The vote was unanimous in favor of the motion.
- Ben Hoskisson made a motion to approve the annual review of policies 3285 and 8110. Perry VanTassell seconded the motion. The vote was unanimous in favor of the motion.

#### **Executive Session**

- Ben Hoskisson made a motion to go into executive session per Idaho code 74-206 (1) subsection (b) and per Idaho code 74-206 (1) subsection (d). Perry VanTassell seconded the motion. Roll call vote: Starr Olsen- yes, Dolly Power- yes, Rick Bingham - yes, Ben Hoskisson - yes, Perry Van Tassell - yes. The board went into executive session at 9:27 pm.
- Discussion - Personnel
- The board came out of the executive session at 10:10 pm.

#### **Personnel**

- Dolly Power made a motion to approve the personnel consent agenda. Perry VanTassell seconded the motion. The vote was unanimous in favor of the motion.

#### **Future Agenda Items**

- The next regular board meeting will be July 12, 2021 at 7:30 pm.
- Working on the Continuous Improvement Plan for school year 2021-2022

#### **Adjournment**

- Starr Olsen adjourned the meeting at 10:11 PM.



**Dietrich Student Body  
Balance Sheet  
As of July 1, 2021**

	Jul 1, 21
<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	
D.L. Evans Bank	70,075.31
<b>Total Checking/Savings</b>	70,075.31
Accounts Receivable	
Accounts Receivable	2,914.27
<b>Total Accounts Receivable</b>	2,914.27
<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>	73,491.19
<b>TOTAL ASSETS</b>	73,491.19
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	
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	8,784.46
Sales Tax	-3.91
<b>Scholarships</b>	
Volunteer Scholarship	1,000.00
Scholarship-Community	2,868.21
Scholarship-David Sorensen	4,375.00
Scholarship-Staff	5,173.76
Scholarships - Other	-320.00
<b>Total Scholarships</b>	13,096.97
<b>Student Body Balance</b>	
Class of 2027	101.00
00-Patterson	5.58
01-M. Heimerdinger	459.25
02-Chapman	515.85
03-Stowell	311.78
04-G. Heimerdinger	610.50
05-Astle	50.79
06-Norman	475.39
<b>Athletics</b>	
Activity Cards	
Adult/Senior Pass	637.74
Family Pass	2,581.53
Activity Cards - Other	20,370.34
<b>Total Activity Cards</b>	23,589.61
Gates	2,598.12
Ice Cream	1,569.32

**Dietrich Student Body  
 Balance Sheet  
 As of July 1, 2021**

	Jul 1, 21
<b>Officials</b>	
Official Contract Fee	-6,019.61
<b>Total Officials</b>	-6,019.61
<b>Student Sport Fees</b>	
Shooter Shirt- GBB/BBB	408.30
BBB	5,768.00
Cheer	663.59
FB	9,553.91
GBB	5,689.89
Track	6,532.71
VB	6,421.00
XC	526.00
<b>Total Student Sport Fees</b>	35,563.40
<b>Athletics - Other</b>	-41,397.67
<b>Total Athletics</b>	15,903.17
<b>Auto Collision</b>	
Class Projects	-28.39
Nova Project	1,732.79
<b>Total Auto Collision</b>	1,704.40
<b>Box Tops/Field trips</b>	921.24
<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>	423.24
<b>Class of 2022</b>	785.95
<b>Class of 2023</b>	187.69
<b>Class of 2024</b>	87.34
<b>Class of 2025</b>	204.44
<b>Class of 2026</b>	201.77
<b>Club BPA</b>	5.54
<b>Club FFA</b>	
Club FFA Fundraising	672.89
Club FFA - Other	-637.05
<b>Total Club FFA</b>	35.84
<b>Club Music</b>	2,668.08
<b>Concessions</b>	4,107.41
<b>Elementary Field Trips</b>	53.84
<b>General Student Body</b>	197.20
<b>In/Out</b>	293.24
<b>Library</b>	167.16
<b>Robotics</b>	457.88
<b>Ski/Skate/ Wahooz</b>	11.70
<b>SPED</b>	92.08
<b>Student Council</b>	181.94
<b>Team Accounts</b>	
Team BBB	2,131.62
Team Cheer	854.16
Team FB	3,497.73
Team GBB	3,028.65
Team Track	-407.22
Team VB	4,365.44
Team XC	63.30
<b>Total Team Accounts</b>	13,533.68

## Superintendent's Report

July 2021

Perseverance, Integrity, and  
Respect

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### Upcoming Dates

July 14-30 Stefanie on Vacation

July 13 Budget Hearing July  
Board Meeting



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## Artec Update

I have had several meetings the last month with not only the board but with legislators as well. We have come up with some solutions for next year and believe at this point Artec is a go for the 2021-2022 school year unless something unexpected changes. How we have to report ISEE will be a little bit different for our Artec students this year. Due to this we will need to have parents sign waivers for their students to be in Artec so that we can ensure those students will be in the classes all year. We believe in doing this we will be able to apply for grants again this next year which is the benefit for our school being in Artec.

## Maintenance Report

Ryan and Pascual have been on vacation for the last couple of weeks. Trevor has been here working on getting all the classroom carpets cleaned, and taking care of the grounds. Ryan and Pascual are back in the building for the remainder of the summer. He will be working on getting the old scoreboards up in the elementary gym. Then he will be working on the maintenance needs of the staff prior to the teachers coming back to school. He will also need to spend a couple weeks at the bus barn fixing the things that were identified in the annual inspection prior to school starting.

## Out of the Office

I will be out of the office for most of July. I will be available by email and cell phone if there is anything that is needed. My last day in the building will be July 13. I will be out of town from the 15-26. I will be in and out of the office from 27-29. If you need anything during this time please contact my cell phone. I will sign payroll before I leave town on the 15. Any paperwork that needs signed I can do electronically or I will come in and sign the 27.

Dietrich School  
District No. 314  
2021-2022 BUDGET



# Budget Highlights

- Employer paid insurance premiums increased to \$547.00 for health insurance premiums and \$3.00 for basic life insurance
- Summer School - 6 weeks June and July 2021
- ESSER II Funds available \$175936.00 to use through September 2023
- ESSER III Discretionary Funds available \$210754.00 to use through September 2024
- ESSER III Learning Loss Funds available \$52689.00 to use through September 2024

# State Funding

- ❖ 2021 ENROLLMENT BASED FUNDING – 2022 ???????? THE YEAR OF THE UNKNOWN
- ❖ Base apportionment for operations \$29542 (Restored from 2021 cut to \$22810)
- ❖ Base index for administrative staff \$38017.00 (up 2%)
- ❖ Apportionment for classified \$22761.00 (up 2%)
- ❖ Average Teacher Salary \$42936.82
- ❖ Leadership Premiums Restored

