



ARKANSAS  
ARTS ACADEMY  
*Aspire. Achieve. Advance.*

Arkansas Arts Academy School Board Agenda  
Tuesday, April 13th, 2021 at 6:30 pm  
High School Commons / Through Technology

- |   |            |
|---|------------|
| 1. Call to order – Beardsley                                    | Action     |
| 2. Establish quorum / Roll Call – Beardsley                     |            |
| 3. Pledge of Allegiance – Beardsley                             |            |
| 4. Comments from the Public:                                    |            |
| 5. Consent Agenda – Beardsley                                   |            |
| A. Approve minutes from March Regular Meeting – Attachment #1   | Approval   |
| B. March Financials – Attachment #2                             |            |
| C. 2019/2020 Annual Audit – Attachment #3                       |            |
| D. Enrollment Report – Lottery Results/Enrollment Attachment #4 |            |
| 6. District Reports   |            |
| A. District Report and Superintendent Comments – Burrows        | Discussion |
| B. Child Nutrition Report – Zupan                               |            |
| C. COVID Status – Milligan                                      |            |
| D. Elementary School Update – Young                             |            |
| E. High School Update – Wright                                  |            |
| F. Student Council – Diego Aguilar                              |            |
| G. Arts Integration – Jones                                     |            |
| H. Special Education – Scott – No Report                        |            |
| I. Human Resources Report – Harral                              |            |
| J. Athletics Updated - Skelton                                  |            |
| 7. New Business   | Approval   |
| A. COVID Plan and Comments:                                     |            |
| B. Esser Guidelines: Attachment #5                              |            |
| C. Interactive Projectors K-6                                   |            |
| D. Election Reminder  |            |
| 8. Discussion of items since publication of the agenda          | Discussion |
| 9. Executive Session  | Closed     |
| A. Personnel Issue  |            |
| 10. Adjournment   | Adjourn    |

**Arkansas Arts Academy School Board Agenda**  
 Tuesday, April 13th, 2021 at 6:30 pm  
 Through Technology

Item	Description	Motion	Video Reference	Action
1	Tony Beardsley Call to Order at 6:31 pm		3:07 - 3:09	<input checked="" type="checkbox"/>
2	Tony Beardsley Establish Quorum / Roll Call: Tony Beardsley, Howard Alsdorf, Richard Burrows, Leslee Post and Cara Riley, Absent: Nate Fries, Jeff Hunnicutt and Adrienne Jackson		3:10 - 3:30	<input checked="" type="checkbox"/>
3	Tony Beardsley Pledge of Allegiance		3:39 - 4:06	<input checked="" type="checkbox"/>
4	Tony Beardsley Comments from the Public	None	4:04 - 4:15	<input checked="" type="checkbox"/>
	Announced an Election Reminder. The Election was opened at 7:00 am and will close at 7:30 pm, please take time to vote for next years School Board.		4:16 - 4:47	
5A	Tony Beardsley Consent Agenda: Approve Minutes from March, 2021 Meeting - Attachment #1			<input checked="" type="checkbox"/>
5B	Tony Beardsley Approve January Financials - Attachment #2			<input checked="" type="checkbox"/>
	Tony asked Jeff Hunnicutt if there were any concerns from the Finance Committee Meeting, Jeff everything looks good, no concerns.			
5C	Tony Beardsley Enrollment Report -Attachment #3			<input checked="" type="checkbox"/>
5D	A motion was made to accept the Consent Agenda	1st Cara Riley 2nd Howard Alsdorf	4:50 - 5:59	Vote 4 - 0
6	Dana Crawley Landmark CPA - As mentioned on Page 1, Financial Statements are the responsibility of management and AAA is free from material misstatements. The auditors have an unmodified opinion. There was almost one million more in revenue this year. Notes: Bond Payment or Loan Payment. Internal control, basically only the 3 Financial Approval items. Richard Burrows: CEO Review of all Financial Statements: Since I began on September 15th, it has been corrected and Financial Approvals have been signed. Tony Beardsley, so Dana that was the only findings? Dana Crawley: Yes, that and the checks that were not presented for payment. Richard Burrows: Outstanding Checks, Bonnie Colville has been working on that.		6:00 - 10:21	<input checked="" type="checkbox"/>

