

**Arkansas Department of Education**  
**CARES ACT ADDENDUM**  
**DIVISION OF ELEMENTARY AND SECONDARY EDUCATION**  
**LEA APPLICATION and ASSURANCES FOR**  
**Coronavirus Response and Relief Supplemental Appropriations Act, 2021**  
**(ESSER II)**

The following assurances are for local education agencies (LEAs) receiving funds for covered activities under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (also called ESSER II). The Superintendent may provide an original signature, electronic signature, or typed signature attesting to compliance with the use of this relief funding. This addendum shall be uploaded into Indistar in the ESSER folder.

<b>DISTRICT NAME</b>	<b>LEA NUMBER</b>

**CERTIFICATIONS**

**I, the undersigned Superintendent for the above named Local Education Agency (LEA), hereby, assure the Division of Elementary and Secondary Education that:**

- A. The LEA will abide by the provisions of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 and requirements from sections 442 and 427 of the General Education Provisions Act (GEPA) (20 U.S.C. § 1232e and §1228a). All activities and expenditures must be reasonable, necessary, and allocable under section 313(d) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021.
- B. The LEA will adopt and use proper methods of administering said funding, including:
  - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each federal award; and
  - b. The correction of deficiencies in operations that are identified through audits, monitoring, or evaluation.
- C. The LEA will cooperate in carrying out any evaluation of funding activities by, or for, the State Educational Agency (SEA), the Secretary, or Federal officials.
- D. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021. **The LEA should use eFinance to establish a budget, using pre-approved DESE funding codes, and clearly identify all expenditures for ESSER II funds.**
- E. The LEA will:
  - a. Determine the most important educational needs as a result of COVID-19, propose a timeline for providing services and assistance to students and staff, determine the extent to which the LEA intends to use ESSER 2 funds to promote health and learning, and determine how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. This information should be documented by the LEA and be available upon request by the Arkansas Division of Elementary and Secondary Education;

- b. Submit such reports to the SEA (which shall make the reports available to the Governor) and the Secretary to enable the SEA and Secretary to perform their duties under each such program. Reporting shall include financial reporting and evidence of all expenditures with ESSER II funds. Reporting may also include additional reporting as requested by the U.S. Department of Education and the Arkansas Division of Elementary and Secondary Education, including, but not limited to, the methodology the LEA will use to provide services or assistance to students and staff in public schools, the uses of funds, demonstration of compliance with Act; and
- c. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties. The LEA will cooperate with any examination of records with respect to ESSER II funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon request by the (1) Arkansas Division of Elementary and Secondary Education, the U.S. Department of Education and/or its Inspector General; or (2) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

## **FOCUS AREA(S)**

The LEA will utilize ESSER II funds in one or more of the following five (5) areas to address the impact of COVID-19, and support short-term and long-term improvements in infrastructure and operations. A description of each area is provided. The numbered items indicate the allowable use of funds as indicated in the Coronavirus Response and Relief Supplemental Appropriations Act, 2021.

**The LEA will utilize ESSER II funds in the areas marked below: (Please check all that apply or indicate Yes or No by each area).**

### **FOOD SECURITY**

Many districts continued to provide meals to students during this emergency, utilizing different options to best meet the needs of the students, families and communities. It is expected that districts will continue to monitor the needs in their communities and make decisions about how they continue to operate food service programs to ensure food security. The ESSER 2 funds may address district expenses in food service programs due to COVID-19 that have not been covered by other funds or reimbursements, and there may be ongoing costs for districts that continue to operate meal service during school closures, during the summer, or as part of extended learning opportunities.

1. Planning for and coordinating during short-term and long-term closures, including providing and delivering meals to eligible students.

### **DIRECT STUDENT SUPPORT/CONTINUOUS LEARNING OPPORTUNITIES**

Decisions for direct student support and continuous learning opportunities may include supplemental work days or contracted services that help prepare students for grade level learning. Types of support may include, screening/formative/diagnostic assessment tools, interventions, preparation and testing for industry-recognized credentials, online learning modules, targeted summer programs, tutoring, credit recovery, updated core instructional materials, professional development, licenses for learning and simulation software, special population resources for at-risk students, mobile hands-on learning labs, and development of video lessons for skill attainment training. Districts should consider the learning needs of each child and the resources needed to address those needs.

1. Any activity authorized by the ESEA of 1965 reauthorized by the Every Student Succeeds Act, including the Native Hawaiian Education Act, the Alaska Native Educational Equity, Support, and Assistance Act, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Carl D. Perkins Career and Technical Education Act of 2006, or subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.

2. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
3. Activities to address the unique needs of low-income children or students, children with disabilities (including compensatory services), English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, including how outreach and service delivery will meet the needs of each population.
4. Providing mental health services and supports.
5. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care to address student learning needs exacerbated by school closures.
6. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by:
  - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - (B) Implementing evidence-based activities to meet the comprehensive needs of students.
  - (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - (D) Tracking student attendance and improving student engagement in distance education.

#### ❑ **TECHNOLOGY**

The value of appropriate technology and use of effective technology tools have become integral components of successful learning plans. Districts should consider technology that supports learning; this should be technology that supports blended learning models and enables students to learn anywhere and for teachers to teach essential standards including but not limited to hardware, software, LMS, CMS, and video communication software. Technology that supports connectivity or adaptation of educational content to synchronous or asynchronous learning would be an appropriate consideration. Internet connectivity purchases should be compliant with the Child Internet Protection Act (CIPA). ESSER II funds may be utilized for remote learning, which includes distance education as defined in ESEA section 8101 (14).

1. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

#### ❑ **SYSTEMIC PROCEDURES**

Systemic procedures can be defined as actions or systems that the school district implements in response to the COVID-19 crisis, and for recovery efforts that contribute to health and onsite instruction for students and staff. These funds may be used for practices to lessen short term closures by improving healthy conditions within the school and long-term improvements that improve preparedness and response efforts. Supplemental work days or contracted services may also be utilized to prepare healthy environments for on-site instruction and/or digital learning programs. ESSER 2 funds may be utilized for emergency leave and substitute costs related to COVID-19.

1. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
2. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

3. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
4. Purchasing equipment and supplies to sanitize and clean the facilities of a LEA.
5. Coordination of preparedness and response efforts of LEA with State, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
6. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

- **FACILITIES**

Facilities repairs or upgrades are defined as improvements to indoor air quality or other improvements that limit the spread of a contagious disease (e.g. HVAC upgrades in ventilation and filtration). These improvements should meet the [guidance](#) from Arkansas Division of Public School Academic Facilities and Transportation.

1. School Facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
2. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

<b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>	<b>DATE</b>