Public School Foundation Program

APPROPRIATION (Funds) PY 2021*	APPROPRIATION (Funds) REVENUES PY 2021*	APPROPRIATION (Funds) REVENUES PY 2021*	APPROPRIATION (Funds) REVENUES PY 2021*	APPROPRIATION (Funds) REVENUES PY 2021*
1 REVENUES	1 REVENUES	1 REVENUES	1 REVENUES	1 REVENUES
a. General Fund	\$1,874,166,800	\$2,663,378,200	\$2,667,499,400	\$73,121,200
b. STATE DEDICATED REVENUE	852,588,000	854,798,000	854,798,000	2,210,000
c. Employment / Leave	8,000,000	8,000,000	8,000,000	0
d. Lottery Proceeds	24,817,200	24,817,200	24,817,200	0
e. Bond Levy Equalization Fund	18,800,000	18,800,000	18,800,000	0
f. Corporate and Lottery Taxes	2,014,500	2,014,500	2,014,500	0
g. Other	210,400,000	210,400,000	210,400,000	0
TOTAL STATE DEDICATED REVENUE	1,187,632,700	1,187,632,700	1,187,632,700	0
TOTAL STATE REVENUES	\$2,874,166,800	\$2,102,189,200	\$2,149,428,200	-\$747,978,600
FEDERAL REVENUES	329,800,000	268,648,000	268,648,000	0
a. Federal Revenues (ESAC Federal Funds)	0	0	0	0
b. Federal Revenues (ESAC Federal Funds - ESAC Funds)	329,800,000	268,648,000	268,648,000	0
TOTAL FEDERAL REVENUES	329,800,000	268,648,000	268,648,000	0
TOTAL REVENUES	\$3,203,966,800	\$2,417,728,200	\$2,417,728,200	-\$786,238,600
2 STATUTORY EXPENDITURES	893,000,000	893,000,000	893,000,000	0
a. Bonds/Contracts	1,484,000	1,484,000	1,484,000	0
b. Educational Activities and Technical Support	2,323,000	2,323,000	2,323,000	0
c. Educational Activities and Technical Support (Charitable)	20,148,000	20,148,000	20,148,000	0
d. Employee's Benefit Obligations (Administrative, Charitable)	43,270,000	43,270,000	43,270,000	0
e. Senior Leader Salaries	880,832,000	880,832,000	880,832,000	0
f. Other	1,000,000	1,000,000	1,000,000	0
g. Other	1,000,000	1,000,000	1,000,000	0
h. Other	1,000,000	1,000,000	1,000,000	0
i. Leadership Programs	19,218,000	19,218,000	19,218,000	0
j. Teacher Incentive Award (TIA) (Ed Conf)	90,000	90,000	90,000	0
k. Teacher Incentive Award (TIA) (Ed Conf)	90,000	90,000	90,000	0
l. Other	28,648,000	28,648,000	28,648,000	0
m. Child Support Services	10,772,000	10,772,000	10,772,000	0
n. Child Support Services	12,078,000	12,078,000	12,078,000	0
o. Child Support Services	1,000,000	1,000,000	1,000,000	0
p. Child Support Services	1,000,000	1,000,000	1,000,000	0
q. Child Support Services	1,000,000	1,000,000	1,000,000	0
r. Child Support Services	1,000,000	1,000,000	1,000,000	0
s. Child Support Services	1,000,000	1,000,000	1,000,000	0
t. Child Support Services	1,000,000	1,000,000	1,000,000	0
u. Child Support Services	1,000,000	1,000,000	1,000,000	0
v. Child Support Services	1,000,000	1,000,000	1,000,000	0
w. Child Support Services	1,000,000	1,000,000	1,000,000	0
x. Child Support Services	1,000,000	1,000,000	1,000,000	0
y. Child Support Services	1,000,000	1,000,000	1,000,000	0
z. Child Support Services	1,000,000	1,000,000	1,000,000	0
NON-STATUTORY EXPENDITURES	36,000,000	36,000,000	36,000,000	0
a. Technology (Hardware, Software, Wireless Infrastructure, IIS Maintenance)	36,000,000	36,000,000	36,000,000	0
b. Student Achievement Assessments	0	0	0	0
c. Student Achievement Assessments	0	0	0	0
d. Student Achievement Assessments	0	0	0	0
e. Student Achievement Assessments	0	0	0	0
f. Student Achievement Assessments	0	0	0	0
g. Student Achievement Assessments	0	0	0	0
h. Student Achievement Assessments	0	0	0	0
i. Student Achievement Assessments	0	0	0	0
j. Student Achievement Assessments	0	0	0	0
k. Student Achievement Assessments	0	0	0	0
l. Student Achievement Assessments	0	0	0	0
m. Student Achievement Assessments	0	0	0	0
n. Student Achievement Assessments	0	0	0	0
o. Student Achievement Assessments	0	0	0	0
p. Student Achievement Assessments	0	0	0	0
q. Student Achievement Assessments	0	0	0	0
r. Student Achievement Assessments	0	0	0	0
s. Student Achievement Assessments	0	0	0	0
t. Student Achievement Assessments	0	0	0	0
u. Student Achievement Assessments	0	0	0	0
v. Student Achievement Assessments	0	0	0	0
w. Student Achievement Assessments	0	0	0	0
x. Student Achievement Assessments	0	0	0	0
y. Student Achievement Assessments	0	0	0	0
z. Student Achievement Assessments	0	0	0	0
3 FEDERAL EXPENDITURES	329,800,000	329,800,000	329,800,000	0
a. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
b. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
c. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
d. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
e. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
f. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
g. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
h. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
i. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
j. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
k. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
l. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
m. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
n. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
o. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
p. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
q. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
r. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
s. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
t. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
u. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
v. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
w. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
x. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
y. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
z. Federal Funds (Federal COVID-19 Relief - ESAC Funds)	0	0	0	0
4 PUBLIC EXPENDITURES	81,864,754,400	81,864,754,400	81,864,754,400	0
a. PUBLIC EDUCATION STABILIZATION FUNDS	81,864,754,400	81,864,754,400	81,864,754,400	0
b. NET STATE FINANCING	0	0	0	0
c. NET STATE FINANCING	0	0	0	0
d. NET STATE FINANCING	0	0	0	0
e. NET STATE FINANCING	0	0	0	0
f. NET STATE FINANCING	0	0	0	0
5 DISTRIBUTION FACTOR (includes \$30 for State Environment Primitives)	329,800,000	329,800,000	329,800,000	0
a. Distribution Factor	329,800,000	329,800,000	329,800,000	0
b. Distribution Factor	0	0	0	0
c. Distribution Factor	0	0	0	0
d. Distribution Factor	0	0	0	0
e. Distribution Factor	0	0	0	0
f. Distribution Factor	0	0	0	0
6 TOTAL EXPENDITURES	\$3,203,966,800	\$2,417,728,200	\$2,417,728,200	-\$786,238,600
a. STATE DEDICATED REVENUE	1,187,632,700	1,187,632,700	1,187,632,700	0
b. FEDERAL REVENUES	329,800,000	268,648,000	268,648,000	0
c. NON-STATUTORY EXPENDITURES	36,000,000	36,000,000	36,000,000	0
d. FEDERAL EXPENDITURES	329,800,000	329,800,000	329,800,000	0
e. PUBLIC EXPENDITURES	81,864,754,400	81,864,754,400	81,864,754,400	0
f. NET STATE FINANCING	0	0	0	0
g. DISTRIBUTION FACTOR	329,800,000	329,800,000	329,800,000	0
h. TOTAL EXPENDITURES	\$3,203,966,800	\$2,417,728,200	\$2,417,728,200	-\$786,238,600

\*Includes Public School Foundation Program for the Board and the Board Members Board of Education (July 21, 2020) as received by PAC on March 12, 2021

# Certified Salaries and Benefits

## Division of Teachers

2021-2022 Career Ladder Placement	2021-2022 Salary Apportionment
Res/Prof 1	\$ 40,369.00
Res/Prof 2	\$ 40,990.00
Res/Prof 3	\$ 41,611.00
Prof 1	\$ 42,991.00
Prof 2	\$ 44,836.00
Prof 3	\$ 46,681.00
Prof 4	\$ 48,526.00
Prof 5	\$ 50,370.00
Ad Prof 1	\$ 52,734.00
Ad Prof 2	\$ 53,207.00

For instructional staff holding a professional endorsement and a baccalaureate degree and twenty-four (24) or more credits will receive an additional \$2,000.

For instructional staff holding a professional endorsement and a master degree will receive an additional \$3,500.

For instructional staff holding a professional endorsement and an Occupational Specialist Certificate in the area for which they are teaching will receive an additional \$3,000

BA+24	\$ 2,000.00
MA	\$ 3,500.00
OSC	\$ 3,000.00

### Paid Time Off

\*2 additional days by request with deduction of \$60 for each

Personal Leave	2 days
Sick Leave	9 days

### Insurance

The district pays up to \$47.00 per month towards district insurance premiums and \$5.00 to life insurance policy.

### Housing

The district currently has 3 rental properties available. All are currently occupied.

1 Bedroom Duplex	Rent starts at \$150 and increases yearly by \$50 to a maximum of \$300
3 Bedroom Duplex	Rent starts at \$150 and increases yearly by \$50 to a maximum of \$300
House	Rent starts at \$150 and increases yearly by \$50 to a maximum of \$300

### Stipends

There are many stipends available each year for certificated staff to apply for.

# Fund Balance History

Year	General	CNP
2007	(\$50,161.00)	\$4,739.00
2008	(\$2,427.00)	\$336.00
2009	\$244,281.00	\$10,965.00
2010	\$422,867.00	\$41,118.00
2011	\$445,043.00	\$45,311.00
2012	\$437,556.00	\$19,942.00
2013	\$373,737.00	\$69,023.00
2014	\$581,106.00	\$79,465.00
2015	\$554,055.00	\$59,277.00
2016	\$646,955.00	\$41,509.00
2017	\$703,091.00	\$41,443.00
2018	\$836,751.00	\$36,881.00
2019	\$911,521.00	\$25,111.00
2020	\$889,491.00	\$7,233.00

# Budget Summary

Function	Proposed	Actual
512 - Elementary	\$ 468,711.00	\$ 473,020.00
515 - Secondary	\$ 391,728.00	\$ 374,368.00
519 - Vocational	\$ 100,320.00	\$ 78,395.00
519 ARTEC	\$ 36,435.00	\$ 38,535.00
521 - Exceptional Child	\$ 76,288.00	\$ 57,200.00
524 - Gifted & Talented	\$ -	\$ -
531 - Extra Curricular	\$ 51,100.00	\$ 38,231.00
532 - Interscholastic	\$ 2,400.00	\$ -
541 - Summer School	\$ 4,700.00	\$ 2,071.00
611 - Guidance/Health	\$ 22,900.00	\$ 21,228.00
616 - Special Services	\$ 200.00	\$ 185.00
621 - Instructional Improvement	\$ 17,200.00	\$ 17,099.00
622 - Educational Media	\$ 13,400.00	\$ 11,059.00
623 - Instructional Technology	\$ 12,452.00	\$ 12,253.00
631 - Board of Education	\$ 17,864.00	\$ 13,517.00
632 - District Administration	\$ 159,726.00	\$ 144,047.00
641 - School Administration	\$ 110,720.00	\$ 103,972.00
651 - Business Operations	\$ 73,025.00	\$ 69,231.00
656 - Administrative Technology	\$ 4,500.00	\$ 4,500.00
661 - Custodial	\$ 69,939.00	\$ 104,068.00
662 - Employee Housing	\$ 5,100.00	\$ 4,120.00
663 - Non Occ Building	\$ 4,200.00	\$ 3,469.00
664 - Maintenance	\$ 119,055.00	\$ 66,776.00
665 - Grounds	\$ 83,470.00	\$ 53,131.00
667 - Security/Safety	\$ 6,386.00	\$ 3,631.00
681 - Transportation	\$ 151,902.00	\$ 120,237.00
683 - General Transportation	\$ 2,000.00	\$ 780.00
690 - Other Services	\$ 13,150.00	\$ 12,953.00
710 - Food Services Program	\$ 3,600.00	\$ 3,450.00
Contingency	\$ 85,000.00	\$ 97,400.00
Total Expense	\$ 2,107,471.00	\$ 1,959,701.00
Carry Forward	\$ -	\$ 45,179.00
Total Revenue	\$ 2,075,473.00	\$ 1,914,522.00
ESSER 11 FUNDS to Balance	\$ 32,000.00	
290-- CNP Carry Forward	\$ 25,000.00	
290- CNP Projected Revenue	\$ 137,106.00	
	\$ 162,106.00	
290 - CNP Program Expenditures	\$ 162,106.00	

