

# Red Bank Regional High School

## ESSER ARP - 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;

Mental Health Funds will be used to provide Professional Development for Faculty, Staff, Mentors, Student to Student Leaders (STS), students, and the community on Social Emotional Learning strategies and trauma-informed practices. These strategies can be incorporated into classroom lessons, and daily routines so that students are taught to respond instead of react.

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;

Grant funding will be used to expand learning during summer by extending the school-day in our rising 9th grade transitional program. In addition, summer enrichment will be implemented for students in preparation for their enrollment in top-tier ELA programs (Rutgers Writing, AP, IB). These programs will reinforce essential skills, study skills, and provide emotional and social support to students to promote their success. Grant funds will also be used to increase instructional time for students during and after school to offset losses linked to COVID-19.

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

The District will be investing in maintenance and possible replacement of HVAC units to ensure proper ventilation and air quality to help reduce the transmission of COVID. The District will also provide transportation to programs addressing learning loss.

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.

Guest presenters will provide Social-Emotional Learning Strategies for all students each marking period during Health and PE classes. The goal of this curriculum is to provide students with coping and life skill strategies, which promote self-expression, self-confidence, leadership, increased competence in executive functioning skills, and sound decision-making. The plan is derived from the Learning Acceleration principles developed by the NJ DOE. Due to the COVID-19, many of our students, particularly students from lower socio-economic backgrounds, have suffered from interrupted education and skill development. Among other actions, an "all in" approach will be utilized to expand participation in top-tier academic programs. For example, the district will aim to enroll 80% of the current 9th grade in class in top-tier ELA courses (Rutgers Writing, AP, and IB) as they begin 11th grade in September 2023. Students will be surveyed with follow-up focus group discussions led by external evaluators to measure success and identify areas in need to attention. Community and student advisory boards have been established to maintain open lines of communication and provide feedback to the district on the impact of grant funded initiatives.

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.

The District posted the Safe return plan on its website for all parents to review and provide commentary. The District has a community advisory board, a PTA and a student advisory board which meets monthly in which learning loss and programming were discussed. The District has many parent meetings especially with the ELL. Due to the District's diverse make up of its clientele, we provide parent teacher conferences at the high school level, where many Districts do not. This gives parents another outlet to connect and learn about programming and ask questions. Parents are given many opportunities to provide feedback on programming being implemented.