



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 by October 1, 2021.

LEA # and Name: Canyon-Owyhee School Service Agency (COSSA), District #555

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

COSSA administration maintains standing advisory groups that meet frequently and advise the COSSA CEO on a variety of issues, including policy. Those groups are:

1. COSSA Board of Trustees. COSSA has a 10-member Board, consisting of an elected Board member and the Superintendent from each of the 5 consortium school districts. This Board meets monthly, and approves all budget and policy documents, including this ARP ESSER plan.
2. COSSA Stakeholders Group. The COSSA Stakeholders Group are industry and political leaders who meet quarterly to advise the COSSA CEO on policy and facility matters, including this ARP ESSER plan.
3. COSSA Foundation Board. The COSSA Foundation Board primarily acts as the 501(c)(3) support organization for COSSA, but also provides guidance to the CEO of COSSA on all policy and facility issues, including this ARP ESSER plan. The COSSA Foundation Board meets semi-annually. The COSSA Foundation processes all donations made to COSSA.

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.*

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

In August 2021 the COSSA Board of Trustees approved the Covid-19 plan after the plan was reviewed by the COSSA Stakeholders Group and the COSSA Foundation Board. The following summarizes the Covid-19 prevention and mitigation strategies found in that plan:

COSSA has elected to follow the Centers for Disease Control (CDC) guidance with regard to masking and other prevention strategies, rather than juggling the competing guidance from local health authorities and consortium district Boards of Trustees. The CDC believes that schools can limit transmission by layering the following effective prevention strategies:

1. COSSA believes that no employee or student can be allowed to pose a direct threat to the health or safety of individuals in our school environment. COSSA also believes that staff or students who will not be vaccinated due to health concerns or strongly held religious beliefs must, if at all possible, receive appropriate accommodations. Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Vaccination is therefore encouraged, but not required, for staff and students. Related policies are:

Students and staff who are vaccinated do not need to wear masks.

Non-vaccinated students and staff are encouraged, but not required, to wear masks.

Students and staff who are vaccinated do not need to be sent home when they are exposed to a positive Covid-19 case, unless they develop symptoms.

Students and staff who are not vaccinated and who are exposed to a positive Covid-19 case will be sent home to quarantine, or to their home school depending on that district's quarantine guidance, until CDC quarantine requirements are met (see below).

2. Physical distancing.

All students and staff, regardless of vaccination status, will maintain a 3-foot physical distance while within the CRTEC building.

3. Ventilation.

CRTEC has high-efficiency filters installed throughout the building, and will continue to use these high-efficiency filters throughout the duration of the Covid-19 pandemic.

4. Personal hygiene and respiratory etiquette.

All students and staff are required to thoroughly wash their hands, following CDC guidelines, before meals. Wash hands with soap and water for 20 seconds, dry hands with a paper towel, and use the paper towel to turn off the faucet.

All students and staff will observe normal respiratory etiquette, including covering coughs or sneezes with a bent arm or tissue and washing hands or using hand sanitizer afterwards.

Hand sanitizer is required upon entry to building.

Keep hands away from nose, mouth, and eyes.

Avoid the sharing of food, drinks, and personal care items (e.g. lip balm).

5. Routine cleaning with disinfection.

CRTEC will use an approved cleaning product to clean desks, common tables, countertops, doorknobs and handles, hands-on learning items, bathroom fixtures, phones, and customer service areas every day. Students may be asked to assist in classroom cleaning by placing chairs on desks, spraying disinfectant, etc.

Teachers, staff, and students will keep their hands sanitized using the automatic touchless dispensers of professional grade advanced hand sanitizer that are installed in every classroom and in hallways.

6. Staying home when sick.

Staff and students must feel healthy and be symptom-free prior to entering the building.

Students and staff will stay home when sick. Parents are required to keep sick students home for at least 72 hours after a fever subsides without the use of fever-reducing medicines. We rely on parents to promote the same hygienic practices we will direct students to practice at school.

If not vaccinated, students and staff will obtain a negative Covid-19 test before returning to school if they are sent home for showing Covid-19 symptoms (see quarantine guidance below).

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*
 - 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.*

Students who do not know where their next meal will come from cannot focus on learning. COSSA Academy Alternative Jr/Sr High School students come from families suffering severe poverty. 100% of our students are eligible for free meals. 1/5 of our student meet the McKinny-Vento definition of “homeless”. For many of our students, the breakfast and lunch we serve are the only hot meals they receive in a day. We operate a Community School that provides backpack meals over weekends and sends home boxes of food donated by local food banks. We must have the ability to offer uninterrupted hot food service for our students during our school day, otherwise they will not learn. Purchase and installation of a walk-in freezer/cooler would allow bulk purchase and storage of enough food/milk to last for weeks, ensuring uninterrupted food service to our students who cannot learn when they are hungry.

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.*

COSSA Academy Alternative Jr/Sr High School does not have bulk storage for food and milk purchased for our National School Lunch Program (NSLP). Instead, we store small amounts of food/milk in several small refrigerators, milk coolers, and freezers scattered throughout our cafeteria. We order food and milk weekly due to our small storage capability, normally receiving it within that same week. During the Covid-19 pandemic, COSSA Academy routinely ran out of food and milk due to late or never-received food/milk deliveries which were negatively impacted by pandemic travel and quarantine restrictions. Purchase and installation of a walk-in freezer/cooler would allow bulk purchase of food/milk and storage of several weeks of food and milk so we could stop our reliance on weekly food/milk deliveries.

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.*

In 2019 COSSA Academy was designated a Community School by the United Way of Treasure Valley. This designation was in recognition of the high poverty experienced by the students who attend COSSA Academy, and the need for COSSA to help meet the basic needs of our students and their families so students can learn. The extreme western end of the Treasure Valley, in Canyon

and Owyhee counties, has a high percent of poverty, a high percent of dependence, a high percent of drug/alcohol abuse, and a low percent of high school graduation. COSSA Academy Alternative Jr/Sr High School serves approximately 150 of the most needy students in Canyon and Owyhee county - those who have been declared "at risk" of graduation by their home school. These students often come from high mobility, low income, socially damaged families (incarceration, drug abuse, gang affiliation). The COSSA Academy Community School was established to provide clothing, food, medical and dental screening, mental health counseling, and other essential services to students, their siblings, and family members, so our students can concentrate on education. Purchase and installation of a walk-in freezer/cooler would allow bulk purchase and storage of enough food/milk to last for weeks, ensuring uninterrupted food service to our students who cannot learn when they are hungry.

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.*

COSSA Academy was designated a Comprehensive Support and Improvement (CSI) school because of our low graduation rate (as are all Alternative Schools in Idaho). As a CSI school, our School Wide Improvement Plan (SWIP) is monitored by the school, our Board, and State Department of Education continuously. Goals in the SWIP include strengthening our Multi-Tiered System of Support (MTSS) for intervention and remediation of students who fall below our behavioral or academic performance goals, and improvement of ISAT scores in both math and ELA. Effectiveness of intervention and remediation efforts are reviewed quarterly, as are student growth and performance. Student performance on STAR reading and math tests is measured three times in the school year. ISAT performance is analyzed annually.

Section 2: Assurances

Assurance	LEA Response	
	Yes	No
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	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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.	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: Harold Nevill, Ph.D.	
Superintendent/Charter Administrator Signature: 	Date: August 16, 2021
Local Board of Trustees, President's Printed Name: Sara Bartles, Board Chair	
Local Board of Trustees, President's Signature: 	Date: August 16, 2021

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