**Arkansas Arts Academy School Board Agenda**  
 Tuesday, April 13th, 2021 at 6:30 pm  
 Through Technology

	Enrollment Report	Richard Burrows: We are in good order and have filled all spots we can fill. This has been a strange year and we are in a good success mode for next year.		10:25 - 11:55	<input checked="" type="checkbox"/>
7		District Reports - See Attachments			
7A	Richard Burrows	District Report and Superintendent Comments		11:57 - 21:27	<input checked="" type="checkbox"/>
7B	Debbie Zupan	Child Nutrition Report and Cycle Reporting		21:30 - 24:42	<input checked="" type="checkbox"/>
7C	Katie Milligan	COVID Status Report		24:47 - 25:39	<input checked="" type="checkbox"/>
7D	Matt Young	Elementary School Update - by Debbie Zupan		25:45 - 26:46	<input checked="" type="checkbox"/>
7E	Heather Wright	High School Update		26:47 - 28:06	<input checked="" type="checkbox"/>
7F	Diego Aguilar	Diego Aguilar - Student Council - No Report		28:03 - 28:24	<input checked="" type="checkbox"/>
7G	Aaron Jones	Arts Integration Report		28:28 - 34:40	<input checked="" type="checkbox"/>
7H	Beth Scott	Special Education Report by Debbie Zupan		34:52 - 36:09	<input checked="" type="checkbox"/>
	Sheila Riffe	Medicaid		36:20 - 37:58	<input checked="" type="checkbox"/>
7I	Terri Harral	Human Resources Report		38:03 - 39:16	<input checked="" type="checkbox"/>
7J	Matt Young	Athletics Update - Status of Competition by Debbie Zupan		39:21 - 40:15	<input checked="" type="checkbox"/>
8	Tony Beardsley	New Business			
		Covid Plan and Comments: We are required to offer an opportunity for public input on our Covid Plan, for this school year and next school year. Most of what we put forth follows the ADH and ADE Guidelines with some modifications from the CDC. This includes Social Distancing, Temperature Checks, Mask Wearing during school hours, and vaccinations. That is our current stance. So far we have received 13 responses from parents. 54% of parents support our plan, 23% do not support our plan stating they were tired of wearing masks and Social Distancing. and 23% are interested in modifying our plan. Katie do you have anything to add? Katie Milligan: I understand where the parents are coming from, masks for students with sensory issues can be difficult. We are in an older building where Social Distancing can be a challenge. The closer we get to August when school starts we can make modifications.			<input checked="" type="checkbox"/>
8A	Richard Burrows and Katie Milligan			40:20 - 47:09	



**Tuesday, April 13th, 2021 at 6:30 pm**

[illegible]



## Through Technology

5/27/21  
Date

**Arkansas Arts Academy**  
**Budget to Actual - All Funds**  
**NINE MONTHS ENDED MARCH 31, 2021**

**This is a summary of ALL FUNDS: Teacher Salary/Operating; Building; Federal; Activity and Food Service funds on separate tabs.**

	Budget	ACTUAL	% of Budget	Budget Remaining
<b>Revenue</b>				
State Foundation	\$7,796,086.00	\$5,847,066.00	75%	\$1,949,020.00
AR Recognition Grant	\$0.00	\$0.00	0%	\$0.00
Student Growth	\$600,000.00	\$384,113.00	0%	\$215,887.00
Categorical	\$273,769.00	\$234,576.00	86%	\$39,193.00
Grants	\$4,519.55	\$1,700.00	38%	\$2,819.55
Grants	\$0.00	\$4,519.55	#DIV/0!	-\$4,519.55
Other State Revenues	\$5,219.88	\$3,653.93	0%	\$1,565.95
Other Local Sources	\$1,500.00	\$57,378.46	0%	-\$55,878.46
Operating	\$0.00	\$209.58	0%	-\$209.58
Activity	\$0.00	\$86,429.42	0%	-\$86,429.42
Facilities Funding	\$514,080.00	\$341,764.00	66%	\$172,316.00
Walton Family Foundation Grant	\$22,093.00	\$22,093.00	0%	\$0.00
Federal Grants	\$1,046,856.20	\$497,256.89	48%	\$549,599.31
Food Service	\$302,104.00	\$180,712.54	60%	\$121,391.46
Total Revenues	\$10,566,227.63	\$7,661,472.37	73%	\$2,904,755.26
<b>Expenditures</b>				
Instruction	\$4,928,250.31	\$3,190,944.48	65%	\$1,737,305.83
Support Services	\$16,944,407.05	\$3,154,717.99	19%	\$13,789,689.06
Facility	\$607,764.00	\$578,296.30	95%	\$29,467.70
Total Expenditures	\$22,480,421.36	\$6,923,958.77	31%	\$15,556,462.59
Changes in fund balances	-\$11,914,193.73	\$737,513.60		
Beginning Balance 7/01/20		\$702,105.79		
FUND BALANCES		\$1,439,619.39		