# Projected Enrollment

Grades	21-22	20-21	19-20	Units
K	12	12	16	0.5
1	12	15	11	
2	15	13	14	
3	13	14	17	
4	14	19	14	
5	19	13	17	
6	13	18	16	4.74
7	18	17	15	
8	17	17	19	
9	17	20	19	
10	20	20	13	
11	20	14	17	
12	14	16	16	9
Exceptional Education				0.5
Total	204	208	204	14.74
Elem	98	104	105	
HS	106	104	99	
First 10 Weeks		15.32	15.14	
Mid term Reporting		14.57	14.84	

**SUMMARY STATEMENT 2021 - 2022 SCHOOL BUDGET**

**ALL FUNDS**

DIETRICH SCHOOL DISTRICT #314

	GENERAL M & O FUND				ALL OTHER FUNDS			
	Prior Year Actual 2018-2019	Prior Year Actual 2019-2020	Prior Year Actual 2020-2021	Proposed Budget 2021-2022	Prior Year Actual 2018-2019	Prior Year Actual 2019-2020	Prior Year Actual 2020-2021	Proposed Budget 2021-2022
<b>REVENUES</b>								
Beginning Balances	\$ 732,300	\$ 730,000	\$ 911,000	\$ 920,000	\$ 2,469,400	\$ 53,407	\$ 52,887	\$ 115,049
Local Tax Revenue					\$ 143,700	\$ 137,600	\$ 139,424	\$ 140,000
Other Local	\$ 78,000	\$ 81,627	\$ 69,045	\$ 55,878	\$ 75,900	\$ 80,000	\$ 7,228	\$ 2,000
County Revenue								
State Revenue	\$ 1,912,585	\$ 1,895,152	\$ 1,686,850	\$ 1,853,649	\$ 259,100	\$ 132,100	\$ 279,516	\$ 267,746
Federal Revenue					\$ 273,300	\$ 284,000	\$ 127,858	\$ 207,725
Other Sources (CARES, ESSER)							\$ 221,814	\$ 176,438
<b>Totals</b>	\$ 2,722,885	\$ 2,706,779	\$ 2,666,895	\$ 2,829,527	\$ 3,221,400	\$ 687,107	\$ 828,727	\$ 908,958
<b>EXPENDITURES</b>								
Salaries	\$ 1,123,000	\$ 1,195,476	\$ 1,118,184	\$ 1,124,543	\$ 139,900	\$ 157,000	\$ 206,956	\$ 158,650
Benefits	\$ 368,000	\$ 438,265	\$ 357,030	\$ 409,242	\$ 54,600	\$ 74,765	\$ 63,416	\$ 96,927
Purchased Services	\$ 152,286	\$ 164,490	\$ 156,881	\$ 169,845	\$ 2,444,500	\$ 78,837	\$ 65,754	\$ 80,605
Supplies & Materials	\$ 98,000	\$ 120,850	\$ 139,846	\$ 152,697	\$ 183,300	\$ 81,242	\$ 170,078	\$ 129,753
Capital Outlay	\$ 45,525	\$ 57,390	\$ 28,120	\$ 38,175	\$ 124,300	\$ 42,800	\$ 111,065	\$ 40,969
Debt Retirement					\$ 265,700	\$ 195,600	\$ 169,725	\$ 203,600
Insurance & Judgments	\$ 39,237	\$ 40,217	\$ 41,946	\$ 43,245				
Transfers (net)	\$ 260,000	\$ 37,000	\$ (32,000)	\$ (32,000)	\$ (25,900)	\$ (37,000)	\$ 26,000	\$ 32,000
Contingency Reserve	\$ 96,000	\$ 96,000	\$ 97,500	\$ 85,000				
Unappropriated Balances	\$ 540,837	\$ 557,091	\$ 727,388	\$ 838,780	\$ 35,000	\$ 93,863	\$ 15,733	\$ 166,454
<b>Totals</b>	\$ 2,722,885	\$ 2,706,779	\$ 2,666,895	\$ 2,829,527	\$ 3,221,400	\$ 687,107	\$ 828,727	\$ 908,958

Dietrich School District will hold a budget hearing July 12, 2021 at 7:30 PM in the Dietrich School Board Room.

**A copy of the School District Budget is available for public inspection at the District's Administrative Office.**



VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	(VEND RNG: 000000-ZZZZZZ; DATE RNG: 07/12/21-07/12/21; ALL FUNDS; BANK CD: 1)	DESCRIPTION	BC	MO-YR	AMOUNT
000002	100-661420-005-000-0	000000	07/12/21	005352	B57968		2021-2022 Diesel Fuel	1	07-2021	750.23
000002	100-661330-004-000-0	000000	07/12/21	005352	D85013		2021-2022 Propane - Gym	1	07-2021	706.82
000002	100-661330-004-000-0	000000	07/12/21	005352	D84308		2021-2022 Propane - Main	1	07-2021	1.06
000002	100-665410-000-000-0	000000	07/12/21	005352	341042		Supplies - Black Cable Ties	1	07-2021	31.96
	**SUB-TOTAL: Valley Wide Cooperative									1,480.17
007	100-661330-002-000-0	000000	07/12/21	005351	9		E 4th Gym	1	07-2021	210.45
007	100-661330-002-000-0	000000	07/12/21	005351	3		22 E 1st Bus Barn	1	07-2021	89.27
00007	100-661330-002-000-0	000000	07/12/21	005351	57		408 N Park IRRIGATION	1	07-2021	66.14
000007	100-211000-000-000-0	000000	07/12/21	005351	60		447 N Park S Duplex	1	07-2021	83.79
000007	100-211000-000-000-0	000000	07/12/21	005351	61		463 N Park North Duplex	1	07-2021	84.85
000007	100-211000-000-000-0	000000	07/12/21	005351	59		431 N Park - Grey House	1	07-2021	139.67
	**SUB-TOTAL: City of Dietrich									654.37
099261	290-710300-000-000-0	000000	07/12/21	005350	22 COOP FEE		2021-2022 BID Co-op Membership Fee	1	07-2021	30.00
	**SUB-TOTAL: Gooding Child Nutrition									30.00
099341	100-664410-000-000-0	000000	07/12/21	005298	4512		Batteries for Door Locks	1	07-2021	100.00
	**SUB-TOTAL: D.L. Evans Bank VISA Dilworth									100.00
099369	100-661320-000-000-0	000000	07/12/21	005353	6210		Replacement Title for bus Sold- Ad	1	07-2021	16.00
099369	271-512390-000-000-0	000000	07/12/21	005319	6210		Education During a Pandemic - ISU	1	07-2021	165.00
099369	271-512390-000-000-0	000000	07/12/21	005319	6210		Covid 19 Teaching Methods -ISU- J	1	07-2021	165.00
099369	271-512390-000-000-0	000000	07/12/21	005319	6210		Art of Distance Teaching ISU - J W	1	07-2021	165.00
	**SUB-TOTAL: D.L. Evans Visa Hurd									511.00
099472	100-664410-000-000-0	000000	07/12/21	005349	10425		12V Batteries for Door Locks	1	07-2021	160.00
099472	100-664410-000-000-0	000000	07/12/21	005349	10425		12V 18AH Bat w/FC Conctr	1	07-2021	120.00
	**SUB-TOTAL: Pinnacle Technologies, LLC									270.00
	***GRAND TOTAL - VENDOR COUNT: 6									3,055.54

# **Dietrich School District No. 314**

**1600**

## **THE BOARD OF TRUSTEES**

### Code of Ethics for School Board Members

**AS A MEMBER OF MY LOCAL BOARD OF TRUSTEES, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND TO THAT END I WILL:**

*As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:*

**Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;**

**Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;**

**Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;**

**Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;**

**Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;**

**Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent;**

**Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;**

**Recognize that the superintendent is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;**

**Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a district concern ever rise to the attention of the board as a hearings panel;**

**Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;**

**Respect the right of the public to be informed about district decisions and school operations;**

Understand that I will receive information that is confidential and cannot be shared;

Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;

Present personal criticism of district operations to the superintendent, not to district staff or to a board meeting;

Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Policy History:

Adopted on: May 2014

Revised on:

# Dietrich School District No. 314

5450

## PERSONNEL

### Vacation Leave

Twelve (12) month classified employees who work a minimum of two hundred twenty five (225) 1800 hours and full time administrative employees who work a minimum of 200 days will receive annual paid vacation leave benefits that shall accrue monthly at a prorated rate according to the following schedule:

<u>Year of Service with the District</u>	<u>Days of Annual Vacation Leave</u>
0.5-2	5 days
3-10	10 days
11-15	15 days
16-19	18 days
20+	20 days

Vacation leave is intended to be used during that year in which it is earned. Vacation time with pay may accumulate to a maximum of five (5) days over the employee's annual entitlement. Excess days will be voided if not used prior to July 1<sup>st</sup> of each year.

