



The State of Kansas K-12 Stay Positive Test Negative Initiative

Funded by the:
KDHE - ELC REOPENING SCHOOLS: SUPPORT FOR SCREENING TESTING TO REOPEN & KEEP
SCHOOLS OPERATING SAFELY

Supported through the:
American Rescue Plan Act of 2021

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The Kansas Department of Health and Environment was awarded a federal cooperative agreement on April 9, 2021 in the amount of \$87 million dollars. Approximately \$74 million of these funds will go directly to school districts to increase COVID-19 testing in K through 12 schools and school-affiliated summer programs and camps.

This program will provide districts with the funding and resources to design and implement a Covid-19 testing strategy to reduce outbreaks, keep schools districts open, minimize school absenteeism and reduce stress among faculty and parents by keeping life for families in your community normal.

School-based testing helps keep COVID-19 transmission low and students and staff in school for in-person learning, sports, and extracurricular activities. Regular school-based testing, in addition to COVID-19 vaccination, physical distancing, and proper mask wearing when community transmission levels are high, is a safe, effective way to help prevent the spread of COVID-19 and help keep schools open for in-person learning.

In addition to testing, Public Health continues to recommend quarantine and isolation measures to prevent transmission of SARS-CoV-2, the virus that causes COVID-19 disease. While Public Health has transitioned away from investigating every COVID-19 case and contacting everyone potentially exposed, identifying cases and close contacts in certain settings, such as schools, remains an effective strategy for preventing COVID-19 transmission. Schools should continue to implement layered prevention strategies like diagnostic testing, Test-to-Stay strategies, and universal indoor masking when [CDC COVID-19 Community Levels](#) are high. **Federal funding is**



available through KDHE for the 2022-2023 school year to pay for staffing, supplies, equipment, and other resources needed for COVID-19 school testing programs.

If any questions arise as you fill in the application, please review our website at [School-Based Testing | KDHE COVID-19 \(kdheks.gov\)](#) or reach out to your Project Specialist. You may also contact the K-12 Stay Positive Test Negative Task Force, Project Manager: Sarah Allin (sarah.allin@ks.gov, (816) 400-7167 to be put in touch with your regional Project Specialist.



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Part A: Basic District Information

1. Full District Name (Short text answer):

2. District Number (Short numeric response):

3. Mailing Address

- a. Street Number and Name (Short text response):
- b. City (Short text response):
- c. Zip Code (Short numeric response):
- d. County (Short text response):

4. Authorized Representative of the District

- a. Name (Short text response):
- b. Position/Title (Short text response):
- c. Email address (Short text response):
- d. Phone number (Short text response):

5. Other District Representatives

All official communication (including general communications across applications) will be directed to the district's authorized representative. KDHE will, to the best of its ability, include the additional contact in district-specific communications (e.g., clarification questions or application comments).

- a. (Optional) Email address 1 (Short text response):
- b. (Optional) Email address 2 (Short text response):

6. District Physical Footprint Details

- a. Number of buildings with students enrolled (Short numeric response)
- b. Please list the following building information for each building in your district (Short text response):
 - i. Type of school (Ex: Elementary, Middle, High)
 - ii. Total Enrollment
 - iii. Total number of Staff
 - iv. CLIA Waiver No. (application must include all buildings doing testing)
 - v. LabXchange/KORDS Account set up for test result reporting? (yes or no)



PART B: Review and Improvement of COVID-19 Testing Strategies

Planning a COVID-19 Testing Strategy

Please answer the following questions to describe your Covid-19 testing program initiatives implemented during the 21-22 school year as well as plans to improve strategies, processes and preparedness for the 22-23 school year:

