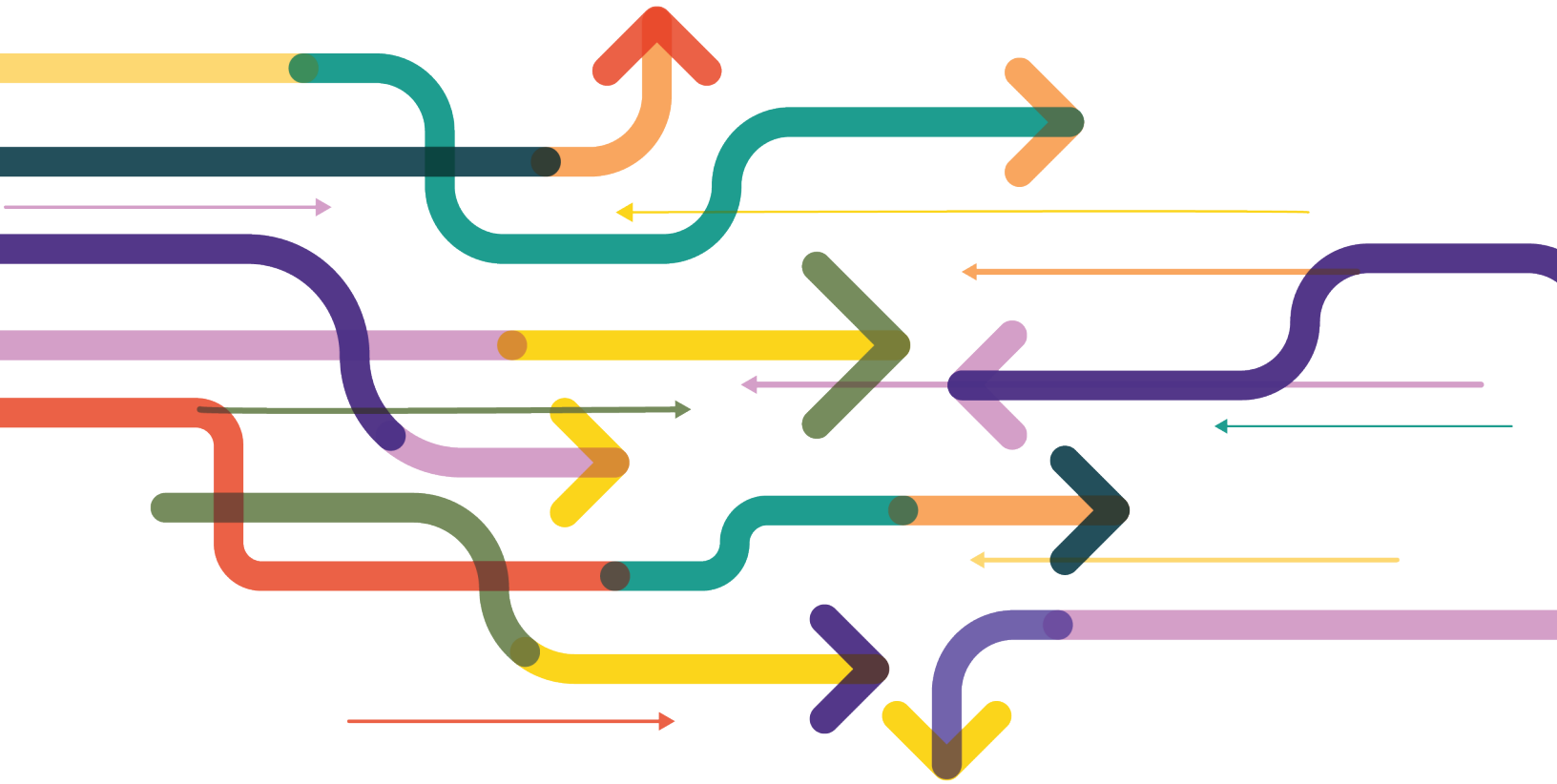
STRATEGIC PLAN
2025-2030

Prepared for the

RED BANK REGIONAL HIGH SCHOOL DISTRICT

LITTLE SILVER, NEW JERSEY



Facilitated by NJSBA Field Services Department

Mary Ann Friedman – Senior Field Service Representative

Dr. Timothy Teehan - Field Services Representative

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ACKNOWLEDGEMENTS

The Red Bank Regional High School District's Strategic Planning process, completed during the 2024 - 2025 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

RED BANK REGIONAL HIGH SCHOOL DISTRICT BOARD OF EDUCATION

Patrick Noble, President
Tara Gibb, Vice-President
Memone Crystian, Board Member
Mark Taylor, Board Member
John Garofalo, Board Member
Nicole Woods, Board Member
Ursula Henry, Board Member
Jennifer Lipp, Board Member
Amanda Galante, Board Member

Dr. Louis Moore, Superintendent
Debra Pappagallo, Business Administrator

INTERNAL COORDINATORS

Erin Pinto
Jessica Verdiglione

NEW JERSEY SCHOOL BOARDS ASSOCIATION

Mary Ann Friedman, Senior Field Service Representative
Dr. Timothy Teehan, Field Service Representative

PARTICIPANTS IN THE PROCESS

Red Bank Regional High School District Attendee List – Strategic Planning

Friday, January 10, 2025

1. Jessica Verdiglione
2. Erin Pinto
3. Eric Platt
4. Ursula Henry
5. Carlye Laido
6. Michael Stoia
7. Jennifer Lipp
8. Kim Kelly
9. Rob Donohoe
10. Phil Greene
11. Suzanne Keller
12. Allison Davidson
13. Michelle Blanco
14. Kim Eulner
15. Brent A. MacConnell
16. Jesabel Cruz
17. Louis Moore
18. Carolyn Barber
19. Mandy Galante
20. Sue Viscomi
21. Shannon Connor
22. Nicholas Timpone
23. Ben Forest
24. Ryan Howard
25. Richard Golding
26. Debra Pappagallo
27. Kate McAllister
28. Jessica Groom
29. Sunny Lenhard
30. Shatiera Porte'e
31. Cate Moore
32. Jared Rumage
33. Samantha Burrier
34. Ellen Tizio
35. Allison Buleza
36. Jamie Fleming
37. Carl Eklof
38. Allison Buleza
39. Kristy Finck
40. Lisa Vitelli

Red Bank Regional High School District Attendee List – Strategic Planning

Saturday, January 11, 2025

1. Jessica Verdiglione
2. Nick Timpone
3. Kim Kelly
4. Debra Pappagallo
5. Erin Pinto
6. Sue Viscomiu
7. Michelle Blanco
8. Allison Davidson
9. Suzanne Keller
10. Mandy Galante
11. Rob Donohoe
12. Ryan Howard
13. Kim Eulner
14. Carlye Laido
15. Sunny Lenhard
16. Samantha Burrier
17. Jamie Fleming
18. Carl Eklof
19. Allison Buleza
20. Ellen Tizio
21. Kristy Finck
22. Lisa Vitelli
23. Julius Clark
24. Jessica Groom
25. Richard Golding
26. Kate McAllister
27. Ben Forest
28. Mike Stoia
29. Lou Moore
30. Phil Greene
31. Cate Moore

STRATEGIC PLANNING PROCESS

Executive Summary

A. EDUCATING THE BOARD TO MAKE AN INFORMED DECISION

The Board of Education, together with Dr. Louis Moore, Superintendent of Schools, and Debra Pappagallo, Business Administrator Red Bank Regional High School District met New Jersey School Boards Field Service Representatives Mary Ann Friedman and Dr. Timothy Teehan who presented information on the Strategic Planning services available to the district and Board of Education. In January 2024, the board of education approved a contract with the New Jersey School Boards Association, NJSBA, for a traditional strategic planning process.

The following information supplied to the Board of Education included a review of the following information and requirements:

- commitment of time and resources.
- school and community level involvement.
- strategic planning to meet the needs of the district.
- the Board's role in the process.
- potential participants to be included in the process.

B. PLANNING

On multiple dates in 2024, the Superintendent, Business Administrator, Board of Education leadership, and NJSBA Field Service Representatives, Mary Ann Friedman and Dr. Timothy Teehan met virtually to review the pre-process materials including notices, invitations, and internal coordinator job description. The Strategic Planning calendar was developed and methods of informing the community and staff of the upcoming meetings and volunteer forms were provided. The district decided to provide kick-off sessions for Staff and Community. It was also determined that the Superintendent and Administrative Team would develop the Action Plans for the strategic planning goals at the conclusion of the strategic planning council conference weekend.

(Appendix A: Strategic Planning Calendar) (Appendix D: Action Plans)

C. PLANNING COUNCIL CONFERENCE

On Friday, January 10, and Saturday, January 11, 2025, Mary Ann Friedman and Dr. Timothy Teehan, New Jersey School Boards Association Field Service Representatives facilitated the Planning Council Conference. Students, parents, community members, board members, staff and administrators participated in the Planning Council Conference. The outcomes of the conference include:

1. the vision and initiatives for the future,
2. development of the system of beliefs,
3. review of the district mission statement,
4. strengths and challenges,
5. strategic planning goal areas, and
6. strategies identified for the strategic planning goal areas.

D. DEVELOPING THE ACTION PLANS

The Superintendent and Administrative Team developed the Goal Areas, Objectives, and Action Plans from the strategies that were identified during the Planning Council Conference. Action plans will include:

1. identify the major activities needed to accomplish the objectives / strategies,
2. the resources needed to accomplish the activities,
3. the timeframe for completion of the activities, and
4. select measures for accountability.

On March 12, 2025, Dr. Louis Moore, Debra Pappagallo, Erin Pinto, and Jessica Verdiglione from Red Bank Regional High School District, and Mary Ann Friedman and Dr. Timothy Teehan, NJSBA Field Service Representatives, met with participants from the planning weekend to present the draft Action Plans to the larger group and receive suggestions for revisions.

The final Action Plan Outcomes are included in the Strategic Planning notebook.

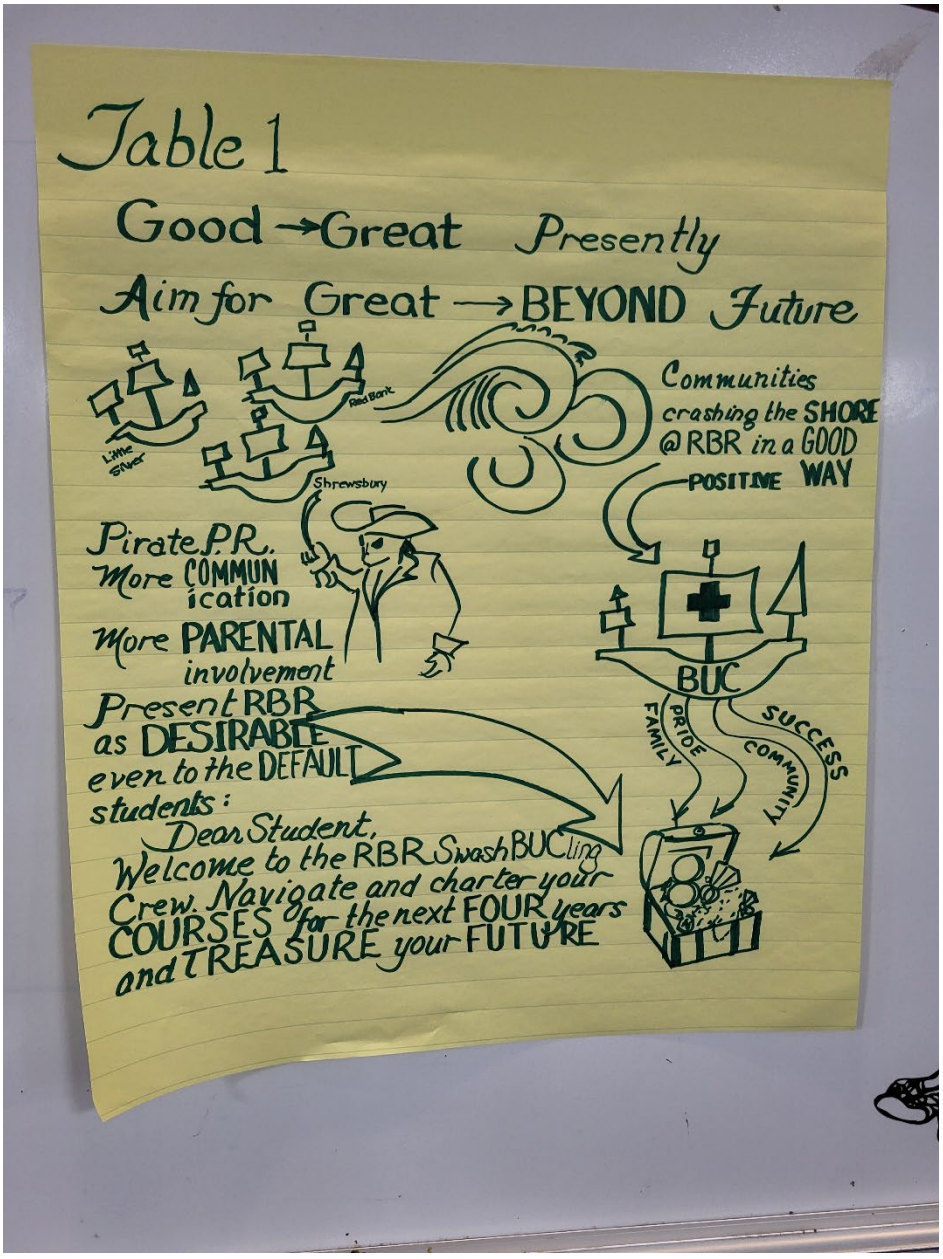
(Appendix D: Action Plans)

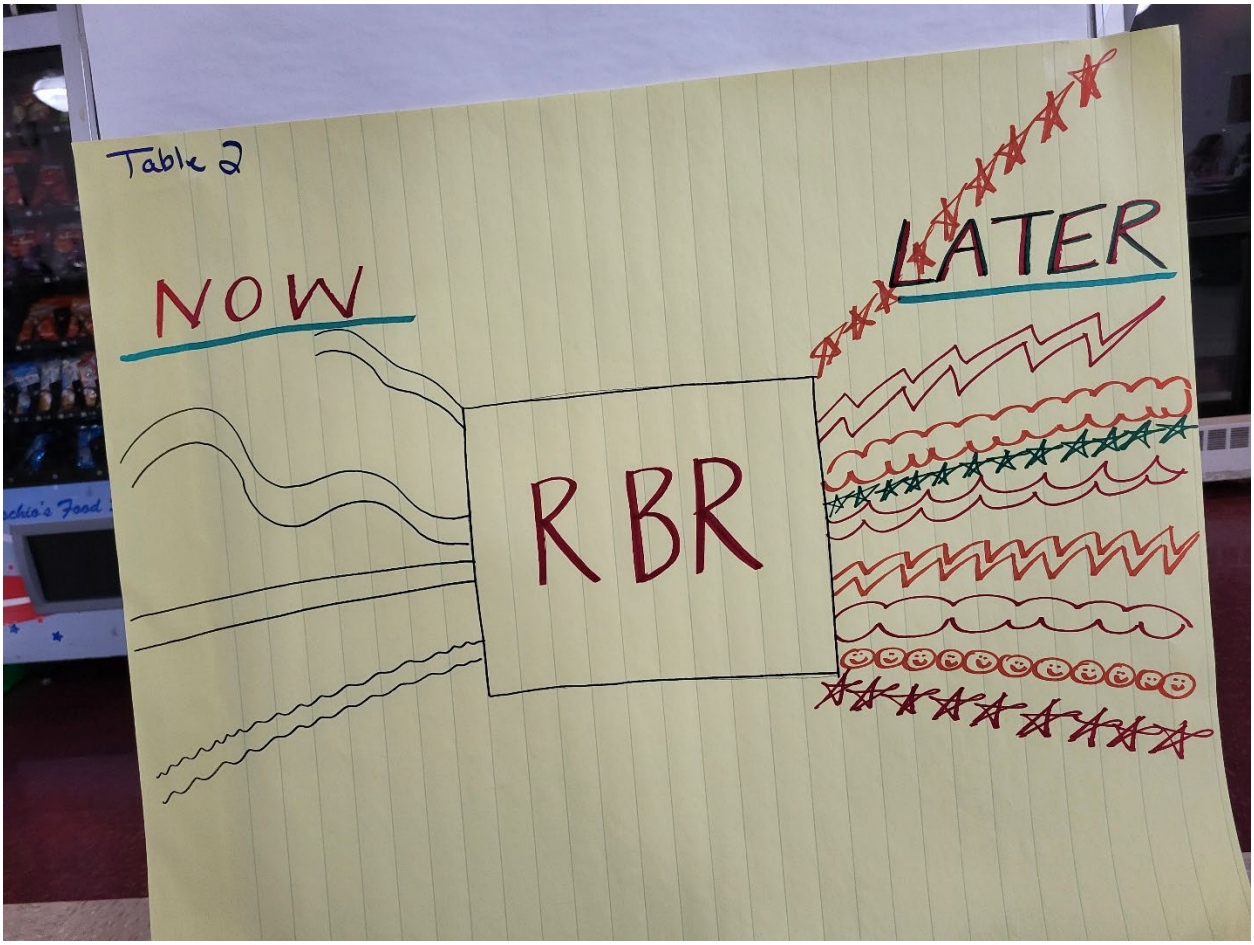
E. PRESENTATION OF STRATEGIC PLAN TO THE BOARD OF EDUCATION

NJSBA Field Service Representatives Mary Ann Friedman and Dr. Timothy Teehan provided a presentation of the plan to the full Board of Education on April 9, 2025.

