



## 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:** 488 Syringa Mountain School

**Website link to the LEA's ARP ESSER Plan – Use of Funds:**  
<https://syringamountainschool.org/re-entry-plan/>

### 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 public was sent an initial survey during the summer. Questions were posed to parents to enter data on what they understood about COVID, its spread, and prevention tools. There was also room for parent to add input or pose questions to the administration.  
A final decision for the reentry plan was made the week before school started at a Board Meeting where parent comments were welcomed. The plan covered what sites would use to monitor the spread of COVID and what steps we would take if the spread was higher or lower. In addition, weekly updates are sent to parents about the Spread of COVID.  
COVID is a standing discussion item and action item at monthly Board meetings so that new approaches to COVID can be considered and acted upon if needed.
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 have purchased masks, HEPA filters, cleaning equipment for the school building. We have added staff both in the cleaning and maintenance department as well as adding staff for small group instruction and outside supervision to ensure we have 'eyes' on the students. We have also provided bus support on our public bus system to help kids keep mask on and safe.
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;*

<sup>1</sup> 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.*

Last year, using mitigation strategies, we were able to run school five days a week. We began the school year in tents and had open air classrooms until the weather finally drove us indoors. At that stage we turn the radiant heat on full blast, opened the windows and often had the students lying on the 'warm spots' on the floor to do their work. While students made steady progress, we also acknowledge students did not have the optimal learning environment and did not make as much progress as desired.

Over the summer, the faculty examined various curriculums for math and English as well as computer programs that might help with some basic practices or could be used remotely if we were shut down. As a result, we have purchased Singapore Math, Read Naturally as the basis for our Math and ELA instruction. In addition, we have purchased the following computer programs: ALEKS, Reading A to Z, Read Naturally, RAZ kids, Moby Max as both supplemental and base programs for establishing performance levels and to identify gaps. We also provided staff training on Roadmap to Literacy to help bridge the literacy gap.

Over the summer we also ran library camp which we will run again this summer. Other programs we will run on as we identify problems and opportunities. During camp, last year, students were able to come to school read and/or check out books as well as become engaged in 'book clubs'.

During our first DATA Day, staff had an hour-long workshop on WIDA resources including Go To strategies published by the WIDA consortium. Staff were given chance to practice some of the strategies as well as work through what possible obstacles faced by ELL's

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.*

We are a single school district and funds have been spent looking at how we might better serve students during this time of COVID. Our population last year identified as 53% free and reduced lunch or low income. We do run summer programs for families when this school is shut, and other organizations have closed down for the season. In addition, we did and will run summer programs through our library program. The students also have access to all of our computer programs should they choose to practice.

On the support side, we have added staff in two areas: academic support and building/computer maintenance. I think we now have evidence that students learn better face to face but given potential staffing shortages and/or school closures we have to be prepared for situations where the building maybe closed, and students are learning remotely. In order to do this, we need not only to prepare the computers, install programs etc. to go home but we also need to train both the staff and the students how to use the programs and how to use the tools within those programs. All of this requires extra staff who have oversight of the plans from start to finish.

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 school has added resources in many areas that, in the past, were not considered essential. For several of the grades we run a mindful awareness program that teaches students how the body react to stress and how students might use various techniques to use in stressful situations. We have secured the services of social worker/counselors who runs small groups that address the peculiar circumstances that have arisen with COVID. We have also secured services from NAMI to provide support for individuals who have struggled to adapt to times in the life of COVID. WE are lucky enough to have and equestrian support-based organization here in the Wood River Valley, Swiftsure. Their staff take small groups of students once a week for 10-week courses and teach calming techniques with horses as the central tool to teach those skills. We have added staff hours to cover transporting kids to this Swiftsure service and added cost of transportation to our budget to help manage this.

We are fully trained and staffed by practitioners McKinney Vento Act, ELL students, and, as circumstance arise, we will deploy resources and staff to support those in need.

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.*

We agreed to monthly testing on Istation as required by accepting some of the initial Federal grants and monies. While additional staff will record progress for tailored RTI groups and individuals, we will use computer programs as a second measure of student progress to make sure skills learned in support groups transfer to testing situations. We are using Read Naturally, MobyMax, Aleks, and seeing stars on a regular basis to help bridge the gap the students have in ELA and Mathematics.

In the social groups we will compare data for past years (CDC reporting) to make sure we are not seeing a rise in aberrant behaviors as well using info gleaned from teachers and social groups.

## 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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 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  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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| 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.  |   |                             |
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. The plan is publicly available on the LEA website.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

### Signatures

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| Superintendent/Charter Administrator Printed Name:<br><small>Click or tap here to enter text.</small><br>NIGEL WHITTINGTON             |  |
| Superintendent/Charter Administrator Signature:<br>   | Date:<br><small>Click or tap to enter a date.</small><br>9/29/2021 |
| Local Board of Trustees, President's Printed Name:<br><small>Click or tap here to enter text.</small><br>RANDY FLOOD                   |  |
| Local Board of Trustees, President's Signature:<br> | Date:<br><small>Click or tap to enter a date.</small><br>9/29/2021 |

**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.**

**AMENDMENT APPROVED 10/18/22  
 ARP ESSER 3 Learning Loss money will be used  
 to support extra staff & their salaries to bring up  
 students learning loss in literacy, math, and  
 science.**