



Hudsonville Public Schools

Use of COVID Relief Funds

ESSER III, 11t, 31o / Updated 8/25/22

*** All 3 applications have been submitted by HPS and accepted**

Elementary and Secondary School Emergency Relief (ESSER-III) - Federal Funds

- How much for Hudsonville? = \$983,853
- What can it be spent on? = 16 total components summarized into these 4:
 1. Mitigate the spread of COVID
 2. Promote Equity
 3. Expand access to educational technology
 4. Address learning loss (at least 20% - \$196,771)

Section 11-T - Federal Funds

- How much for Hudsonville? = \$6,750,451
- What can it be spent on?
 1. At least 51.4% or more on learning loss with evidence based interventions - \$3,469,732
 2. At least 10.3% or more on summer enrichment - \$695,296
 3. At least 10.3% on after-school funding - \$695,296
 4. 28.0% balance can be spent to mitigate the spread of COVID or on Educational Technology- \$1,890,127

* Statute says it must address the social-emotional and academic needs of 6 subgroups

Section 31-O - State Funds

- How much for Hudsonville? = TBD / \$240 million to Michigan.
 1. Money is applied for through MDE. Sliding scale covered by state (100%, 66%, 33%, 0%)
- What can it be spent on?
 1. Mental health support of students through positions of school psychologist, counselor, social worker, and nurse.
- Timeline = Staff must be hired by March 1, 2022.

*State business officials indicate that “use of funds to address **learning loss** must be spent through the implementation of evidence-based interventions and ensure that those interventions respond to the student’s social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.” - Kevin Walters - MDE

Update on ESSER-III

American Rescue Plan ARP III/ESSER-III

Requirements for ARP III

How will your funds mitigate the spread of COVID?

How will you use at least 20% to address learning loss? (\$198,000)

Five Buttons for Learning Loss

Four Pillars to Meet Learning Loss (20% or more)

How will you spend the rest of the funds?

How are you ensuring issues with students who are disproportionately impacted?

1. Positive Behavior Interventions and Supports (PBIS) Specialist at Baldwin + Riley
 - a. This was the #1 priority shared by both middle schools
 - b. Requirement: Providing mental health services and supports for students
 - c. Estimated cost of \$484,000 over 2 years
2. Alternative Learning Center (A.L.C.) Paraprofessional at HHS
 - a. The first priority from HHS
 - b. Responsibilities of the Alternative Learning Center (ALC) would be to work with students who, in lieu of out-of-school suspension, stay in school and have additional time and support to complete their classwork in a smaller setting. The person must be a caring, encouraging and patient supporter for kids who may thrive with deep personal relationships.
 - c. Estimated cost of \$55,000 over 2 years
3. Tutoring to Achieve Academic Growth (T.A.A.G.) Paraprofessional at HHS
 - a. The second priority from HHS
 - b. Responsibilities of the TAAG Tutor include tutoring students during the school day, as well as before and after school in all content areas. Additionally, the TAAG tutor will write (alongside the AP and Counselor) academic improvement plans and monitor their effectiveness. The person must be a caring and encouraging individual who is adept at systems management and holding students to high expectations.
 - c. Estimated cost of \$55,000 over 2 years (*posted but not yet hired*)
4. One MTSS Building Interventionist (1 of 11 in the district)
 - a. This was the first priority at 6 of 11 buildings and the second at the other 5.
 - b. Job Posting
 - c. Requirement: Staff to support the academic needs of the 6 subgroups listed in every school in HPS
 - d. Estimated cost of \$323,000 over 2 years

Estimated cost charged to ESSER-III for 2 years = \$917,000

A portion of the remainder will be used to fund COVID mitigation and prevention and support the updated return to learning plan

Meaningful Consultation - Hudsonville Public Schools

- Must have “Meaningful consultation with your stakeholders in the development of the plan. Simply soliciting responses to a survey is consultation. Using gathered information to engage in discussions to reach consensus equates to meaningful consultation.” - *Kevin Walters, MDE*

HPS - Timeline

<u>November 2021</u>	<u>Survey</u> was sent out to staff and families
<u>November 8</u>	HS Department chair meeting to provide information and feedback <u>Nov 9</u> HS Counselor information and feedback
<u>November 11</u>	Ami shared preliminary survey data at the school Board meeting
<u>November 18</u>	Principal discussion at Administration meeting
<u>November 19</u>	Andy, Ami, Pat, and Anne at informational meeting with Kevin Wolters from MDE regarding ESSER-3 and meaningful consultation
<u>November 30</u>	Elementary Grade Level Chair information/feedback
<u>December 6</u>	Middle School and High School Dept. Chairs information/feedback
<u>December 8</u>	Surveyed high school students
<u>December 13</u>	Share and gather feedback at school board work session
<u>January 4</u>	Curriculum committee meeting to discuss funds and options
<u>January</u>	Individual meetings held with all building principals and Mandy to get their feedback on specific building needs
<u>Week of Jan. 17</u>	Two group meetings, three 1-on-1 discussions, additional emails with community members to get their thoughts on COVID-relief funds. I had interaction with approximately 20 community members
<u>January 20</u>	Meeting with Finance Department on COVID-relief funds
<u>January 21</u>	Meeting with Human Resources on COVID-relief funds
<u>Future</u>	
<u>January 24</u>	Update to Board of Education at work session
<u>February 10</u>	Draft document reviewed at Board of Education meeting - Public hearing
<u>February 15</u>	First submission to the State
<u>February 28</u>	Final submittal share at Board of Education work session
<u>March-Current</u>	Positions posted and staff hired
<u>Spring/Summer 2022</u>	ESSER-III and Section 11t applications submitted and accepted by the MDE

Updated 8/26/22

Summary of Meaningful Consultation

Staff, principal, and the community feedback centered around getting additional staff into schools to support the behavioral and academic needs of students which would also allow our staff to be more effective in their current roles. From the survey, to meetings with all stakeholder groups, the desire to add staff to support students has been a consistent theme. The priority at the elementary level is mostly academic while the secondary feedback is mixed between behavioral and academic support.

There is hesitancy from community members on whether or not to accept the funds or part of the funds. People spoke to our values, being fiscally responsible, and the potential control the government would have over HPS. Community members also mentioned class sizes, airflow/filtration systems, resources for special education, and improving the virtual learning experience.

COVID Relief Funds Survey - 1,500 staff/families

- #1 Choice - Staff to help accelerate learning and reduce learning gaps
- #2 Choice - Social/emotional support and training
- #3 Choice - Ensure all students receive high quality instructional materials
- #4 Choice - Add instructional support for intervention or Special Education

Potential uses from meaningful consultation

1. COVID mitigation
2. Instructional technology
3. Special education - staffing and resources
4. Class size
5. Air filtration/building heating and ventilation controls
6. Academic support person at schools
7. PBIS Specialist added at schools
8. Summer school
9. After-school tutoring
10. Staff retention incentive
11. Therapy dog
12. Year-round schooling

Potential SOAR IV Connections

1. Curriculum - ongoing professional learning, support mental health, increase instructional coaching staff
2. Human Resources - professional development for support staff (instructional paras), expansion of MTSS staffing and support, retain quality staff
3. Special Services - Expand PBIS interventions and support, child study consistency
4. Finance and Operations - HVAC systems, equitable distribution of resources
5. Co-Curricular - Increase community school coordinators