*The summary above represents all funds of the Academy.*

\*please note that transfers from Operating to clear Teacher Salary are done mid- and end-year

*\*Please not that the beginning balance may change due to final entries\**

Previous year to be closed out as final allocations, expenditures are finalized.

**Arkansas Arts Academy**  
**Enrollment Report**  
**April 5, 2021**

Elementary School	4-5-21 Enrollment	8-4-21 Enrollment Commitments	21-22 Wait List	Change from 4-5-21 / 8-4-21
<b>Kindergarten</b>	<b>76</b>	<b>80</b>	<b>110</b>	<b>4</b>
<b>1st</b>	<b>77</b>	<b>80</b>	<b>65</b>	<b>3</b>
<b>2nd</b>	<b>74</b>	<b>80</b>	<b>56</b>	<b>6</b>
<b>3rd</b>	<b>75</b>	<b>80</b>	<b>60</b>	<b>5</b>
<b>4th</b>	<b>82</b>	<b>84</b>	<b>41</b>	<b>2</b>
<b>5th</b>	<b>79</b>	<b>84</b>	<b>56</b>	<b>5</b>
<b>6th</b>	<b>79</b>	<b>84</b>	<b>66</b>	<b>5</b>
<b>Total</b>	<b>542</b>	<b>572</b>	<b>454</b>	<b>30</b>
<b>Middle/High School</b>				
<b>7th</b>	<b>105</b>	<b>110</b>	<b>33</b>	<b>5</b>
<b>8th</b>	<b>109</b>	<b>110</b>	<b>47</b>	<b>1</b>
<b>9th</b>	<b>110</b>	<b>110</b>	<b>41</b>	<b>4</b>
<b>10th</b>	<b>108</b>	<b>110</b>	<b>24</b>	<b>7</b>
<b>11th</b>	<b>90</b>	<b>109</b>	<b>17</b>	<b>10</b>
<b>12th</b>	<b>85</b>	<b>91</b>	<b>0</b>	<b>9</b>
<b>Total MS &amp; HS</b>	<b>607</b>	<b>640</b>	<b>162</b>	<b>36</b>
<b>Total Enrollment</b>	<b>1149</b>	<b>1212</b>	<b>616</b>	<b>66</b>

Attachment #4



# Arkansas Arts Academy and Subsidiary

## Consolidated Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund – Regulatory Basis Year ended June 30, 2020

	General Fund		
	Budget	Actual	Variance Favorable (Unfavorable)
<b>REVENUES</b>			
State assistance	\$ 7,890,122	\$ 8,071,287	\$ 181,165
Local donations and grants	260,500	148,151	(112,349)
Interest income	-	7,071	7,071
<b>Total Revenues</b>	<u>8,150,622</u>	<u>8,226,509</u>	<u>75,887</u>
<b>EXPENDITURES</b>			
Current:			
Instructional services	4,790,453	4,742,243	48,210
Instructional support services	658,759	596,103	62,656
General administration	742,642	672,480	70,162
School administration	467,385	482,140	(14,755)
Operation and maintenance	1,409,406	43,422	1,365,984
Capital outlay	-	530,381	(530,381)
Transportation	115,784	174,372	(58,588)
Community services operations	15,500	-	15,500
Debt Service:			
Principal retirement of debt	-	230,000	(230,000)
Interest and fiscal charges	-	1,054,638	(1,054,638)
<b>Total Expenditures</b>	<u>8,199,929</u>	<u>8,525,779</u>	<u>(325,850)</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>	<u>(49,307)</u>	<u>(299,270)</u>	<u>(249,963)</u>
<b>OTHER FINANCING SOURCES (USES)</b>			
Proceeds from loans	-	193,754	193,754
Proceeds from sale of equipment	-	1,400	1,400
Value of capital leases	-	205,784	205,784
Transfers, net	-	(62,833)	(62,833)
<b>Total Other Financing Sources (Uses)</b>	<u>-</u>	<u>338,105</u>	<u>338,105</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ (49,307)</u>	<u>\$ 38,835</u>	<u>\$ 88,142</u>

