

Safe Return to In-Person Instruction and Continuity of Services Plan



District Name: Hudsonville Public Schools

2023-2024 School Year

Introduction and Background

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021, Public Law 117- 2. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 Pandemic.

These resources will allow school districts to take additional measures to safely sustain their healthy operations, this includes using funds to enact appropriate measures to help schools invest in mitigation strategies consistent with the Centers for Disease Control and Preventions' (CDC) Operational Strategy for K-12 Schools to the greatest extent practicable; address the many impacts of COVID-19 on students, including unfinished instruction; implement strategies to meet student's social, emotional, mental health, and academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs; support early childhood education; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors and other school personnel to support their needs.

Section 2001(i)(1) of the ARP Act requires that each LEA that receives ARP ESSER funds develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take these comments into account in the finalization of the Safe Return Plan.

Hudsonville Public Schools Continuity of Services Plan

Hudsonville Public Schools is updating this document to meet the requirements as a recipient of ARP funds. (Section 2001(i) of the ARP Act) This document is subject to change with future orders or mandates from federal, state, or county agencies. The Hudsonville Public Schools Board of Education remains committed to monitoring and responding to local data and making operational decisions in consultation with the District Health Department. The Board of Education authorizes the Superintendent and Assistant Superintendent of Curriculum and Instruction to make decisions adjusting this plan in response to local COVID-19 data and District recommendations specific to Hudsonville Public Schools. This plan will be reviewed no less frequently than every six months.

Instructional Model

To best serve our community we will offer an in-person instructional model. If the need arises, we also have the capability for students to receive instruction online. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.

Quality Evidence-Based Assessment Practices

Hudsonville Public Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. Benchmark assessment data will be used to adjust curriculum and instruction across grade levels, schools, and districts and to provide intervention when students have identified needs..

Hudsonville Public Schools will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides on-time data for both our teachers and students to accelerate their learning and progress and gives us a complete picture of what our students know and can do.

Educational Goals

STAR 360 benchmark assessments in reading and mathematics will be administered to all 1st-8th grade students three times each year: once in the first six weeks of the school year, once in January, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year.

Before and after school tutoring opportunities will be provided to students indicating the need for additional support and services to meet their grade level content objectives.

Summer school opportunities will be extended to families with qualifying students in the summer of 2023-2024 to further close any identified learning gaps as well as allow students the opportunity to regain academic credits needed for graduation at the high school level.

Extensive work is being completed to build a Multi-tiered system of support, district-wide, to ensure the ongoing practices of supporting students with identified areas of learning loss and/or gaps in learning.

Mental Health Supports

The district has increased mental health services by providing additional counselors, social workers, and student support specialists. The funding for these additional services has come through several state and federal grant programs. We also have increased partnerships with various community agencies to support our students and families with additional mental health services as needed.

Specialized Services

Hudsonville Public Schools ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, resource room or social work services within their IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. The district also ensures that students of special populations are given additional considerations; these considerations vary by building and/or grade span.

The district will also provide access and additional opportunities to support English Learners with language development/acquisition. We have certified EL teachers, teachers who are SIOP trained and instructional assistants who assist our EL students. Parents and families will continue to be supported in their native language(s) as needed.

Students enrolled in Hudsonville Public Schools with 504 plans in place will continue to receive appropriate accommodations as specified through their 504 plans.

Students who have social-emotional needs will be provided with resources (personnel, curriculum, and/or supplemental) to support those needs.

Public Comment

Hudsonville Public Schools applied to and received Elementary and Secondary School Emergency Relief Funds (ESSER) to address learning recovery and the impact of the COVID-19 pandemic. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. HPS requested public feedback from all district and community stakeholders to help determine how the district should best utilize these resources to address unfinished learning, ongoing COVID-19 recovery, and Federal Program grant funds. The district also shared the results of the stakeholder feedback with the HPS Board of Education at its June 2022 meeting.

Periodic Review Process

This *Safe Return to In-Person Instruction and Continuity of Services* plan will be reviewed as necessary or **at least every six months**.

Document Public Comments:

Date of Review – March 8, 2024

Public Comments – Elementary mental health supports and services – curiosity around agency support.

Understandable and Uniform Format

This *Safe Return to In-Person Instruction and Continuity of Services* plan will be available on the Hudsonville Public Schools website at <https://www.hudsonvillepublicschools.org/>.

Who is Impacted

Public Health Recommendations

Isolation Has COVID-19

Any individual who tests positive for COVID-19 and/or displays COVID-19 symptoms (without an alternate diagnosis or negative COVID-19 test) regardless of vaccination status.



Isolate at home for 5 days; and



If symptoms have improved or no symptoms developed, may leave isolation after day 5 and wear a well-fitted mask, for 5 more days (ending after day 10).*

If positive with no symptoms, monitor for symptoms for 10 days as well.



Quarantine Exposed to COVID-19

Personal or household contact, regardless of vaccination status, exposed to someone with COVID-19 (see definition below).



Monitor symptoms for 10 days.



Wear a mask around others for 10 days after exposure.**



Test 3-7 days after exposure or if symptoms develop.



Avoid unmasked activities or activities with higher risk of exposing vulnerable individuals.***

Other exposure (from community, social, work setting).



Monitor symptoms for 10 days.



Test if symptoms develop.



Consider wearing a mask around others for 10 days after exposure; at a minimum, mask in settings with higher risk of exposing vulnerable individuals.***

* If a mask cannot be worn, recommend 10 days of home isolation.

** If a mask cannot be worn, individual should home quarantine for 10 days. A Test to Stay protocol may also be developed in partnership between school and local health department.

*** Activities with immunocompromised or other high-risk individuals, social/recreational activities in congregate settings.

Personal/household contacts include individuals who share living spaces, including bedrooms, bathrooms, living room and kitchens. It also includes those who live together, sleep over, carpool or have direct exposure to respiratory secretions from a positive individual. This would include exposure in childcare settings for those under 2 years of age.