



## **American Rescue Plan ESSER Use of Funds Plan Cherry Hill Public Schools 2021**

The American Rescue Plan (ARP) Act provides \$122 billion in funding to states and school districts to facilitate the reopening and sustain the safe operation of schools. The following is the Cherry Hill Public Schools' plan for the use of these funds.

### **1. The extent to which and how the 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:**

Consistent with recent CDC guidance on reopening schools for safe in-person learning, the district will utilize ARP funds to improve ventilation to the extent possible to increase the delivery of clean air, increase circulation of outdoor air, and dilute potential contaminants. We will be upgrading Heating, Ventilation, and Air Conditioning (HVAC) units throughout the district to ensure ventilation is maximized and air quality is as high as possible. Additionally, exhaust fans will be purchased for use in key areas such as restrooms and kitchens to be run at full capacity while the school is occupied and for 2 hours afterward. The district also plans to purchase additional shade structures to allow for outdoor instruction and activities when appropriate. This helps satisfy CDC guidance on physical distancing and holding activities in outdoor, well ventilated spaces.

### **2. 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:**

As we transition from over 18 months of remote, hybrid, and in-person instruction we understand that our students are in need of academic and social support opportunities during the academic year and summer months. Students will need targeted instructional supports and interventions to counteract any academic deficits or gaps students may have experienced as a result of the school closure. These supports will be personalized and will occur through a well-rounded range of academic and enrichment experiences for students in grades K-12. The funds will be allocated to support tutoring support, homework clubs, enrichment and acceleration opportunities.

### **3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:**

Consistent with recent CDC guidance on reopening schools for safe in-person learning, the district will utilize ARP funds to improve ventilation to the extent possible to increase the delivery of clean air, increase circulation of outdoor air, and dilute potential contaminants. We will be upgrading Heating, Ventilation, and Air Conditioning (HVAC) units throughout the district to ensure ventilation is maximized and air quality is as high as possible. Additionally, exhaust fans will be purchased for use in key areas such as restrooms and kitchens to be run at full capacity while the school is occupied and for 2 hours afterward. The district also plans to purchase additional shade structures to allow for outdoor

instruction and activities when appropriate. This helps satisfy CDC guidance on physical distancing and holding activities in outdoor, well-ventilated spaces.

**4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions:**

As part of ESEA requirements, we engage in annual stakeholder meetings which allow us to gather input from key stakeholders. In August of 2021, we met with stakeholders to review all funding sources as well as how additional funds dedicated to the school district will be spent. There has been a Return to Learn and Road Forward Committee since March of 2019 which meets frequently and addresses the academic, social, emotional, and mental health of students, staff, and community to ensure a smooth transition back to in-person learning. There have also been numerous presentations at the Board of Education Meetings to gather data from the Board and community on how funds should be spent. All programs offered though the funds will be available for access by all students.

**5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: 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:**

As part of ESEA requirements, we engage in annual stakeholder meetings which allow us to gather input from key stakeholders. In August of 2021, we met with stakeholders to review all funding sources as well as how additional funds dedicated to the school district will be spent. There has been a Return to Learn and Road Forward Committee since March of 2019 which meets frequently and addresses the academic, social, emotional, and mental health of students, staff, and community to ensure a smooth transition back to in-person learning. There have also been numerous presentations at the Board of Education Meetings to gather data from the Board and community on how funds should be spent. All programs offered though the funds will be available for access by all students.