See accompanying notes to financial statements.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors  
**Arkansas Arts Academy and Subsidiary**  
Rogers, Arkansas

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the consolidated financial statements of **Arkansas Arts Academy and Subsidiary** (the School) as of and for the year ended June 30, 2020, and the related notes to the consolidated financial statements, which collectively comprise the School's consolidated financial statements as listed in the table of contents, and have issued our report thereon dated **Month XX, 2020**. We issued an adverse opinion because the School prepared the financial statements on the basis of financial reporting provisions of the Arkansas Code, which is a basis of accounting other than accounting principles generally accepted in the United States of America (U.S. GAAP). The effects on the financial statements between the regulatory basis of accounting and U.S. GAAP, although not readily determinable, are presumed to be material. However, the consolidated financial statements present fairly, in all material respects, the respective financial position of each major governmental fund, and the capital projects fund, as well as the fiduciary fund information, of the School as of June 30, 2020, and the respective changes in financial position of each major governmental fund and the capital projects fund, and the respective budgetary comparison for the general and special revenue funds for the year then ended, on the basis of accounting described in Note 2 to the financial statements.

**Internal Control over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and responses as item 2020-01 that we consider to be a significant deficiency.

#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's consolidated financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### **Arkansas Arts Academy's Response to Findings**

The School's responses to the findings identified in our audit are described in the accompanying schedule of findings and responses. The School's response was not subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we express no opinion it.

#### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Month XX, 2020

Rogers, Arkansas



## **Arkansas Arts Academy School Board Reports April 2021**

### **Richard Burrows – District Report and Superintendent Comments:**

April is a busy time of year. Testing, Space Camp, preparations for end of school year, Prom, and graduation are looming large. With the financial audit completed at the end of March for last school year, the annual report can now be finalized for 2019-2020 and will be presented as a draft at the May board meeting, in preparation for community input. As ESSERII funding continues to be clarified and refined, a draft budget for school year 2021-2022 will be presented to the Finance Committee for consideration at the May board meeting. In order to continue using the virtual format for board meetings as an option, APSRC is working to assist us in qualifying for a waiver to Ark. Code Ann. §6-13-619 (c)-(d) since we draw participation from a 3-county area.

### **Debbie Zupan – Child Nutrition and Cycle Report**

Cycle 6 has been submitted, it covers all our Transportation Department, Bus inspections, Drivers PD and health screenings, School Calendar Job Analysis for Certified and Classified Positions, Nursing and Para Prof. Digital Learning, National Board Teacher Certifications, Pre AP and AP Course Listings, Concurrent Credit. Employee Leave. Quarterly Superintendents Attendance Reporting, ELL Students, Homeless Students, Vocational Students. Bank Recon, Safety Drill records.

I am very excited to share that our Child Nutrition Virtual and Spring Break meal program was a huge success. We handed out 5,500 Meals to 250 of our students and 150 children from the community. Each child received 14 meals (7 breakfasts and 7 lunches), our students each week and our community children during spring break. We are working on protocol for our summer feeding program and look forward to being an outreach to our community.

### **Katie Milligan – Covid Update**

"Arkansas Arts Academy currently has zero active cases of COVID-19 in staff and students and fewer than 5 in quarantine district-wide. 70% of our staff have been fully vaccinated. Dr. Philip Riley, a cardiologist with Mercy, has offered to provide our school district a COVID-19 vaccine education on April 22nd in the HS Commons area. The event is available for in person attendance and will also have a virtual option. With COVID-19 vaccinations now open for all Arkansas residents 16 and older, it is a great opportunity to learn more about the vaccines available and their importance in the pandemic."