Vacation time may be used ahead of his/her actual accrual; however, if an employee terminates employment and has used more vacation than accrued, the proportionate amount of daily pay will be deducted from the employee's final paycheck.

Upon separation of employment with the district, annual vacation pay may be allowed to the extent of the employee's accrued and unused vacation days, up to a maximum of twenty (20) days at the employee's daily rate of pay.

Each employee shall schedule his/her vacation time in advance by consulting with the proper supervisory personnel of the department or building to which he/she is assigned. The Superintendent may grant or deny the request as determined by the number of employees absent at a specific time or the need to maintain quality service at the district level.

Nothing in this policy guarantees approval of the granting of specific days as annual vacation leave in any instance. Each request will be judged by the District in accordance with staffing needs.

### Policy History:

Adopted on: July 2015

Revised on:

# DIETRICH SCHOOL DISTRICT #314

7450P1

## FINANCIAL MANAGEMENT

### Timely Obligation of Funds

#### When Obligations are Made

Obligations are orders placed for property and services, contracts, and subawards made, and similar transactions during a given period that require payment by the District during the same or a future period.

Funds received under a federal grant shall be considered to be obligated according to the standards provided in 34 C.F.R. § 75.707 or 34 C.F.R. § 76.707, as applicable. The following table illustrates when funds are determined to be obligated under federal regulations:

<b>If the obligation is for:</b>	<b>The obligation is made:</b>
Acquisition of property	On the date on which the District makes a binding written commitment to acquire the property
Personal services by an employee of the District	When the services are performed
Personal services by a contractor who is not an employee of the District	On the date which the District makes a binding written commitment to obtain the services
Public utility services	When the District receives the services
Travel	When the travel is taken
Rental of property	When the District uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E- Cost Principles.	On the first day of the project period.

#### Period of Performance of Federal Funds

All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated

by statute and will be indicated in the Grant Adjustment Notice (GAN). Further, certain grants have specific requirements for carryover funds that must be adhered to.

**State-Administered Grants:** As a general rule, state-administered federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many federal education grants, the period of availability is 27 months. Federal education grant funds are typically awarded on July 1 of each year. While the District will always plan to spend all current grant funds within the year the grant was appropriated for, the period of obligation for any grant that is covered by the “Tydings Amendment” is 27 months, extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second following fiscal year. This maximum period includes a 15-month period of initial availability, plus a 12-month period for carryover. For example, funds awarded on July 1, 2015 would remain available for obligation through September 30, 2017.

**Direct Grants:** In general, the period of availability for federal funds authorized under direct grants is identified in the GAN.

For both state-administered and direct grants, regardless of the period of availability, the District must liquidate all obligations incurred under the award not later than 90 120 days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of availability or liquidated within the appropriate timeframe are said to lapse and must be returned to the awarding agency. Consequently, the District shall closely monitor grant spending throughout the grant cycle.

The District shall submit all financial, performance, and other reports required by the terms and conditions of the federal award before the end of this 120-day period. Any such reports required to be submitted to a pass-through entity shall be provided within 90 days of the end of the funding period, unless an extension is authorized.

### Carryover

**State-Administered Grants:** As described above, the Tydings Amendment extends the period of availability for applicable state-administered program funds. Essentially, it permits recipients to “carry over” any funds left over at the end of the initial 15 month period into the next year. These leftover funds are typically referred to as carryover funds and continue to be available for obligation for an additional 12 months. Accordingly, the District may have multiple years of grant funds available under the same program at the same time.

Any carryover in individual federal programs is determined in an annual audit performed each year according to GAAP and State statutes. After carryover amounts are determined, they are reported and administered according to specific federal award requirements as outlined in the individual program applications.

### Procedure History:

Promulgated on:  
Revised on:  
Reviewed on:

## DIETRICH SCHOOL DISTRICT #314

### FINANCIAL MANAGEMENT

7455

#### Federal Debarment and Suspension

For all District programs receiving federal funds, the District shall comply with all applicable Federal regulations that restrict or prohibit transactions using Federal funds with all persons or entities that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

This limitation is directed by Executive Order 12549 which provides that “a person who is debarred or suspended shall be excluded from Federal financial and nonfinancial assistance and benefits under Federal programs and activities.” Thus, the District shall refrain from entering into any transaction with a person or entity which has been suspended or debarred by the U.S. Department of Education, or other federal agency from which the District has received federal funds.

#### Covered Federal Non-Procurement Transactions

Federal funds received by the District that are covered by this policy include, but are not necessarily limited to funds received from the following transactions:

1. Grants;
2. Cooperative agreements;
3. Scholarships;
4. Fellowships;
5. Contracts of assistance;
6. Loans;
7. Loan guarantees;
8. Subsidies;
9. Insurances;
10. Payments for specified uses; and
11. Donation agreements.

#### District's Covered Transactions with Third Parties

This Policy applies to circumstances where the District enters into a procurement contract with a third party for goods and/or services, and intends to use covered federal funds to partially or fully purchase such goods and/or services, as more specifically described below:

A contract for goods or services is a “covered transaction” if any of the following applies:

1. The contract is awarded to the District pursuant to a nonprocurement transaction listed above and the amount of the contract is expected to equal or exceed \$30,000 or



2. The contract requires the consent of an official of a federal agency. In that case, the contract, regardless of the amount, is always considered a covered transaction, and it does not matter who awarded it. For example, it could be a subcontract awarded by a contractor at a tier below the District's nonprocurement transaction; or
3. The contract is for Federally-required audit services.

In addition, a subcontract is also a covered transaction if:

1. It is awarded by a participant in a procurement transaction under a nonprocurement transaction of a Federal agency that extends the coverage of Item 1 above, under "District's Covered Transactions with Third Parties"; and
2. The value of the subcontract is expected to equal or exceed \$25,000.

**District Responsibilities before Entering Into Covered Transactions - Prohibition**

Prior to entering into a "covered transaction" with a third party, the District shall verify the person or entity with whom it intends to do business is not excluded or disqualified by performing any one of the following:

1. Checking the Excluded Parties List System (EPLS);\*
2. Collecting a certification from that person; or
3. Adding a clause or condition to the covered transaction with that person.

*\* The General Services Administration maintains the EPLS and makes it available to requesting parties. When a Federal agency takes an action to exclude a person under the nonprocurement or procurement debarment and suspension system, the agency enters the information about the excluded person into the EPLS. The EPLS may be accessed online at: <http://epls.arnet.gov> or <http://www.epls.gov>. If the District has a question about any person or entity on the EPLS, it should contact the point of contact for the federal agency that placed the person's name into the EPLS. The agency's point of contact is identified in the EPLS.*

In the event the third party is on the EPLS, the District shall not enter into the contemplated transaction unless and until the federal agency responsible for providing the District with the Federal funds grants a written exception.

Legal Reference: 2 CFR § 200.213      Suspension and debarment  
                           2 CFR § 180              Guidelines to Agencies on Government-Wide  
 Debarment and Suspension (Nonprocurement)  
                           31 U.S.C. § 6503      Intergovernmental financing (Cash Management  
 Improvement Act of 1990)

**Policy History:**

Adopted on: February 2020

Revised on:

Reviewed on:

# INSTRUCTIONS

**PLEASE NOTE:** There are 3 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. We recommend you print the Instructions and then scroll down through the pages in this tab to view a fully completed example of Continuous Improvement Plan (CIP) Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells. Then proceed to the "Staff Performance Report" to complete your CIP Metrics.

## Introductory Information (before Section I):

1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are **REQUIRED** to provide a direct link to your LEA level report card, as posted on [idahoschools.org](https://idahoschools.org). This provides your demographics and previous years' performance data. Example: <https://idahoschools.org/districts/431>

## Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (required)

1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 CIP or Combined District Plan) for each metric. If you did not set a Performance Target / Benchmark for a specific metric (Example: % students who made adequate growth on ISAT), you may enter "N/A" in the 2020-21 column for that metric.
2. You are required to set 2021-22 Performance Targets for all shaded (blue) metrics in Section I. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

## Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (required)

1. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Literacy Plan or Combined District Plan) for each metric. If you did not set targets for a metric (i.e. 4th grade ISAT), you may enter "N/A" in the 2020-21 column.
2. You are required to set 2021-22 Performance Targets for all Section II metrics. Please use the far right column to set Performance Targets for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2021-2022 school year.

## Section III: How LEA Measures Progress Toward Literacy Goals & Targets (required)

1. To indicate how your LEA intends to measure your progress towards your Literacy targets, you may choose to complete either Section III.A or III.B.
  2. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics (from your 2020-21 Literacy Plan or Combined Plan).
3. Section III.B allows you to address your plan to measure progress through a short narrative.

## INSTRUCTIONS (continued)

### **Section IV: Required College and Career Advising Performance Metrics (required)**

1. All Section IV Metrics are required.
2. As a part of your Report of Progress (required by statute), please use the 2020-21 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2020-21 Advising Plan or Combined District Plan) for each metric.
3. You must provide at least one (1) year of previous data (2020-21 results at a minimum) for each metric.
4. Go On Rates data is available on the State Board of Education website under Continuous Improvement Plan / Other Resources.
5. Use the far right column to set your 2021-22 Performance Targets for each metric.