An annual State of the Strategic Plan presentation is highly recommended to reflect the progress being made on the strategic planning goals.

VISION & INITIATIVES


Table 1
Good → Great Presently
Aim for Great → BEYOND Future
Red Bank
Little River
Shrewsbury
Communities crashing the SHORE @ RBR in a GOOD POSITIVE WAY
Pirate P.R.
More COMMUN ication
More PARENTAL involvement
BUC
PRIDE
FAMILY
SUCCESS
COMMUNITY
Present RBR as DESIRABLE even to the DEFAULT students:
Dear Student,
Welcome to the RBR SwashBUCling Crew. Navigate and charter your COURSES for the next FOUR years and TREASURE your FUTURE


Table 2
NOW
LATER
RBR

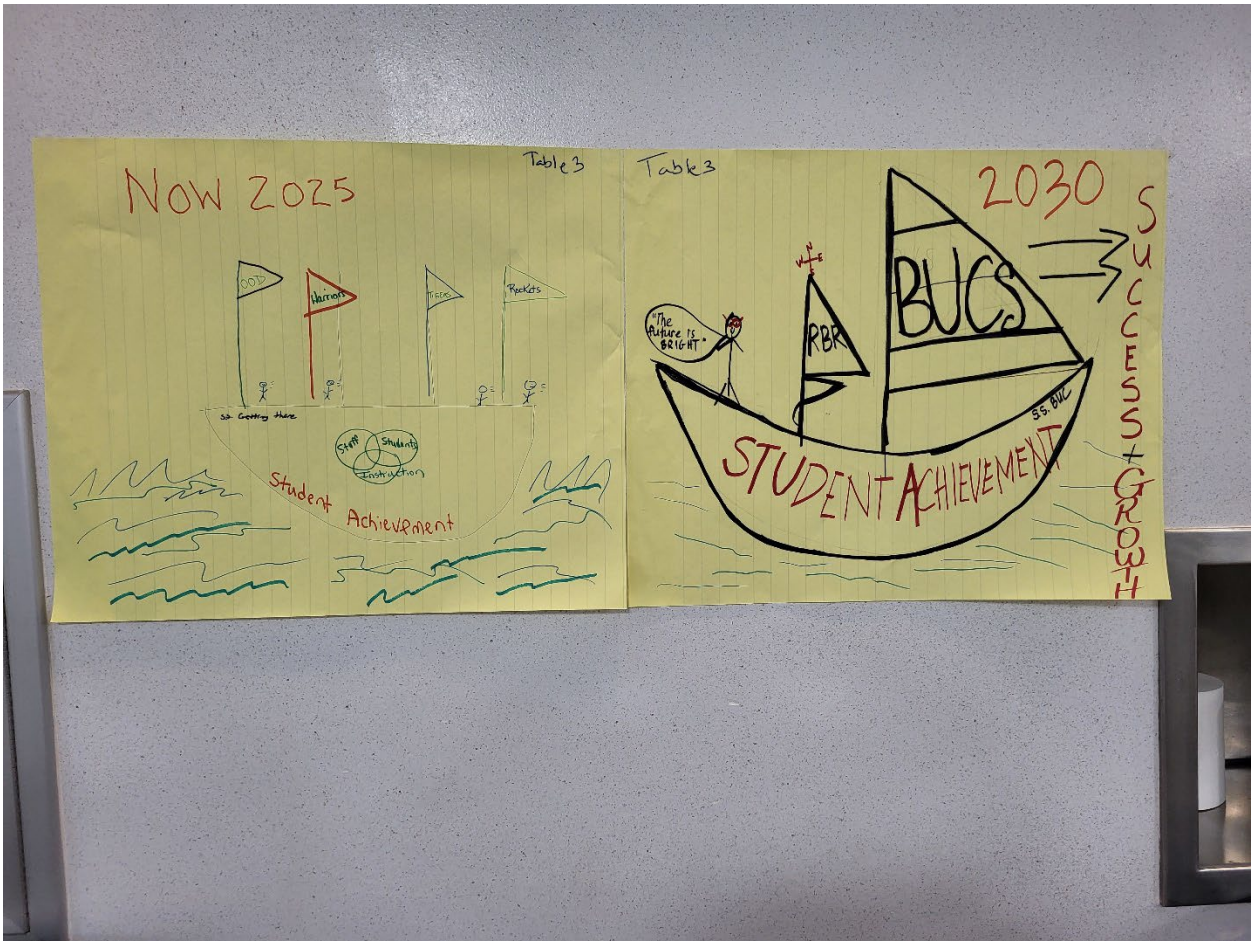

Now 2025
Table 3
Student Achievement
Table 3
2030
BUCS
RBR
"The future is BRIGHT"
STUDENT ACHIEVEMENT
SUCCESS + GROWTH


TABLE 4
PLAY TONIGHT
HOMECOMIN
SPORTS
COMMUNICATION
COLLABORATION
JAMES AND THE GIANT PEACH TONIGHT
NETFLIX


Books
Now
Future
E=mc²
E=mc²

VISION & INITIATIVES

COMMON THEMES IDENTIFIED IN THE VISIONING EXERCISE:

- Lack of community
- Communication challenges (from RBR out)
- Lack of school pride
- Lack of connectivity
- Knowledge of the pipeline
- Integration of towns
- Alumni involvement (lack of)
- Parental & business involvement (lack of)
- Strategic partnerships (lack of)
- Budget
- PR & marketing – everything that's great
- (+) Diversity
- (+) All academies
- (+) Academic rigor
- (+) Sports



CURRENT CORE BELIEFS

- We believe excellence in education includes a basic foundation, opportunities for all and preparation of each student to meet his or her potential.

- We believe our children learn best when engaged by motivated and well-trained teachers in a nurturing and safe environment equipped with all the necessary tools to promote lifelong learning.

- We believe the role of the community is to proactively recognize, embrace, support foster, cultivate and celebrate the diversity that is the greatest strength of Red Bank Regional for preparing every student for the real world.

- We believe the role of the parent / guardian is active engagement in the academic, extracurricular and social/emotional development of the student.

- We believe the role of the staff is to build relationships, impart knowledge, be passionate and committed, and model lifelong learning for students.

NEWLY REVISED CORE BELIEFS

(January 11, 2025)

We believe our students learn best when they are:

- In a nurturing and safe environment
- Equipped with the necessary tools and resources to promote life-long learning
- Presented with engaging choices by passionate, highly qualified educators

We believe the role of the parent/guardian is to:

- Engage in a thoughtful and respectful manner in the academic, extracurricular, social, and emotional development of the student
- Encourage independent thinking

We believe the role of the community is to:

- Actively embrace and celebrate our diversity, which uniquely prepares Red Bank Regional students for the world beyond our doors

We believe the role of the staff is to:

- Foster an academic and trusting environment
- Inspire students to become life-long learners
- Help students foster relationships, recognize their strengths, and motivate them to become independent thinkers

We believe excellence in education:

- Promotes agency
- Cultivates curiosity
- Builds resiliency
- Encourages a strong sense of self

We believe the role of the students is to be:

- Open to learning
- Respectful and courteous to all
- Accountable for their outcomes



CURRENT MISSION STATEMENT

The mission of Red Bank Regional High School is to ensure the academic success and personal growth of **all** students while developing a passion for learning.

MISSION STATEMENT

(Revised January 11, 2025)

The mission of Red Bank Regional High School is to ensure academic success, inspire purpose, foster a passion for learning, and encourage meaningful contributions to the RBR community and society.

STRENGTHS & CHALLENGES

Table #1:

Strengths	Challenges
Opportunities	Communication
Teachers / faculty	Budget
Source	Blending our communities
Diversity	MCVSD communication
Academies	Academic offerings (logistics)
Academic offerings (AP / IB / DE)	Facilities (field house, science class)
Sports / extracurricular	Need for career pathways
Summer programs	Lack of parent involvement
Safety & security	
Buc pride	

Table #2:

Strengths	Challenges
Summer Slam	Communication
Extracurricular	PR / marketing
Wide range of academic opportunities	Connection between sending districts & RBR
Academies	Diversity in extracurriculars, information
Teaching staff	Participation across opportunities (academic)
Support staff and The Source	VPA / Academy/ resources concerns
Facilities	Inclusion
Access to resources	Inconsistent parental involvement
Tech & media center	Accessible electives
Low turnover admin	Vocations
Volunteer & community engagement	Cell phone USE!
	Wi-Fi
	Building layout & lack of navigational tools

Table #3:

Strengths	Challenges
Diversity	Diversity
Rigorous Academics	Too many options
Academy options	Academy requirements (too pigeonholed)
Extracurricular options	IB program (takes away)
Facilities	Financial constraints
Technology	Low involvement in extracurricular
Cell phone policy	Science labs
Frequency of new schedule	Shared classrooms (multiple rooms) (for teachers)
Mods	Too many new initiatives
Academic support options	6th period / leave coverage (teacher shortage)
Staff	Public relations (communication)

Table #4:

Strengths	Challenges
Varied opportunities (VPA Etech)	Communication
Academic rigor	Lack of collective pride / engaged participants
Student / student support (tutor etc.)	Students not accessing or connecting with opportunities
The Source	Lack of resources / budget constraints
Athletic opportunities	
Nurturing supportive staff	
Respectful students	
Small classes / schedule	

Table #5:

Strengths	Challenges
Academics	Teacher shortage
Administration & staff	Communication
Facilities	Budget
Sports / Clubs	Sense of community
Diversity	Parent engagement
Number of offerings	Transportation
Arts	Safety
The Source	Social media
Guidance	Cell phones

STRENGTHS & CHALLENGES

Common Themes from small groups identified by the larger group:

Strengths	Challenges
Staff	Communication
Source	Budget
Academics	Participation (students) Academic & extracurricular
Safety & security	Diversity of staff
Academies	Academies (VPA specifically)
Support – Academic / emotional / SEL / choice of academic opportunities	Support – Academic / emotional / SEL / choice of academic opportunities
Diversity	Diversity
Support staff	Cross pollination of sending districts
Guidance	Alumni Association
Brookdale Community College	Cell phones
Buc pride	Offering science labs - schedules
Summer programs	Summer programs
Sports Extracurricular participation	Sports Extracurricular participation
Peer mentorship program	Peer mentorship program
	Teacher & substitute shortage
	Increasing Brookdale Community College offerings

STRATEGIC PLANNING GOAL AREAS

(2020)

1. Curriculum & Instruction
2. Community Engagement
3. School Climate & Culture
4. Facilities

STRATEGIC PLANNING GOAL AREAS

(2025)

1. Student Success
2. Communication
3. Community Engagement & Involvement
4. Finance & Facilities
5. School Culture & Climate

STRATEGIES FOR THE STRATEGIC PLANNING GOAL AREAS

Strategies to be utilized in the development of the Action Plans.

Goal Area 1: Student Success

Strategies:

- Student Engagement
  - Improve participation of student body in extracurriculars.
  - Improve participation across student body in high-level academics (IB/DE/AP).
  - Align instructional practices with student backgrounds.
  - Filed trips not just for VPA programs.
  - Narrow and deepen offerings (or open to more students).
  - Identify barriers to program participation.
- Career Pathways
  - Increase Health Science offerings.
  - Grow apprenticeship options.
  - Career pathways.
  - Prioritize courses that students most benefit from.
  - Ensure all students have a plan/timeline during 10^{th}/11^{th} grade.
  - Expand DE & vocational programming.
  - Educate students on possible non-college career paths (i.e. electrician, plumber, etc. the trades).
  - Make sure students are equally informed about offerings/schedule changes/days off etc.
  - Streamline student choices to meet the needs for the future (overlap between Career Pathways & Programming).

- Expand “All In” model to other subjects (overlap between Career Pathways & Programming).
- Fix the VPA (overlap between Career Pathways & Programming).
- Investment in VPA – mini-Fame (overlap between Career Pathways & Programming).
- Brookdale apprenticeship connection for VPA (overlap between Career Pathways & Programming).
- Cross-pollination of VPA programs to support each other, solve pain points, and create real world training and experiences within their disciplines (ex. Photography students take head shots for playbill – media production students) (overlap between Career Pathways & Programming).
- Students record all VPA performances to create RBR VPA’s archives (overlap between Career Pathways & Programming).

- Programming
  - Standalone honors in freshman year.
  - More honors programs.
  - Narrow program options.
  - Narrow the breadth of programming focus and prioritize courses.
  - Streamline academic offerings.
  - Expand “capstone” model.
  - Eliminate waiver system to coursework.
  - Allowing more ILO.
  - Focus course options.
  - Changes to frosh academy (did this in the past but has shifted over time).
  - More house competitions.
  - Treat all students equal top to bottom.
  - Teach civics.
  - Stop pushing IB. Not benefitting enough students.
  - Keep IB but fix the issues.
  - Reconsider IB.

- Keep IB.
- Reduce commitment to IB or remove to keep resources and choices for all programs.
- Eliminate or reduce IB to focus on more credit earning courses.
- Consider removing IB. There are too many conflicting programs.
- Academy requirements (reduce).
- Decrease academy requirements.
- Decrease academy elective requirements.
- Streamline student choices to meet the needs for the future (overlap between Career Pathways & Programming).
- Expand "All In" model to other subjects (overlap between Career Pathways & Programming).
- Fix the VPA (overlap between Career Pathways & Programming).
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- Support Services
  - Guidance department take a more active role in all students.
  - Emphasis on study skills infused in Freshman Academy.
  - IEP/504 review with parents annually.
  - Ensure that all students develop a post-high school plan at end of 10th grade.
  - Student 5-year plan for every student.
  - Evaluate number of choices and provide direction/focus.

    - Mentor program with alumni.
- Instructional Strategies
    - Improve “feedback” loops the instructional program.
    - Reallocate resources to support new schedule.
    - Reduce 6th period teachers.