- 7.** Describe the COVID testing and mitigation strategies that you implemented during the 2021-2022 school year.
- 8.** For the upcoming 22/23 school year, what testing strategies (Test to Know, Test to Stay/Play, Screening) will you implement and what types of test kits will you use for each strategy? (at-home, antigen, PCR, flu, flu/covid combo, strep) Also please explain your contact tracing plans.
- 9.** Even though negative results are no longer required to be reported, districts must still have a way to provide secure, written results to the patient should they request it. Districts will also be expected to communicate monthly test usage numbers to KDHE/Project Specialists. Describe how you will handle reporting (report ALL tests in LabXchange/KORDS, keep a spreadsheet/Google Doc for your district's testing, other means).
- 10.** Describe your relationship with your local health department. Do you feel they adequately support you, or would you like help improving that relationship?
- 11.** Are there any staff positions or other resources that you were unable to secure or implement last year or that you feel will be difficult to facilitate this year? Please Explain.
- 12.** Although it is difficult to predict if or when COVID will rise to a pandemic state again, your district should take action to be prepared for local and community-wide infectious disease outbreaks. This can include preparing communications, implementing daily preventive actions that promote health and prevent illness, supplying tests, enforcing quarantine and isolation, and having a plan for maintaining essential operations should your school be affected.
 - a. What mitigation procedures do you plan on implementing for the 2022-2023 school year? (gating criteria for masking, pods/cohort groups, etc.)
 - b. How will you ensure adequate staffing if your testing volume suddenly increases? It is strongly recommended that you use this funding to hire staff for COVID-testing. You can also budget funds to pay stipends to current staff in case of a surge in testing.



- c. Do you have a connection with, and plans in place for, your local health department or local emergency management in case you experience an infectious disease outbreak or surge?

13. In order to be eligible for any of the funding opportunities this grant offers, a testing strategy must be chosen with a plan to implement and execute throughout the 2022-2023 school year. Please describe what testing strategies you will be employing in your district. (See Part C below for a description of the testing strategies.)

PART C: K-12 ELC Funding

Funding Mission

The objective of this funding is primarily focused on providing needed resources to implement testing programs in schools aligned with the CDC recommendations for K-12 ([Operational Strategy for K-12 Schools through Phased Prevention | CDC](#)).

School testing programs will prepare schools to meet increased testing demand during future surges in COVID-19 cases and help prevent outbreaks in the school setting. KDHE will continue to provide rapid testing options that produce results onsite within 15 to 20 minutes. Tests offered at schools are free, quick, and easy and will help to tell if students or staff have COVID-19, even if they do not have symptoms.

Schools are expected to follow applicable legal requirements related to consent for testing; staff should not be tested without consent and students should not be tested without the consent of both the student and their guardian. Schools are expected to keep test results of anyone tested confidential and to only share results with those who by law, including local and state Public Health, may have access.

Testing Strategies

Diagnostic Testing: Diagnostic testing is intended to identify current infection in individuals and should be performed on anyone that has signs and symptoms consistent with COVID-19 and/or following recent known or suspected exposure to SARS-CoV-2.

Examples of diagnostic testing include:

- Testing anyone with symptoms consistent with COVID-19.



- Testing vaccinated and unvaccinated people who were exposed to someone with a confirmed or suspected case of COVID-19.
- For school districts that do not allow in-person learning during quarantine:
 - Test susceptible close contacts upon return to school from 5-day home quarantine on day 6 after exposure with a negative PCR test OR
 - Provide at-home OTC tests for student/staff to self-test on days 5 and 6.
 - Offer POC testing at the school for student/staff to self-test on days 5 and 6.
 - Student/staff can return to school if the test results are negative. Student/staff should remain symptom free and wear a mask daily for 10 full days following exposure.

Screening Testing: Screening tests are intended to identify people with COVID-19 who are asymptomatic and do not have known, suspected, or reported exposure to SARS-CoV-2. Screening helps to identify unknown cases more quickly so that measures can be taken to prevent further transmission.