### **Matt Young – Elementary Report**

I'm sorry not to be able to join tonight as I am a chaperone at Space Camp. Last week, our 5th graders went to space camp (rescheduled due to COVID) and now our 4th graders are in Huntsville, Alabama. State required testing starts next week and runs until May 21 on the K-6 campus. PTA has a spirit night at Pickleman's tomorrow from 5-8 PM.

### **Heather Wright - HS Update**

ACT Aspire testing has been completed for all of our in person students and is currently underway for our virtual cohort. Makeup testing will begin next week with the goal being to test every student in grades 7-10 by May 14th. Our students and teachers have begun to schedule Covid safe performances for the rest of the school year. Our first is Coffeehouse Night this Friday, April 16th from 6-9pm. Our honors graduates and Valedictorian and Salutatorian have been identified and will be announced this Friday, April 16th during advisory. April's Teacher of the Month is Lori Gladden and our students of the month are Victoria Lombeida, Marshall Mabry, and Raymond Kennedy.

### **Diego Aguilar – Student Council**

### **Aaron Jones – Arts Integration**

#### **Partnerships**

Crystal Bridges Museum: New Head of School Programs Tiffanie Harris who is planning to meet with our administrators and teachers to see how we can strengthen the partnership.

Downtown Rogers and the Rogers Chamber of Commerce: Hosting a resident artist at the Experimental House. Nigerian artist, author, and United Nations Ambassador Ibiyinka Alao will provide a 6 week residency and will work with various organizations throughout NW Arkansas including AAA. AAA group met with Ibi last week to learn more about the artist's and plan collaborations.

Art on the Bricks Art Walk Thursday May 13<sup>th</sup> 4:30-7:30 pm MANY PERFORMANCES by AAA Students

#### **Elementary**

6<sup>th</sup> Grade- Students in Mr. Taylor's history classes are covering China. Students have learned elements of the art of Chinese calligraphy called *shufa*. Students translated a quote from English into Mandarin or Cantonese using *shufa* techniques of a brush, ink and paper. Each kanji character has a correct method in the writing process. Students then created a Chinese "chop" (stamp) using block printing techniques. The stamps are a personalized signature, which will be used on their final project which will be a Zen watercolor landscape in scroll format.

Kindergarten- To celebrate Earth Day, the Kindergarten will be visiting Compton Gardens to learn about the life cycle of butterflies and plants. Students will visit different stations and learn about the importance native plant species have on the Ozark environment. Students will engage in an arts integration project and plant wildflower seeds at the elementary campus to create a natural environment for indigenous species of butterflies.

PD High School Staff- Printmaking PD Wednesday April 21 4:15-5:15. Teachers will learn basic printmaking skills and techniques to incorporate arts integration lessons and projects into their curriculum.

AAA Arts Showcase- District wide showcase and celebration of the arts. Currently scheduled for Thursday May 27<sup>th</sup>.

### **Beth Scott – Special Education**

The special education department is super busy right now. It is time for many of our student's annual review of their programming. The teachers are working extra hard juggling their regular teaching schedule, collecting progress data for individual education plans to determine mastery levels of

goals and meeting with families to plan for remainder of this school year and next year. It's a busy time but the end is in sight!!!!

Our new instructional assistant Laura Young started just after spring break and has already fallen right into place with the staff and students. She has already been and will definitely continue to be a great addition to our staff.

I spoke with a representative at the state department this past week and she was very complimentary of the paperwork submissions and the fulfilled requirements our department has completed in finalizing the corrective action plan. Another exciting end in sight !!!

### **Sheila Riffe – Medicare**

Medicaid, where we are at...

On March 22, 2021 we canceled our contract with the Medicaid billing service Public Consulting Group. Due to their inability to submit Medicaid billing correctly and in a timely manner, we have not received reimbursements from the state since January 2020.

We have now signed a contract with the SEAS/DscTop program to prepare and bill for our Medicaid services. This new company will submit our 1<sup>st</sup> submission on 4/15/2021, which will include our March and April 2020 billings as well as going forward.

For the months of January and February 2020, the reimbursements total revenue lost is \$2003.92, in which we are seeking to recoup these funds from Public Consulting Group.