Goal Area 2: Communication

Strategies:

- Streamline Communication
    - Narrow website and choose one method of posting info.
    - Streamline parent communication.
    - Unified calendar for All goings-on.
    - Choose 1 primary communication tool and inform families on where to go find it.
    - Improve & streamline communication.
    - Streamline communications/include sending districts.
    - Centralize info on extracurriculars & sports.
    - Parent "one sheets" for each year.
    - Streamline communication.
    - Streamline website!
    - Streamline all communication avenues.
    - Streamline social media.
    - All use Google Classroom for calendar due dates.
    - Streamline communication.
    - RBR App – one place for all info.
    - RBR App all in one place.
    - Portal access for MCVSD athletics.
    - Info in one place (public website, app).
    - Involve students in designing/implementing modern communication methods.
    - Communication for parents/families.
    - Develop protocol for more consistent expectations for communication from leadership team to staff.
    - Link on WAG
        - Share AM announcements digitally with families.
        - Announcements shared electronically through GC or Genesis.

- PR
    - Utilize marquee more for important announcements.
    - Hire a PR firm to assist with communication plan and increase positive PR.
    - Shared PR.
    - PR plan per department/club/team includes 6-8 promotion.
    - Hire external marketing & PR service.
    - One centralized person or PF firm to coordinate communication.
    - Shared PR with 3 sending districts.
    - Shared marketing person.
- Bragging
    - Blast out RBR – colleges choices/acceptances to 3 communities annually.
    - Annual list of college acceptances – historical data!
    - Blast college list "We rock".
    - Google Classroom for guidance due dates.
    - One pager for each grade level given in August/September for parents of what they need.
    - Have digital and print communication and signage for important events.
    - Billboards, posters, etc. about major school events displayed in businesses in Little Silver, Red Bank, and Shrewsbury.

Goal Area 3: Community Engagement & Involvement

Strategies:

- Advisory Boards to bring input from community for academies. Guidance, etc.
    - Advisory Board with seats for parental input Academies and other categories.
    - Advisory Board!
    - Advisory Board.
    - Support community volunteer and shadow career opportunities for students.
- Alumni Network
    - Alumni network.
    - Develop an alumni association.
    - Create alumni group.
- Summer camps and activities for sending districts to discover RBR
    - Bring back summer camps like drama/music for middle school.
    - Summer programs for 3 sending districts.
    - Encourage middle schools to work together before coming to RBR.
    - Engage sending districts through student involvement, coaching, peer tutoring, clubs at RBR for younger kids.
    - Booster club unified across 3 sending districts.
- Partnerships to engage middle school students in shared activities as attend RBR events
    - Promote sporting events at middle schools.
    - Chance to re-brand and increase enrollment by sending districts.
    - Work with sending districts to include in events.
    - VPA students perform at football games, etc.
    - 6-8 merged program.
    - Offer more social events for middle school kids to come together before they get to RBR.
    - Better interaction with “middle schools” of sending districts.
    - RBR seniors “clap out” at their elementary or middle school.

    - Have seniors participate in a “clap out” at their elementary and middle schools at the end of the year.
    - Combine sending district recreation programs.
    - Cross-pollination among sending districts.
- Create events in each community for parents and future students.
    - Engage future RBR families starting 4th or 5th grade.
    - Outreach to future Buc parents.
    - Somehow get more Shrewsbury and Red Bank parents involved.
    - RBR all community fair.
    - Community nights to make sure parents are signed up.
    - Increase parental involvement in Buc Backers.
    - Find ways to include and engage parents and younger kids.
    - Create opportunities for all 4 districts to work together.
    - Cultural/Community family dinners, programs.
    - Improve relationship with sending districts.
- Facilitate attendance at events with online ticketing
    - Online tickets.
    - Season pass to athletics.
    - Cashless tickets.
- Miscellaneous
    - Expand access to “conversational” Spanish for all staff.

Goal Area 4: Finance & Facilities

Strategies:

- Miscellaneous
  - Work with State legislators to change school funding formula.
  - Hold Senate accountable to our funding calculations and needs.
  - Explore additional revenue sources.
  - Improve Wi-Fi bandwidth especially interior of building.
  - Metal detectors (or something similar) – random checks?
- 1 Lunch period
  - Transition to one lunch period (45 minutes).
  - One lunch with club and study options.
- Athletics
  - Turf practice field.
  - Turf practice field.
  - Turf practice field.
  - Turf practice field.
  - A/C gym.
  - Air conditioning in gym.
- Science plan (Schedule & assignments)
  - Need to update science classrooms.
  - Science teachers 4 sections and a lab.
  - Science teacher teach 4 classes and 1 lab to ensure all classes have a lab period.
  - Science lab.
  - Science labs.
  - Science classrooms.
  - Update science classrooms.
  - Improve the science classrooms.
  - New science labs.
  - Update science labs.

    - Ongoing updates to facilities like science labs.

- Arrival & drop-offs
    - Re-design drop-off with buses having designated lane.
    - Create an access road around building for buses.
- Teacher shortage /sub plan
    - Address teacher shortage.
    - More teachers!!!
    - Sub recruitment plan.
    - Improve teacher & substitute teachers' recruitment.
    - Teacher shortage limit schedule to plan for leaves.
- Strategic classroom assignments
    - Building layout.
    - Ensure all teachers have ample and accessible workspace on preps.
    - Minimize number of teachers moving rooms.
    - Redesign classroom layout so all teachers have a designated space.
    - Classroom assignments need better grouping within areas.
    - Rethink classrooms core classes also need (new rooms more for academies).
    - Small class sizes.

Goal Area 5: School Culture & Climate

Strategies:

- Clubs/activities
  - Clubs/activities fair more than just once at frosh orientation.
- Miscellaneous
  - Reduce new initiatives to focus on few (depth over breadth).
- Academies
  - We have media production academy. Where is RBRTV!
- Integration of students
  - Improve inclusion of diverse groups race, class, disability, motive, language.
  - Staff PD for classroom strategies to increase engagement amongst diverse students.
  - Camp Bernie team building retreats.
  - Unite students.
  - Integrating student groups.
- Health & wellness
  - Health & wellness (students & staff).
  - Feel a sense of self-worth and purpose.
  - Staff training on identifying students with mental illness.
  - Keep social emotional learning and initiatives at the forefront.
  - Mental health services/surveillance.
  - Motivate students.
- Security
  - Metal detectors.
  - Siren alarms for a lockdown.
  - Violence prevention (fights & conflicts between students).
  - Increase (tougher) consequences for fighting.
- Cell phones
  - Zero tolerance for cell phones for entire school day.

- Enforce cell phone policy consistently.
- No cell phone use in hallways or study halls; students walk down stairs on phones and look down at phones in the hallways. It limits peer interaction, takes kids out of academic headspace, is dangerous mentally & physically and is not conducive for academic or social growth.
- Board policy on cell phone usage.
- Cell phone pouches to lock cell phones away.
- Cell phone policy.
- No phones, ear buds, headphones in school!



STRATEGIC PLANNING GOAL AREAS

GOAL AREA #1

STUDENT SUCCESS

Goal Area: Student Success

Objectives:

- Student Engagement
- Programming / Pathways

See Action Plans for all major activities.

GOAL AREA #2

SCHOOL CULTURE AND CLIMATE

Goal Area: School Culture and Climate

Objective:

- Promoting Democracy, Diversity, and Unity

See Action Plans for all major activities.

GOAL AREA #3

COMMUNICATION AND COMMUNITY ENGAGEMENT

Goal Area: Communication and Community Engagement

Objectives:

- Streamline Communications and Public Relations
- Community Engagement and Appreciation of Cultural Diversity for an Integrated School Community

See Action Plans for all major activities.

GOAL AREA #4

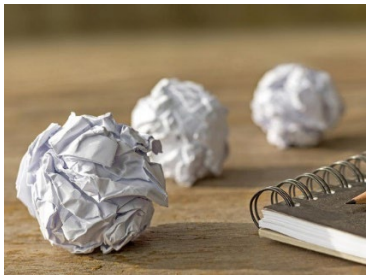
FACILITIES AND FINANCE

Goal Area: Facilities and Finance

Objectives:

- Exterior and Grounds Improvements
- Facility Projects and Improvements
- Finances

See Action Plans for all major activities.



CRUMBLE & TOSS

- I was proud that the common theme was building community.
- An agreement with all successes & challenges.
- Recognizing that communication, or lack thereof, was an ongoing theme for most in attendance.
- Great to hear various stakeholder perspectives all with similar ideas & goals.
- I was able to make new connections & positively contribute to the future of the school.
- Sessions were very organized & well explained. Excellent representation from all parts of the RBR community (i.e. Admin, teachers, staff, coaches, parents, alum members of the community.
- Dedication of the admin/staff that participated. Table set up made it hard to hear.
- The groupwork was productive but the instructions and the agenda could have been more clear as people seemed confused.
- Need to integrate sending districts before they enter RBR.
- Meeting and having productive discussions with stakeholders from all sending districts.
- Learned more about opportunities offered to students.
- A very positive experience. Great thanks for commitment and ideas!
- Great hearing about different perspectives from stakeholders.
- This process was excellent for community-building, student, family, & community integration.
- The parents and administrators / teachers all want the same thing for our RBR community!

- View of RBR from many different perspectives.
- I don't feel comfortable with the outcome of the strategic plan.
- The RBR community is filled with caring and engaged members.
- It's great to get to know others in the RBR community. I'm inspired.
- We need to build our RBR community!
- I'm impressed and inspired by the deep level of engagement across this passionate group. Conversely, I'm disheartened to see approximately 50 participants among a student population of over 1400.
- Happy to see the sense of community that exists and looking forward to strengthening that sense of community for all stakeholders.
- Loved working with this dynamic group of people who are passionate about RBR. Excited for plan. Process has been a little confusing.
- I was happy to meet and get to know more RBR staff & community members. I liked the mixed-up grouping & hearing ideas from many different people.
- This is a huge undertaking!
- Compromise.
- Collaboration same ideas with different voices coming together.

APPENDIX A
Strategic Planning Calendar

RED BANK REGIONAL HIGH SCHOOL DISTRICT
2024-2025 STRATEGIC PLANNING CALENDAR

RED BANK REGIONAL
HIGH SCHOOL DISTRICT

2024 Strategic Planning Calendar

September 11, 2023	**Met with Board of Education to discuss NJSBA's strategic planning services**
December 2023	**Board approved NJSBA's Traditional Strategic Planning process**
January 2024	**Strategic Planning Calendar developed**
Monday, Sept. 30, 2024 2:45 & 6:00 p.m.	**Orientation Workshop for Staff / Community** – RBR Auditorium Explanation of process and calendar and committee structure Volunteer forms available
Monday, Oct. 7th	**Volunteer forms due – Google Form**
Tuesday, October 10, 2024 4:00 p.m.	**Information Committee Training** – RBR Commons State of the Schools & State of the Community Report Committees Training of committee chairs and/or committee members
Tuesday, Nov. 26th	**DRAFT deadline** for State of the School and State of the Community reports
Monday, Dec. 2nd	**FINAL deadline** for State of the School and State of the Community reports
Friday, Jan. 2, 2025	State of the School & State of the Community Reports emailed to weekend attendees
Friday, January 10, 2025 5:30 – 9:00 p.m. *Saturday, January 11, 2025* 8:30 – 3:00 p.m.	**Planning Council Conference (Weekend)** Report of the Information Committees (State of School and State of Community) Development of Vision, Beliefs, Mission, Goal Areas & Strategies *(Snow dates. Friday, January 24, and Saturday, January 25)*
Wednesday, March 12, 2025 5:00 – 7:00 p.m.	**Review & Revise Draft Action Plans,** Location Commons Report on the Draft Action Plans
Friday, March 21, 2025	**Action Plans Finalized** (No meeting. Action Plans emailed to NJSBA Facilitators by Internal Coordinator)
Wednesday, April 9, 2025	**Delivery of Final Strategic Plan at Board Meeting**
Wednesday, April 30, 2025	**APPROVAL OF STRATEGIC PLAN** Plans prioritized

APPENDIX B

State of the Community Report



Red Bank Regional High School District

State of the Community

STRATEGIC PLANNING REPORT

November 2024

State of the Community Report Committee Members:

Dr. Louis Moore, Superintendent; Debra Pappagallo, Business Administrator; Nicholas Timpone, Assistant Principal, Erin Pinto, Strategic Planning Liaison and Supervisor of Special Services; Jessica Verdiglione, Strategic Planning Liaison and Director of Curriculum, Data, Testing and Professional Development; Allison Davidson; SOURCE Clinician

Community Members: Christina Bruno, Sally Darrow, Mary Jo Fuller, Cate Moore, Maria Wood

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INTRODUCTION

Red Bank Regional High School (RBR) serves a dynamic and diverse community encompassing the Boroughs of Red Bank, Little Silver, and Shrewsbury. This report highlights the unique characteristics and trends within each community and outlines recommendations to strengthen engagement and opportunities for all stakeholders.

RBR's student body not only reflects the diversity of its three sending districts but also includes roughly 16% of students from other districts who attend RBR due to their enrollment in our highly regarded Career and Technical Education (CTE) academies. These programs, which include areas such as Visual & Performing Arts, Information Technology, and Engineering, attract students from across Monmouth County and beyond, further enriching the school's academic and cultural environment.

The State of the Community Committee studied current demographics and trends in these three communities. As noted below, however, there is significant socioeconomic and racial diversity across the region. Through this analysis, we aim to provide a comprehensive understanding of the communities we serve, celebrate their strengths, and identify opportunities for continued growth and collaboration.

Red Bank State of the Community

Demographics

Red Bank is a small, diverse community with an estimated population of 12,936 as of the 2020 census. According to the United States Census Bureau, the borough has an area of 1.75 square miles of land.

- Population Trends in Red Bank: The majority of residents identify as 5,883 Non-Hispanic White, 4,890 as Hispanic, 1,012 as African American, 236 as Asian, and 1,903 as Other. Additionally, 1,558 residents identify as being of two or more races.
- The community has nearly equal numbers of households with residents under 18 (2,698) and residents over 65 (2,695), highlighting a balanced mix of youth and seniors.
- With an average family size of 2.94, 34.2% of households are married couples, while 23.2% of households are male-headed without a spouse, and 35% are female-headed without a spouse.
- Notably, 23.5% of the population speaks a language other than English at home, indicating a need for bilingual services.
- Educational attainment in Red Bank stands at 51.1% of adults aged 25 and older holding a bachelor's degree or higher, and 22.4% possessing graduate or professional degrees. 19.7% of adults have a high school diploma as their highest degree attained.
- Health and Disabilities: 7.4% of the population is classified as disabled, and 8.3% of the population lacks health insurance.

Economic Environment:

Red Bank has an eclectic mix of businesses, including companies in entertainment, retail, professional, medical, and hospitality sectors, including major national and luxury retailers. As of 2022, the largest employer is Riverview Medical Center. Most jobs tend to be located along the four commercial corridors, particularly around downtown and the train station. The median household income in Red Bank is $89,500, indicating a generally stable economic environment. However, 10.3% of the population lives in poverty, with a slightly higher rate (10.6%) for residents under 18.

- Median Rent: $1,886 - Housing affordability may be a challenge given high rent prices compared to the income levels of those below the poverty line.
- Home Ownership: 51.8%
- Poverty Rate: 10.3% (overall), with poverty under age 18 at 10.6%
- Employment Rate: 66.6%. Employment is relatively strong,

Community Factors:

Downtown Red Bank is notable for its many local and well-known businesses on and around Broad Street, Monmouth Street, and Shrewsbury Avenue. Red Bank is a noted social and commercial destination, filled with boutiques, designer clothing and home stores, parks, and restaurants with special events scheduled throughout the year.

- Red Bank is considered a center of artistic activity, and is home to the Monmouth County Arts Council, as well as several art and photography galleries.
- Many venues in Red Bank have live performances, plays, and movie showings, including Count Basie Theatre, Basie Center Cinemas, and the Two River Theater.

