

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; ([count] of 2000 maximum characters used)

ESSER funds will be used in several ways to safely open up schools for in person learning: 1) Ventilation systems will be added/upgrades to increase air circulation in open areas that are used by many people, such as gymnasiums and cafeterias. Improved air flow with outside air, helps prevent the spread of the virus. 2) Increase in personnel during lunch and recess enables schools to group students into smaller pods, thus maintaining greater social distances and reducing the risk of exposure during lunch when students will have facemasks removed. 3) Increasing tech infrastructure allows in-person learning to continue unabated, even when some students may be quarantined. The hybrid classrooms are the most challenging instructional dynamics.

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; ([count] of 2000 maximum characters used)

Approximately \$150,000 will be directly related to interventions related to: 1) More seat time after school, before school, and over the summer. 2) Academic interventions to target specific skills. 3) Improved student/teacher ratio. Additional personnel will be hired to reduce the student/teacher ratio for the most at-risk populations that will be targeted for interventions. Based on assessment, students will receive small group intervention in core subjects. Additionally, students will be identified as to the need for 1:1 tutoring to close identified gaps in learning, especially in reading at the younger

levels. To help teachers better identify students and set up effective programs, professional development will be provided through ESSER funds in targeted reading instruction, science, and math.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The remaining ESSER funds will be spent on the social emotional impact of COVID on our learners including, but not limited to, additional counseling services provided to students through an outside agency and SEL programs brought in to speak to the students. Counseling programs will develop social skills based on the CASEL standards, and a program for 1:1 counseling and group counseling will be provided.

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.

([count] of 2000 maximum characters used)

The ESSER funds will ensure a target assist model of interventions in which students will be assessed throughout the year for inclusion into a program. Teachers, parents, I&RS, and administration will have the ability to recommend students who are struggling both academically and social/emotionally. Benchmark tests with intervention thresholds have been set which flag students who are struggling based on internal assessment platforms. The Start Strong program is serving as a referral program as well. Interventions for students have been identified across demographic subgroups in all subjects and remediations have been equitable based on evidence of need.

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. ([count] of 2000 maximum characters used)

The Midland Park School District utilized parent surveys, teacher surveys, and school-based committees to continually garner input from a variety of stakeholders. Administration and committees were charged with ensuring equitable and fair use of funds. Administration and committees representing ELL students, students served under IDEA, 504 students, students experiencing homelessness, foster children, and underserved students have been identified and ongoing consultation with the school Principals, Business Administrator, Director of Special Services, and Superintendent occurs to coordinate services efficiently and effectively for all subgroups in need.