Schools can consider screening testing to facilitate safe participation in sports, extracurricular activities, and other activities with elevated risk such as activities that involve singing or shouting, band participation, and vigorous exercise that could lead to forceful or increased exhalation. Schools can choose to routinely test student athletes, participants, coaches, trainers, and other people (such as adult volunteers) who could come into close contact with others during these types of activities. Schools should consider implementing screening testing of participants up to 24 hours before sporting, competition, or extracurricular events.

Screening testing may be most valuable in areas with substantial or high community transmission levels, in areas with low vaccination coverage, and in schools where other prevention strategies are not implemented.

Test to Stay (TTS): TTS is a school testing strategy for keeping asymptomatic close contacts in the school setting as an alternative to traditional quarantine at home. TTS allows exposed students and staff to remain in school during their quarantine period if they participate in a testing strategy.

TTS combines identifying close contacts and serial testing (testing that is repeated at least twice during a seven-day period after last close contact with a person with COVID-19) to allow students, teachers, and staff who would otherwise need to quarantine, to continue in-person



learning. This includes people who are not up to date on their COVID-19 vaccines, have not had COVID-19 in the past 90 days, do not test positive for SARS-CoV-2, and have no symptoms. Students who participate in TTS should properly wear well-fitting masks while in school and should stay home and isolate if they develop symptoms or test positive for SARS-CoV-2.

Testing Strategy Plans

- **Test to Know:** This plan provides the resources to provide diagnostic testing for students, teachers, and staff on site within schools or another centralized location within the school district. This plan aims to provide rapid COVID-19 testing on site within schools for students, teachers and staff who become ill with symptoms during the school day.

- **Test to Stay (TTS):** Students who participate in TTS should wear well-fitting masks daily for at least 10 days after exposure and should stay home and isolate if symptoms develop or they test positive. Testing is preferably done before the start of the school day. If operationally not feasible, the close contact should be tested around the same time each day. Daily testing does not include weekends. If identifying specific susceptible close contacts is operationally difficult, schools may choose to deem everyone in a classroom/activity/etc. potentially exposed and enroll the larger group in the TTS program.
 - **Test to Stay and Learn:** This plan provides the resources to test susceptible close contacts during their quarantine period with the goal of keeping close contacts who test negative on-site and in-person learning/teaching. Participation in this testing strategy effectively reduces or eliminates the need for close contacts to miss in-person school after exposure to a case.
 - **Test to Stay, Play and Participate:** This plan provides the resources to test susceptible close contacts daily during their quarantine period with the goal of keeping close contacts who test negative participating in extracurricular activities and school-based events. Participation in this testing strategy effectively reduces or eliminates the need for close contacts to miss extracurricular activities and school-based events.



Testing Cadence

Susceptible close contacts should be tested upon notification of their exposure and then every other day through day 7 allowing them to continue in-person:

- Using POC (rapid antigen) tests (minimum of 3 tests with at least one test occurring on day 5 or later) OR
- Using POC (rapid PCR) tests (minimum of 2 tests with at least one test occurring on day 5 or later) OR
- Using OTC tests (minimum of 3 tests with at least one test occurring on day 5 or later).

*It is important to note that more frequent testing enables students who become infected with SARS-CoV-2 to be identified sooner, thus, more effectively prevents transmission in the school setting.

Allowable Expenses

This funding can be used in a variety of ways to develop testing strategies and implement plans across the districts. There are four main categories:

- a. Salaries for personnel to administer and track testing:
 - Clinical staff to observe/perform testing
 - Administrative staff to help with reporting to KDHE, notification to local health departments, providing parent letters, etc.
 - Legal support to develop consent forms for testing
 - Communications staff
 - At the district or school level, staff to provide testing outside of normal school hours
 - Overtime (extra duty) pay to school nurses and support staff to address testing before school starts and returning from breaks
- b. Supplies, Physical Infrastructure and IT Equipment:
 - Test Kits and Platforms for rapid COVID-19 testing, rapid strep testing and rapid flu testing for all students, staff, teachers and in-home family members for those groups.
 - PPE