- Red Bank is also home to Count Basie Park, which hosts many local and regional sporting events and community events.
- Many annual events happen throughout the year, including events hosted by the Red Bank River Center, a long-running sidewalk sale, a farmers' market, an indie film festival, Broadwalk, Porch Fest, street fairs, and many family friendly events, including: movies and music at Riverside and Johnny Jazz Parks, Pride in the Park, a Hispanic Heritage Month celebration, an Easter Egg hunt, RBPS and RBMS events, a Halloween parade, and a holiday town lighting.
- Many small businesses participate in the community through their own events, PTO events, or support of RiverCenter events, e.g. Yestercades, Coffee Corral, local shops and restaurants.
- The Red Bank Armory was converted to an ice rink. It is home to the youth hockey team Red Bank Generals.
- Other recreational facilities within Red Bank include a YMCA, Red Bank Public Library, Boys & Girls Club of Monmouth County, boat & yacht clubs, and the Red Bank senior center. Red Bank Parks and Recreation also offers a range of youth sports programs that community members together.
- Local Government and Politics: In the May 2023 municipal election, a mayor and council were elected. As of March 2011, there were 6,217 registered voters in Red Bank, of whom 2,118 (34.1%) were registered Democrats, 1,185 (19.1%) were registered Republicans and 2,906 (46.7%) were registered as Unaffiliated.
- Many community members note a sense of pride in the community and appreciation of Red Bank’s diversity and open-minded values.

Recommendations:

Community Engagement

- The Hispanic community makes up a significant portion of the population (about 38%), suggesting that bilingual and culturally sensitive services should be a priority.
- With around 23.5% of households speaking a language other than English, language accessibility remains crucial for communication.
- Incorporate diverse cultural perspectives, literature, and languages into the curriculum to reflect and celebrate the community's heritage.
- Room for improvement in communication with the Black /African American community based on survey responses as well as the RBR Alumni community and the community in general. Comments from K-8 parents also suggest a lack of information /interaction in general.
- Interest in high school students engaging more at the K-8 level - community service, mentoring, volunteering at events, etc.
- Some requests for translation services and more direct communication with families
- More community outreach and events that engage the community, such as festivals and family-friendly events, and better promotion of existing theater and sporting events
- Improve access for Red Bank students to participate in athletics
- Email and text seem to be preferred forms of communication
- Continue and grow partnerships with local organizations such as Project Write Now and Lunch Break that provide a variety of support to the RBR students.



Red Bank Enrollment 2022-2023

Site	3F	4F	KG	01	02	03	04	05	06	07	08	Total
Middle School							115	115	121	123	125	599
Primary School	16	16	90	94	116	131						463
Pre-K programs	50	58										108
Total	66	74	90	94	116	131	115	115	121	123	125	1170
Out of District						1		1	1	1	4	8

Red Bank Charter School Stats (according to NCES) 2022-2023

PK	KG	01	02	03	04	05	06	07	08	Total
14	20	20	19	20	20	19	22	16	22	192

Little Silver State of the Community

Demographics

Little Silver had an estimated population of 6,131 in 2022. The borough had a total area of 2.71 square miles of land.

- Population Trends in Little Silver:
    - The racial makeup is predominantly non-Hispanic White (5,583 residents), with smaller populations of Asian (141), Hispanic (261), and African American residents (25). Two or More Races comprised 339 individuals, and there were 43 residents classified as Other.
- Households: The community has 1,443 households with children under age 18 and 1,090 with individuals over age 65. Most households (72.4%) are headed by married couples, with fewer single-parent households headed by females (15.4%) or males (3.5%).
- Education: The population is highly educated, with 77.7% of residents over 25 holding a bachelor's degree or higher.
- Language: 5% of households speak a language other than English at home, indicating a predominantly English-speaking community.
- Residential Mobility: 3% of residents moved from another state within the past year, showing minimal mobility.
- Health and Disabilities: 3.9% of the population is classified as disabled, and a very small portion (0.9%) lacks health insurance.

Economic Environment

- Little Silver is an affluent community, with a median household income of $216,974 and a homeownership rate of 96.2%. The majority of residential dwellings are single family.

- There is a very low level of poverty, with only 1.2% of residents living in poverty and 0% of those under 18 classified as living in poverty.
- The employment rate stands at 67.4%.

Community Factors

- The quality of life in Little Silver remains very high. The Borough has a high amount of Social Capital and a very engaged population. The Borough continues to maintain a Volunteer Fire Department, Emergency Medical Services Department, and a highly utilized Recreational Program with Activities for adults as well as children.
- The Borough enjoys a highly vibrant Downtown area with numerous Food stores, Restaurants, and retail shops. The Borough has a great deal of Professional space in the community as well. The Borough maintains over 8 active and passive park spaces which are actively used daily by the residents.
- The Foundation of Little Silver remains strong and continues to attract families who want to reside in town and bring up their children here.
- Little Silver's location on the Shrewsbury River makes it a popular destination for boaters and water sports enthusiasts.
- Little Silver is governed under the borough form of New Jersey municipal government.
- As of March 2011, there were a total of 4,677 registered voters in Little Silver, of which 1,065 (22.8%) were registered as Democrats, 1,486 (31.8%) were registered as Republicans and 2,124 (45.4%) were registered as Unaffiliated.

Transportation

Most residents commute to work by driving alone (58.2%), though 14% use public transportation, and a significant portion (24.6%) work from home. Very few residents walk (1.2%) or carpool (2%).

Recommendations

- More RBR presence at community events including Christmas Tree Lightings, Parades, Little Silver 5k, Lights of Little Silver etc.
- Interest in high school students engaging more at the K-8 level - community service, mentoring, volunteering at events, etc.
- Interest in eighth grade students being able to shadow freshman students for a day.
- More community outreach regarding academic programs including honors, advanced placement, International Baccalaureate and academies available at RBR, opportunities for RBR students to present at middle schools and for more events at RBR.
- More community outreach and events that engage the community and create a unified school, such as festivals and family-friendly events, and better promotion of existing theater and sporting events.
- More parent-led committees open to any parent wanting to participate.
- Timely responses to parents when communicating directly.
- More community access to RBR facilities.
- Use an application (APP), such as Apptegy, specifically to house information about school happenings so that it is organized, streamlined and easy to find.
- Continue to offer higher level courses in all grades such as the following: honors, AP, IB, and

dual enrollment to maintain academic rigor.

Source

U.S. Census Bureau - www.census.gov

Little Silver Enrollment

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2020-21	2021-22	2022-23
PK	21	24	24
KG	63	73	55
1	78	69	79
2	65	79	75
3	88	63	79
4	88	86	60
6	94	96	85
7	101	93	93
8	92	100	93
Total	784	772	728

Shrewsbury State of the Community

Demographics

Shrewsbury is the smallest of the three primary sending districts for Red Bank Regional High School. Shrewsbury Borough covers approximately 2.19 square miles with a population of 4,182 in 2022. As of the 2020 United States census, the borough's population was 4,184, its highest decennial count ever and an increase of 375 (+9.8%) from the 2010 census count of 3,809. The Borough has one public school, Shrewsbury Boro School, which educates children pre-k (voluntary/tuition based) to 8th grade.

- Population Trends in Shrewsbury: The majority of residents identify as non-Hispanic White (3,736). Smaller populations include African American (64), Asian (97), Hispanic (165), and Other races (54). There were 228 residents identifying as Two or More races.
- Households: The majority of residential dwellings are single family. There are 1,178 households with children under 18 and 884 households with individuals over 65. Most households (70.2%) are married couples, while 9.5% are male-headed households without a spouse, and 20.3% are female-headed households without a spouse.
- Education: Shrewsbury has a well-educated population, with a substantial proportion holding advanced degrees.
- Residential Mobility: 5.5% of residents have moved from another state in the past year, indicating moderate mobility within the community.
- Health and Disabilities: 8.2% of residents have a disability, while 0.3% are without health care coverage, highlighting minimal gaps in healthcare access.

Economic Environment

- Shrewsbury is an affluent community, with a median household income of $158,065. The homeownership rate is at 86.5%, and the median rent is $3,500.
- Poverty levels are relatively low, with 3.1% of residents living in poverty and 4.2% of children under 18 affected.
- The employment rate is 56.3%, with many residents benefiting from higher education as 65.5% hold a bachelor's degree or higher, and 28.2% have a graduate or professional degree.
- The Grove at Shrewsbury is an upscale lifestyle center located on Route 35.

Community Factors

- The Shrewsbury Historic District is a historic district located along Broad and Sycamore Streets. The village was an important transportation artery during colonial times.
- Shrewsbury is governed under the borough form of New Jersey municipal government. The governing body is comprised of the mayor and the borough council, with all positions elected at-large on a partisan basis as part of the November general election.
- As of March 2011, there were a total of 2,844 registered voters in Shrewsbury, of which 650 (22.9%) were registered as Democrats, 863 (30.3%) were registered as Republicans and 1,330 (46.8%) were registered as Unaffiliated.

Transportation

The majority of residents (68.2%) commute to work by driving alone, while a smaller proportion (6.2%) use public transportation. A significant portion of the population (25.1%) works from home, with very few residents carpooling (0.5%) or walking to work (0%).

Recommendations

- More community outreach and events that engage the community, such as festivals (craft/arts fair), and better promotion/communication of existing theater and sporting events.
- More community outreach to Shrewsbury in regards to academic programs including honors, advanced placement, international baccalaureate and academies available at RBR, opportunities for RBR students to present at middle schools and for more events at RBR
- More programs offered to Shrewsbury students at RBR, i.e. an "all sports camp," an "arts camp," "band camp," etc.
- More RBR presence at community events including Christmas Tree Lighting & Shrewsbury 5k. (RBR information table at these events with student volunteers present.)
- Interest in high school students engaging more at the K-8 level - community service, mentoring, tutoring, volunteering at events, etc.
- Interest in high school student community service - volunteer with elderly in Shrewsbury.
- Interest in Shrewsbury middle school students attending an information session at RBR exposing them to the great variety of courses that are available to them as students at RBR (cooking, crafts, photo, sports medicine, etc.). And send this information home to parents, as well.

Source

U.S. Census Bureau - www.census.gov

Shrewsbury Enrollment

	2020-21	2021-22	2022-23
PK	13	11	12
KG	45	57	43
1	61	48	62
2	47	63	49
3	49	47	64
4	31	50	47
5	51	32	48
6	57	49	33
7	35	57	49
8	57	34	58
Total	**446**	**448**	**465**

Survey Results

A survey conducted with the RBR community highlighted several positive themes and opportunities for growth. The community values timely and responsive communication with parents. There was also a call to streamline communication efforts, ensuring clarity and accessibility, and to expand the school's presence on social media to effectively share events and resources.

There is a desire to increase community access to school facilities, fostering greater engagement and collaboration across towns and to include K-8. Inclusivity is also a priority, with support for parent-led committees that welcome all who wish to contribute.

The survey emphasized the importance of unifying the school community. Additionally, participants suggested involving RBR students and alumni in volunteering at sending district schools, creating meaningful connections and mentorship opportunities.

Combined Statistics and Demographics

	Red Bank	Little Silver	Shrewsbury	Monmouth County
Estimated Population				
Population 2020 (most updated)	12,936	6,131	4,184	1,219,770
Race^				
Non-Hispanic White	5,883	5,583	3,736	4,816,381
African American	1,012	25	64	1,219,770
Asian	236	141	97	950,090
Hispanic	4,890	261	165	2,002,575
Other	1,903	43	54	1,048,641
Two or More	1,558	339	228	903,494

	Red Bank	Little Silver	Shrewsbury	Monmouth County
Households**				
Under Age 18	2,698	1,443	1,178	
Over 65	2,695	1,090	884	19.8
For 25+ years, % high school degree	19.7	7.9	15.5	
For 25+ years, % Bachelor's degree or higher	51.1	77.7	65.5	51.3
For 25+ years, % Graduate or professional degree	22.4	-	28.2	

Language other than English at home	23.5	5	-	18.1
Residential Mobility (moved from another state in last year)	1.6**	3	5.5	
Average Family Size	2.94	3.02	3.28	3.09
Married Couple Household	34.2	72.4	70.2	-
Male Household (no spouse)	23.2	3.5	9.5	-
Female Household (no spouse)	35	15.4	20.3	-
	Red Bank	**Little Silver**	**Shrewsbury**	**Monmouth County**
Housing & Income **				
Median Household Income	89,500	216,974	158,065	118,008
Median Rent	1,886	3,500	3,500	1,752
Home Ownership	51.80%	96.20%	86.50%	74.50%
Residents in poverty	10.30%	1.20%	3.10%	6.40%
Poverty under 18	10.60%	0%	4.20%	-
Employment Rate	66.60%	67.40%	56.30%	63.80%
	Red Bank	**Little Silver**	**Shrewsbury**	**Monmouth County**
Other **				
Disabled	7.4	3.9	8.2	10.6
Without Health Care Coverage	8.30%	0.9	0.3	5

Transportation to Work (16+) **				
Drive Alone	66.60%	58.20%	68.20%	
Carpool	7.40%	2.00%	0.5	
Public Transport	5.80%	14.00%	6.20%	
Work from home	12.60%	24.60%	25.10%	
Walk	4.00%	1.20%	0.00%	
^2020 Decennial Census				
**2022 American Community Survey 5-Year Estimates (census.gov)				

APPENDIX C
State of the School Report



Red Bank Regional High School District

State of the School

STRATEGIC PLANNING REPORT

November 2024

State of the Schools Report Committee Members:

Dr. Louis Moore, Superintendent; Debra Pappagallo, Business Administrator; Nicholas Timpone, Assistant Principal, Erin Pinto, Strategic Planning Liaison and Supervisor of Special Services; Jessica Verdiglione, Strategic Planning Liaison and Director of Curriculum, Data, Testing and Professional Development; Michelle Blanco, Supervisor of School Counseling; Lisa Boyle, Supervisor of Family and Consumer Science, Academy of Finance, Visual & Performing Arts; Phil Greene, Supervisor of STEM; Carlye Laido, Parent and Chairperson; Shannon Connor, Parent; Frank Connor, Parent; Anne Brennan, Teacher, Mariela Bonilla, Student; Mandy Galante, Community Member; Suzanne Gasparino, Parent; Jennifer Garcia, Parent; Lori Feigenbaum, Parent

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Our Mission Statement and Beliefs

The mission of Red Bank Regional High School is to ensure the academic success and personal growth of all students while developing a passion for learning.

The district believes the educational process succeeds when parents, staff, students, and the surrounding communities are active in their support for academic success.

We believe children learn best in a safe environment that embraces diversity, values creativity, and challenges all students to reach their full potential.

I. Introduction

Red Bank Regional High School is a vibrant, diverse and inclusive community where students are empowered to pursue a wide range of academic and personal goals. Serving the towns of Little Silver, Red Bank, and Shrewsbury—and welcoming tuition students from across Monmouth County—RBR offers a rigorous curriculum paired with extensive extracurricular and career-focused programs for its 1,262 students.

One distinguishing feature of RBR is its specialized academies, which attract students countywide who are eager to dive deeply into fields they're passionate about. Our five academies—the Academy of Engineering, Academy of Information Technology, Academy of Finance, Academy of Early Childhood Education, and Academy of Visual and Performing Arts—offer unique, immersive pathways led by experts in each discipline.

In addition to specialized academies, RBR also offers Advanced Placement courses and is one of only twelve New Jersey high schools to offer the prestigious International Baccalaureate (IB) program. These options, along with honors and pre-AP/IB preparatory courses, enable students to tailor their high school experience and prepare for success in college and beyond.

