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**Applicant:** 01 1690  
GALLOWAY  
TOWNSHIP  
- Atlantic  
American  
Rescue

**Application:** Plan -  
**Cycle:** ESSER - 00-  
Original  
Application

**Project Period:**  
3/13/2020  
-  
9/30/2024

**Application Sections**  
American Rescue Plan Consolidated

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## LEA Plan for Use Of 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; ([count] of 2000 maximum characters used)

A portion of the funds will be used to add additional classrooms for students to help maintain reasonable class sizes, and offer more social distancing. The space will include: additional instructional rooms, and HVAC for a gymnasium which is also used as a multipurpose room. Funds will also be used for additional nursing and other staff to monitor and generate social distancing and safety.

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)

Funds will be used for a before-school tutoring program as well as a number of summer learning programs for the 2021-2022 school year and 2022-2023 school year.

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)

Funds will be used for instructional materials, texts, and electronic access. Additional ESL teachers will also be secured.

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)

We will continue our engagement with stakeholders to triangulate the needs, services, and the efficacy of our services. Our practice of disaggregated correlation studies will be employed to ensure interventions implemented 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

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)

Through organized and ongoing dialogue led by the Superintendent such as Town Halls and the District Educational Advisory Committee (inclusive of community members; guardians; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions) there is meaningful consultation with stakeholders and an opportunity for the public to provide input in the development of its plan.