

**HARRISON TOWNSHIP SCHOOL DISTRICT**

**ESSR USE OF FUNDS PLAN**

**Board of Education Presentation 10/25/21**

**Including: Stakeholder Engagement**

In the most recent ESSER grant funding, the HTSD has been awarded a total of $674,283.00. This funding is broken down into specific categories and districts are required to spend the monies in categories in only ways that are considered “allowable uses”. As has been discussed, these funds are allocated specifically to address need in school districts in response to the pandemic. This includes purchasing of necessary PPO and safety equipment as well as academic support to address student need that has developed as a result of the pandemic and the disruption to what public school typically offers our students. These funds are utilized during a specific time frame and will not be replenished. Therefore they are not intended for use as part of the base budget from year to year. This one shot funding will not be replenished and therefore we would not be able to sustain use of them from year to year. The district is planning to, however, utilize a portion of these funds in two of the defined categories and under “allowable uses” to hire additional staff specifically to address student need.

Accelerated Learning Coaching and Educator Support Grant

The HTSD has been awarded $114,051 for Accelerated Learning, Coaching, and Educator Support.

The ESSER III grant ***requires*** that LEAs dedicate funds to “**Accelerated Learning Coaching**” and “**Educator Support Grant**”. This funding should be used to prioritize content and learning by focusing on the depth of instruction rather than the pace, implement a K-12 accelerated learning cycle, improve access to grade-level content and high-quality resources for students among other topics. When the district conducted a needs assessment, one glaring priority was to respond to the significant increase in the number of students considered “at-risk”. As can be seen in the district’s [BSI breakdowns per grade](https://docs.google.com/document/d/13kw3c4dUeqXLcCQ0abn0PJIMwyXBipVza-svVtnvBWE/edit?usp=sharing), the number of students identified as “at risk” has increased in almost every grade level (9 out of 12 areas) in both Reading and Mathematics. In some cases, the district has seen increases as large as 76% to 171%. It is clear that additional staff will be needed to support the increase in at risk students. Based on the above data, the district is proposing the following staff to directly support “at risk” students:

* 1 HTS BSI Math
* 1 HTS BSI Reading
* 1 PVS BSI Math

Additionally, the grant requires that LEAs use a portion of the monies allotted for “coaching”. The district is proposing an additional supervisor to assist with the coaching responsibilities. Additionally, the supervisor will begin to implement an organized Response to Intervention Model within the district to strengthen Tier 1 instruction in an attempt to lower students not meeting grade level expectations. Specifically, this staff member will:

* Use local and state assessment data to improve instruction;
* Assist in administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
* Support of Intervention and Referral Services (I&RS), Multi-Tiered Systems of Supports (MTSS), and Response to Intervention (RTI);
* Extend and expand high-quality professional learning activities supported by the Learning Acceleration Grant that NJDOE made available in March 2021; and
* Facilitate other professional learning that will empower educators to meet the needs of their students better.

MTSS Mental Health Support Staffing and Grant.

Additionally, HTSD has been awarded $45,000 for MTSS Mental Health Support Staffing and Grant. The supervisor will also be funded in part with this allotment. Specifically, this person will be charged with overseeing the training and implementation of an appropriate SEL curriculum and promoting social, emotional, and well-being of students, strategies, and interventions.