Our faculty's ongoing professional development advances their skills to keep learning relevant and engaging for students. The teachers bring new techniques into the classroom to support students and

maximize their success. In addition, the RBR offers a range of summer and after school programs to assist students, including a summer freshman transition program ("Summer Slam"), academic and peer mentoring, as well as targeted assistance for multilingual learners or mentoring from teachers and peers.

Current RBR students are part of the cohort whose education was disrupted by the COVID pandemic, which has had a wide-ranging impact—from attendance and readiness for high school work to mental health challenges, staffing changes, and lower standardized test scores. To support our students and staff in recovering from these challenges, RBR has implemented multiple programs and resources aimed at helping everyone achieve success and return to normal programs.

At RBR, shared decision-making is a core value. By involving parents, students, faculty, and staff in planning and decision-making across curriculum, policies, and facilities, we ensure a community that feels connected, engaged, and valued. This commitment, alongside our robust course offerings and award-winning faculty, has earned RBR recognition from 2023-2024 School Profile Link

II. Curriculum

Red Bank Regional is a high-performing school that recognizes students learn in different ways. Unlike many schools with a single approach to teaching, RBR offers students the flexibility to explore a variety of interests, helping them uncover new passions along the way. With Career and Technical Education (CTE) Academy pathways, students can dive deeply into specific disciplines; with IB, they can pursue interdisciplinary connections and explore global issues in-depth; and with a variety of AP courses, they can strengthen their preparation for college-level work. Offering these choices matters because no student fits a one-size-fits-all model. At RBR, we recognize and celebrate that.

Our school maintains small class sizes, allowing teachers to provide individualized attention to students; nearly all classes have fewer than 25 students, with the majority below 20. Additionally, a new cell phone policy requires students to place their phones in designated carriers at the start of each class, helping maintain focus on learning and giving students a break from technology.

In school year 2024-2025, RBR introduced an updated master schedule, shifting from the previous model of 82-minute block model to a "rotating drop" schedule. In this new format, classes now meet for

55 minutes, four out of every five days. This change allows students to engage with each subject more frequently, encouraging a dynamic, focused learning environment that supports academic growth.

Freshmen begin their high school program in the Freshmen Academy, a supportive environment that groups students into "Houses" (Maroon, Gray, and White), each with about 100 students, a dedicated school counselor, and interdisciplinary teams of teachers from English, Math, Science, and Social Studies. This setup fosters collaboration among teachers, who meet regularly with counselors to review student progress and ensure each student's needs are met. Freshmen also have access to advanced options like the Pre-AP and embedded honors programs.

By sophomore year, students can choose an area of focus that becomes their specialized learning path for the remainder of high school. For those who are still exploring their interests, RBR offers a comprehensive educational program, allowing them to sample a wide range of electives across multiple fields of study.

Advanced Coursework

Students at Red Bank Regional have the option to challenge themselves from a wide array of advanced coursework including Honors, AP, IB and Dual Enrollment credit classes. RBR is one of only 12 New Jersey high schools to offer the distinguished International Baccalaureate program.

At Red Bank Regional, we believe in making advanced coursework accessible to all students. Strengthening students' academic foundation in the first and second year of high school has been a priority to ensure all students are ready for rigorous academic work in junior and senior year. Below grade-level courses in math and science have been phased out. In English language arts (ELA) in grades nine and ten, programs have been strengthened, including the implementation of the College Board's Pre-AP framework for monitoring student growth and progress.

RBR requires all students enrolled in AP or IB courses to take the associated exams, encouraging everyone to engage fully with rigorous academic challenges. Additionally, the district funds the PSAT for all sophomores and juniors, giving them valuable practice for the SAT and ACT and boosting their chances of college admission. In ELA, RBR has adopted an "all in" strategy that aims to have all students take at least one of the six college-level ELA courses offered by the time they graduate.

This commitment to equitable access and preparation has earned RBR prestigious recognition, including the College Board's AP Honor Roll Silver Award and placement on the Jay Matthews Challenge Index. The Challenge Index highlights schools that excel at encouraging students from all backgrounds to take college-level courses and exams. RBR stands among only six Monmouth County schools in the top 2% of the nation's 22,000 high schools, reflecting its success in supporting every student's path toward higher education.

Course Offerings in AP/IB/Dual Enrollment

FDU- Fairleigh Dickinson University; SUPA – Syracuse University Project Advance; RU – Rutgers; SU - Stockton

GCU – Georgian Court University BCC - Brookdale Community College (*not offered in 2024-25 SY)

International Baccalaureate	Advanced Placement	Dual Credit Courses
IB English Literature HL 1 IB English Literature HL 2	AP Language and Composition AP English Literature & Composition	College Writing - RU Creative Writing – FDU English 121 – BCC Graphic Novels- SU
IB Mathematics: Applications and Interpretation SL	AP Calculus AB & BC AP Statistic	*Multivariable Calculus - SUPA
IB Biology SL IB Environmental Systems and Societies SL	AP Biology AP Chemistry AP Physics 1	Anatomy and Physiology - FDU Forensics - SUPA Dynamics of Healthcare in Society - RU Medical Terminology – RU Nutrition & Wellness – GCU Foundations of Exercise Science - GCU
IB History of the Americas HL 1 IB History of the Americas HL 2 IB Theory of Knowledge 1 & 2	AP US History AP Human Geography *AP European History AP Psychology	
IB French HL 1 & 2 IB Italian HL 1 & 2 IB Spanish SL 1 & 2 IB Spanish HL 1 & 2	AP Italian AP Spanish	

IB Visual Arts HL 1 & 2 IB Dance HL 1 & 2 IB Theatre HL 1 & 2 IB Film SL 1	AP Art History AP Art Studio AP Music Theory	Design Foundations (D&VC)- SU Advanced Playwriting/Screenwriting (CW)- Stockton
	AP Computer Science Principles AP Computer Science A	Cybersecurity - SUPA
IB Business Management SL	AP Macroeconomics AP Microeconomics	* Education Field Experience - FDU

Four-Year Academies

The academy structure at RBR serves as both a motivator and a career path through which students are challenged to grow and become self-directed and independent learners.

Red Bank Regional's Academies meet the NJ CTE standards to prepare students for high-demand and highly skilled careers. Academy students gain valuable college credits and can earn industry-recognized certifications that help them get ahead in both college and career paths. These five Academies are magnets for students throughout Monmouth County. Each academy is described below:

Academy of Engineering: students participate in hands-on, real-world projects grounded in core engineering principles, giving them the chance to explore fields such as aerospace, civil, mechanical, electrical, environmental, and industrial engineering. The Academy's program develops critical and creative thinking skills, preparing students to tackle complex challenges in our global community. With the Project Lead the Way curriculum, Academy of Engineering students can earn college credits by achieving high marks in the course and on the final exam. Academy students can also join the Technology Student Association (TSA).

Academy of Information Technology (AOIT): the AOIT program sparks students' interest in the vast opportunities within the technology industry. Students choose from two specialized concentrations: Computer Science or Networking/Cybersecurity, both of which are college preparatory paths that open doors to success in college and rewarding career opportunities. Academy students also enroll in two AP

Computer Science courses and can earn college credit through the SUPA (Syracuse University Project Advance) program. AOIT students have also earned top honors in competitions, including placing in the top 5 in New Jersey FBLA computing events and becoming national finalists in the prestigious CyberPatriot competition.

Academy of Finance: The Academy of Finance takes students on an exciting journey through various classes and electives that immerse them in the financial world and provide essential training across different business disciplines. Students can explore subjects such as Accounting, Management, Financial Planning, and Economics, which prepare them for college-level studies and help them develop valuable business skills. Regular collaboration with the business community keeps the programs relevant and up to date. Students also have the opportunity to gain real-world experience through internships between their junior and senior years. In addition, they can participate in RBR's Future Business Leaders of America program, where they can participate in competitions at both the state and national levels.

Academy of Visual and Performing Arts: The Academy provides 13 majors in *Design & Visual Communication* (*Studio Art), Commercial Photography, Creative Writing, Dance, Drama, Media Production, Vocal Music, Piano, Brass, Percussion, Woodwinds, Strings,* and *Guitar.* With rigorous daily practice, performance, and exhibition opportunities, students develop as individual artists, prepared for further college-level study and professional careers.

Classes are led by highly qualified, state-certified teachers who enhance the curriculum with specialized workshops and master classes by professional artists. Emphasizing interdisciplinary activities, cultural and historical context, career opportunities, and college readiness, the program includes college preparatory courses, AP classes, and dual-enrollment options in several majors. The VPA Academy has been recognized as a NJ Model School for the Arts by the NJ Arts Education Partnership and was named the #1 Arts program in Monmouth and Ocean County by the *Asbury Park Press*.

Academy of Early Childhood Education: The program is designed to prepare students for careers in Education. Through training in child development and lesson planning, students gain the skills needed to become teachers in RBR's well-regarded Little Bucs preschool. By senior year, students enroll in TCNJ's Tomorrow's Teachers program, which pairs them with professional educators at partner schools for hands-on experience. Additionally, students participate in Family, Career, and Community Leaders

of America (FCCLA) events and competitions, further enriching their education and professional development.

Multilingual Instruction

Our school benefits from a diverse student body and fosters a global perspective. At Red Bank Regional, 38 percent of students live in Spanish-speaking homes, with 7.1% identified as LEP (Limited English Proficiency). To support LEP students, RBR provides resources throughout their high school journey, including ELL aides in 9th and 10th grade, bilingual guidance support in the IB program, and translation services for parent communication. All documents sent home are translated into Spanish to assist non-English-speaking families. Additional support includes daily study halls, peer tutoring, and after-school Homework Help with bilingual instructors.

Red Bank Regional High School offers all students language instruction in French, Italian, and Spanish. Our vision of instruction is one that fosters the ability to communicate in these languages and to have an appreciation for the cultures of others. Seniors can test to obtain the Seal of Biliteracy Certificate awarded by the NJDOE to students who have demonstrated a proficiency level in a World Language in reading, writing, listening, and speaking. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased. The seal will open more open doors for these students, not just in academia but in the global marketplace.

Supporting Student Success

In addition to the core curriculum, there are many other ways in which the district strives to maximize the educational and overall experience at RBR:

- Online software programs with real-time access to improve the inclusion of parents and students in the academic program at RBR:
    - Genesis, which provides parents and students with real-time access to grades and schedules.
    - SCIOR which assists with the college selection and application process.

- Media center resources:
    - Online research databases that give students access to online primary and secondary sources.
    - Destiny virtual library
    - Overdrive- online book database that allows students to download books to any existing smart device.
- Student /Parent support programs:
    - Drug Awareness Programs
    - Social Media responsibility programs
    - Multicultural and diversity programs.
    - After-school Homework Help on Tuesdays, Wednesdays and Thursdays.
    - Community Tutoring
    - Summer Slam- Four-week transition program for incoming freshman
    - Summer School remediation
    - Extended School Year (ESY) for students with significant disabilities as per the IEP
    - School Resource Officer

- Social-Emotional Learning (S-E-L) Activities:

  A major initiative at RBR since the pandemic has been a focus on integrating social-emotional learning across settings and coursework, promoting self-reflection, increased communication skills, emotional awareness, and resilience.

III. State Assessment Performance

Red Bank Regional uses a range of formal and informal assessments to evaluate student learning and identify areas for improvement. Our school is actively working to make progress on state standardized tests and has seen notable increases in participation and performance on the SAT, PSAT, and in AP, IB,



and Dual Enrollment courses. We are also committed to inclusive academic achievement, as shown by the broader diversity of students enrolled in upper-level classes.

It's important to note that current RBR students are part of the cohort whose education was disrupted by the COVID pandemic. Additionally, with state assessments given in freshman year, RBR has less than a year to assess and support students entering from the sending districts who may lack key high school readiness skills. Consequently, scores are currently lower than pre-pandemic levels, and we anticipate this impact may continue through the class of 2027, as indicated by the latest NJ School Report Card.

Absenteeism	2018-2019 8.5%	2019-2021 No Data - Covid	2021-2022 26.6%	2022-2023 15.9%	2023-24 13.4%

NJSLA 9th gr Assessments	RBR 2021-2022	RBR 2022-2023	State Avg 2023	RBR 2023-2024	State Avg 2024
English (ELA)	**52%**	**57%**	**51.3%**	**56.2%**	**58%**
Algebra 1	**30%**	**33%**	**35%**	**33%**	**39.5%**
Geometry	**65%**	**64%**	**55%**	**48.6%**	**49%**
Algebra 2	**90%**	**100%**	**65%**	**CAN NOT REPORT LESS THAN 10 PARTICIPATED**	**58.9%**

The full detailed report card can be viewed at: https://rc.doe.state.nj.us/2022-2023/school/detail/25/4365/050

Another form of performance assessment is the PSAT and SAT Tests. RBR provides the PSAT test free to all sophomore and junior students and supplements the cost for an in-school SAT for seniors. Scores for the 2018-2019 School Year are provided for pre-Covid comparison.

Assessment	2018-2019	2021-2022	State Avg	2022-2023	State Avg
PSAT - Reading	**489**	**474**	**474**	**460**	**466**
PSAT – Math	**486**	**472**	**464**	**469**	**462**
SAT – Read/Writing	**568**	**530**	**538**	**526**	**533**
SAT - Math	**562**	**527**	**532**	**520**	**525**

The Advanced Placement and International Baccalaureate data below highlights our school's strong commitment to providing AP and IB opportunities, with a substantial number of students enrolled in AP/IB courses each year. The significant number of exams taken, along with a high percentage of scores of 3+ in AP and 4+ in IB demonstrates both the students' engagement with multiple advanced courses and their success in achieving scores eligible for college credit.