### **Section V: How LEA Measures Progress Toward College & Career Advising & Mentoring Goals (required)**

1. To indicate how your LEA intends to measure your progress towards your Advising targets, you may choose to complete either Section V.A or V.B.
2. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics (from your 2020-21 Advising Plan or Combined Plan).
3. Section V.B allows you to address your plan to measure progress through a short narrative.

### **Section VI: Report of Progress Narrative (required)**

1. Section IV is required. Please use the box to reflect on the progress your LEA made towards the 2020-21 goals you set in your Combined Plan or Continuous Improvement Plan, Advising Plan, and Literacy Plan, as reflected in the 2020-21 Performance Targets column in Sections I - V). You may also reflect on other ways you measure progress (other assessments, qualitative information, etc.), particularly as they relate to the required metrics. We suggest you highlight successes, areas of challenge (where you did not meet targets), and plans to move forward.

### **Section VII: Notes (optional)**

1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set your 2021-22 Performance Targets.

### **Section VIII: Staff Performance - Previous Results & Current Year Performance Targets (required)**

1. Proceed to the "Staff Performance Report" tab and use the Section VIII table to provide your most recent year staff performance and to set goals for 2021-22. Data should be aggregated by grade and subject or goal. **Please ensure the group (n) size for each aggregated group of staff is 5 or more.**
2. Use the "Grade(s)" and "Subject" column to indicate the grade or grades and subjects of staff being grouped together. Add rows as needed.
3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001.
4. In the "2020-21 Results" column, provide the aggregated % of students in that grade and/or subject group that met their measurable targets for the 2020-21 school year.
5. Use the far right column to set your 2021-22 Performance Targets for each metric.

LEA # 431 LEA Name: Weiser School District

**EXAMPLE METRICS****LINK to LEA / District Report Card with Demographics and Previous Data (required):**<https://idahoschools.org/districts/431>**Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets**  
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 targets (Previously chosen by LEA)		2021-22 Targets (LEA Chosen)
		2020 cohort	2021 cohort	
All students will be college and career ready	4-year cohort graduation rate	86.0%	88.0%	88.0%
	5-year cohort graduation rate (optional metric)	Not required	Not required	91.0%
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	41.0%	43.0%	43.0%
	% students who score proficient on the grade 8 Math ISAT	47.0%	52.0%	52.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	63.0%	63.0%
	% students who score proficient on the grade 8 ELA ISAT	57.0%	60.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	67.0%	67.0%
	% students who score proficient on the grade 6 Math ISAT	48.0%	51.0%	51.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N/A	63.0%	63.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	68.0%	68.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	74.0%	74.0%

### Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Targets (Previously chosen by LEA)	2021-22 Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	88.0%	91.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	78.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	70.0%

### Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

#### Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	20-21 Targets (previously chosen by LEA)	20-21 Results (if available)	2021-22 Targets (LEA Chosen)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	37.0%	36.00%	42.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	59.0%	61.00%	64.0%
% of 3rd grade students who score above or at / near grade level on at least 2 ISAT by Smarter Balanced Interim Block Assessments.	N/A (new metric)	N/A (new metric)	50.0%

#### Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and II, above.

**Example 1 (if III.A is complete):** Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

**EXAMPLE 2 (if III.A is blank):** Our district is measuring progress towards our literacy targets and goals based on the % of students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI. While our overall goal combines all grades K-3 in the district, schools within our district have set school-based and grade-based targets based on their students (with the expectation their school-based goal for all grades will be no lower than the district goal). For 2020-21, after reviewing previous years of data, we set a goal that 37% of students who did not score proficient on the Fall IRI would gain a performance category by the spring. We fell just short of this goal, as 36% of students did so. Given that this was achieved during the pandemic, we are happy with the result. Since we will have a focus on accelerated learning and resources to provide additional supports to students, for 2021-22, we have set a ambitious goal to have 42% of non-proficient students gain at least one performance category by spring.



## Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	D-21 Targets (previously chosen by LEA)	D-21 Results (if available)	1-22 Targets (LEA Chosen)	
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	12	11	14	
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	99.8%	100.0%
		9th grade	100.0%	98.7%	100.0%
		10th grade	100.0%	100.0%	100.0%
		11th grade	100.0%	100.0%	100.0%
		12th grade	100.0%	99.3%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	Enrolled	2019 cohort 33	Enrolled 29	Not Required
			62	2019 cohort 62	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	53.2%		46.8%	
		Enrolled	2018 cohort 37	Enrolled 33	Not Required
	63	2018 cohort 63			
% students who Go On to a form of postsecondary education within 2 years of HS graduation		58.7%		55.0%	



**Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)**

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

**Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)**

Performance Metric	20-21 targets (previously chosen by LEA)	20-21 Results (if available)	2021-22 targets (LEA Chosen)
% of high school seniors who complete the FAFSA	48.0%	43.0%	48.0%
% of high school seniors who apply to at least one post-secondary institution	51.0%	44.0%	51.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	61.0%	61.0%	64.0%

**Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress**

Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

**Example 1 (if V.A is complete):** Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section V.A.

**EXAMPLE 2 (if V.A is blank):** Our district is measuring progress towards college and career advising and mentoring goals using the following: % of students who meet college ready benchmarks on the SAT / ACT (the optional goal we have set in Section I) and the % of students who apply to at least one college or university. In 2020-21, 41% of our students met the college ready benchmarks on SAT/ACT. We have set 43% as our goal for this metric in 2021-22. For 2020-21, we set a goal that 51% of our students who apply to a college/university. Unfortunately, we did not meet this goal, as only 44% of students applied to postsecondary institutions. This seems to be in alignment with other districts and schools throughout the state and may reflect an impact of the pandemic. We set our goal for 2021-22 at 51% and are hoping to better connect with students and support them in identifying and pursuing their future goals.

### Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

#### EXAMPLE RESPONSE:

##### Successes

Given the challenges of providing instruction during the pandemic, overall, we are pleased with our districts efforts and results during the 2020-21 school year. Our teachers were flexible and resilient, and put in more work than ever before.

##### 2020-21 Performance Targets Met

Graduation Rate (86.2%); ISAT ELA 6th grade (67.0%) and 8th grade (65.3%); IRI Kindergarten (90.2%) and 2nd grade (71.7%); Literacy LEA Chosen Goal- Kindergarten proficiency on the MAP (61%); Advising HS learning plans for 10th and 11th grade (both 100%); Advising LEA Chosen Goal- HS juniors who completed a career and financial aid course (61%).

##### Planned Strategies to Address Areas of Challenge

There were subjects where we did not meet our 2020-21 targets. While we were close to our targets for IRI for 1st and 3rd grade, we were not close to meeting our goals for ISAT Math (both 6th and 8th grade) or our Go On rates. These will be areas of focus for 2021-22. We have already reached out to the regional math center to develop targeted professional development to accelerate math learning. Our counselors are also working to strategically support our high school students in considering postsecondary education and understanding the steps they should take to make pursue it.

### Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

**NOTES:** In setting our 2021-22 Performance Targets, we reviewed previous years of available data, as well as fall data when available.

**Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets**  
 (Section VIII is required; metrics should be aggregated by grade and subject or goal, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	L-22 Targets (LEA Chosen)
K-5	Physical Education	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Club (K-3) & Award (4-5)	78.0%	80.0%
K	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	88.0%	90.0%
1	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	86.0%	90.0%
2	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	87.0%	90.0%
3	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA & Math	67.0%	70.0%
4	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA & Math	68.0%	70.0%
5	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA & Math	65.0%	70.0%
Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	L-22 Targets (LEA Chosen)

6-8	Physical Education	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Award	73.0%	75.0%
6-8	Music	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Iowa Test of Music Literacy	68.0%	70.0%
6-8	Spanish	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Imagine Learning Spanish Assessment	73.0%	75.0%
6-8	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science, Grade 8	77.0%	80.0%
6-8	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	60.0%	65.0%
6-8	English	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	67.0%	70.0%
9-12	Physical Education	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Award	68.0%	70.0%
9-12	Music	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Iowa Test of Music Literacy	81.0%	85.0%
<b>Grade(s)</b>	<b>Subject</b>	<b>Performance Metric</b>	<b>Assessment Tool</b>	<b>2020-21 Results</b>	<b>2022 Targets (LEA Chosen)</b>

9-12	Spanish	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Imagine Learning Spanish Assessment	72.0%	75.0%
9-12	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science, Grade 11	71.0%	75.0%
9-12	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	56.0%	60.0%
9-12	English	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	73.0%	75.0%
9-12	U.S. History & Government	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	U.S. Citizenship Test	87.0%	90.0%

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (Local Education Agencies or LEAs) must review, update, and post their Continuous Improvement Plan (CIP) to their website no later than October 1 each year, and must submit their plan to the State Board of Education by sending it to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov).

[Section 33-320, Idaho Code](#), addresses Continuous Improvement Plans. This section of statute was amended during the 2021 legislative session; changes are effective July 1, 2021. The amended section of code states, in part:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school. A public charter school may use its performance certificate in lieu of a separate continuous improvement plan.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators, and the community as appropriate. All continuous improvement plans must be approved by the local governing board.

