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 lenghish@sde.idaho.gov by October 1, 2021.

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<tr>
<th>LEA # and Name:</th>
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<tr>
<td>Oneida School District 351</td>
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Website link to the LEA’s ARP ESSER Plan — Use of Funds:
Oneidaschooldistrict.org

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.

Oneida School District’s Continue and Safe Operational Learning Plan has evolved over the past couple of years. The original plan was prepared in March 2020. The plan was modified in August of 2020 and again in March of 2021. The most recent revisions took place at the beginning of this school year. The plan is shared with the public through our Swift Reach messaging system. It is always posted on our website as well.

Every effort was made to involve all stakeholder groups throughout the process of deciding how to spend Esser funds. This began with working with the board to establish priorities. We then met with our building level administrators and building leadership teams to discuss the priorities. The review of the Esser plan was put on the board agenda and discussed numerous times. After meeting with those stakeholder groups, the plan was developed.

The following groups were consulted during the development of the plan: the school board, the administrative team, the teaching staff, the education association, students, and a parent group at large who were invited to be involved in the process through our 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 for reopening and operating schools for in-person learning.

Extra efforts are being made to ensure the recommendations made by the CDC are being followed. Classroom teachers clean the classrooms periodically throughout the day. The additional cleaning staff that was hired will be kept on. When we do have positive cases, additional effort and attention are paid to the areas where the students and staff may have been exposed.

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;

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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.

We did not have any closures during the school year 2020-2021.

We provide credit recovery opportunities for students at risk of dropping out. Since we are a four-day school week, we are providing additional opportunities for students on Fridays. This is a new program that we are piloting at this time.

We are making sure that all students have the opportunity to receive whatever services they need. At this time we have not noticed a particular sub-group that may be needing additional support beyond what we are doing.

Esser funds have been used to assist students who do not consistently participate in remote learning by offering after school learning opportunities and Friday school for struggling students. Oneida School District is traditionally on a four-day week with classes being held Monday through Thursday. Esser funds were used to provide stipends for staff to come in and work with students who were struggling on Fridays. The Friday option is also available to all students who may not be performing at the level they would like to.

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.

At the elementary level, we are using funds for purchasing intervention programs such as Heggerty, Read Naturally, and Istation. Ready Rosie is being purchased to increase family engagement. At the upper level, we will be implementing a math intervention for struggling students. Additional programs such as Reflex Math, Edgenuity, and No Red Ink will be purchased. Interventionists will be used to work with students in small group tutoring. Teachers will be hired to complete interim testing with students as required by the State. Teachers will also be providing a testing skills class to help students who struggle with anxiety associated with taking tests.

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.

We will use district and state assessments to track how we are doing at meeting academic losses. Students who are not meeting growth expectations will be provided additional resources and time. This will be provided through after-school programs and Friday school.

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

The district will measure the effectiveness of our interventions by tracking student growth. As a district, we are using ESGI, iStation, iReady, STAR 360, and ISATS to monitor student growth. Attendance and discipline will be used to track the level of engagement and well-being of the students.

Section 2: Assurances

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<tr>
<th>Assurance</th>
<th>LEA Response</th>
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<tr>
<td>1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.</td>
<td>Yes □</td>
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<td>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.</td>
<td>Yes □</td>
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<td>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.</td>
<td>Yes □</td>
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<td>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.</td>
<td>Yes □</td>
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<td>5. The plan is publicly available on the LEA website.</td>
<td>Yes □</td>
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Signatures

Superintendent/Charter Administrator Printed Name:
Jon Abrams

Superintendent/Charter Administrator Signature: [Signature]
Date: September 23, 2021

Local Board of Trustees, President's Printed Name:
Kirk Willie

Local Board of Trustees, President's Signature: [Signature]
Date: September 23, 2021

June 29, 2021