Advanced Placement Data

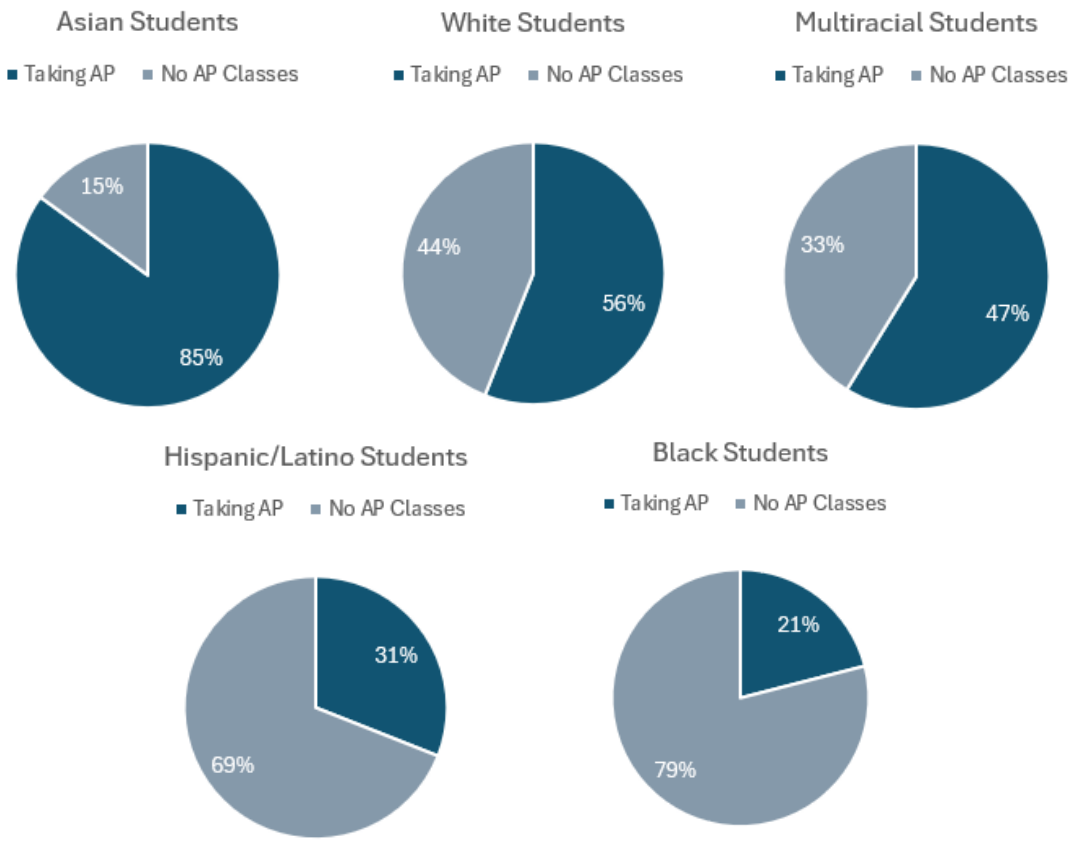
	2020	2021	2022	2023	2024
Total Number of AP students	**333**	**341**	**311**	**376**	**357**
Number of AP exams	**547**	**581**	**508**	**628**	**545**
% of total AP students with a score of 3+	**69%**	**52%**	**62%**	**60%**	**60%**

International Baccalaureate Data

	2020	2021	2022	2023	2024
Number of students taking IB exams	**225**	**197**	**177**	**188**	**186**
Number of exams	**n/a**	**258**	**263**	**278**	**298**

As mentioned earlier, RBR is dedicated to making academic success accessible for all students and actively works to expand enrollment and close excellence gaps in advanced programs. The school offers a strong selection of advanced courses, including 34 Honors classes, 19 AP courses, 23 IB courses, and 17 dual-credit options. RBR outperforms the state in multiple college and career readiness indicators, with student participation and performance in AP, IB, and dual enrollment courses surpassing state averages. In Additionally, the school leads the state in both participation and the number of concentrators in Career and Technical Education (CTE) programs. The following data-points are drawn from 2023-24:

- 68.8% of all juniors or seniors have participated in an advanced English course.
- 71.3% of all Junior and Senior students enroll in one or more AP or IB courses.
- 36.7% of all RBR students are in Dual Enrollment courses.
- Percentage of each demographic population represented in advanced courses:



Post-Graduation: RBR students have a strong track record of acceptance into competitive colleges. Over the past four years, 50% or more of RBR students attending a four-year college were accepted to schools listed in the Forbes Top 250 Colleges. (https://www.forbes.com/top-colleges/)

School Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Graduation Rates	**94.3%**	**95.5%**	**92.9%**	**94.3%**	**96.5%**

Post-Graduation	2019-2020	2020-2021	2021-2022	2022-2023
4-Year College	64.2	65.3	58.9	65.3
2-Year College	18.7	19.1	26.6	24.0
Military/Vocational/Other	17.1	15.6	14.2	10.8

IV. Technology

Technology is constantly evolving, and the district is committed to improving and increasing its technology infrastructure and upgrading its equipment to meet the needs of the staff and students. The district has continued to support the 1:1 Chromebook initiative and all of our over 1,300 students have been provided a Chromebook to support their academic work. The RBR's IT Department is led by the Director of Technology and supported by two technicians as well as the Media Specialist and a technology teacher. A group of information technology students, "The BUC-ITs," participate in a service program to address tech issues and assist students with tech issues.

The Department manages all technology and infrastructure 140 including printers, 1,300 Chromebooks, 45 iMacs, 250 Laptops, 400 desktops, and 100 internet hot spots. Assistive technology based on student needs and Promethean boards/interactive panels (35) are also utilized to support the instructional program. Finally, a $22 million referendum passed in 2018 funded new STEM labs, new instructional spaces, and upgrades to the VPA Visual Arts areas. It also funded the construction of a state-of-the-art fabrication lab with milling machines and 3D printers to support the Engineering and IT Academies.

V. Special Services

Red Bank Regional High School Special Services Department offers program options and specialized services to meet the social, emotional, and educational needs of students with disabilities within the least restrictive environment as per N.J.A.C. 6A:14. The department offers a continuum of special education classes, related services and supplementary aids designed to accommodate individual student needs,

talents, and interests. Red Bank Regional currently serves 210 students with IEPs and 129 with 504 Plans. The federally mandated **Child Find** initiative actively identifies students who may need special education and related services.

Individualized Education Plans (IEP)

An **IEP** is designed for students with an educational disability that significantly impacts their ability to progress in the general curriculum. The IEP serves as both a document and an ongoing process, developed and regularly reviewed by a multidisciplinary team which includes school staff knowledgeable of student needs as well as the student and parent. The IEP provides a detailed framework of support tailored to the student's specific needs.

Key components of an IEP include:

- **Present Levels of Academic and Functional Performance**: A summary of the student's current performance based on classroom performance and assessments.
- **Measurable Annual Goals**: Individualized goals that address areas of deficit. Goals may cover academic skills, social-emotional development, communication, or life skills, depending on the student's needs.
- **Related Services**: This may include services of speech and language therapy, occupational therapy, counseling, physical therapy or personal aide.
- **Accommodations and Modifications**: Adjustments to the learning environment, curriculum, or instructional methods to help the student access the curriculum. Examples include extended test time, alternative assignments, and assistive technology.
- **Participation in General Education/Least Restrictive Environment**: Specifications on the student's level of inclusion in general education settings and any required support for participation.
- **Transition Planning**: Beginning at age 16 (or earlier in some cases), the IEP includes a transition plan that focuses on preparing the student for life beyond high school. This plan encompasses goals for further education, employment, and independent living, with specific steps as appropriate to support these transitions.



504 Plans

For students who do not require specialized instruction but need specific accommodations, a **504 Plan** provides adjustments within the general education setting. Common support may include extended time on tests, preferential seating, or organizational aids.

THE CHILD STUDY TEAM

The Child Study Team (CST) is a multidisciplinary educational team that is responsible to locate, identify, evaluate, determine eligibility, and develop an Individualized Education Program (IEP) for students suspected of having educational disabilities. Each classified student at Red Bank Regional with an IEP is assigned a ***case manager.*** There are 5 case managers at RBR and include school psychologists, Learning Disabilities Teacher-Consultants (LDT-C), and a school social worker.

EDUCATIONAL SETTINGS AT RBR FOR STUDENTS WITH SPECIAL NEEDS

THE SPECIAL EDUCATION PROGRAMS FOR CLASSIFIED STUDENTS ARE OFFERED THROUGH THE OFFICE OF SPECIAL SERVICES. SPECIAL SERVICES OFFERS A WIDE VARIETY OF PROGRAMS AS PER THE NEW JERSEY ADMINISTRATIVE CODE TITLE 6A: CHAPTER 14 THAT ADDRESS THE NEEDS OF STUDENTS WITH DISABILITIES IN THE LEAST RESTRICTIVE ENVIRONMENT. THIS VARIETY OF SETTINGS ALLOWS RBR TO OFFER EACH STUDENT AN EDUCATIONAL EXPERIENCE THAT RANGES FROM MINIMAL ADJUSTMENTS TO HIGHLY INDIVIDUALIZED INSTRUCTION, ENSURING THAT EVERY STUDENT HAS THE SUPPORT THEY NEED TO THRIVE.

The district program offerings for classified students include:

- **Pull-out Resource (POR) Program:** The Pull-Out Resource Program is offered to students who experience difficulty with the rigor, pace and/or structure of mainstream academic subjects in the core content areas. Small group instruction is provided by highly qualified teachers who modify the general curriculum to meet the individual needs of students. Efforts are made to transition students into mainstream classes by teaching compensatory skills and strategies.



- **In-Class Resource (ICR) Program**: The In-Class Resource Program is designed to provide support services to classified students in the general education setting in the core content areas. Two teachers, a certified special education teacher and a content area general education teacher, work collaboratively to instruct and assist students within the classroom environment. All students are expected to meet general education curricular requirements with individualized instructional strategies and modifications.

- **Cognitive Mild Program**: The Cognitive Mild Program is a self-contained program that supports students with varying disabilities who share similar needs in developing academic, social, and functional life skills essential for post-secondary success. Community Based Instruction (CBI) is available for students to promote independence and learn functional life skills in a supervised community environment with certified teachers. As students progress, they are provided with vocational opportunities to acquire job related skills through the district's Work Based Learning (WBL) program and the Monmouth County Vocational School, as appropriate. Opportunities for mainstreaming are encouraged on an individual basis.

SUPPORTING INDEPENDENCE AND LIFE SKILLS: THE SELF-CONTAINED PROGRAM AT RBR

Approximately 4% of classified students (those with IEP's) at Red Bank Regional participate in a self-contained classroom setting. In this setting, students engage in a highly structured environment tailored to their needs. Instruction centers on **daily living skills** such as cooking, personal hygiene, budgeting, and basic household tasks. Students also practice **functional academics**, where reading, math, and writing are taught through real-world applications like reading recipes, counting money, or following daily schedules. This approach helps students apply academic skills in meaningful ways.

Social skills development is another key focus, with activities designed to improve communication and interpersonal skills. **Vocational training** provides hands-on experience and prepares students for employment, often through tasks related to their skills and interests. For some students, this training is linked to **work-based learning (WBL)**, which includes placements in community settings to gain job-related skills. Additionally, **community-based instruction** involves classroom instruction as well as



frequent trips to local establishments where students practice navigating public spaces, making purchases, or using public transportation, giving them the confidence to engage in community life.

For the most significantly disabled students, attendance at Red Bank Regional may extend until they reach age 21, as specified in their Individualized Education Programs (IEPs), allowing them to continue developing essential life and work skills. While these students may walk with their peers at graduation, many remain at RBR to complete additional programming focused on building independence and vocational skills. Students who remain for additional years as per their IEP requirements are counted in the school's graduation rate, which may slightly lower the reported rate even as these students make meaningful progress toward their goals.

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH IEP'S

The Special Services Department may incorporate assistive technology (AT) into IEPs to support individualized instruction, enhancing accessibility and engagement for students with disabilities. Assistive technology enables students to overcome barriers in communication, learning, and mobility, empowering them to achieve their educational goals with greater independence. AT tools range from low-tech options, like graphic organizers and visual aids, to high-tech solutions, such as speech-generating devices, screen readers, and specialized software. These tools can be tailored to address specific needs.

Budget and Financial Considerations: The integration of AT presents notable financial requirements for the Special Services budget, impacting areas such as:

- *Device Purchase and Maintenance*: AT devices can be costly, with ongoing expenses for repairs and replacements as devices age or are damaged.
- *Software Licensing and Updates*: Specialized AT software requires regular updates and licenses, which are essential to maintain functionality.
- *Training for Educators and Students*: To ensure effective use, staff and students often need training on AT devices and tools, necessitating additional budget allocations.

Though assistive technology requires significant investment, the positive impact on student success and engagement makes it a vital component of the Special Services Department. These tools help ensure that all students have equitable access to their education and the opportunity to thrive in their learning environment.

OPPORTUNITIES FOR INCLUSION OF STUDENTS WITH SIGNIFICANT DISABILITIES

Red Bank Regional offers various opportunities for students in self-contained classes to interact meaningfully with the broader school community, helping them build social connections and fostering inclusivity. These interactions benefit both self-contained and general education students, promoting understanding, empathy, and a stronger sense of community. General education students gain valuable perspectives through these interactions, learning the importance of kindness, patience, and inclusion. Students can join any extracurricular activity of interest as per the modification in their IEP. There are a multitude of opportunities for engagement which occur in both structured and informal settings. Some current examples include:

- **During Lunch/Study Hall**:
    - *Key Club*: Members join self-contained students for lunch on a weekly basis, creating a friendly and supportive environment.
    - *Peer Visits*: Friends from former schools occasionally join self-contained students at cafeteria tables, offering spontaneous and heartwarming interactions.
    - *Extended School Year*: During ESY, lunchtime provides opportunities for students to interact with those in the Summer Slam and Multilingual Learners (ML) programs.
    - *Peer Buddies*: are general education students who volunteer or are selected to support and engage with students with special needs, fostering a sense of inclusion and companionship. Peer Buddies participate in activities with their special needs peers, offering guidance, social interaction, and friendship. At RBR, Peer Buddies visit during the self-contained classroom's Life Skills/Community-Based Instruction (CBI) class, depending on availability and class schedules.

- *American Sign Language (ASL) Group*: Two self-contained students attend ASL sessions on certain days with the support of an instructional aide, allowing them to learn and socialize with general education peers.

- **Classroom and Program Integration**:

  o *Physical Education (PE)*: Self-contained students have options to participate in a general education PE class with supports or a modified PE class in which students participate in activities alongside their general education peers, joining in warm-ups and walking laps together.

  o *Spirit Weeks*: Students join in school-wide Spirit Week activities, engaging with peers in a celebratory atmosphere.

  o *School-wide Job-Training Opportunities*: Self-contained students participate in various job-training activities within the school, promoting practical skills and interaction with peers and staff.

  o *Week of Respect*: Students engage in Week of Respect, joining their peers in the school's "Pit" area to promote respect and community awareness.

  o *Coffee Cart*: Through this initiative, self-contained students interact with the general school population, offering services and practicing social skills.

- **Extracurricular Involvement**:

  Self-contained students are encouraged to join various extracurricular activities, providing additional opportunities for social engagement and community inclusion:

  o *Prom and Homecoming*: Students participate in all major school events, participating in the social life of the school.

  o *Modified Sports*: For students who require a modified sport, three seasons of modified sports are in place. This has typically included Fall, Winter and Spring Track. Past sports have included Bowling and are based upon student interest.



- *Athletics*: Students have the ability to explore different opportunities within the Athletic Department.

- *Tri-District Olympics*: RBR participates each year with it's neighbors in Rumson and Fair Haven in the Tri-District Olympics, encouraging athletic engagement and community involvement.

TRANSITION PROGRAMS AND POSTGRADUATE SUPPORT FOR STUDENTS WITH IEP'S

Transition is the structured process of preparing students with disabilities for life beyond high school, focusing on academic, vocational, and independent living skills. This is especially pertinent to the students that will require significant support after graduation. Transition planning, which begins as early as age 14, focuses on areas including academic skills, career and vocational training, and independent living skills needed to be independent. Resources for transition planning are shared with families during IEP meetings or through mailings tailored to individual needs. RBR provides transition timelines and explanations of resources to further support students and families in understanding transition pathways. Key partnerships include:

- **Monmouth County Vocational School District (MCVSD)**: Offers specialized career training and services for workforce transition.
- **Division of Vocational Rehabilitation Services (DVRS)**: Provides Pre-Employment Transition Services (Pre-ETS) for job exploration and independent living skills as well as vocational counseling, job coaching, job placement, and skills training.
- **Division of Developmental Disabilities (DDD)**: Begins services at age 21, offering support coordination and access to adult services such as day programs focused on skill development and social engagement. RBR provides resources to families

Work-Based Learning (WBL)

Red Bank Regional offers a Work-Based Learning (WBL) program for students with disabilities that require job training. This program provides the opportunity to gain practical job skills and work experience at an approved job site with a job coach. This program typically begins in grade 12 after graduation requirements have been met.

PARENTAL AND COMMUNITY ENGAGEMENT FOR STUDENTS WITH IEP'S

The Special Services Department at Red Bank Regional High School prioritizes collaboration with families and provides resources to empower them as advocates and active participants in their children's education. Engagement efforts focus on creating supportive networks, fostering open communication, and offering opportunities for families to gain knowledge, share experiences, and build community connections.

- **Special Education Parent Advisory Group (SEPAG):**
  SEPAG is a vital platform for fostering parental involvement and gathering feedback directly from families. This advisory group provides parents of students with special needs an opportunity to share insights, voice concerns, and collaborate with school administrators to improve programs and services. SEPAG meetings offer a welcoming space where parents can connect with one another, exchange ideas, and discuss shared experiences. Through the SEPAG, families are empowered to influence school policies and practices, ensuring they are responsive to the diverse needs of students with disabilities.

