153 American Rescue Plan (ARP) Elementary + Secondary Schools Emergency Relief Fund (ESSER III)
Fiscal Year: 21-22
Milestone: Final Approval Issued (Printed 1/30/2023)

District: Brinnon School District
Organization Code: 16046
ESD: Olympic Educational Service District 114

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AMERICAN RESCUE PLAN (ARP)-ELEMENTARY AND SECONDARY SCHOOLS EMERGENCY RELIEF FUND (ESSER III) LEA APPLICATION (20% OF ALLOCATION TO ADDRESS LEARNING LOSS)

Key Information

Program Information

Elementary and Secondary School Emergency Relief (ESSER III-ARP) funds, were authorized in Section 2001 of the American Rescue Plan (ARP) Act of 2021, enacted March 11, 2021. The funds are provided to state educational agencies (SEAs) and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students. **Funds to Local Educational Agencies (LEAs) are allocated on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 in fiscal year 2020. Therefore, districts will not receive the same proportionate share of ESSER III-ARP funds as they did for the first round of ESSER funds (ESSER I).**

ESSER funds are allowable to fund costs incurred on or after March 13, 2020, when COVID 19 was declared a national emergency, and **all funds must be obligated by September 30, 2024**. This includes one-year carryover as allowed under the Tydings Amendment (34 CFR 76.709). **These are one-time funds that should not be committed to ongoing financial obligations.**

Allowable Activities

The allocation in this form package is the 20 percent of the total ESSER III-ARP application that is required to address student learning recovery and acceleration

(learning loss). The remaining 80 percent of the total ESSER III-ARP allocation will be available after July 1st and will be included in a separate iGrants form package.

LEAs shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C.6311(b)(2)(B)(xi)); each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

OSPI is currently working on a more specific definition of activities related to accelerated learning. It may be that the existing budget matrix in this application will not provide the detailed level of reporting desired by our agency, the Legislature, or the Department of Education. If additional reporting in Smartsheet is required to capture additional detail specifically around the accelerated learning money, we will inform you as soon as possible.

LEA Safe Return to In-Person Instruction Plan

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. Districts are required to post to their website the June 1 plan due to OSPI to meet the federal requirement outlined below. OSPI was intentional in the development of the plan template to ensure that it met requirements of both state and federal law.

ARP Section 2001 (i): SAFE RETURN TO IN-PERSON INSTRUCTION.— (1) IN GENERAL.—A local educational agency receiving funds under this section shall develop and make publicly available on the local educational agency's website, not later than 30 days after receiving the allocation of funds described in paragraph (d)(1), a plan for the safe return to in-person instruction and continuity of services. (2) COMMENT PERIOD.—Before making the plan described in paragraph (1) publicly available, the local educational agency shall seek public comment on the plan and take such comments into account in the development of the plan.

Fiscal Information

- There is no supplement not supplant requirement for the ESSER III-ARP funds. Therefore, the federal unrestricted indirect rate is used for this grant.

- There is no maintenance of effort requirement for the ESSER III-ARP funds for LEAs. **However, there is a new "maintenance of equity" requirement for the ESSER III-ARP funds for LEAs.** The US Department of Education has provided an FAQ on this topic, see at Resources - Office of Elementary and Secondary Education. Also, below is the information from Section 2004 (c) and (d) of the ARP:

    - **(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGHPOVERTY SCHOOLS —** (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

    - **d) DEFINITIONS —** In this section:

        (1) ELEMENTARY EDUCATION; SECONDARY EDUCATION.—The terms "elementary education" and "secondary education" have the meaning given such terms under State law.12

        (2) HIGHEST POVERTY LOCAL EDUCATIONAL AGENCY.—The term "highest poverty local educational agency" means a local

educational agency that is among the group of local educational agencies in the State that— (A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and (B) collectively serve not less than 20 percent of the State's total enrollment of students served by all local educational agencies in the State.

(3) HIGH-NEED LOCAL EDUCATIONAL AGENCY.— The term "high-need local educational agency" means a local educational agency that is among the group of local educational agencies in the State that— (A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and (B) collectively serve not less than 50 percent of the State's total enrollment of students served by all local educational agencies in the State.

