



## 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 [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

<b>LEA # and Name:</b> Emmett Independent School District 221
<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="https://www.emmettschools.org/domain/982">https://www.emmettschools.org/domain/982</a>

### 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.*  
The Emmett School District engaged in meaningful discussion with various stakeholders including: Trustees, teachers, principals, students, parents and patrons. Our Reopening plan included input at regular board meetings.
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. The following link is to our Reopening plan*  
[https://docs.google.com/presentation/d/1H4cFpkp7Kd0OwMGR4R5NxHA6AqRQP8K9Eotvf5sS\\_40/edit#slide=id.p](https://docs.google.com/presentation/d/1H4cFpkp7Kd0OwMGR4R5NxHA6AqRQP8K9Eotvf5sS_40/edit#slide=id.p)
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;*  
Students will be provided opportunity for summer support, after school support for grades 6-12 throughout the school year and additional opportunities over the course of the three years.
  - b. *Students who did not consistently participate in remote instruction when offered during school building closures; and Emmett School District did not offer remote instruction*

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

consistently during the 2020-2021 school year. Our students remained face to face for a majority of the school year.

*c. Students most at-risk of dropping out of school.*

Emmett School District will address the academic impact of lost instructional time of students most at risk of dropping out of school based on individual needs of each students and at each school This may include study skills classes, night school and additional support within the normal school day.

*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.*

Emmett School District will address the academic impact of lost instructional time of students most at risk of dropping out of school based on individual needs of each students and at each school this may include study skills classes, night school and additional support within the normal school day.

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.*

***Please review our adopted allocation of funds and funding priorities.***

***<https://docs.google.com/spreadsheets/d/1KDcuFBTCXtli27dlmhQYCsdtfz3V5nZ2H3qV2yoG4Mk/edit?usp=sharing>***

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.*

The Emmett School District conducts weekly administrative meetings and monthly building leadership meetings. Building administration work closely with staff in supporting staff during PLC's. Our homeless liaison, migrant, and exceptional child department work with building administration in supporting students disproportionately impacted by COVID- 19. Additional elementary counselor was added within out district to offer support for families impacted by the pandemic.

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.*  
The Emmett School District will use a variety of formative assessments to monitor student progress. PLC and RTI meetings will provide time for staff to review data and make adjustments

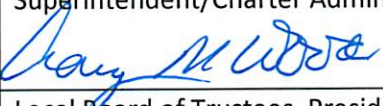



to student learning. The district will provide professional development opportunities for staff in Language Instruction, Math, Science, and other content areas as needed.

## 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: Craig Woods	
Superintendent/Charter Administrator Signature: 	Date: October 5, 2021
Local Board of Trustees, President's Printed Name: Houston White	
Local Board of Trustees, President's Signature: 	Date: October 5, 2021

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.