- **Parent Workshops**:
  To support parents in their journey, the Special Services Department offers workshops that provide valuable information on navigating special education services. Some topics have included: Transition planning, navigating DDD services, utilizing DVRS, understanding executive functioning, seeking guardianship, understanding 504 Plans, post-secondary education and managing behavioral challenges. Parents gain practical strategies to support their children's success and are introduced to community resources, legal rights, and educational support.

VI. THE SOURCE

The SOURCE at Red Bank Regional High School is a School Based Youth Program (SBYSP) celebrating its 25th year with the mission to be committed to supporting the mental health, well-being, and educational success of all students. The SOURCE builds public and private partnerships to ensure quality services that are effective, culturally appropriate and responsive to the diverse, changing needs of students and their communities. This is accomplished through best practices in comprehensive

counseling services, prevention programming, advocacy, academic support, employment services, family engagement, basic need fulfillment, free public education/forums, and collaboration with community partners.

The SOURCE has been recognized as a Model Program by the NJ State Department of Children and Families for the high level of services we supply and the impact we make on all the communities we serve. The SOURCE is funded through The Department of Children and Families, Office of School Linked Services, the Red Bank Regional High School Board of Education and the SOURCE Foundation, a 501c3 Nonprofit.

Free programs include:

Educational Services

- Ridge Road Alliance Ambassador Program
- Community Tutoring Program
- Summer Slam – Four-week transition program for incoming Freshman
- Signs of Suicide Education
- Alliance for Success for Juniors and Seniors
- My Life, My Choice Group
- Boys to Men Group
- Scholarship Opportunities for all Students
- Teen Outreach Program (TOP)
- LGBTQIA+ Educational Awareness
- Inspire Academy
- Dual college credit program with Brookdale CC

Mental Health Services

- Counseling – Group, Family, Individual, Crisis and Bilingual
- Substance Abuse Prevention and Intervention
- Certified Therapy Dog

Health and Wellness

- Basic needs and overall wellness are paramount to a successful day at school.
  - The Source provides:
  - Food Pantry
  - Personal Hygiene Products
  - School Supplies
  - Preventative Healthcare
  - Dental & Optical Screening & Services
  - Recreational & Cultural Activities
  - Social Emotional Learning

Integrated School Services Program

- In partnership with Integrated Care Concepts and Consultation, privately insured students can schedule one to one sessions with a LCSW during or after school.

Career Development

- Career Development Workshops
- Resume Writing
- Interviewing Skills
- Employment Board

VII. SCHOOL SAFETY

At Red Bank Regional High School (RBR), student and staff safety are a top priority. The school has implemented comprehensive safety measures to create a secure environment while remaining prepared to respond to a wide variety of potential safety and security situations.

Key precautions include:

- A full-time law enforcement officer assigned to the role of School Resource Officer (SRO)
- Main entry vestibule with two sets of locked doors monitored by a security guard
- LobbyGuard visitor sign-in and screening software
- CCTV cameras throughout the building and grounds

- RBR employs several full time Security Aides stationed around the building and grounds
- Lockdown software and push stations located throughout the building
- Stop the bleed kits and AEDs strategically placed throughout the school building
- Preestablished emergency protocols for a wide variety of potential safety and security issues
- Adherence to all state mandated school safety and drill requirements
- Threat Assessment Team
- School Safety Team

VIII. EXTRA-CURRICULAR/CO-CURRICULAR ACTIVITIES

Red Bank Regional High School offers its students a wide variety of athletic teams, clubs, and activities to immerse themselves in during the duration of their time at RBR. These clubs and sports help build student character, provide important life skills, and create the tremendous atmosphere of school pride that is evident throughout the building. Below is a full list of both the athletic and extra/co-curricular activities that are available to the student body:

Clubs and Activities

Band
Buccaneer (School Newspaper)
Chamber Choir
Class Representative 9-12
Computer Science Club
Culinary Club
Cyber Tech Teams
Dreamers Club
Environmental Club
Family, Career, and Community Leaders of America
Fellowship of Christian Athletes
Future Business Leaders of America
GSA Gender & Sexuality Alliance Club
Key Club
Math League
Marching Band
Mock Trial
Multicultural Club
National Honor Society
National Art Honor Society
National English Honor Society
National French Honor Society
National Italian Honor Society
National Math Honor Society
National Spanish Honor Society
National Technical Honor Society
RBR Young Feminists

Science League
Strings and Chamber Orchestra
Student-to-Student Peer Leadership
Student Council
Technology Student Association
TRI-M Music Honor Society
Yearbook (The Log)

Athletics

Baseball-Freshman, JV, Varsity
Basketball (Boys&Girls)-Fresh., JV,Varsity
Bowling-Varsity
Cheerleading-JV, Varsity
Cross Country (Boys&Girls)-J,Varsity
Dance Team-Varsity
Field Hockey-JV, Varsity
Football-Freshman, JV, Varsity
Golf-Varsity
Ice Hockey-Varsity
Indoor Track (Boys&Girls)-JV, Varsity
Lacrosse (Boys)-JV and Varsity
Lacrosse (Girls)-Freshman, JV, Varsity
Outdoor Track (Boys&Girls)-JV, Varsity
Soccer (Boys&Girls)-Fresh., JV, Varsity
Softball-Freshman, JV, Varsity
Swimming (Boys&Girls)-Fresh., JV, Varsity
Tennis (Boys&Girls)-JV, Varsity
Volleyball (Girls)-Freshman, JV, Varsity
Wrestling-Freshman, JV, Varsity

IX. FACILITIES

The Red Bank Regional High School is approximately a 273,600 square foot building located in Little Silver, NJ. In 2018, the voters of Little Silver, Red Bank and Shrewsbury approved a $22 million referendum to support renovations, alterations, improvements, and additions to the high school. A full roof replacement as well as improvements to athletic facilities, including the installation of an artificial turf field, have been completed. The referendum also renovated a number of classrooms and funded new STEM labs, learning spaces, and upgrades the Media Center/Library. HVAC upgrades were completed in 2024.

The District has a Long Range Facility Plan of identified areas of maintenance items, improvements and needed capital improvements. All repairs, improvements and maintenance are reliant on budgetary constraints. The District actively seeks funding from outside entities and State Grant opportunities and continues to prioritize the most emergent needs within those constraints.

The District employs a Director of Facilities who holds the required CEFM certification (Certified Educational Facilities Manager) and a four-person maintenance department. They maintain and service the entire building, all grounds work, athletic fields, facility events and uses, snow plowing and clearing. They also maintain and repair plumbing, electrical, heating and cooling systems.

The District contracts out its custodial services, which are required to be bidded or proposal requests every few years. The District experienced a change of company two years ago, but the transition was seamless since most custodians decided to stay at the RBR location under their new unionized agreement with the custodial company. The custodial company is overseen by the District's Director of Facilities. A new proposal process and award will be required starting with the 2025-2026 school year.

X. Professional Development

Each year, the school leadership team works interactively with RBR faculty to develop a professional development plan for the year with district-wide objectives and activities. The table below captures the depth and breadth of resources and offerings:

Focus Area	Topic/Examples
State mandated professional learning	All staff members complete mandated professional learning on the Safe Schools/Vector platform. Red Cross training for necessary faculty.
Differentiated Instruction for advanced learners	Teacher leaders were engaged in professional learning on best practices to differentiate instruction for gifted learners in their classrooms.
Differentiated Instruction in mathematics	Content-specific professional learning on Differentiation in the math classroom

AP training in multiple subjects	Advanced Placement Summer institute for teachers in multiple subject areas- best practices and guide to curriculum for AP course
Reading Strategies and Content Literacy for High School Students	All content areas receive support from the district's reading specialist
Technology and Instruction	Teacher professional learning on how to use technology to enhance instruction, the use of digital platforms, and on-going implementation of Google educational tools. (This included training in I-X-L and Promethian Boards)
New Teacher Orientation	New staff participate in an intensive two-day professional learning activities to familiarize them with the school, programs, and databases used in the school. Each year, teaching strategies are also highlighted and practiced to help teachers start the year with some best practices.
S-E-L	Social Emotional Learning- Teachers turn-key the best CASEL strategies to use in the classroom "Breathe for Change" (Teachers learn how to support their own mental and physical health, use mindfulness, and become certified to teach Yoga to young people and adults.)
G & T "talent scouting" and identification	All teachers were trained in the identification of a gifted learners in their classroom
IFS Therapy application	Mandated training for the Internal Family System
Department specific conference in History, math, science, art, social, and for source clinicians	Conference for professional to learn best practices for their specific area of study

Co-Teaching	Professional learning on what co-teaching is and how it is done effectively in all classrooms to benefit students.
Social & Cultural Competence	Professional learning for social and cultural competence helps staff develop the skills to interact and build relationships with diverse groups. It can also help people understand how cultural differences affect learning and how to create equitable learning opportunities
	Professional Learning day where staff members were able to pick what they needed to refresh or learn more in by participating in one of the three sessions offered
IB training for various subjects	IB institute for teachers in specific areas- best practices and guide to curriculum for IB course
Instructional Rounds	Harvard University training session to implement Instructional rounds in the school building to improve instruction core practices for all students.
LUNCH and LEARNS	Teacher and administrator lead sessions during the mod periods for professional learning sessions that were requested based on staff needs. Some examples of sessions were: - ML strategies - Modifications and accommodations - AI in the classroom - SEL - Academic discussion

XI. FAMILY OUTREACH/COMMUNITY WORKSHOP

Red Bank Regional High School District believes that all stakeholders are an integral component of the educational process and community. We encourage parents to take an active part in the educational process and events that are held at RBR. To keep parents apprised of the various educational initiatives, student opportunities, and general information we hold numerous workshops and information sessions to keep our parents actively involved. They include:

a. Teacher of the Year committee
b. Middle School Open House
c. College Fair
d. Back to School night
e. Parent-Teacher Conferences
f. Latino Family Night
g. Child Find Activities
h. Buc Backer Foundation and Parent Education Workshops
i. Source foundation
j. Academies Advisory Boards (AoE, AoIT, AoF, ECE, VPA)
k. Coffee with the Superintendent
l. Inspire Academy
m. Let's Talk Community Conversation Series
n. Special Education Parent Advisory Group (SEPAG)
o. Transitioning to College with learning Differences (yearly presentation by Guidance and Special Services)
p. Special Services Parent Information sessions each Freshman Orientation, October and April
q. Preparing for College and Academic Presentations:
    1. Class of 2024 Parent/Guardian Presentation on the College Application Process



2. Class of 2024 Financial Aid Night as presented by Solution Prep in Little Silver
3. Class of 2024 Negotiating with Colleges as presented by Solution Prep in Little Silver
4. Class of 2025 SAT/ACT Overview as presented by Solution Prep in Little Silver
5. Class of 2025 SAT/ACT Review of Standardized Testing Student Presentation
6. Class of 2025 The Career Search Presentation Student Presentation
7. Class of 2025 Scheduling for Senior Year
8. Class of 2026 Scheduling for Junior Year
9. Class of 2027 Scheduling for Sophomore Year
10. Class of 2028 Scheduling for Freshman Year and Registration Process

XII. TRANSPORTATION

The Transportation Department coordinates transportation for Little Silver, Red Bank, and Shrewsbury. This includes transportation for our regular education students who reside more than 2.5 miles from school (exceptions are those students residing along hazardous routes - having to cross railroad tracks), special education students that require busing regardless of the distance from school, students placed in out of District placements, full time vocational students, field trips, and late buses.

The department also coordinates transportation of students from tuition sending districts who do not coordinate themselves. These districts reimburse RBR for the cost of transportation.

The department coordinates all transportation for shared time vocational schools and vocational career centers where students are transported midday, and the RBR work based learning and community-based instruction daily transportation for special needs students.

As a regional school district, the district is required to coordinate transportation for all non-public school students that are more than 2.0 miles (for K-8) and 2.5 miles (for 9-12) from but no more than 20 miles from the student's home for all Little Silver, Red Bank and Shrewsbury residents. The department also coordinates aid in lieu (AIL) payments for eligible students in which transportation cannot be secured.

XIII. FINANCE

RBR is a Regional District, which receives tax levy from Little Silver, Red Bank, and Shrewsbury. The tax apportionment for constituent towns is calculated by the State based on enrollment and property values. Taxes are collected by each town's municipality and then paid to the District monthly.

The District's long-term financial planning process involves rigorous budget forecasting and prioritization. The District continues to be concerned about working within the 2% tax cap levy increase with the rising costs in many areas such as salaries and benefits, health insurance, district insurance (liability, workers comp, etc.,) special education, transportation, operations, building maintenance, etc. The declining enrollment will also affect our State Aid as it is based on our enrollment, therefore there is anticipation of decreased State Aid for the 2025-2026 school year. Key factors include addressing ongoing operational needs and balancing them with available revenues. The annual budget process starts in September for the following school year. The District follows a zero-based budgeting model. School administration prepares their requests which are then reviewed by the District Administration and the Board's Finance Committee. The final revenue projection is determined when the State releases the State Aid for the following school year. Along with the current 2% tax levy cap (plus available waivers), projected academy tuition and other miscellaneous revenue, a preliminary budget is set. The Board approves the final budget at the annual budget hearing in the Spring.

The General Fund Operating Budget for the current 2024-2025 School year is $34,639,125 representing the following revenue streams and expenditure categories:

General Fund Revenue Source	Amount	% of Revenue
Tax Levy	$ 27,472,836	79%
Tuition/Transportation	$ 3,644,700	11%
State Aid	$ 2,184,229	6%
Fund Balance	$ 701,721	2%
Maintenance Reserve	$ 500,000	1%
Miscellaneous Revenue	$ 115,000	0%
SEMI-Medicare Reimbursement	$ 20,639	0%
Total General Fund Revenue	**$ 34,639,125**	**100%**

Category	Expenditure	% of Budget
Regular Instruction	$ 12,009,415	35%
Benefits	$ 5,703,750	16%
Operations & Facilities	$ 3,564,305	10%
Tuition (Sepc Ed, Voc, Sate Facilities)	$ 3,018,871	9%
Transportation	$ 2,995,296	9%
Special Education	$ 2,568,093	7%
Student Services	$ 1,448,096	4%
Sports/Extra Curricular	$ 1,048,946	3%
Central Services & Technology	$ 873,693	3%
School Admininistration	$ 642,078	2%
General Administration	$ 692,519	2%
Capital Equipment	$ 74,063	0.2%
Total General Fund	**$ 34,639,125**	**100%**

A unique aspect of RBR is our Academy Programs which accept tuition-paying students. With our wide range of course offerings, we attract students from Districts of the County who wish to attend RBR because of the rigorous curriculum, social diversity, and academic opportunities. The district receives 179 out-of-district students (159 tuition students from 8 other districts to attend our vocational programs and 20 students that are paid by parents). The tuition program is a significant source of income for the District which is 9.5% of the current 2024-2025 school year.

The District utilizes the current cost saving measures to maximize financial efficiencies through Shared Services Agreements with neighboring districts for programs such as food services, transportation, and professional development, which help reduce operating expenses. The District shared services with the Borough of Little Silver for a School Resource Officer. The

District also participates in purchasing cooperatives which enables us to secure competitive rates on supplies, equipment, energy, and essential services, contributing to overall budget savings.

The District is also awarded multiple grants such as IDEA (Individuals with Disabilities Education Act), ESEA (Elementary and Secondary Education Act), which are utilized for supplemental programs, non-mandated professional development and special educational costs. The District is also granted the School Based Youth Services grant to run the Source Program which services students in areas of social, emotional and counseling needs. Annually the Buc Backer Foundation (The PTO/Education Foundation/Boosters) offers teachers the opportunity to apply for mini grants which are awarded for class initiatives, field trips and other supporting endeavors. They had also funded the purchase of a flight simulator for the Academy of Engineering/IT. The Buc Backers also provide support to all Clubs and Athletics programs.

