



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 by October 1, 2021.

LEA # and Name: Dietrich School District #314
Website link to the LEA's ARP ESSER Plan – Use of Funds: http://dietrichschools.org/?page_id=7

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 and students . 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. Input was provided by patrons through social media sites and the website survey. The input was used in developing the final plan. Stakeholders that provided input were board members, staff, Students and patrons.

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) guidelines¹ 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;*

¹ The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

- b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
- 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. If the district goes to in person instruction. Teachers will contact specific students who did not do online instruction before and work with them individually setting up google classroom meets schedules and working with their parents to have the best time to work with them. All students have been checked out a device to allow for ease of going to online instruction if needed.

Counselor will have regular meeting with subpopulations during the school year for the needs of the students and families. Funds will be used to address needs these families have due to covid complications.

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. Counselor will have in person and phone call meetings with special population families to determine needs of the special population families. Special items that may be needed for these students will be determined by a team consisting of parents, admini, counselor and special education director. Funds may be used to addressing special population needs. This will vary based on the needs of the students and families.

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

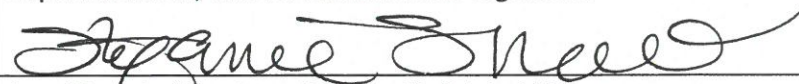
Assurance	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an 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

Superintendent/Charter Administrator Printed Name:

Stefanie Shaw

Superintendent/Charter Administrator Signature:



Date:

January 10, 2022

Local Board of Trustees, President's Printed Name:

Starr Olsen

Local Board of Trustees, President's Signature:



Date:

January 10, 2022

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