



**Applicant:** 25 4360  
RED BANK -  
Monmouth  
American  
Rescue Plan

American Rescue Plan Consolidated

**Application Sections**



**Application:** - ESSER - **Project**  
**Cycle:** 00- 3/13/2020 -  
Original 9/30/2024 -  
Application

Printer-Friendly

### 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)

We will continue to use these funds along with those in our CARES and ESSER II application for PPE and additional cleaning practices in order to ensure safety of all students and staff. We will also expand our outdoor classroom spaces in order to provide students and staff access to open air spaces, continue to use dividers in large spaces for dining as well as equipment for cleaning, temperature checks and safety/security. We will also replace older carpeting which is difficult to maintain clean at all times, especially as students may need to eat in their rooms in order to keep social distancing when their masks are off. Finally, our HVAC projects will help circulate and filter air in large spaces and in classrooms in order to be compliant with more stringent standards due to COVID-19. Many of these systems are older and no longer efficient in their circulation of air.

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)

We will implement a variety of before and after school programs, summer programs (in house and through community partners) as well as during the school day interventions. Programming will be inclusive of all students, including special education students and English Language Learners. Students will participate in literacy and math intervention as appropriate, additional ESL support, classes focused on Visual and Performing Arts, STEM and SEL/Mindfulness. Students will also partake in book clubs in order to increase their exposure to literature and increase their love of literacy. Programing after school and in the summer will also include a physical activity component and work with school counselors and therapists in order to ensure burnout does not occur. Digital subscriptions, high interest low level materials and materials that students do not normally see during the school day will also be purchased and implemented in order to keep engagement high. Our 1:1 Chromebook initiate and Wi-Fi access at home will also be supported. Community partners such as Project Write Now, Bricks 4 Kids, Horizons and Count Basie will also be used in order to meet the varied needs and schedules of our school community.

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 funds will be used to update and replace HVAC systems in our Middle School. Our Primary School, due to a

referendum, is fully functional at this time. This will allow for proper air flow in these spaces. In addition, we will use funds for additional cleaning and PPE due to COVID protocols. We will also expand our outdoor learning spaces, add a school counselor, add an instructional coach to support teachers in providing student interventions and add a leadership team member in order to oversee many of these initiatives directly resulting due to the COVID-19 pandemic. Please note our response in #2 is also included in the use of funds beyond the 20%.

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 ensure the interventions implemented address the academic impact of lost instructional time through continuous communication, surveys and meetings with ALL stakeholders - staff, families and students. This has been an ongoing process in the district during and even before the pandemic so we do not feel it a problem. We have various committees (Dream Team, RBBEA, Board Committees, Strategic Planning, PTO, etc.) already in place to keep our pulse on the needs within our school community. We are also ready to change and adapt as hopefully conditions improve and needs change. In regards to including students from low-income families, students of color, English learners and children with disabilities - this represents our District as we have almost 90% that are economically disadvantaged and over 80% Hispanic. We will continue to look at student assessments and data points as well as teacher evaluation data to tweak and enhance our plan as we move along.

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)

Our practices before COVID included meaningful consultations with many of these groups. We have over 40 active community partnerships (visit [www.rbb.k12.nj.us](http://www.rbb.k12.nj.us) to see a complete this) which we maintain and they represent all the groups listed. We also have our PTOs, Bilingual Parent Advisory Council and SEPAC which regularly meet.