To aid in COVID recovery, the District was awarded Federal Grants from March of 2020 through September of 2024 under CARES, CRSSA and ESSER. These funds were utilized in many areas such as Technology, Building Health and Safety, Instructional Recovery and Social Emotional Support. Due to these Federal initiatives and expiration of funding, the District struggles with continuing programs that were put in place which are still valuable.

The District's Annual Comprehensive Financial Report (the audit) is reviewed annually by independent auditors. The 2023 District Audit was conducted in compliance with the Government Accounting Standards Board (GASB) and confirmed that the District's financial statements are accurate and in full compliance with applicable regulations. There were no comments or recommendations

The District has received a Certificate of Excellence in Financial Reporting (COE) from ASBO International for the past 4 years measuring transparency and that the financial statements are prepared with Generally Accepted Accounting Principles (GAAP).

XIV. GENERAL AREAS OF CONCERN/RECOMMENDATION:

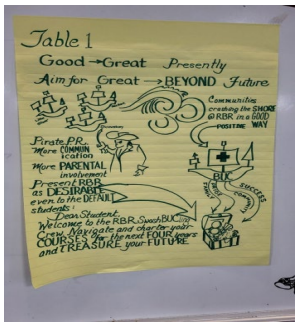
- **Curriculum -**
    - There is a conflict with students enrolled in academy and other programs and their participation in various classes and electives and other academic courses.
- **Academies**
    - Review which Academies/majors we offer to find out which are in demand, and what majors we are able to provide adequate resources.
    - Rethink on how we can increase student exposure to careers in their academy industry? Need to rethink the "internship" since it is very difficult for students or supervisors to find these opportunities but it is a core part of the CTE.
- **State and Federal funding**
    - The State of NJ will see a large decrease of Federal Funding in the future year, which means less funding for school districts in general as well as a decrease in Federal Grants under IDEA and ESEA which will affect current programming.
    - Declining enrollment will lead to decreased State Aid. RBR, as well as many school districts in Monmouth County, are seeing declining enrollment. This drop will trickle up to the high school level as it has been and will continue through the future years. This is especially significant since we are a regional 9-12 grade school only. We would not have the ability to spread a decrease out like full K-12 school districts do.
    - What will the status of state funding be? Will we be able to sustain current programming in future years?
- **Student Chronic absenteeism**
    - What ways are the school going to continue to work on reducing

students' chronic absenteeism rate

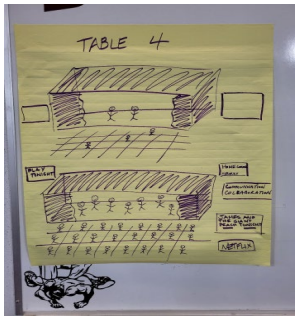
- **Family participation in all communities with available programs**
    - How to improve parent participation from all communities in programs we offer?



APPENDIX D
Action Plans



RED BANK REGIONAL HIGH SCHOOL



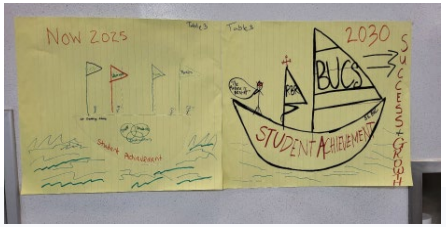
Review and Revise Draft Action Plans

(2025)



Planning Council Weekend 1/10 & 1/11 Goal Areas Identified	Current/Draft Strategic Plan Goal/Objective Areas Identified
Student Success	Engagement and Programming
School Culture & Climate	Promoting Democracy, Diversity, and Unity
Communication	Communication
Community Engagement & Involvement	Community Engagement
Finance & Facilities	Finance: Exterior and Ground, Interior Projects and Various Finance





Acronym Key

BOE - Board of Education

CAB - Community Advisory Board

COS - Course Catalog

CTE - Career and Technical Education

ET - Equity Team

FAB - Faculty Advisory Board

LSPD - Little Silver Police Department

NJNS - New Jersey Network of Superintendents

PR - Public Relations

SAB - Student Advisory Board

ScIP - School Improvement Team

SEL - Social Emotional Learning

SLE - Structured Learning Experience

TILT - Teacher Instructional Leadership Team

VPA - Visual and Performing Arts

Red Bank Regional High School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Student Success

Objective: Student Engagement

Major Activities	Board/Staff	Resources	Timeline	Indicators of Success
1. Improve and expand students' participation in extracurriculars and athletics.	BOE Superintendent Principal Athletic Director Equity Team	Student Surveys Report to BOE on participation levels SEPAG	2025 - through 2027	Report to BOE on 2024-25 level of student participation Establish baselines and yearly growth objectives Implement student survey to evaluate program interest Documentation of community outreach and partnerships
2. Identify ways Freshman Academy can be improved to promote rapid assimilation into the high school program.	Superintendent Principal Assistant Principals RBR Staff Equity Team	Student Surveys Freshman Progress & Program Participation SEPAG	2025 through 2026	Freshman Academy Program Revisions (Starting Summer 2025) Enhance programs to support students in maximizing both educational and extracurricular opportunities at RBR

	Freshman Academy			Explore the potential benefits of introducing a Grade 9 Seminar focused on developing executive functioning skills Assess the impact of pre-high school events aimed at fostering community engagement across towns Review attendance and completion rates for the Summer Slam program to identify areas for improvement
3. Investigate strategies for expanding student participation in accelerated coursework to all subjects.	BOE Curriculum Superintendent Principal RBR Staff Equity Team NJNS	Excellence and Equity Policy Student Surveys NJNS SEPAG	2025 through 2030	Establish enrollment baselines and set yearly growth objectives Review and consider potential revisions to the waiver system Explore strategies for expanding participation in accelerated coursework in STEM, History, Arts, and World Languages, using the "All In" model in ELA as a framework. Provide annual reports to the Board of Education on progress and identify remaining barriers to participation

4. Continue to expand program integration in VPA	BOE Curriculum Superintendent Principal RBR Staff (VPA)	VPA Advisory Committee Student/Teacher Working Groups	2025 through 2028	Evidence of program coordination and work examples, e.g. media production records Establish VPA performance archive accessible to the RBR community Continue the development of interdisciplinary programs across VPA, including upgrades to the Course Catalog
5. Continue efforts to prioritize social and emotional learning (S-E-L) for students, staff, and community	Superintendent Principal S-E-L Committee SOURCE	NJDOE SEL Modules SEL Committee FAB SAB SEPAG	2025 through 2030	Ongoing staff professional development and training Continued implementation of staff and student wellness days, along with related workshops. Sustain the facilitation, encouragement, and expansion of the Social-Emotional Learning (SEL) Committee. Maintain efforts to share key SEL information with the community through presentations and panel discussions.



Red Bank Regional School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Student Success

Objective: Programming/Pathways

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. Conduct a comprehensive audit of current course offerings to ensure program coherence, avoid unnecessary repetition, and optimize resource allocation.	Superintendent Principal FAB Curriculum Director Guidance Director VPA Coordinator	Academy Staff and Advisory Boards Course Catalog Student Survey	2025 through 2028	Revised Course Catalog Establishment of a Curriculum Task Group Conduct an audit of IB, AP, and DE courses to enhance program coherence and maximize efficiency Evaluate enrollment trends, course sequences, and requirements within academy and CTE programs

2. Expand apprenticeship options, including Brookdale certificate programs, Option 2 Offerings, and community service activities.	BOE Curriculum Superintendent Principal RBR Staff Equity Team NJNS	Course Catalog Option 2 Brookdale Partnership	2025 through 2030	Establish baselines and set yearly growth objectives Establish a S-L-E coordinator for the district Provide annual reports to the Board of Education on progress and remaining barriers to participation Develop school-wide service projects that engage students in meaningful community work
3. Educate all students on all post-secondary career options and ensure that all students develop a plan to prepare them to achieve future goals.	Superintendent Principal FAB Curriculum Director Guidance Director	Centers of Excellence, including Columbia-TC	2025 through 2030	Establish baselines and set yearly growth objectives Establish a S-L-E coordinator for the district Develop and implement career workshops and programming to promote career exploration Create a timeline for career and post-secondary planning, organized by grade level Investigate career interest inventory tools Expand the capstone model to include non-academy areas Provide annual reports to the Board of Education on progress and remaining barriers to participation



Red Bank Regional High School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: School Culture and Climate

Objective: Promoting Democracy, Diversity, and Unity

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. To foster a collaborative school environment that empowers students and staff through participation in decision-making, ensuring diverse voices are heard, respected, and integrated into school decision-making processes.	Superintendent Principal Equity Team Athletic and Activities Director STS Class Advisors	FAB, SAB, CAB, SciP, ET, TILT, Student Government	2025 through 2030	Continue student-led groups that promote peer mentorship and support Continue faculty-led groups that promote opportunities to contribute to discussions and governance, helping to amplify diverse voices across the school community Ensure active involvement of faculty, staff, and administration in the planning and execution of initiatives and events Improve school climate as measured by student surveys, focusing on feelings of inclusivity, respect, and pride Recognize and celebrate student and staff contributions

				Foster increased interdepartmental collaboration to enhance communication, share resources, and align strategies
2. Implement school-wide celebrations and spirit events that celebrate diversity and foster unity and pride.	Superintendent Principal Equity Team Athletic and Activities Director Class Advisors	FAB, SAB, CAB, SciP, ET, TILT, Student Government	2025 through 2030	Evidence of incorporating a wide range of traditions, holidays, and cultural awareness Improve school climate as measured by student surveys, focusing on feelings of inclusivity, respect, and pride Increase representation from different backgrounds and perspectives in planning committees

Red Bank Regional High School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Communication and Community Engagement

Objective: Streamline Communication and Public Relations

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. Investigate the development of a unified digital platform (RBR App and/or Website) that consolidates all essential school information, including calendars, academic information, and extracurriculars for improved accessibility and engagement.	BOE Superintendent Principal Supervisors	RBRHS Website Digital Calendar FAB SAB Translators COS	2025 through 2026	Assess and improve website navigation for easy access to school information Review and enhance the digital calendar for better organization of school-wide events Develop and share an annual communication timeline Establish a system for gathering and responding to community feedback Ensure all school materials are translated Centralize extracurricular and athletic information in one accessible location Provide grade-specific 'one-sheets' at the start of each academic year

2. Investigate the viability of hiring a PR firm or centralized marketing personnel to coordinate outreach efforts.	BOE Business administrator	NJDOE Administrative Codes	2025 through 2026	The current code does not permit the hiring of a public relations firm; however, alternative strategies for enhancing RBR's visibility and community engagement will be explored
3. Review the current use of social media to promote interest in school events and programs, celebrate achievement, and engage the community.	Superintendent Principal	Social Media Platforms Local Business Partners Community Supports	2025 through 2026	Enhance RBR's visibility through targeted digital and print marketing, including billboards, posters, and signage in local businesses Develop a strategic social media plan to engage and inform diverse audiences effectively

Red Bank Regional High School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Communication and Community Engagement

Objective: Community Engagement and Appreciation of Cultural Diversity for an Integrated School Community

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. Continue advisory boards across areas to include parental and community representation. Expand to include new pathways as they develop, e.g. Brookdale certificate programs.	BOE Superintendent Principal	FAB SAB CAB SEPAG	2025 through 2027	Published advisory boards with meeting schedule and periodic updates on the website
2. Investigate engaging with local businesses and community leaders to provide career opportunities, mentorships, and internships for students.	BOE Superintendent Principal C-T-E advisory boards	Online resources and training	2025 through 2030	Develop a list of community partners to work with RBR students Establish S-L-E coordinator

3. Increase engagement with current and future RBR students and parents through cultural and family engagement events such as an RBR Community Fair.	BOE Superintendent Principal Equity Team	SAB CAB SEPAG	2025 through 2030	RBR hosts annual community and family engagement events Implement school-wide celebrations and spirit events that celebrate diversity and foster unity and pride
4. Research expanding official alumni association to foster ongoing engagement with RBR graduates; utilize alumni for mentorship, guest speaking opportunities, and networking events.	BOE Superintendent Principal	Alumni Association Online resources and training	2025 through 2027	An Alumni Association already is in place. Assess the effectiveness of current alumni engagement. Assess alumni interest in supporting school events, career advice, or offering mentorship in various fields. Identify key events where alumni can be invited to participate as speakers or mentors, such as career days, workshops, or virtual networking sessions.
5. Expand Summer & Extracurricular Programs for Sending Districts: • Revive middle school summer camps in drama,	BOE Superintendent, Business Administrator, Principal VPA Supervisor and staff	SEPAG	2025 through 2027	Investigate additional Summer community camps.

music, and other disciplines. • Promote collaborative programs across the three sending districts.	Community Partners			



Red Bank Regional School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Facilities and Finance

Objective: Exterior and Grounds Improvements

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. Turf Practice Field	BOE, Architect, Superintendent, Business Administrator, Director of Facilities	BOE, Budget, Financing	2025 through 2030	Investigation of project scope and financing. Installation of additional turf surfaces if possible.
2. Arrival & Drop Off Procedures: Dedicated Bus Lane	Superintendent, Business Administrator, Safety and Security Specialist, LSPD SRO	Budget, LSPD	2025	There is already a dedicated bus lane. Look at more ways to enforce

3. Create an Access Road Behind Building	BOE, Superintendent, Business Administrator	BOE, Budget	2025 through 2030	Investigation of possibilities of an access road and installation if possible.

Red Bank Regional School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Building Improvements and Layout

Objective: Facility Projects and Improvements

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. New Science Labs	BOE, Architect, Superintendent, Business Administrator, Director of Facilities	BOE, Budget, Financing	2025-2030	Funding and Renovation of Science Labs
2. Air Conditioning in the Field House	BOE, Architect, Superintendent, Business Administrator, Director of Facilities	BOE, Budget, Financing	2025-2030	Investigate Options, Installation or improvement of air flow or air condition to Field House
3. One Lunch Period	BOE, Superintendent, Business Administrator,	BOE, Budget, Food Service Contract, Department of	2025-2030	Investigation of possibilities of one lunch considering budget, potential additional serving and eating areas.

	Architect, Food Service Company, NJ Dept of Ag.	Agriculture Requirements/ Legislation, health Department		
4. Building Layout and Reorganization of Space to improve teacher room assignments and workspace	BOE, Architect, Superintendent, Business Administrator, Director of Facilities, Leadership Team, Architect	BOE, Budget, Financing	2025-2030	Reorganized Space within the building envelope if possible Reduction of teacher room moves
5. Improve WiFi bandwidth inside the building	BOE, Superintendent, Business Administrator, Director of Technology	BOE, Budget, Financing	2025-2030	Installation of additional WiFi access points
6. Investigate Additional Security Improvements	BOE, Superintendent, Business Administrator, SRO, Safety Team	BOE, Budget	2025-2030	Receiving additional revenue

Red Bank Regional School District

2025 – 2030 STRATEGIC PLANNING GOALS ACTION PLAN

STRATEGIC PLANNING GOAL: Facilities and Finance

Objective: Finances

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
1. School Funding Formula	BOE, Superintendent, Business Administrator	Legislators, Department of Education, BOE, Budget	2025-2030	District's receipt of proper and appropriate school funding
2. Explore Additional Sources of Revenue	BOE, Superintendent, Business Administrator	BOE, Budget	2025-2030	Receipt of additional revenue
3. Explore Programs for Cashless Online Payment Options	BOE, Business Administrator	Title 6A and Title 18A regulations, Internal Control Manual,	2025-2030	Receipt of additional revenue

		Standard Operating Procedures		



STRATEGIC PLAN

2025-2030

