



**Shore Regional High School District  
Use of American Rescue Plan Funds  
November 2021**

The Shore Regional High School District was awarded emergency relief funding to support the safe return to in-person learning while addressing the academic, social, emotional, and mental health impacts of Covid-19. This one-time appropriation from The United States Department of Education may be used for allowable costs incurred between March 2020 and September 2024.

Prevention and mitigation strategies to continuously and safely open and operate schools for in-person learning is a priority for the District. SRHS will invest in enhanced supplemental custodial services to continue to adhere to the required facility cleaning practices and procedures in response to the COVID-19 pandemic, and any new specific requirements of the local health department as they arise. We will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Grant funds will support HVAC improvements including the retro-commissioning testing and balancing of air units. The bathroom ventilation make-up air units will also be addressed.

In response to learning loss and decreased in-person instruction due to the pandemic, the District will utilize funds to implement evidence-based interventions through comprehensive after school and summer learning and enrichment programs to remediate and accelerate students' learning across the disciplines, especially in the areas of literacy, STEM and the arts. Evidence-based programs will include readiness programs to remediate prerequisite course standards as well as front-load priority standards from the first units of the upcoming course. A data warehousing system will support the assessment and identification of students for specialized programs. Although a minimum of 20% of grant funds was required to be set aside under section 2001(e)(1), a more significant portion of the grant funding is dedicated to evidence-based interventions including intervention and enrichment programs for students through after-school and summer programs.

Consistent with section 2001(e)(2) of the ARP Act, the remaining funds will be used to maximize students' experiences in hands-on, active learning environments since their return to in-person learning during the pandemic, technology including student devices and classroom interactive boards, flexible furniture including stand-up desks and mindful space development, supplies and materials for students. A data warehousing system purchased with previous grant funding will continue to be funded to support the identification of students for specialized programs in response to the loss of instructional time and in-person learning during the pandemic. Well ventilated spaces in our restrooms and HVAC units within the school and supplemental custodial services to support a healthy and safe school building.



To address the academic impact of lost instructional time due to the pandemic, the SRHS District grant funding will be used to implement interventions for students, particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students that respond to academic, social, emotional, and mental health.

A data warehousing system to identify students through multiple measures for specialized programs will be supported through the grant. A comprehensive approach to meeting students' academic, social, emotional, and mental health needs through the engagement of positive school climates that use tier I supports, strategies and interventions, social and emotional learning, and leverage intervention and support systems is emphasized in this plan. Professional learning in data-driven, differentiated and small group instructional practices will allow students of all abilities, and especially identified subgroups disproportionately affected by the pandemic, to be met where they are to grow their learning.

Mental health services will be enhanced through a contracted service with Rutgers Behavioral Health to support a part-time clinician for Tier II and Tier III intervention and programs. Also, a mindful space will be established for students to regularly practice as part of their health and physical education class experiences.

District stakeholders' input into this plan was solicited through surveys sent out to the faculty, staff and community, Board of Education meetings and open public forums. District, special education and school administrators' meetings and faculty meetings, with the representation of local association leaders, also provided valuable information in the development of this grant. Input into the grant development was solicited from stakeholders representing the interests of children with disabilities, English Language Learners, children experiencing homelessness, migratory students, children in foster care, and underserved students through surveys, meetings and public forums. Information was also posted in several languages in response to our growing ELL population.