

Hudsonville Public Schools

DRAFT ~ Plan for COVID Relief Funds



Overview

24 total positions (20 new)

- 14 academic support
- 3 mental health support
- 3 special education
- 2 english learners
- 2 behavior support

ESSER-III (\$985,000)

- 5 positions listed in purple below for a total of \$917,000

Section 11T (\$5,359,858)

- 14 positions listed in yellow would be an estimated \$4,383,000

Section 31O (\$464,590)

- 5 positions listed on page #4

Position	Based On	Estimated Annual Expense	Projected 2022-2023	Projected 2023-2024	Projected TOTALS	
PBIS Specialists (2)	comps	225,000	236,250	248,063		
ALC Para (1)	comps	25,500	26,775	28,114		
TAAG Para (1)	comps	25,500	26,775	28,114		
MTSS Bldg Interventionist (1)	MA 26 + Fam Ins	150,000	157,500	165,375	916,966	ESSER III Funding
MTSS Bldg Interventionist (10)	MA 26 + Fam Ins	1,500,000	1,575,000	1,653,750		
MTSS District Coordinator (1)	comps	175,000	183,750	192,938		
Spec Ed Coordinator (1)	comps	175,000	183,750	192,938		
EL Teacher (1-NEW)	comps	93,000	97,650	102,533		
EL Teacher (1-EXISTING/Supplant)	comps	93,000	97,650	102,533	4,382,492	Section 11t Funding

American Rescue Plan ARP III/ESSER-III

Deadline: February 15th. Application is in MEGS

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

- ❖ Need (assessments)
- ❖ Implement (implement evidence-based practices)
- ❖ Support (students and families in distance learning - not us)
- ❖ Track (student attendance and engagement in remote - not us)
- ❖ Monitor (students academic progress to identify students who need more help)

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

1. "Supporting equitable access and effective use of technology"
2. "Using data about students' opportunity to learn to help target resources and support a safe, healthy, and inclusive learning environment"
3. "Access to qualified and supportive educators"
4. "High-quality curricular and instructional design"

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 and 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
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

Section 11-T

Deadline: Application not yet open. Will have 90 days to submit once it opens.

Requirements for Section 11-T

Must be spent on the 6 subgroups

- ❖ low economic
- ❖ SPED
- ❖ EL
- ❖ foster care
- ❖ homeless
- ❖ students of color

Our Plan

Hire staff to support the academic and behavioral needs of our students and increase the ability of our staff to be their best.

1. MTSS Building Interventionist - at all elementary buildings, both middle schools, and the high school. 11 total (10 charged to Section 11-T, 1 charged to ESSER-III)
 - a. This was the first priority at 6 of our 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 for these positions is \$3,228,750 over 2 years
2. MTSS District Coordinator
 - a. Job Posting
 - b. Requirement: Coordination, planning, curriculum, and professional development for the academic needs for the students in the 6 subgroups
 - c. Estimated cost of \$377,000 over 2 years
3. Special Education Coordinator
 - a. Job Posting
 - b. The #1 priority shared by the special education department
 - c. Requirement: Addressing the academic impact of lost instructional time on students with disabilities by implementing evidence-based activities to meet the comprehensive needs of students. The coordinator will support the curriculum development, allocation of resources, and instructional needs of our special education staff and students
 - d. Estimated cost of \$377,000 over 2 years
3. EL Teacher at HHS
 - a. The first priority from our EL department
 - b. Addressing the academic impact of lost instructional time for EL students
 - c. Estimated cost of \$200,000 over 2 years (\$400,000 when adding 2nd existing teacher)

Estimated cost for 14 positions to Section 11-t = \$4.39 million

Specifics are still being planned. Must be spent on the 6 subgroups listed above.

- A. Summer School (\$695,000)
- B. After-School (\$695,000)

Section 31-O

Deadline: Hiring must be completed by March 1st. Application is in GEMS/MARS

Our Plan

Hire staff to support the academic and behavioral needs of our students and increase the ability of our staff to be their best.

1. Social Worker
2. School Psychologist
3. Social Worker (1), School Counselor (1) and School Psychologist (1) hired in the fall of 2021
 - a. A constant priority for community and staff feedback was to support the mental health of our students
 - b. Requirement: Staff to support the mental health needs of our students by hiring one of the following 4 positions - nurse, psychologist, counselor, and social worker

Estimated to 31-O

2021-2023	100% paid by the state this year
2022-2023	66% paid by the state
2023-2024	33% paid by the state
2024-2025	Hudsonville pays full

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 - Equitable distribution of resources

Questions/Positions to Continue to Discuss

- ☐ Staffing/PBIS at ECC
- ☐ Staff retention incentive
- ☐ Airflow
- ☐ Class size
- ☐ College and Career Advisor at HHS
- ☐ Alternative Education
- ☐ Gen-Ed Counseling/OCSN at elementary level

Next Steps

1. Take feedback on draft #1 of the plan and make adjustments
2. Hiring/Human Resources short and long-term plan
3. Program descriptions, set outcomes/goals and program monitoring structure
4. Complete ARP/ESSER-III application
5. Complete Section 31-O application
6. Application not yet open for Section 11-T

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>	District Leadership team attended an 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 the Special Education Director to get 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 25 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>January 24</u>	Update to Board of Education at work session
<u>January 28</u>	Update and feedback from ISAC
<u>February 10</u>	Draft document reviewed at Board of Education meeting - Public hearing

FUTURE

<u>February 15</u>	First submission of ARP/ESSER-III to the State
<u>February 28</u>	Final submittal share at Board of Education work session
<u>Spring</u>	Section 11-T application will open and be completed