(b) The annual continuous improvement plan shall:

- i. Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- ii. Set clear and measurable targets based on student outcomes;
- iii. Include a clearly developed and articulated vision and mission;
- iv. Include key indicators for monitoring performance;
- v. Include student literacy proficiency goals and targets and how progress towards those outcomes will be measured;
- vi. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- vii. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress towards those outcomes will be measured;
- viii. Include the individual staff performance on each of the performance criteria as defined in Section 33-1001, Idaho Code, including measurable student achievement and student success indicator targets and the percentage of students meeting those targets. Data will be aggregated at the grade range, subject, or performance indicator, as determined by the commission and allowed pursuant to section 33-133, Idaho Code;
- ix. Include, at a minimum, the student achievement and growth metrics for the state accountability framework. Student achievement and growth will be reported on each school and district's report card as required by the state board of education and published by the state department of education; and
- x. Include a report of progress toward the previous year's improvement goals.”

In addition to the CIP requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth



# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## NARRATIVE - TEMPLATE PART 1

and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

### POSTING / SUBMITTING YOUR PLAN

- **State law requires all LEAs to post your Continuous Improvement Plan to your website and submit it to the Office of the State Board of Education via e-mail by October 1.** Plans should be submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov) in PDF, Word or Excel. Please also provide a hyperlink to the section of your website where the plan is posted.

### GENERAL GUIDANCE FOR USING THE CIP TEMPLATES

**Please Note:** Charter schools with performance certificates that meet all of the CIP requirements outlined in the law, including a link to the charter school's report card (on [idahoschools.org](http://idahoschools.org)) and annual Performance Targets for all required metrics, may submit their performance certificate in lieu of part or all of the Continuous Improvement Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the Continuous Improvement Plan requirements.

### 2021-2022 Templates for the Continuous Improvement Plan

LEAs are not required to submit your Continuous Improvement Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides to identify the required plan elements and data that should be included in your plan.

The Continuous Improvement Plan Template is split into two (2) pieces. **To complete your plan using this format, you need both a Narrative (Part 1) and Metrics (Part 2).** The following templates are available to help you meet the requirements:

- 2021-22 Continuous Improvement Plan Narrative – Template Part 1
- 2021-22 Continuous Improvement Plan Metrics – Template Part 2

LEAs may post and submit your Continuous Improvement Plan as two separate documents (Word and Excel or PDF) or combine them into a single PDF.

### Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The Continuous Improvement Plan is an ongoing plan that needs to be *updated* annually. The metrics and report of progress must be updated annually, but some LEAs may qualify to forego submission of a new CIP Narrative.

If you have made changes to your mission, vision, or community involvement processes, you must submit a new Narrative. However, if you meet both of the following qualifications, you do not need to submit a new Continuous Improvement Plan (CIP) Narrative for 2021-22:

- Your LEA has *not* made changes to your mission, vision, or community involvement practices described in your previous CIP or Combined District Plan Narrative; and

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## NARRATIVE - TEMPLATE PART 1

- Your LEA had a fully compliant CIP Narrative or Combined District Plan Narrative in 2020-21, or you are continuing a previously granted narrative exemption.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken ([alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov); 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your web link and/or plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your CIP Narrative.

**Please note:** The Metrics spreadsheet (Template Part 2) includes Benchmarks and the Progress Report (required by law) that *must* be updated and submitted annually.

### FUNDS FOR TRAINING

Up to \$6,600 is available for each LEA, on a reimbursement basis, for LEA superintendents/administrators and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

### ADDITIONAL RESOURCES

Additional templates, recorded webinars, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>



# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## NARRATIVE - TEMPLATE PART 1

<b>LEA</b>	<b>#314</b>	<b>Name: Dietrich School District</b>	
Superintendent	Name:Stefanie Shaw		Phone:208-544-2158
	E-mail:stefanies@dietrichschools.org		
CIP Contact	Name:Stefanie Shaw		Phone:208-544-2158
	E-mail:stefanies@dietrichschools.org		

**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

### Mission and Vision - REQUIRED

**Mission:** Dietrich School Exists to **Educate, Empower, and Prepare** students for a productive life.

**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.

**Instructions:** Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

### Community Involvement in Plan Development - REQUIRED

Community involvement in the development of the combined district plan.

Dietrich School District has established a committee for Continuous Improvement, College, and Career Advising, and Literacy Intervention Plan. This committee consists of Team leaders from each building, 2 parents one from each building, Student council and administration. The committee meets in September and develops the Combined Plan. The Committee then meets again in May to go review the progress and will be presented to the board when going over CIP plan for next school year.

Parent Notification of College and Career Advising and Mentoring Services .

The college and career advisor for the district provides letters, emails and calls to parents through our automated system to inform parents of mentoring services and resources that are available to their students. In addition, there is a section on our website for College Career and Advising.

Parental Involvement in Students Individual Reading Plans.

The districts reading specialist develops a letter for all students who are identified as needing literacy intervention. A letter is sent home to request for their input through a scheduled meeting in the literacy plan for their child. If a meeting cannot be scheduled a plan will be sent via mail and parent will be able to send input via mail.

**Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.**

Performance Metrics Instructions:

# CONTINUOUS IMPROVEMENT PLAN (2021-2022)

## NARRATIVE - TEMPLATE PART 1

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2021-22 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

## Dietrich School District #314 Operational COVID Protocol

### 1. ● Green Traditional

- a. If no community spread and the following plans are in place and approved by the local health authority.
  - i. Cleaning /disinfection – plan approved by SCPHD (see below)
  - ii. Protocols for Social Distancing
    - 1. Maintain social distancing as much as possible.
      - a. Discuss social distancing with students
      - b. Face covering optional District will have facemasks available for any student or staff member who would like to wear them.
  - iii. Plan for vulnerable staff / students.
    - 1. Staff: Work with individual staff members with a plan for their classrooms.
    - 2. Students: Online IDLA classes are optional for vulnerable students or individual plan developed with parents and administration.
  - iv. Teach and reinforce hand hygiene and respiratory etiquette
  - v. Have a plan in place to allow for the immediate separation of staff/students who present COVID-19 Symptoms.
  - vi. Post signs in highly visible locations (school entrances, bathrooms, office, etc.) that promote everyday protective measures.
  - vii. Ensure policies and practices don't encourage students/staff to come to school sick.

### 2. ● Yellow Enhanced traditional

- a. If minimal-moderate community spread and the following plans are in place and approved by local health authority:
  - i. Cleaning/Disinfection plan approved by SCPHD (see below)
  - ii. Protocols for social distancing
    - 1. Maintain social distancing as much as possible
      - a. Discuss/monitor social distancing with students
      - b. Restrict classroom activities that don't allow for 3 feet of distance between students as much as possible.
      - c. Restrict mixing of student groups to reduce potential exposure.
    - 2. Restrict activities with large gatherings where social distancing cannot be maintained.
    - 3. Face coverings optional but recommended in situations where social distancing cannot be maintained.
  - iii. Plans for Vulnerable students/staff
    - 1. Staff: Plan developed with individual staff members.
    - 2. Students: Online/ Packets are optional or individual plan developed with parent and administration.
  - iv. Teach and reinforce hand hygiene and respiratory etiquette

- v. Have a plan in place to allow for the immediate separation of students/ staff who present COVID-19 symptoms at school.
- vi. An off-site education delivery plan will be available in the event students remain home for extended period of time and or schools shut down.
- vii. Post signs in highly visible locations (school entrances, bathrooms, office, etc.) that promote everyday protective measures.
- viii. Ensure policies and practices don't encourage students/staff to come to school sick.

**3. ● Red Full Distance**

- a. If Substantial community spread or substantial number of impacted Students/staff
  - i. Fully Remote Learning
    - 1. Elementary Online/Packets Delivered
    - 2. Secondary Online

**School Closure Protocols**

1. Confirmed related case (s) in a school (same group of students)
  - a. Contact Public Health: Tamara Strong 208-737-5932
  - b. Notify Parents and Staff
  - c. Potential closure of school or classroom for up to 5 days in coordination. With SCPHD.
  - d. Contact trace students/staff with close contact (6 feet from 15 minutes within 2 days of the onset of symptoms.) and mandate quarantine for 10 days.
  - e. Deep Cleaning of School (Use vital oxide to sanitize the entire building)
  
2. Two or more unrelated cases in the same period of time.
  - a. Contact Public Health: Tamara Strong 208-737-5932
  - b. Notify Parents and Staff
  - c. Potential indefinite closure of school building or classroom- no new cases for up to 14 days in coordination with SCPHD.
  - d. Contact trace students/staff with close contact (6 feet from 15 minutes within 2 days of the onset of symptoms.) and mandate quarantine for 10 days.
  - e. Deep Cleaning of School (Use vital oxide system to sanitize the entire building)
  
3. Multiple Cases in school with significant number of contacts
  - a. Contact Public Health: Tamara Strong 208-737-5932
  - b. Notify Parents and Staff
  - c. Potential indefinite closure of school building or classroom- no new cases for up to 14 days in coordination with SCPHD.
  - d. Contact trace students/staff with close contact (6 feet from 15 minutes within 2 days of the onset of symptoms.) and mandate quarantine for 10 days.
  - e. Deep Cleaning of Facilities (Use vital oxide system to sanitize the entire building)

**Return to School** : When students /staff can return after testing positive for or being exposed to COVID-19.

1. Following guidance from SCPHD. All surveillance of positive cases or probable cases will be done by the Health Department and they will provide guidance. Presently the standards for returning are:
  - a. If student/staff member tested positive or was presumed positive for COVID-19 and had symptoms, they can return to school after:
    - i. It has been 10 days since symptoms first appeared.
    - ii. 24 hours with no fever and use of fever reducing medication AND 24 hours of symptom improvement
  - b. If a student/staff member tested positive for COVID-19 but did not have symptoms they can return to school after
    - i. 10 days have passed since the test date
    - ii. No symptoms within those 10 days.
  - c. If a student/ staff member has had close contact with a person that has COVID-19 they should:
    - i. Stay home for 14 days after the date of last contact and monitor for symptoms.