### **Terri Harral – Human Resources**

**New Hires:** Laura Young – Special Education Aide started on March 15<sup>th</sup>, Jonathan Saylor – 8<sup>th</sup> Grade History Teacher started on April 12<sup>th</sup>. We are currently in the process of hiring a Piano Teacher. We have changed our interviewing process to include Metric scoring system.

### **David Skelton - Athletics**

Good evening school board members,

Our soccer and track teams are in full swing. We have had two big wins against Farmington and Huntsville. Our players are working hard and we continue to improve with each game. They are playing in Eureka Springs tonight, which explains why I'm not attending the board meeting. Really a great group of students and coaches.

Our track teams will compete in our conference meets in Eureka Springs later this month.

We have 4 students from our archery team that will shoot in the national tournament May 3rd. Lilliana Green, Quinn Birdsong, Vlad Thompson and Logan Fogg.

Thank you for your support.



**ESSER: ELIGIBLE USES OF FUNDS****ESSER Coding Information [LINK](#)**

The purpose of this document is to support local educational agencies (LEAs) in effectively utilizing ESSER funds to meet the needs of Arkansas public schools. *All activities supported with ESSER funds must relate to preventing, preparing for, and responding to COVID-19. Expenditures must be reasonable and necessary. ESSER is its own, separate, flexible program intended to assist with the COVID-19 response.* The allowable uses, taken directly from the act, are listed below. ESSER-funded activities can benefit all students and schools or targeted to select students and schools, depending on local needs.

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-Any activity authorized by the ESEA of 1965, 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

-Coordination of preparedness and response efforts of local educational agencies 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.

-Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

-Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

-Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

-Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

-Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

-Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

-Providing mental health services and supports.

-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.

-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 local educational agency, 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.

-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.

-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.

-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.

Updated: April 2, 2021

**Additional Links** Highlighted

## ESSER GUIDANCE

The following are broad categories and possible activities that LEA's may consider as options for use of funds. We encourage LEAs to think strategically about their needs, resource allocation, and equity. This guidance is not meant to be exhaustive. ***All activities supported with ESSER funds must relate to preventing, preparing for, and responding to COVID-19.***

Each district will be responsible for maintaining **justification** related to COVID-19.

### DIRECT STUDENT SUPPORT / CONTINUOUS LEARNING

(possible program codes 170, 180, 181, 182, 183,184)

Planning and implementing direct student support and continuous learning opportunities that help prepare students for grade-level learning. Districts should consider the learning needs of each child and the resources needed to address those needs due to COVID-19.

*Examples that a district may consider if impacted by COVID-19:*

- Supplemental work days or contracted tutoring services to support continuous learning opportunities for students
- Screening/formative/diagnostic assessment tools to inform instructional decisions for students
- Provide credit recovery, online learning modules, mobile hands-on learning labs, digital provider content and instruction
- Mentoring or tutoring programs to individually address needs to students
- Supporting a Professional Learning Community model or High Reliability Schools certification that supports learning for students
- Outreach and service delivery 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
- Providing mental health services and supports for students and staff impacted by COVID-19 or invest in systems to alert district personnel to early warning signs of mental health distress
- Additional staffing (social workers, counselors, psychologists, nurses, etc.) or contracts to provide mental health support or therapeutic services to students who have been impacted (anxiety, suicide prevention, depression, bullying, drug abuse, etc.)
- Development of video lessons for skill attainment training
- Preparation and testing for industry-recognized credentials to expand opportunities for student licenses for learning and simulation software
- Providing additional support staff for students' physical health and to support learning
- Purchase attendance tracking tools for in-person and remote learners
- Supporting a digital learning program that is in addition to in-person instruction
- Early intervention screening and services



- Compensatory special education services

## TECHNOLOGY

(possible program code 185)

The value of appropriate technology and use of effective technology tools have become integral components of successful learning plans due to COVID-19. 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.

*Examples that a district may consider if impacted by COVID-19:*

- Technology that supports connectivity or adaptation of educational content to synchronous or asynchronous learning would be an appropriate consideration.
- Including but not limited to purchasing hardware, software, LMS, CMS, and video communication software to enhance instruction and support learning
- 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.
- Purchasing educational technology (including Unified Management Systems-UEMs, 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**.
- Equipping buses with technology to support student learning during bus rides
- Student ID tracking systems or cameras for contact tracing

## SYSTEMIC PROCEDURES

(possible program codes 186, 187, 188, 189, 190, 191)

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.

