



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
www.ksde.org

## Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

## Instruction

This template presents an opportunity for LEAs to share their plans for the use of ARP ESSER funds with the public. The Kansas State Department of Education must approve an LEA’s plan in order to make the ARP ESSER allocation available for use.

To submit the LEA’s ESSER III plan, please submit it to Kansas CommonApp <https://commonapp.grantplatform.com/>. If you have any questions at all please refer to our website at <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Federal-Disaster-and-Pandemic-Relief>, or please email [esser@ksde.org](mailto:esser@ksde.org).



- c. School and District Administrators including Special Education Administration
- d. Teachers, Principals, School leaders, other Educators, School Staff and their Unions
- e. Tribes
- f. Civil Rights Organization including Disability Rights Organizations
- g. 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
- h. Provide the public the opportunity to provide input and take such input into account

**Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

7. Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

8. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to 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? *(Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)*
  
9. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?
  
  
  
  
  
  
  
  
  
  
10. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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.