### **Cleaning/Disinfection**

- 1.** Follow Approved Cleaning plan – Plan approved by SCPHD.
  - a.** Cleaning throughout the day.
    - i.** Check all soap dispensers to make sure they are supplied with soap
    - ii.** Check paper towel dispenser throughout the day to make sure they have adequately supplied.
    - iii.** Check all hand sanitizer dispensers in classrooms, entry ways, and office to make sure they are supplied with hand sanitizer.
    - iv.** Wipe down door handles as much as possible with disinfectant.
    - v.** Once a week go through the entire building with vital oxide disinfecting system.
  - b.** Daily Cleaning Classroom
    - i.** Empty all trash and replace liners as needed
    - ii.** Disinfect sinks, countertops, and all hard surfaces.
    - iii.** Teachers and staff : wipe down hard surfaces manipulative, supplies, etc. throughout the day with disinfectant.
    - iv.** Once a week go through each classroom with vital oxide disinfecting system.
  - c.** Daily Cleaning Restrooms
    - i.** Clean toilets and Urinals with toilet bowl cleaner. (nightly)
    - ii.** Clean and disinfect sinks, walls behind sinks, and stall doors (nightly)
    - iii.** Sweep and mop with disinfectant (nightly)
    - iv.** Clean all mirrors with window cleaner 9 (nightly)
  - d.** Daily Cleaning Hallways
    - i.** Clean and Disinfect all entry way doors, hardware and all hard surfaces in the area. (nightly)





Stefanie Shaw &lt;stefanies@dietrichschools.org&gt;

**Fwd: New Board Member**

2 messages

Charley Astle <charleya@dietrichschools.org>  
To: Stefanie Shaw <stefanies@dietrichschools.org>

Thu, Jul 8, 2021 at 7:34 AM

----- Forwarded message -----

From: **Krissy LaMont** <krissy@idsba.org>  
Date: Thu, Jul 8, 2021 at 7:07 AM  
Subject: RE: New Board Member  
To: Charley Astle <charleya@dietrichschools.org>

Good Morning Charley-

Nice to meet you. I was a board clerk prior to ISBA. I am so sorry for my delay.

**Online Professional Development**

We will have online modules for board members to participate in late fall. I am so sorry about that. We will be sending that information to our membership once they are ready.

**New Board Member Packet**

We offer a New Board Member packet for \$200 that is fully reimbursable from the SDE. If you would like to purchase the New Board Member packet please send the completed form to Mika and me.

**Each packet includes:**

- Welcome Letter from Karen Echeverria,  
ISBA Executive Director
- Map of School Districts & Charter Schools
- ISBA Executive Board
- Code of Ethics
- Basics of Governance
- Parliamentary Procedure Motions Guide
- Getting New Members Off to a Running

**Start**

- Boardsmanship 101
- Being an Effective Board Member
- 8 Characteristics of an Effective Board

**Member**

- What Every Board Member Needs to Know

About the District/Charter

- Glossary of Education Terms
- Education Acronyms / Abbreviations

Becoming a board Member Book (NSBA/ISBA)

Please feel free to contact me anytime through email or my cell 208-993-0340.

Thank you for all you do,

**Krissy**

## **Krissy LaMont**

*Leadership Development Director*

**Idaho School Boards Association**

 P.O. Box 9797, Boise, ID 83707-4797 ::  199 N. Capitol Blvd Suite 503, Boise, ID 83702

 [www.idsba.org](http://www.idsba.org) ::  [krissy@idsba.org](mailto:krissy@idsba.org)

 208.854.1476 [office] ::  866.799.ISBA [toll-free]

 208.993.0340 [cell] ::  208.854.1480 [fax]

**our work:** The ISBA provides leadership and services to local school boards for the benefit of students and for the advocacy of public education.



**From:** Charley Astle <[charleya@dietrichschools.org](mailto:charleya@dietrichschools.org)>  
**Sent:** Tuesday, June 22, 2021 10:10 AM  
**To:** Krissy LaMont <[krissy@idsba.org](mailto:krissy@idsba.org)>  
**Subject:** New Board Member

Hi Krissy, my name is Charley Astle and I am the new Board Clerk for the Dietrich School District. One of our current board members was curious if there is any online training for new board members that he could participate in?

Our Superintendent also wanted me to reach out because she received an email with an order form for the ISBA New Board Member Packet. It shows that the cost at the bottom is \$200.00, but is that for everything that is listed above where it talks about what is included in the board packet? Down where it says \$200.00 it says they would be getting a "Becoming



a Better Board Member" book. Can you clarify exactly what we would be getting if we ordered this and how much it would cost?

Thank you for any information you can provide.

Charley Astle

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This email has been scanned for spam and viruses by Proofpoint Essentials. Click [here](#) to report this email as spam.

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 **New\_Board\_Member\_Packet\_order\_form\_2018\_fillable.pdf**  
35K

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**Stefanie S** <stefanies@dietrichschools.org>  
To: Rick Bingham <rickb@dietrichschools.org>

Thu, Jul 8, 2021 at 8:31 AM

Stefanie Shaw  
Dietrich schools  
Superintendent, Federal Programs Director, Testing Coordinator  
208-544-2158  
Cell 208-539-9381  
Fax 208-544-2832  
[Stefanies@dietrichschools.org](mailto:Stefanies@dietrichschools.org)

Begin forwarded message:

**From:** Charley Astle <[charleya@dietrichschools.org](mailto:charleya@dietrichschools.org)>  
**Date:** July 8, 2021 at 7:34:53 AM MDT  
**To:** Stefanie Shaw <[stefanies@dietrichschools.org](mailto:stefanies@dietrichschools.org)>  
**Subject:** Fwd: New Board Member

[Quoted text hidden]

**From:** Charley Astle <[charleya@dietrichschools.org](mailto:charleya@dietrichschools.org)>  
**Sent:** Tuesday, June 22, 2021 10:10 AM  
**To:** Krissy LaMont <[krissy@idsba.org](mailto:krissy@idsba.org)>  
**Subject:** New Board Member

Hi Krissy, my name is Charley Astle and I am the new Board Clerk for the Dietrich School District. One of our current board members was curious if there is any online training for new board members that he could participate in?

Our Superintendent also wanted me to reach out because she received an email with an order form for the ISBA New Board Member Packet. It shows that the cost at the bottom is \$200.00, but is that for everything that is listed above where it talks about what is included in the board packet? Down where it says \$200.00 it says they would be getting a "Becoming a Better Board Member" book. Can you clarify exactly what we would be getting if we ordered this and how much it would cost?

Thank you for any information you can provide.