*Examples that a district may consider if impacted by COVID-19:*

- 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.
- Funds may be utilized for emergency leave and substitute costs related to COVID-19.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases
- Providing health related medical supplies and resources to promote health and safety
- Tracking student attendance and improving student engagement in distance education
- Purchasing equipment and supplies to sanitize and clean the facilities of an LEA
- Support for maintaining a Point of Contact for all Covid related information



- Support for data steward utilizing a student data management systems to identify at risk students
- 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 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.

## FACILITIES

(possible program codes 196,197)

Capital assets require pre-approval

School Facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.

*Examples that a district may consider if impacted by COVID-19:*

- 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.
- 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.
- Energy management services for HVAC maintaining efficiency and air quality.

**Construction and Renovation:** ESSER funds may be used for construction and renovation costs *when reasonable* and necessary to prevent, prepare for, and respond to the COVID-19 pandemic.

*Examples that a district may consider if impacted by COVID-19:*

- Support physical distancing, like bringing an unused wing of a school into compliance with fire and safety codes to create more space or to reduce class sizes.
- Help an LEA to clean effectively, like replacing old carpet with tile that is easier to clean
- Purchase or install physical barriers to facilitate social distancing
- Renovation of a space to increase social distancing within school facilities (cafeteria, nurse's station, technology labs, student workstation or indoor recreational space) consistent with CDC guidelines .
- Additional Space: An LEA could use funds to acquire real property or modular classrooms if needed to respond to COVID-19, will require prior approval [here](#) (download into Word before filling out).

\*Facility upgrades that have been part of facility master plans may not qualify

## TRANSPORTATION

(possible program code 198)

Purchases must be pre-approved

The Elementary and Secondary Education Act (ESEA) limits the use of ESEA funds for transportation in certain circumstances but that limitation does not apply to ESSER. An LEA could use local ESSER funds for a variety of transportation costs to reduce the spread of COVID-19.

*Examples that a district may consider if impacted by COVID-19:*

- Purchasing additional buses to allow for distancing such as running additional routes (*Please note if an entity uses ESSER or GEER funds for a capital expense, like purchasing additional buses, **it must receive prior written approval before purchasing***). The prior approval application is [here](#) (download into Word before filling out). Additional considerations when purchasing:
  - technology-equipped or technology-connected buses with student wifi access
  - buses that allow for improved air flow or ventilation (refer to approval process above)
- Running additional bus routes with fewer students to permit physical distancing
- Student ID tracking systems or cameras on buses for contact tracing

### **HIGH QUALITY INSTRUCTIONAL MATERIALS & CURRICULUM AND PROFESSIONAL DEVELOPMENT**

(possible program codes 170, 180, 181, 182, 183,184)

Must follow state and federal procurement rules

While most federal education programs like Title I, Part A and IDEA, Part B limit services to certain students, those limits do not apply to ESSER. Accordingly, if related to COVID-19 response, ESSER funds could be used to purchase high-quality instructional materials, curricula, and related professional development districtwide, for a subset of schools or students, or both to improve instruction and prevent learning loss.

*Examples that a district may consider if impacted by COVID-19:*

- A new, evidence-based core reading or math curriculum and related professional development to address student learning [Approved Reading Programs](#)
- Districtwide curriculum with both online and in-person options
- [Approved Digital learning providers](#) contracts to support remote learning
- Additional materials and teacher training to implement Advanced Placement (AP) classes in schools, and where necessary provide additional support so that all students, particularly vulnerable students, can access and succeed in AP classes
- Social and emotional learning program
- Multi-Tier System of Support (MTSS) materials, such as Tier 2 and Tier 3 interventions aligned to strong Tier 1 curriculum, as well as related screening tools
- Career and technical education programming
- Upgrading CTE programmatic equipment, projects or resources
- Professional development aimed at supporting student learning
- Supporting inclusive practices for improved access to content by highly skilled teachers

### **PREVENTING LEARNING LOSS**

(possible program codes 170, 180, 182, 183,184)

**\*\*Must meet 20% set-aside requirement from ARPA (ESSER III)**



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 due to COVID-19.

*Examples that a district may consider if impacted by COVID-19:*

- Planning for a targeted summer program to address or prevent learning loss
- 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.
- Implementing evidence-based activities to meet the comprehensive needs of students
- Providing information, assistance, and educational resources to parents and families to effectively support students
- Digital learning provider contracts to support remote learning
- Engagement strategies
- Extended year opportunities (jumpstart programs, zero period, etc.)
- Providing transitional opportunities for students changing grades, buildings, or mode of instructional delivery.
- Extended school year intervention and enrichment programs in the summer or throughout the upcoming school year before school, after school, Saturday, etc.
- Community partnerships to engage students in authentic learning and enrichment activities
- Social and emotional learning program to address anxiety, student engagement, etc.
- Interventions and activities may include providing classroom instruction or online learning or coordinating with local organizations to deliver academic enrichment programs during the summer months, before or after school, or during an extended school year option
- Implementing a Community Schools Model to support students with wrap around services

Address learning gaps for remote or hybrid learners:

- Redevelop instructional plans for remote or hybrid learning
- Initiate and maintain education and support services or assistance for remote or hybrid learners
- Hire additional support staff to care for students' health and well-being

Under ESSER III requirements, **Each LEA must use at least 20% of the funds to address learning loss** by implementing evidence-based interventions (summer learning, extended day or extended school year programs). LEA's must ensure interventions meet 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. The interventions must respond to students' academic, social and emotional needs and address the disproportionate impact of the pandemic on disadvantaged students.

### **ADDITIONAL PAY**

(possible program code 160)

Must have written plan for documentation

When the U.S. Department of Education (ED) awarded ESSER funds to states it noted the funds "generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting



from COVID- 19.” This does not mean all bonuses, merit pay, or similar expenditures are unallowable, only those unrelated to COVID-related disruptions or closures.

*Examples that a district may consider if impacted by COVID-19:*

- Address recruitment or retention challenges in light of the pandemic
- Provide additional compensation to teachers and other staff that have assumed new duties because of COVID-19
- Incentivize effective teachers to move to schools with vulnerable students that have been disproportionately impacted by the pandemic
- Provide additional pay to substitute teachers where there is a shortage
- Other pay strategies could also be permissible if the LEA can connect the strategy to issues resulting from COVID-19, such as provide additional compensation to teachers and other staff that work In-person

\*Districts should have a plan

## MAINTENANCE OF EQUITY

(possible program code 191)

**ESSER local funds** may be used to assist with continuity of operations or with budgetary shortfalls resulting from the pandemic. Low-enrollment LEAs, LEAs with unpredictable changes in school enrollment or LEAs that sustain a considerable loss of financial resources have flexibility to use ESSER funds to assist with budget shortfalls resulting from the pandemic.

To ensure districts can **continue operations without disruption**, until student enrollment stabilizes and long-term adjustments can be made, examples *that a district may consider if impacted by COVID-19 are:*

- Maintain teachers and support staff through the 21-22 school year, with the expectation of students returning.
- Continuation of academic programs and CTE pathways  
(Should have a plan to bring students back or transition staffing post-COVID)
- Offset the cost of increased substitutes or substitute pay due to COVID-19.

Because the extent of budget shortfall is not known at this time, ESSER funds may be reserved until student enrollment stabilizes and used to **bridge future budget shortfalls** if the deficit is related to the coronavirus and the ESSER funds are needed for education-related expenses.

- Offset revenue shortfalls in local tax collections
- Declining enrollment
- Reduced categorical funding amounts

\*LEAs cannot reduce state and local funding or staffing per student in schools with high rates of students living in poverty in FY 2022 or FY 2023 by more than district-wide funding or staffing reductions.

*\*\*\*Please keep in mind that under both the CARES Act and CRRSA, ESSER funds are not subject to a supplement, not supplant, requirement and there is no maintenance of effort requirement at the LEA level. However, LEAs should be mindful that existing maintenance of effort requirements in other federal programs, such as Title I, continue to apply, and that federal funds such as ESSER funds cannot be included in local maintenance of effort calculations for these other programs.*