

**American Rescue Plan Act  
Elementary and Secondary School Relief Fund (ESSER)  
LEA Plan Template**

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021 provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its local educational agencies (LEAs) in the same proportion that the LEAs received under Title I-A of ESEA in FY 2020. LEAs must reserve at least 20 percent of their total ARP ESSER allocation to address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions.

The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring LEAs receiving ARP ESSER funds to submit an LEA ARP ESSER Plan and an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ARP ESSER funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 Interim Final Requirements: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ED Fact Sheet American Result Plan Act: [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf)
- The American Rescue Plan Act: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- CDC COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceuseinvestment.pdf>

- TEA ARP ESSER III Guidance:  
<https://app.smartsheet.com/b/publish?EQBCT=f4b5d82938764f1f81573845021e58ed>

### Purpose of the Template

The IFR issued by ED outlines several requirements for all Districts to ensure that funds under ARP (ESSER III), specifically, are spent in a manner consistent with the new statutory set-aside and that key stakeholders have been consulted in this process. The ARP also requires that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. Plans are required for all districts, regardless of operating status, unless a district is fully virtual with no physical location.

The Texas Education Agency (TEA) may create a single plan that includes all the required elements or may add in additional requirements, as it deems appropriate. Districts may provide any additional information they believe are helpful in assessing their plan. LEAs are required to make these plans publicly available on the LEA's website.

According to TEA's guidance, local boards are not required to approve these plans; however, the local board is required discuss the uses of funds. The District plan includes all schools, including campus charter schools without separate boards. Any in-district charter schools that have their own boards will need to develop their own separate plans and those plans must meet the requirements for stakeholder input and will be posted on the website.

All districts must file this plan with TEA by July 27, 2021.

## LEA ESSER Plan Guide

Lumin Education will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner.

1. ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The district will have an additional custodian to maintain sanitation during the school day by wiping down high-touch surfaces and supporting classroom disinfecting. Lumin will also purchase and utilize supplies for disinfecting such as emist products, air purifiers, HEPA rated air filters, and cleaning and disinfecting products to aid in COVID spread prevention.

2. The District will address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

The District will provide one-on-one and small group tutoring for students using the design principles for effective tutoring published by EdResearch for Recovery Design Principles (February 2021). Interventionists will be hired specifically to address reading and math learning loss. Our afterschool program will be bolstered to focus on addressing language development to support learning loss due to COVID. There will be a district-wide focus on involving all adults in increasing language development with our students. We will provide summer enrichment and extended school year programs.

3. The District will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Our budget managers are trained on the allowable use of funds. The accounting department will monitor the use of funds. We will be spending funds on allowable items many of which have become essential to operations due to COVID. Examples include, but are not limited to, trainings, software such as Zoom, instructional software, and other activities or supplies.

4. The District will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our interventionists will specialize on reading and math learning loss from the previous pandemic year. Students will be evaluated using a variety of assessment tools to create differentiated instruction. Our interventionists and teachers will be trained in a reading remediation program to be used for struggling students.

To address the social, emotional, and mental health needs, we will be hiring play therapists to support our students. Our play therapy program is used to help children overcome social and emotional obstacles. While adults talk out their feelings, children play out their feelings. As a result, play therapy is to children what counseling is to adults. We will also use other strategies, such as Mindfulness and Child-Parent Relationship Therapy to increase students' ability to learn and reduce behavior challenges.

5. The District made its plan available to the public and provided an opportunity for feedback that was collected and incorporated into the plan.

We announced the funding opportunity in our Board Meeting. We then created a survey to gain input from many stakeholders from different backgrounds. We provided the survey as a link to the general public, staff, parents, alumni, and civil rights organizations for feedback. We gathered stakeholders at our annual Campus Improvement plan meeting for discussion of possible use of funds. We incorporated stakeholder ideas such as adding interventionists and tutoring into our plan..

6. The District engaged in timely and meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, tribes, civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

We disseminated the survey in time for parents and staff to participate while school was still in session. We left the survey link live for eleven days to ensure

we got as much input as possible. If we noticed that a group of stakeholders was not being represented, we reached out specifically so that they could respond. We used our Campus Improvement Plan committee, which is made up of all stakeholders mentioned, as an avenue for discussion and feedback on survey results and next steps.

In addition, the Lumin Education provides the following assurances:

- The District engaged in meaningful consultation with the following groups:
  - a. Students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions.
- The District engaged in meaningful consultation with each of the following groups, to the extent present in or served by the LEA:
  - b. Tribes, civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
- The District has created its plan in an understandable and uniform format.
- The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.
- The District provided the public an opportunity to provide input on its plan and took such input into account.
- The District has made its plan publicly available on its website.

The link to the plan is here: <https://lumineducation.org/wp-content/uploads/2021/07/Elementary-and-Secondary-School-Relief-ESSER-III-Plan.pdf>

## **LEA Plan for Safe Return to In-Person Instruction and Continuity of Services**

Lumin Education has amended its plan for ensuring safe in-person instruction and continuity of services.

1. The District had a plan that is already compliant and will review it every six months, or the District will amend/create a plan and post it within 30 days of receiving funds.

We will post our plan and will review and revise it every six months, with the first review at our January Annual Public Meeting.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Our district already has safety procedures in place. During the last 15 months, we have had universal and correct wearing of masks. We will follow CDC guidelines as they are published for the 2021-22 school year. We encouraged and trained students and adults in handwashing and respiratory etiquette and installed touch free hand soap and hand sanitizing dispensers throughout the organization. We hired additional custodians in order to clean and maintain healthy facilities. We will continue to use emist machines, air purifiers, and HEPA 13 air filters. We have been and will continue to follow recommendations made by the CDC, TEA, and Dallas County Health Department. We have an assigned Dallas County nurse to provide health and safety guidance, especially when needed for isolation and quarantine decisions.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

In case of isolation, quarantine, or future school closures, we will follow TEA attendance regulations and CDC guidance. We will provide remote instruction if needed and sanctioned by TEA. We will translate academic materials and

communications with parents in order to meet the needs of English learners. Students with disabilities will continue to be served by their providers via zoom or in person as applicable.

7. The District sought public comments in the development of its plan and too those comments into account in the development of its plan.

We asked for feedback via a posting on our district web site, in addition to having a stakeholder meeting and a widely distributed survey. We have a public forum at our board meetings that allow for public comment. At our stakeholders meeting, ideas were shared and considered and were then incorporated into our ESSER III plan.

In addition, the Lumin Education provides the following assurances:

- The District made its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

The link to the plan is here: <https://lumineducation.org/wp-content/uploads/2021/07/Elementary-and-Secondary-School-Relief-ESSER-III-Plan.pdf>

- The District sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- The District will periodically review and revise its plan, at least every six months.
- The District will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- If the District revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- The District has created its plan in an understandable and uniform format.
- The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.