Charley Astle

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**3 attachments**



**image001.png**  
17K



**image002.jpg**  
4K

 **New\_Board\_Member\_Packet\_order\_form\_2018\_fillable.pdf**  
35K

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
000003	100-865410-000-000-0 **SUB-TOTAL: G&H Ace Hardware	000000	07/07/21	005320	32145	Package ties, black, white	1	07-2021	79.08 79.08
000010	100-667300-000-000-0 **SUB-TOTAL: Idaho State Dept of Education	000000	07/07/21	005307	0721	Back ground Checks Escrow Account	1	07-2021	300.00 300.00
723 J23	100-512470-011-000-0 100-515440-015-000-0 **SUB-TOTAL: Renaissance Learning Inc	000000	07/07/21	005311	RPRNQ2475610 RPRNQ2475610	Accelerated Reader Subscription Accelerated Reader Subscription	1 1	07-2021 07-2021	1,257.00 1,257.00 2,514.00
000040	100-651350-000-000-0 **SUB-TOTAL: Times News	000000	07/07/21	005323	116090	Budget Summary Publication	1	07-2021	150.43 150.43
000045	100-631390-000-000-0 **SUB-TOTAL: Idaho School Board Association	000000	07/07/21	005315	807	21-22 Annual Membership Dues	1	07-2021	1,546.62 1,546.62
000048	100-632710-000-000-0 **SUB-TOTAL: Moreton & Company Idaho	000000	07/07/21	005317	318064	ICRMP Insurance Policy Renewal	1	07-2021	32,177.00 32,177.00
000080	100-651460-000-000-0 **SUB-TOTAL: 2M Data Systems	000000	07/07/21	005324	19141	Annual Update fee, Budget Manager	1	07-2021	595.00 595.00
000083	100-531390-000-000-0 000083 100-531390-000-000-0 000083 100-531390-000-000-0 000083 100-531410-000-000-0 **SUB-TOTAL: IHSAA	000000	07/07/21	005316	7.1,21 7.1,21 7.1,21 7.1,21	Activity Fees Annual Membership Dues Catastrophic Ins Activity Cards	1 1 1 1	07-2021 07-2021 07-2021 07-2021	325.00 150.00 395.52 450.00 1,310.52
099002	100-632390-000-000-0 **SUB-TOTAL: IASA	000000	07/07/21	005318	300005776	21-22 Dues for S Shaw	1	07-2021	690.00 690.00
099029	245-623460-000-000-0 099029 245-623460-000-000-0 099029 245-623460-000-000-0 099029 245-623460-000-000-0 **SUB-TOTAL: OETC	000000	07/07/21	005296	QUOTE 17608 QUOTE 17608 QUOTE 17608 Q00000505	Microsoft Subscription Licenses Windows Remote Desktop Services Microsoft Core Server Suite Data c OETC Membership	1 1 1 1	07-2021 07-2021 07-2021 07-2021	1,843.56 295.80 998.56 75.00 3,012.92
099045	243-519300-000-000-0 **SUB-TOTAL: NORCO	000000	07/07/21	005321	32457472	21-22 Cylinder Rental	1	07-2021	70.80 70.80
099046	100-667320-000-000-0 **SUB-TOTAL: Schindler Elevator Corporation	000000	07/07/21	005308	8105670817	Elevator Maintenance Contract	1	07-2021	3,036.00 3,036.00
099065	100-691320-000-000-0 099065 100-691320-000-000-0 **SUB-TOTAL: Great America Financial Serv	000000	07/07/21	005327	29647181 29647181	21-22 Copier Lease 21-22 Copier Usage	1 1	07-2021 07-2021	428.45 442.40 871.85
099072	100-641300-000-000-0 **SUB-TOTAL: Cognia, INC	000000	07/07/21	005313	229341	21-22 Membership Fee	1	07-2021	1,200.00 1,200.00
099103	245-623460-000-000-0 **SUB-TOTAL: Silverback Learning Solutions	000000	07/07/21	005314	2020	Milepost Subscription	1	07-2021	2,100.00 2,100.00
129	100-512470-011-000-0 **SUB-TOTAL: ReadNaturally	000000	07/07/21	005310	Q192776	Read Live Licenses	1	07-2021	920.00 920.00
099152	100-665320-000-000-0 **SUB-TOTAL: Extreme Excavation Inc,	000000	07/07/21	005326	2021-1663	Remove and haul existing concrete,	1	07-2021	9,926.00 9,926.00
099185	230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 099185 230-621410-000-000-0 **SUB-TOTAL: Amazon/SYNCB	000000	07/07/21	005299	463669949577 466435674343 687557995998 469647897954 634783987984 498947457769 449564697587 584787758595 485834775858 855493765787	Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies Homeless Grant Supplies	1 1 1 1 1 1 1 1 1 1 1	07-2021 07-2021 07-2021 07-2021 07-2021 07-2021 07-2021 07-2021 07-2021 07-2021 07-2021	6.48 35.68 23.99 5.67 13.25 36.98 56.98 339.87 53.88 18.48 589.27
099271	100-623310-000-000-0 099271 100-623350-000-000-0 **SUB-TOTAL: White Cloud Communications	000000	07/07/21	005322	69305 69305	2021-2022 VOIP Phone Line 2021-2022 Internet Service	1 1	07-2021 07-2021	131.00 525.00 656.00
099276	100-623470-000-000-0 **SUB-TOTAL: PowerSchool Group LLC	000000	07/07/21	005312	INV264449	Power School SS Subscription and H	1	07-2021	3,780.36 3,780.36
099387	100-665410-000-000-0 **SUB-TOTAL: H.D, Fowler Company	000000	07/07/21	005305	15826759	Sprinkler parts for football field	1	07-2021	222.48 222.48
099408	290-710450-000-000-0 **SUB-TOTAL: Charlie's Produce	000000	07/07/21	005325	9785732	21-22 Produce	1	07-2021	54.75 54.75
099471	100-641410-000-000-0 **SUB-TOTAL: Marcia Brenner Associates	000000	07/07/21	005309	QTE-21554	Report Cards plug in for Powerscho	1	07-2021	2,000.00 2,000.00

\*\*\*GRAND TOTAL - VENDOR COUNT: 23 87,803.06



## LEA ARP ESSER Plan – Use of Funds Template

Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.

**Instructions:** Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at [english@sde.idaho.gov](mailto:english@sde.idaho.gov) by October 1, 2021.

**LEA # and Name:** Dietrich School District #314

**Website link to the LEA's ARP ESSER Plan – Use of Funds:**

Click or tap here to enter text.

### Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

Revised back to school plan will be shared with the board in the July board meeting. Once approved the Superintendent will email it out to all staff requesting feedback. In addition to email being sent to staff. It will be available on the website as well as social media sites directing them to view on the website and to provide feedback to the Superintendent and/ or their board representative. Special board meeting will be set for end of July to approve the plan to be posted on the website.

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

We will continue to use funds to provide items to sanitize the building with system bought last year. Chemical will need to be purchased. and provide staff and students with essential items to protect themselves. Handwashing , masks if desired, hand sanitizer.

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
  - a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*

<sup>1</sup> The most recent guidelines can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

- c. *Students most at-risk of dropping out of school.*
- d. *Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

Online instruction through IDLA will be available to students who choose not to come in person. We will provide an extensive After School Program for students who are at risk and have fallen significantly behind at both the elementary and Secondary Level. The after School Program will be on a teacher recommendation basis. We will provide in person instruction in a 6 week long summer school session on a teacher recommended basis.

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

*Dietrich schools is a K-12 school. Therefore all funds will be determined on a need basis for the district. The superintendent will work with the Building principal to identify the needs for the district. Those needs will be taken to the Dietrich Board of Trustees who will approve the use of the funds.*

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

*Dietrich Schools will be opening another Paraprofessional position to deal with the impacts of instructional loss to students. In addition the new librarian has training in Testing so she will be assisting the testing coordinator. This will free up time needed for the testing coordinator to focus on the mental health needs of the students.*

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

*Dietrich schools will continue to pull bi-weekly grade checks at the secondary level to determine student progress. PLC groups for both elementary and secondary will be based on data for student progress toward goals. Students identified with needs by teacher will be referred to after school help. A phone call as well as a written letter requesting that they attend after school help will be sent home to parents.*

## Section 2: Assurances

Assurance	LEA Response
-----------	--------------

1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

## Signatures

<b>Superintendent/Charter Administrator Printed Name:</b> Click or tap here to enter text.	
<b>Superintendent/Charter Administrator Signature:</b>	<b>Date:</b> Click or tap to enter a date.
<b>Local Board of Trustees, President's Printed Name:</b> Click or tap here to enter text.	
<b>Local Board of Trustees, President's Signature:</b>	<b>Date:</b> Click or tap to enter a date.

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.**



# Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Having a Safe Return to In-Person Instruction and Continuity of Services Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 2, 2021. In addition, email this completed and signed plan checklist to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov).

LEA # and Name: #314 Dietrich School District
DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school board: Click or tap to enter a date.
Website link to the LEA's Back-to-School Plan and the Safe Return to In-Person Instruction and Continuity of Services Plan Checklist: Click or tap here to enter text.

Table 1: Mitigation Strategies Information Required to be Included in LEA's Plan		
CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations)	Does the LEA's <i>current</i> Back to School Plan include information regarding policies applicable to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy for each mitigation strategy)	
Universal and correct wearing of masks	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Handwashing and respiratory etiquette	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cleaning and maintaining healthy facilities, including improving ventilation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Diagnostic and screening testing	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Efforts to provide vaccinations to school communities	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Table 2: NARRATIVE Information Required to be Included in LEA's Plan		
Required Information	Does the LEA's <i>current</i> Back to School Plan include this NARRATIVE information?	
How the LEA is addressing and plans to address students' academic needs	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The process and timeline for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Assurances	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan and this checklist are publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

**By August 2, 2021, each LEA must publicly post its Back-to-School plan and the Safe Return to In-Person Instruction with the Continuity of Services Plan Checklist. LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan with meaningful stakeholder input no less frequently than every 6 months for the duration of the ARP ESSER grant, September 30, 2023.**

Check the box that fits your LEA's situation to determine the revision date for the Safe Return to In-Person Instruction and Continuity of Services Plan. **Only check one of the following boxes.**

1. X



The LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) but the plan is missing some required elements as determined by one or more “No” responses in Table 1 or Table 2 or the Assurances section. The LEA must revise its plan to include all required elements no later than six months after it last reviewed its plan OR by November 24, 2021, whichever date is earlier. After that, review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023. The revised plan must be published on the LEA’s website.

2.

The LEA does not have a Back-to-School plan. By August 2, 2021, the LEA must develop a Safe Return to In-Person Instruction and Continuity of Services Plan and include all of the requirements identified in the Checklist. Email the URL where the plan is posted on the LEA’s website by August 2, 2021 to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov). Review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023.

3.

The LEA developed a Back-to-School plan either before or after ARP ESSER was enacted (March 11, 2021) and that plan was developed with meaningful stakeholder feedback and public input and includes all the required information as determined by all “Yes” responses in Table 1, and Table 2, and the Assurances section of this checklist. Post the Back-to-School plan and the Safe Return to In-Person Instruction and Continuity of Services Plan Checklist by August 2, 2021. Review and revise the Plan, if necessary, with meaningful input from stakeholders every six months for the duration of the ARP ESSER grant, September 30, 2023. Post the revised plan on the LEA’s website.

<b>Superintendent/Charter Administrator Printed Name:</b> Click or tap here to enter text.	
<b>Superintendent/Charter Administrator Signature:</b>	<b>Date:</b> Click or tap to enter a date.
<b>Local Board of Trustees, President’s Printed Name:</b> Click or tap here to enter text.	
<b>Local Board of Trustees, President’s Signature:</b>	<b>Date:</b> Click or tap to enter a date.

**Email this completed and signed plan checklist to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than August 2, 2021.**