(4) HIGH-POVERTY SCHOOL.— (A) IN GENERAL.—The term "high-poverty school" means, with respect to a school served by a local educational agency, a school that is in the highest quartile of schools served by such local educational agency based on the percentage of economically disadvantaged students served, as determined by the State in accordance with subparagraph (B). (B) DETERMINATION.—In making the determination under subparagraph (A), a State shall select a measure of poverty established for the purposes of this paragraph by the Secretary of Education and apply such measure consistently to all schools in the State.

(5) OVERALL PER-PUPIL REDUCTION IN STATE FUNDS.—The term "overall per pupil reduction in State funds" means, with respect to a fiscal year— (A) the amount of any reduction in the total amount of State funds provided to all local educational agencies in the State in such fiscal year compared to the total amount of such funds provided to all local educational agencies in the State in the previous fiscal year; divided by (B) the aggregate number of children enrolled in all schools served by all local educational agencies in the State in the fiscal year for which the determination is being made.

(6) STATE.—The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

- An LEA that receives ESSER III-ARP funds under this grant is not required to provide equitable services to non-public schools. Non-public schools may be eligible to receive Emergency Assistance to Non-Public Schools (EANS).

- ESSER III-ARP funds are subject to subrecipient monitoring and audit requirements under the Single Audit Act.

- For employees that are only charged to ESSER grants and working on ESSER allowable activities, time and effort is not required. However, time and effort is required if employees charged to ESSER are also charged to other federal programs. This exception only applies to ESSER II and III grants.

- ESSER III-ARP funds must be tracked separately from ESSER I and ESSER II funds. Accounting guidance will be provided in the School District Accounting Manual.

- Lost revenue will not be allowed to be claimed for ESSER III-ARP funds.

- **REMINDER:** As a condition of payment of funds, LEAs must report expenditures both in the EDS claims system and in the OSPI ESSER III Expenditure Smartsheet tool on the OSPI website: Novel Coronavirus (COVID-19) Guidance & Resources.

  These are monthly requirements that must occur prior to each grant payment. Contact **Eileen Frimberger** if you have questions on this topic.

Assurances

INSTRUCTIONS: Please check each box after review of the assurance.

☑ With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing

or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

- ☑ The LEA will comply with all applicable reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as: overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction; data on each school's mode of instruction (remote, hybrid, in-person) and conditions; uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students; uses of funds to sustain and support access to early childhood education programs; impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level); student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning; and additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.
- ☑ The LEA may be required to participate in Subrecipient Monitoring to ensure that funds are used for allowable purposes in accordance with cash management principles.
- ☑ Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an SEA or LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The SEA will ensure that it and every subrecipient of ARP ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- ☑ The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- ☑ Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of Section 442 of the General Education

Provisions Act (GEPA) (20 U.S.C. 1232e). These assurances are included in the General Assurances agreed to in the iGrants Required Pages.

- ☑ To the extent applicable, an LEA will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☑ LEAs, including Charter schools that are LEAs, must assure that they are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☑ LEAs will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the 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 the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

☑ Checking this box indicates the LEA has read, understands and agrees with these assurances.	
Authorized Representative Name:	Patricia Beathard
Authorized Representative Title:	superintendent
Date: (MM/DD/YY)	06/18/21

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Allowable ESSER III Activities for LEAs

ESSER III Allocation for LEAs"		$65,607
1. The LEA will use ESSER III funds for the following allowable activities. (Check all that apply) Include the **estimated** dollar amount for each category selected.		**Estimated Dollar Amount**
☑	To address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi)	$51,509

	of the Elementary and Secondary 8 Education Act of 1965 (20 U.S.C.6311(b)(2)(B)(xi)); each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	
☑	Indirect costs	$14,098
	TOTAL	$65,607

1. Please describe how the funds will be spent to address student learning recovery and acceleration.

   For 20-21 an additional 1.0 FTE teacher was added to our staffing and will be continued in 21-22. This allowed a reduction in class size so we were able to meet social distancing requirements with all students facing one direction while having our students come for in-person learning 4 days/week for over 90% of the school year. Adding the teacher and restructuring to two grades per classroom also means our 4th-8th grade students benefit from more individual instruction and oversight in a reduced average class size of just under 17 students/teacher.