- Testing totes with PPE and testing supplies that can be taken to event site
 - Medical waste disposal
 - Office Equipment – printers, label printers, label refills, computers, monitors, Microsoft Office software, other software, iPads, faxes
 - Safe testing space equipment – Infrastructure changes or the addition of modular units to accommodate additional testing space, storage for testing materials, isolation area for sick patients, areas with barriers and with proper ventilation/air filtration. No renovations are allowed. Rental or lease of building space, modular units or vehicles for transportation only. No capital purchases.
 - Cost to obtain a CLIA certificate of waiver for each school district if the school district does not have one or technical support to add additional platforms to existing CLIA certificate
 - Upgrading systems to collect parental consent for testing/vaccination and to allow results to be shared with school administration
- c. Transportation:
- Transportation for sick children
 - Access to courier service for tests that require lab processing
 - Vehicles for mobile testing and associated maintenance and fuel
 - Mobile units to bring students to central testing sites
 - All transportation equipment must be leased or rented. No capital purchases are allowed.
- d. Communications:
- Education materials for students and families on what positive flu, strep, or COVID-19 results mean
 - Education campaign that safe behaviors need to carry through to activities outside of athletics/other activities
 - Toolkit of communication tools that can be adapted by individual school districts
 - Access to translation services
 - Costs to develop community outreach communications to increase support and participation in testing strategies
 - Incentives for testing. For example, gift cards or school supplies as an incentive for not opting out of a testing plan

Note on funding for vaccination related expenses:

- It can cover most things with vaccinations if combined with testing. Such as events, staffing, communication materials etc.



- It can NOT cover specific vaccine related staff, vaccine-only events, actual vaccines, or vaccination incentives.

Expectations for K-12 school districts:

- Communicate that it is the responsibility of families to monitor their children for signs of COVID-19 disease and to keep them home when sick.
- School districts may consider posting a list of classrooms and extracurriculars and the date(s) of exposure or push notification to parents. The notification should be done in manner that does not identify the person who attended while infectious. Alternatively, schools may consider messaging to parents about the possibility of widespread transmission for those in public spaces.
 - Messaging should clearly state that anyone in that classroom/extracurricular activity is potentially exposed but that specific close contacts will not be identified or notified by the school.
 - Messaging should include education on how to self-identify as susceptible or not immune to COVID-19 disease.
 - Messaging should include the steps that they should take at home and what strategies, such as on site or at home testing or masking policies, the school has available to keep themselves and others safe.
 - Messaging should remind parents to watch for signs and symptoms of COVID-19 disease for 10 days after exposure, especially in those who are not considered immune.
- School districts should consider requiring that everyone, regardless of vaccination status and regardless of exposure, wear a well-fitting mask daily indoors and outdoors around others when CDC COVID-19 Community Levels are **HIGH**.
- School districts should require anyone potentially exposed to wear a well-fitting mask around others, indoors and outdoors, for 10 days after exposure.
- School districts should revisit plans for continuing implementing multiple layers of prevention that will help prevent transmission of disease within schools. These strategies include physical separation, hygiene and disinfection, vaccination messaging, testing, and masking.



Part D: Assurances

Local Education Agency (LEA) ASSURANCES

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
 - (a) A State and a subgrantee shall comply with the following statutes and regulations:

Subject	Statute	Regulation
Discrimination on the basis of race, color, or national origin	Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)	34 CFR part 100.
Discrimination on the basis of sex	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)	34 CFR part 106.
Discrimination on the basis of handicap	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)	34 CFR part 104.
Discrimination on the basis of age	The Age Discrimination Act (42 U.S.C. 6101 <i>et seq.</i>)	34 CFR part 110.



(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.



(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.



- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

- §200.403 Factors affecting allowability of costs.
- §200.404 Reasonable costs.
- §200.405 Allocable costs.
- §200.413 Direct costs.
- §200.415 Required certifications.
- §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in



liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

- a. Name of Authorized Representative of the District:
- b. Signature of Authorized Representative of the District:
- c. Date: