

SOAR V COMMUNITY RESEARCH



STAFF SURVEY 2023

APPENDIX: VERBATIM COMMENTS

April 22nd, 2023

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Additional comments on HPS Culture and Work Environment

Q. Do you have any additional comments about Culture and Work Environment?

More frequently mentioned unaided comments about Culture and Work Environment include:

- ❖ Students are not consistently held accountable for inappropriate behavior and disrespect to both teachers and other students.
- ❖ Not as welcoming or inclusive for ALL students as in previous years, especially with respect to race, ethnicity, sexual orientation, and income level.
- ❖ Working relationships could be improved in their building.
- ❖ Do not feel adequately listened to and supported.
- ❖ Professional development can be more focused and in-depth.
- ❖ There is too much professional development.

Teachers (n = 105)

All administration do not enforce student behavior expectations and consequences. Community uproar over DEIB training, and putting that on hold, has made our school environment not as inviting, inclusive and equal for ALL of our students.

Allowing outside pressures from small groups is getting in the way of ALL students feeling represented and a part of HPS.

Appropriate student behavior and discipline are not consistently enforced at my school. We have been told not to give consequences for negative behavior. Therefore, students have no boundaries and don't know right from wrong; bad behavior has skyrocketed! This is not how the real world works. I strongly feel we are setting students up for failure. In their job someday, when they mess up, there will be a consequence. They could even lose their job. When they are speeding, they will get a ticket. Consequences help everyone behave appropriately and give us boundaries.

As a contractual member at [REDACTED], I often feel undervalued as a staff member by other staff members in the district. At [REDACTED] there seems to be a lack of accountability for teachers and administrators. Often communication from our building administration is unclear. There is a poor sense of community here and not a huge effort to improve the sense of community. With [REDACTED] parents able to walk in and out at any time with swipe card, there is a lack of safety. There are strong concerns that anyone could enter the building at any time and easily access student areas. While I feel like the teams/teachers I work directly with are strong and make decisions that are best for students, that is not the feeling I get from the head administrator and other staff in the building. There are specific PBIS guidelines and staff in the building are not held accountable to following it. The environment does not always feel welcoming to all students. I have heard staff members speak harshly and unkindly to students and I'm not sure if anything is being done about it. These are our [REDACTED] learners and [REDACTED] at school, as well as many families [REDACTED] with Hudsonville Public Schools. It needs to be a better.

As we grow it becomes harder and harder to make sure every student feels connected. Keeping class sizes small helps foster a sense of belonging because kids can make connections. It is hard to foster a sense of welcome when you have students who are not from homes that welcome ALL people. We do our best, but there are some who hold beliefs about diversity, equity, and inclusion that school cannot change. I don't think our schools in general much less our entrances are secure enough for an armed gunman, and I don't think they should be. They're schools for goodness sake - schools for children to learn about math and reading. Making our entrances secure and bullet proof shouldn't have to be a priority.

At [REDACTED] it has been years since we have been seen as staff. We are not a large building but the [REDACTED] students pull so much support we do not see help as needed. We have [REDACTED] graders that need support above a teacher and even when we beg we don't get it. We are not greeted as teachers from our leader ever. Students are not greeted or noticed by anyone other than teachers. Only the teachers are checking the outside doors. We have many and so many young children. We need custodian/principal checking the doors many times a day. Greeting staff in the morning/hallways before students arrive to get a pulse on the building. Leadership should reply to emails in a timely manner and ask questions face to face and communicate more often with timelines, important dates, expectations.

At the middle school level we need more time with our grade level teams. Our grade level teams need time to meet to discuss students, behavior concerns, issues, and collaborate team building activities. Also, I feel like we do not get enough time to meet as a staff. Losing the staff meetings to PLC has not been a great change. Staff meetings build culture and allow us to connect and build professional relationships.

Behavior and discipline are not handled consistently. Since the implementation of PBIS, consequences are rarely given. Students usually just get "talked to" and then the negative behavior only worsens and continues in the following days. This cycle needs to stop.

█████ could continue to work on building culture in regards to student behavior. Lunch, passing time, general expectations, etc.

Cell phones need to be kept off campus. Way to distracting to everyone.

Discipline is inconsistent amongst administrators. Although I believe most staff are supportive of all learners, the community and many students are not. Staff would benefit from training on how to better create an environment where all learners are heard and are respected in their classrooms.

Discipline is minimal. Students know they can get away with misbehaving and disrespecting teachers and peers. Focus is on students who are behind academically. Students who are high-achieving are over-looked, other than academic rewards. We don't offer enough Administrators don't give genuine feedback and don't visit classrooms so they don't really know what's going on. I still work hard and do my best every day without administrators checking on me, but it would be nice if they knew how hard we work.

Even in the short time I've been here, I feel very welcomed and valued as an educator and as a person. I am encouraged to be involved in a lot during my student teaching and I have learned so much in just one semester!

Everything is great except for the board of education. Can we please have another vote to get the three new bad members out?

For the most part I would say that the staff is open to new things and growing to best support students but there are some who are reluctant to try new things and go straight to complaining without giving something a chance. They are not called out or held accountable for negative complaining without offering or being willing to hear solutions or things to try to move forward.

█████ Administration needs to support collaborative decisions made by departments and follow up with the staff members that do not abide by them. We have departments that have been together for more than 10 years but administration is new. The same problems keep occurring, but administration is not following up and fixing the problems. Because they are new, they don't understand the years and years of frustration the staff members have of other staff members agreeing during department members on non-negotiables and then doing the complete opposite in their classroom. In regards to safety, the building is so large. The Main Office is the central hub but communication falls apart starting with the front office staff. Teachers call and ask for help and it takes numerous calls before someone answers the phone. This has happened even after the ██████ The emergency go bags are years old, falling apart and are out of date. They need to be updated. In the case of an emergency, I'm terrified how long it will take someone to get to my classroom.

Honestly, this year has been a change for me. I am very used to working in an inclusive, loving environment and even with the amazing staff member and administrations, the school board does truly negatively impact the environment of Hudsonville Public Schools. I am proud to work here, but also know Hudsonville is extremely different than the surrounding districts with the difficult time loving all students and understanding diversity. I recently received diversity training as well as restorative practice training that has positively impacted my experience and knowledge as an educator. Topics have been brought up within the schools and it easily gets turned down by "the board will never agree with this." I truly believe if we had people who understood education and believed in educators, this district would be unstoppable. It's as if our hands are tied by the people making the decisions, who are also listening to people in the community with personal agendas. We also know that we need an updated reading program in our elementary schools. While I understand that we are transitioning to a new math curriculum, our Tier 1 reading and phonics curriculum is being supported by teacher professional development and trying to fill the holes. As experienced as I feel, I also am well aware I am not a curriculum developer. With my experience, I am able to fill in the major holes our Tier 1 programs are missing, but if I was a first year teacher, I cannot imagine trying to understand what exactly is missing without years of experience. Lastly, knowing that our first grade group will be cut down to 3 sections instead of 4 does not feel like it's the best decision. We are constantly told to do what is best for our students, but the decisions that are being made (that goes against every research on the topic) are being made without thinking of what is truly best for our students. I truly hope that these decisions would be made with students lead priorities. These decisions will lead to burning out teachers by filling their classrooms with more students.

HPS has room to grow in areas that ensure equity and inclusion for ALL students.

Hudsonville public schools does not support the work environment of staff and students. HPS does not value professional input and documentation from their teachers as well as create a safe space for all learners (students with and without IEPs).

I am provided obscene amounts of professional development, I would say more is provided for me than most surrounding districts, but none of it is my choice. There are no subs to allow me to attend professional development of my choice during school hours. I feel that my building is safe, but wish that my concerns about certain students would be taken more seriously.

I am struggling with feeling valued and needed in my building. There are a few staff members that are not supportive of my role at all.

I believe that ALL is a strong word and that it doesn't fully represent some of the things that we are doing. Including many of the beliefs of the current school board. You are here to represent ALL kids, are we doing that?

I believe that some students are not being held to the same standards as others when it comes to discipline. I also believe that teachers are not being completely heard with their concerns about specific student behaviors and actions. This is specific to a few students, not generally as a whole.

I believe the vision for inclusion needs to be shared with ALL staff in our district.

I disagree that ALL students are valued, supported, and connected to each other. I think there are opportunities for special education students to be with their gen ed peers in the classroom but "ownership" of "my students" (gen ed) vs. "your student" (special ed) is inconsistent by building and between teaching staff.

I do not believe that HPS supports ALL students as it seems that the word "ALL" has been hijacked to be applied to a certain sect of students. If you are going to feel that you belong and/or are connected to other students, you cannot be put in an "either/or" scenario. In other words, flip flopping the roles of gender, race, religion or economically challenged to reverse a discrimination is, in itself, discriminating. Instead of force feeding HOW to feel or HOW to act, we need to get back to the basics of simple kindness and respect for ALL! ONLY then are you truly reaching ALL of the students and not just those that fit in a certain criteria.

I do not feel that are building is ready for an emergency situation. We only have 1 walkie-talkie per grade level. If there is an emergency that would leave 2/3 of our teaching staff without communication. Each classroom teacher and specialist should have a walkie-talkie for communication during and emergency situation. Our parking lots should have cameras so that we can see people entering and leaving the premises. We also need to do better at serving our English Language Learning families. We lack translators and are not paying our current translators a competitive rate. This should be a priority for our district. All students, including LGBT, should be valued and supported.

I do not feel that Hudsonville is a welcoming environment to all students. For example, at [REDACTED] there are bible verses posted on certain staff members desks. How would those people feel if it were a statue of Buddha or Allah? I believe this is a violation of the first amendment. Our staff needs to be more welcoming of other students of various cultures and religions. The differences of our students are rarely celebrated and the 'white culture' is prominent throughout our schools.

I don't feel like diversity and inclusiveness is cultivated in our district with cancelation of diversity training and the closed minds of our new board.

I don't there is enough being done to make ALL students feel safe and welcome at HPS. I think we were moving in the right direction with DEIB training.

I don't think students who fall within minority categories within Hudsonville (based on factors such as religion, race, sexual orientation, etc.) feel supported. These students are often bullied and/or harassed, and student differences are not often celebrated or acknowledged. It seems like some community members wants Hudsonville students to "fit the mold" of what they feel it means to be in Hudsonville.

I feel as though our [REDACTED] needs improvement. Emails from [REDACTED] are often condescending and disrespectful. Policies are applied inconsistently. It feels as though [REDACTED] puts staff into different classes of people based on our jobs and some classes are treated better while others are treated poorly. Our feedback and offers to help [REDACTED] with decisions that we are experienced with and live every day are ignored and dismissed or reacted to in a confrontational manner. [REDACTED] at Hudsonville has gone from supportive and nurturing to abrasive and obstinate.

I feel HPS schools does all it can to provide a safe culture - however many things are potentially out of their control. In addition, discipline and student behavior has deteriorated over the past number of years, and many times I feel that things are rarely followed up on or dealt with when it comes to discipline. Students are held to a lower standard overall in my opinion.

I feel like our [REDACTED] doesn't care about the people [REDACTED] is responsible for. [REDACTED] is inconsistent with policy and unfair to many. Most feel like [REDACTED] treats the people [REDACTED] better than the people who were here before. Elementary specialists are never asked opinions or included in any of the decisions that affect them. Experienced teachers are discouraged from applying at Hudsonville because they know they won't be given [REDACTED] or be [REDACTED] for their [REDACTED] [REDACTED] tone in emails is often rude and disrespectful. I would like to see

I feel that "collaboration" is valued in theory, but that the time we are given to collaborate with our colleagues is not valuable because it's not authentic; the time is filled with assignments from admin that don't do anything to improve ourselves as educators, rather than what we feel would be helpful. Additionally, grouping all of special education together is not a productive use of time because our roles as teachers vary depending on the student populations we serve. I feel that we should be able to choose who we feel would make the most sense to meet with for professional development and collaborative team time. As for professional development, I typically leave our sessions feeling that I didn't learn anything new and that I could have used that time to benefit my students by working on more pressing matters. I also feel that administration and general education teachers know very little about what goes on in the special education department. Not only do I feel that many administrators are disconnected from the day-to-day experiences of students and staff in special education, but so many decisions are made for us and our students without our input and without understanding the impact of said changes. I love working with my immediate co-workers and feel that I belong in my department, but I wouldn't say that my voice is heard throughout the district, nor do I feel that the school board reflects my educational or social values. The conversations and decisions made around book-banning and what content can and cannot be discussed in our classrooms not only makes me feel that I don't belong, but I am confident that it makes many students and families feel unsupported and out of place as well. There is significant lack of diversity in this district, which makes those who are different stand out and made to feel "othered." I don't think that we do enough to celebrate differences or to have honest, educational conversations around diversity. It feels that the loud voices of a select few are dictating what can happen inside our schools.

I feel that we (teachers) are appeased with words but are often not truly listened to as the professionals who are honing our skills and our craft every single day with students. Please start to see teachers as the professionals they are. Others who are not currently teaching our grade level or who have never taught our grade level should not enter critical conversations with us like they have all of the answers. Instead, please listen and ask questions to those who are actually doing the hard work. Hudsonville teachers have undergraduate degrees and masters degrees and have spent a LOT of time developing ourselves professionally for the exact position we are in. We have chosen to stay in the classroom because we care deeply about our students and their growth. We also know our students better than anyone! We are excited and passionate about doing what is best for our students and are open to conversation. Please treat us as professionals and listen to us so that we can make critical changes together! Those from the administration building should be careful that they are not blurring the lines of professional and personal. We can definitely be friends with the people we work with but friendships should not be a factor in how staff members are treated. Favoritism is harming to the culture of our district and causes division. Our building entrance is not consistently safe. We are not sure how parents are able to walk our hallways before and after school without a badge but it happens on a regular basis. I believe it may be when parents are dropping off or picking up from [REDACTED]. Teachers are consistently cornered in their classroom before contract time begins or after it ends by a parent and are left in a one-on-one situation sometimes without any other adults around. Also, an administrator should be in the building until parent / teacher conferences are finished to ensure that a teacher is not left in the building alone with a parent.

I feel there is a lack of support from leadership. Who is able to make decisions is unclear and roles are not clearly defined.

I have concerns with how open the building is before school and potential other times throughout the day. A ton of doors are open for anyone to walk in at any time WAY before the school day starts. There should be very few student entrances for students to enter the building and only during specific times. All other doors you should have to scan your badge to get in. Student entrances should be locked a few minutes after the school day starts and only be open again for a period of time after school is out. Otherwise you need a badge to scan or you go to the main entrance. I fear that anyone can walk into the building at multiple locations at various times throughout the day.

I have enjoyed working at HPS for many years. It saddens and frustrates me to see the culture shift to the position where staff are feeling unsafe from students behavior and where despite the emphasis on respect in our SOAR initiative that I notice many students are being more disrespectful to staff and other students. The new heightened focus on implementing curriculum about emotions/feelings has its positives, but I feel the negative consequences of not maintaining appropriate boundaries and expectations for student behavior has not made this change worth it. In regards to professional development, the grade level chair that we have has done an amazing job of giving us opportunities to learn from each other. I know they put a lot of time and effort into preparing our meetings so that they are informative and engaging. But the last few years the building meetings and grade level meetings have been so heavily focused on one curricular area that it's a bit much. For example, spending almost every grade level on RULER when it's not part of our official curriculum is a bit much. A short update or check in to share resources available is plenty. Every meeting that we spend more time on that than actual academic curriculum seems a bit unbalanced.

I have known families to move out of the district for more diversity. Many local families (students) have not experienced a culture different than Hudsonville. It is a bit of a utopia that can be very challenging for students that move in from other demographics, cultures, and environments. HPS students are not always understanding an open, simply because they do not know different and their parents have not taught them about how fortunate they are.

I know from the EL perspective, there is a lot of exclusion for our EL kids and sometimes discipline does not seem to help in specific scenarios. I noticed at the beginning of the year, there was a lot of questions as to what protocols were and specifically how discipline is to be handled. For specific scenarios, disciplinary action has taken place and has worked but for the smaller behavior that is constant and continuous, I have noticed a lot of teachers have expressed that they feel nothing is being done to change said behavior or reinforce expectations. In relation to our EL kids, I know sheltered classes are best to support their growth. However, I do think our higher level kiddos would benefit from being in a push and pull environment so they can actually feel more connected to their peers as well as learn the skills from others to get them past the "hill" of the ELL WIDA testing. I have also had some of my ELL students mention that their families feel disconnected from school because of a lack of communication or translators for conferences, or keeping up with school information. I'm not sure what a solution for that would be but I think it would be good to know.

I love to work in Hudsonville. I enjoy my job and I feel supported by the people that I work closely with. I do feel like the administration needs to spend more time inside the schools and inside classrooms so they know better what is actually happening in the classrooms.

I think discipline needs to be more firm and consistent at the administration level so that [REDACTED] stays a learning environment. There is a group of students who have been disruptive and are given too many chances which impacts the overall learning environment of the building.

I think we are on our way for a lot of the things we are trying to provide for all students and families. But there are definitely minority groups that are not made to feel welcome. I think many staff members work hard to do this and be inclusive. But the community and the school board have not exactly made that doable in all cases. For example around the topic of gender for students, there's still a lot of ignorance among staff, and teachers may also feel that under the microscope with anything we would say around those topics, which inherently does not make students feel welcome. If teachers are afraid to be overtly supportive and welcoming around things hateful people at school board meetings are not welcoming to... it gets hard. People of color have a hard time here, too, I have heard.

I used to feel proud to be a Hudsonville employee, but our school and Ottawa County has received some negative press lately which at times has changed my opinion on how I feel about working for HPS. I do not feel like there are consequences for behavior, this feeling is both as a parent and an employee. The needs of one child often seems to be more important than the group as a whole. The teachers feel the disrespect from both the students and the parents. As a parent, it seems that though you are told that behaviors will be addressed, but nothing actually happens. As for the working conditions, with the school year starting earlier we need air conditioning in the buildings. Most of the neighboring districts have made this change and put in air in each building. With us being required to start earlier in August, at times it is unbearably hot and not a good learning environment for the students.

I work with a supportive group of educators that truly care for their students well being and learning. I enjoy going to work each day and have been welcomed by all staff as a new staff member. I feel appreciated and valued by my team and immediate supervisor. My immediate supervisor, Rebecca VanSomeren, is truly amazing. She cares for all of her staff and students and is always willing to help however she can. I have had only great interactions with Administration, Doug VanderJagt and Anne Armstrong, as they both express their passion for HPS. Lastly, my mentor teacher, Mindy Dyke has made my transition smooth with her knowledge, kindness and support. I am honored to be a teacher for HPS and look forward to the future. Thank you for providing me this opportunity to join such an inspirational team.

In response to the question about professional development, I often feel as if PD is rushed, especially when surrounding new curriculum. It feels as if staff aren't given enough time to digest new information/curriculum and implement it into the classroom.

In terms of professional development, I feel like certain subjects get offered more opportunities for professional development. Additionally, the current New Teacher Academy offered by the Ottawa ISD has not been beneficial. I understand the state requirement, but if another professional development is offered that also qualifies is available, I'd prefer that. Especially, if it is in my subject area. In terms of student behavior and discipline, I feel like my school does a pretty good job. However, there are some offenses that are more severe that are getting the same response as minor offenses. Thus allowing continued behavior by the same students.

Individual teachers make sure students are welcome and connected with or without the general support of the district. District emphasis on advanced courses in the high school and sports teams reduces programming opportunities in the lower grades. The inequity of resources and environment including bathrooms and heating/cooling systems at [REDACTED] school is obvious compared to other elementary buildings in the district.

Ineffective and inappropriate board leadership have allowed their own personal values and morals (along with a few of the vocal minority within the community) to dictate policy, procedure, and curriculum that DOES NOT allow ALL students to feel that they belong or are welcome in HPS. The board has undermined, belittled, and demeaned staff, their professionalism, and their commitment to educating all students.

It is becoming more and more difficult to teach in a classroom where I have students who are disruptive or disrespectful to the adults they interact with daily and to their classmates. At times I don't feel safe and feel concerned about the safety of my students.

It seems that our schools support all students, but the community does not.

It's been a tough few years in education. I feel a shift in behaviors. There are many kids who get away with disrespect, racist remarks, and mean remarks to other students and teachers. I think there is a big divide between the kids "who have money" and the kids who don't. The kids who are in foster situations, adopted, of a different race/ethnicity than the majority of white who feel so insecure at the middle school level. It breaks my heart all the time to see the divide between the haves/and the have-nots. I think sometimes kids who do come from better situations feel awkward even sharing out about trips etc. Sometimes kids will be suspended but at times it doesn't feel like the suspension is long enough or the kid isn't apologetic or remorseful. There are many disrespectful comments in the classrooms and hallways about monkeys, the n word, and other vulgar language. Seems at an all time high this year. :(

Many feel the Least Restrictive Environment needs to be looked at again at the State Level. The behavioral issues that are happening are inclining beyond what we ever thought possible in a regular ed classroom. The classroom numbers should also be re-evaluated contractually to lower with so many behavioral issues.

Many issues with racism and harassment based on gender identity, etc... Discipline issues are often handled very inconsistently and we do not have an effective school wide discipline policy for students with consistently bad behavior.

Many of the above questions asked me to reflect on whether HPS includes ALL students, making them feel connected, welcomed and that they belong. When I marked that I disagree I am specifically referring to our School Board members and speakers at our school board meetings. So many people have spoken out against underrepresented groups (LGBTQ , students of color, etc) and the fact that the school board has entertained these speakers for such a long time has really hindered the steps that our school leaders are taking to ensure those students have a space and a place to belong. Our community needs to know that taking action to welcome underrepresented groups is necessary and important work, and doing this work makes our community and our schools more safe in the long run.

Many school board members have been vocal set a tone that is clearly negative towards any student who does not fit their narrow-minded belief systems. The statements that have made are not in accordance with their Code of Conduct and are divisive. They undermine the very efforts of HPS staff to support ALL STUDENTS belonging, feeling connected, being welcomed, growing and succeeding. Had it not been for the school board my answers to questions 36-39 would have been agree or strongly agree. The school board's actions that prohibits all kids from seeing themselves in books, comments like "then they shouldn't have children" if a parent chooses to allow their child to read a book with a more open minded world view than our current board president are not statements that welcome ALL students and families and are not statements that align with a that provides a school environment for ALL students to grow and succeed. ALL means ALL. Not just those who look like us or believe what we believe.

Members of the community and some members of the School Board do not support ALL students in our schools as is evidenced by their consistent disparagement of some students and their desire to ban books.

More of our PD should be HANDS ON computer skill training. Most often it is sitting and listening to someone tell or show us how to do something and then we get NO practice. If we taught this way we would be deemed ineffective.

Not everyone is clear on roles such as PLC activator and department chairs. The lines are a bit blurry on these two and need clarification. I do not believe that ALL students feel safe or valued. MOST do, to be sure, but there are still many girls who feel under-valued, children of color who feel like outsiders, and LGBTQ children who are uncomfortable in many spaces. We need to do more for all of our children.

Often beyond school control, but it is amazing how just a few students can really bring down the learning environment for so many others. This, to me, will be one of the biggest challenges for Hudsonville (and most other districts) as it sees a slow increase in the number of troubled students.

Our current MTSS is doing a fantastic job supporting teachers. That role has proven to be so valuable in tracking students growth and determining the next steps and the best way to accomplish those next steps. Having time set aside on a regular basis to discuss students has been so beneficial. In regards I wish that we had more say in curriculum choices and professional development. Our current phonics program has so many holes and does not correlate with evidence based practices. I truly feel that we could eliminate it and simply provide professional development and collaboration to create a more effective program with free resources such as the Florida Literacy Institute. In terms of a safe learning environment I chose disagree because I believe we are allowing unsafe students to be a part of our classrooms too often. Classrooms have too many emotionally dysregulated students that take too long to place in an appropriate environment. This is very concerning because it provides an unsafe environment for other students and is humiliating to the student who struggles to regulate themselves. We have an EI program that is very unitized. SEL does not help these students because it does not provide them with the calm environment and extra resources they need.

Our work family and students are wonderful; however, when it comes to administration ([REDACTED] department) there are frustrated in feeling/ being supported (meaning not having enough help when you have asked for help multiple times or when they do not take time to observe the working environment), lack of communication, and decision making. This has nothing to do with PBIS or any special services because those are wonderful programs and are MUCH needed!!!! I hopes to build Hudsonville Public Schools [REDACTED] there must be clear communication and decision making, more professional development opportunities for paras and teacher specifically for [REDACTED] (with coverage for staff going to those PD opportunities), and curriculum decisions and trainings. I love Hudsonville Public Schools and I want to see these [REDACTED] and students more than what they are doing. Need to be more involved!

Parents run our school. Kids behaviors are terrible and administrators do whatever the parents want. The teachers have no voice. The children are being neglected because of parents complaining about one child. Principals are being asked to do too much and forgetting they have an entire school to run not just make one family happy.

Plans need to be put in place for students who are too aggressive towards other students or teachers to be at school and disrupts the learning of children who are ready to learn and grow. This behavior is and has been accepted and really effects the learning of others significantly, as well as the role of a teacher. Some behaviors have become too accepted and has negatively effected the classroom environment, teacher stress levels and growth of other students. All threats should be taken seriously no matter the age. Parent pick up should be allowed if a child time after time has been aggressive or made threats to others in order to set a standard of what school behavior should look like, etc.

Professional development needs work. We spend some meetings just reading articles or chapters of books and we are not trained in how to use what we read.

Recent comments by our school board and decisions about books by our school board do NOT make me feel like HPS is trying to provide a safe environment for ALL students.

Recent, well-intentioned changes in philosophy regarding student behavior (restorative justice, etc.), are crippling many of our students, creating an unsafe atmosphere for all. There is no longer a clear hierarchy of authority in our schools. Students "run the show" with no concern for what they are told. The philosophy of only attempting to reason with students with no clear-cut consequences for wild behavior outbursts or bad decisions does not do them any favors. I do not mean we punish kids to make us feel better (which seems to be the underlying view of behavior consequences in this new philosophy). Students in our schools are not given a real reason to change their behavior, only the desperate hope that building a relationship with them will fix everything. Yes, the relationship is incredibly important. But many students, especially at the elementary level, are not ready to change their behavior on this alone. They are craving someone to be a strong authority figure and put up tangible boundaries for their behavior, backed up with actual consequences that cause them to choose to be better. Once this is lovingly put in place, THEN the relationship can happen. Our students do not only need a loving buddy that talks about why they screamed, kicked other students, threw a chair and then raged for an hour. They also need someone that lovingly explains the consequences for these actions. When they are out in the real world some day, a police officer is not going to stand by, watching these types of behaviors and talking them through it. Almost immediately, real consequences will begin. And these kids will not understand. They haven't had them before. This is not just an HPS issue, but one throughout all of education. But, I believe we can be a leader in restoring real solutions for students.

Safety is a concern every day. There are students being bullied daily with no way to stop the bullies. I can't speak to the focus and fun in the entire building.

Safety is an issue. During a fire drill or active shooter situation, there would be no way to communicate and/or track where our students are. There are solutions to this like ALICE and other safety programs, but it doesn't seem to be important to be prepared for these situations. Students are not disciplined. They may have a staff member talk to them and tell them to stop, but this doesn't set a precedent of acceptable behavior. Students in my school are allowed to be so disrespectful that I sometimes feel unsafe.

School security is an issue. Currently, there would be significant harm to countless people if someone was determined to come into our school. There are ways to increase security that our district seems to be ignoring because "This is Hudsonville and bad things don't happen here".

SOAR is working great for expectations of students. They know and understand what is expected of them in the classroom and school building. In my classroom students are held responsible to SOAR in all areas. I have appropriate consequences when desired behavior not shown. My students fully understand what is expected of them and know what consequences will be if undesired behavior is displayed. When students are out of the classroom structure, this is not always the case. The positive reinforcement structure of PBIS does not always work well with the behaviors that need to be handled. Inappropriate behaviors are often rewarded after a time out period and there is not always an appropriate consequence upheld for the inappropriate behavior. I feel that, at times, certain students are rewarded for undesired behavior and therefore the behaviors are not improving.

Some changes in curriculum and reporting out scores seem inefficient, and some curriculum is irrelevant for effective learning (science in fourth grade for example)

Sometimes it seems like there are no standards and everything is ok. I also think that the staff dress code is way too casual. I also think that the administrators need to make a weekly visit into a classroom of a teacher that is not one of their best friends. Some of the teachers feel overlooked.

Staff does not feel valued in my building. Discipline and expectations (staff and students) are almost nonexistent. There is no follow-through in this building.

Student placement isn't always conducive to student growth and some student placements negatively affect other students' school experience. I don't feel like our office is consistently secure. There have been occasions when a parent comes down to my classroom saying no one is in the office. That doesn't feel secure to me.

Students at my school are not held accountable for their actions. At the most, students have a discussion with someone in admin and are sent back to class. Students rarely receive detentions or suspensions for inappropriate behavior. Students are allowed to stay in the classroom even though they are distracting others from learning. Also, all students are not held to the same level of behavior as other students. Some students get in an infinite number of "chances" while others are disciplined. I've seen two students commit the same behavior and only one receives a consequence. All of this makes the jobs of teachers very stressful and causes teachers to not feel supported or enjoy their job. Several teachers at my building have left over the past few years due to this issue.

Students who are white, Christian, and straight feel like they belong here in this community. We could do better to support EVERYONE. Discipline seems to depend on the administrator, the kid, the involvement of the parent, and the situation. We do not follow consistent discipline procedures.

Teachers are not supported when it comes to student discipline. Teachers are not held accountable to do their job. Anything seems to go around here.

Teachers voices are not included in most discussions that involve the work happening in classrooms. Our culture has shifted to a top-down culture, as well as a compliance culture. Teachers should feel safe and comfortable sharing what's working, what's not working, and where they feel we need to spend our time in professional learning without fear. The [REDACTED] is not treating staff members like valued humans. This is evident in the interactions the [REDACTED] has with staff members, including but not limited to conversations around [REDACTED] etc. We need to develop more cohesive relationships between administration and the people doing the work in buildings.

The comments and actions of the school board does not make me proud to say I am with Hudsonville Public Schools. The comments and actions of some of the top level administrators make it very difficult to want to stay in this district. Perhaps if we invested in para pros, REAL support for our special education population and lower class sizes in this district instead of the multitude of assistants at the administration building (and some of the other unnecessary job titles), the actual workforce taking on the brunt of the work would not be burning out.

The culture here at HHS is pretty good. Professionally some teachers are into their own things and collaboration due to personalities is at a minimum.

The discipline is lacking and inconsistent with both staff and students. Both staff and students can pretty much do whatever they want.

The disrespect teachers have to deal with every day from certain students is uncalled for. When students are disrespectful and get away with that, the problem spreads. Other students see these students get away with being disrespectful and getting little to no discipline. This causes the problem to spread. There needs to be an in house or some type of room where disrespectful students need to go until they will be respectful to others at school. There also needs to be an in house or some type of room where students that don't want to do work will go until they decide it is in their best interest to do their work. There are several students that refuse to do work, make excuses, and come to class unprepared. They are then disrespectful when the teacher tries to help them and get them on track. These students are taking so much time and energy from the great students that want to be at school and want to learn. They are also driving good teachers out of the profession. Again, when students see other students not doing any work and getting to stay in class and refuse to do their work, then this issue spreads to other students. Teachers and other students are sick of being forced to be with students in class that refuse to do work, are disrespectful, and especially students that are verbally and physically hurtful to other students and staff. We deal with students that threaten other students and staff. We deal with students that physically hurt other students and staff. These students then are allowed to come back to school. The staff and students of Hudsonville Public Schools should not need to have to request school officers or security to be in their school to feel safer to continue teaching. When staff is hurt by students, then staff should be well taken care of by our school district. There are staff members in some Hudsonville Schools that have been hurt, threatened, or have had to deal with students on a daily basis that they don't trust or feel safe around. That is sad to me.

The district can do better at teaching respect of all people.

The kindergarten doors on the north end of [REDACTED] have no windows. It is incredibly unsafe.

The lack of DEIB training and education in our district is appalling. Our mission statement clearly states that it is our responsibility to educate, challenge, and inspire ALL learners to become contributing, responsible members of a global society. We are turning a blind eye to many of our students by disregarding DEIB education!!!

The level of behavioral issues is exhausting and I feel like it is rooted in students feeling disconnected and unappreciated. I can say that I feel like this is directly tied to how much administrators are overwhelmed by behavioral issues to the point where they can not help to create the culture for the building.

The staff does a great job accepting others and working towards creating an accepting environment. The building does a great job of searching out the mistreatment of others. I do think students of color struggle with peer behavior and feeling accepted in the building by their peers.

The standards (behavioral and academic) set for high school students are shockingly low. Students are generally apathetic, rude/disrespectful, mentally ill, and illiterate. They do not read. Their phones are killing them. Our perpetual response to these issues is to make school easier and more lenient, which only makes the problem worse. Staff decision-making is generally nebulous/disguised and arbitrary, leaving people bitter and ostracized. Staff has no time/incentive to collaborate and/or change their ways. It takes years for anything to get done.

The team I work with is amazing and I've learned so much from other teachers. I love the collaborative aspect of Hudsonville and it's teachers.

The [REDACTED] and [REDACTED] seem to be continually excluded from the fine arts as a whole.

The way that issues of personnel changes have been handled over the past few years has really discouraged me from continuing to work here. Many staff feel as though they are valued for what the administration wants for them versus their own personal goals. I have seen long-time support staff be turned down time and again for teaching positions within the district, long-time teachers whose voices have gone unheard in terms of position changes, and it frankly feels as though we as staff are not valued. It seems as though administration feels as though it is a privilege for us to be working in this district, rather than a privilege for them to have us, when both monetarily and reputationally, being a part of Hudsonville Public Schools is not as advantageous as they may think.

There are so many dangerous student behaviors that happen on a daily basis that students have to endure that it impedes learning and other opportunities for students. So much time, effort and emotion is spent managing these behaviors that it makes it impossible to tailor instruction to meet the need of ALL students. We do not have enough para support for the special education students we have, let alone students who don't qualify but need EXTREME help.

There are too many teachers that do whatever they want in regards to testing and retakes and there is no commonality even amongst the same class. This is in more than one department in the high school. I would like Administration to work on holding teachers accountable to the non-negotiables that are agreed upon as a department.

There is not a lot of different cultural diversity in Hudsonville due to the community that lives here.

There is not much or can't really think of any recognition (*whole staff, team, or individual) even in a structured environment (ie. ACT meetings, staff meetings, child staffing, evaluation, etc.). There are times where the doors are not secure - blocked with ice, woodchips, and small stones. There isn't a way to tell if a door is ajar. A custodian is rarely seen in hallways cleaning and/or checking doors.

Too much PD is expected of us. From talking with teachers in other districts we have a lot more than they do, and a lot of ours is not very helpful and a waste of time that first week of half days and PD.

We have a GREAT school. However, I would like to see more outside the box thinking. This is mostly applicable in athletics we seemed to be more concerned about perception as opposed to doing what is best for kids.

We have many students with EI (emotional impairments) who are still expected to perform in general ed classrooms or resource rooms. I'm wondering why we don't send them to our EI program when they have already been diagnosed young, yet they disturb the learning of the majority of students on a daily basis. We are failing our students with EI when we don't provide the services they truly need in order to have success in school. In regards to safety, we know there is at least one door to our courtyard that does NOT lock from the outside. For the most part, our building is safe and locked down, but if someone wanted to cause harm, it would not be hard to do so from the courtyard.

With regards to the work culture, communication at the district and school level leaves a lot to be desired. Grade levels feel like they are on their own islands and decisions are often made without letting those affected know the 'why' behind the decision. There is very little transparency when decisions are made and often times employees are put in very uncomfortable situations by being told they can't tell anyone about their new position or a new program coming to the district. The definition of all is "every member or individual." The fact that we hold a Bible study class after school, but books have to be vetted so we don't have any with two moms or two dads is not inclusive of ALL students and ALL families in our school.

With the deep divide pertaining to culture and diversity that is present in the Hudsonville community, many of the disagree items can be addressed by the school district but without community support, they will never be implemented and/or effective.

With the weapons people can get their hands on I don't feel anyone should ever let their guard down. Our entrances are as secure as they can be without being bullet proof.

Within my building I am very happy and my voice is heard. Above that and outside of my building this is not the case. My administrators are fighting for what needs to be happening in their buildings and upper administration is listening, but in many cases not giving administrators and teachers the support they desperately need.

Works needs to be done to teach teachers how to facilitate a more inclusive environment.

Other HPS Staff (n = 54)

As a staff member, I feel valued and supported in my work environment. I feel that staff and administration work to make ALL students and families feel seen, supported, and valued. At times, I feel like the actions or statements of some board members demonstrate a lack of inclusivity for ALL families, specifically groups or individuals who might already feel or be marginalized within the community. An example is the lack of support by some board members about the need for SEL and DEIB.

As an [REDACTED] I was thrown into a role with no preparation and subsequently subjected to harassment because of my lack of training. I often feel overwhelmed by my workload. There are days when it seems like I will never be able to complete all of the tasks on my to-do list. Despite my best efforts to manage my time efficiently, the workload can be unobtainable at times. However, I remain committed to doing my best and delivering high-quality work. I am constantly seeking ways to improve my productivity and prioritize tasks to ensure I am meeting deadlines and contributing to the success of my team. Often, it is difficult for me to take a day off, and I find myself unable to attend vital doctor's appointments for both myself and my child because of the lack of available coverage. The current practice of [REDACTED] is presenting a challenge as students are not receiving [REDACTED] when they [REDACTED]. A recent incident where a student [REDACTED] highlights this issue.

Although the student did not complain the student was [REDACTED]. [REDACTED], unfamiliar with the student, informed the student's father that if he wanted to take student out of school he could but also said if dad wanted to keep student in school he could. This highlights the need for [REDACTED] who can provide immediate [REDACTED] and care for students in need. I spend the majority of my day in the [REDACTED] with students.

As our culture is changing and being challenged with mental illness, as a "Title One Para" with a degree in [REDACTED] with an emphasis on [REDACTED]; I believe we need more title one para's and counselors in [REDACTED]. Our students NEED more one on one support. I also feel that we need trained security to carry weapons on our campus. My kids and other students have shared with me how easy it would be for an armed gunman to make his/her way into the [REDACTED]. Thank you.

At my particular building we often have people from outside the school walking through our opened and unlocked gate! Not acceptable! Yes there is a sign posted but the open gate seems to welcome walkers and their pets too.

Collaborative Work: I wish there was common planning time to connect as a grade level. Often times there is overlap in teaching different skills in different subject areas. It would be great to collaborate to share the teaching of these skills so that it frees up more time for interventions in the classroom. If science and math are both teaching graphing, why not have one subject teach the graphing and the other subject have time for reteaching another area or adding to grade level content? Environment for all students to grow and succeed: There is a lot of focus on bringing students up to grade level. Often those students are showing work refusal. With so much emphasis on bringing students to grade level, the students who are at or beyond grade level find school boring because they are not being challenged enough. I am afraid that we are losing the joy of learning by trying so hard to help our apathetic learners, that we are not having enough time and energy to pour into those students who typically love school and would love to learn more about a subject.

[REDACTED] has a door that opens without key card on occasion. This is unacceptable and was reported to director, head of security, and custodian. Terrifying.

Entrance safety is a concern and it appears to be too relaxed at times. Although we have had no incidents where unauthorized individuals have entered our school campuses during school hours, it still concerns me when I have witnessed times of relaxed safety protocols not being followed by staff, students, and school personnel. I believe we could use more training to keep our safety protocols in mind daily.

Every one of these questions can be agreed upon at the same time by implying yes a strong no is inferred at the same level

Having an open access from [REDACTED] play ground to the main road is incredibly unsafe! Easy for anyone to enter off the road and dangerous for SPED students who attempt running out of the playground and towards the road. A gate there would be a safer option!

HPS is doing its best to keep kids and staff safe at school, but if someone is planning to do something horrible, they will find a way, no matter what kind of security or safeguards we have in place. It's an unfortunate reality.

Hudsonville Public Schools commitment to employee wellness is inspiring and innovative. They are a leading district in the West Michigan Area and I would say even in the State of Michigan in their focus on supporting employees in all area's of wellness. HPS has only just begun and there is a lot of room to grow in the areas of employee wellness and many societal obstacles, but the dedication of HPS Administration to this cause, and their acknowledgement of how invaluable it is in so many area's (i.e. employment satisfaction, increased productivity and morale, strengthened culture, lower turnover, reduced burnout, improved emotional well-being, attracts new employees and increases the employee retention rate), is motivating and makes me proud to work for an organization who values these things. When the benefits of employee wellness mentioned above are happening, our students and our community is the greatest benefactor of these results.

I agree that the staff and the school as a whole tries their hardest to make every student feel welcome and accepted, however, sometimes the community/population of students at HPS does not. The school is making great progress, but the community still needs some education and growth in that area.

I am highly concerned about our building security. The entrances are not protected as there are students letting other students in during off times. The area of the building that I am in does not even have security cameras, though I have asked for them repeatedly. Also, I feel staff enables students by giving in to what they want. Staff are hesitant to take phones from students due to student belligerence, security can only go so far in how they discipline students as they have to politely ask them to follow the rules, and we cater to students who demand they be treated in a particular manner, although I will admit that some of those instances involve parents insisting their child receive special treatment. This only serves to foster a student body environment where other students can see these bad behaviors being rewarded and wonder why everyone isn't treated or disciplined the same.

I answered "disagree" on the question "Your voice is heard within the Hudsonville Public Schools organization." I do not feel comfortable going to [REDACTED] with questions or comments. I do not feel like I can be honest in this office. I feel very supported in my own building.

I answered a couple of the questions "disagree" in regard to student connectedness and acceptance because I think we need to do better for our students of color and others from more diverse backgrounds. I've been very discouraged -- and worried for our students -- due to the Board's canceling of diversity training. It feels like they listened to a small minority of concerned voices instead of doing what is best for ALL students. I find it ironic that so often these loud voices point to their Christian faith as a reason for "protecting students from diversity efforts" when Jesus would be 100% about ALL students.

I believe HPS is doing a great job supporting MOST students. I do feel like as a district we can continue to improve our processes for supporting students with special needs.

I believe that that ALL staff want students to feel welcome and have a sense of belonging. However, when looking at every other district, we are significantly behind them when it comes to diversity training and education for our staff. In this regard, it feels as if the world is moving on and we are stuck still. My only question is: when will this bleed over into other areas?

I believe the citizens of Ottawa County, including many of our students and parents, are unaware of their own implicit bias with regard to religion, race, and sexuality. I chose to believe that most of these individuals are well intentioned, and do not realize that they are marginalizing fellow students and community members. Nevertheless, it has been a challenge for anyone in leadership positions throughout the county to create a welcoming environment for all in this community.

I do not feel our staff is encouraged and allowed to seek outside learning opportunities. One example includes grants given by the State of Michigan to all public school employees (LETRS training, OG training, training on learning how children learn to read, etc...) that our district will not advertise or alert staff to. While I recognize that we might not be able to require outside learning, it should still be offered. It also feels as though communication to teachers about outside learning is just not encouraged because there is a discomfort in inviting other/differing perspectives into the discussion. If you don't agree, your opinion isn't valued or even given an opportunity to not just be heard but expanded upon. Our district struggles with embracing cognitive conflict.

I don't think that many staff members understand the requirements around restorative practices so they may feel that discipline issues are not being dealt with. I think staff needs better understanding because if people perceive that issues are not being handled it impacts staff culture. Our administrators spend a lot of time with student issues which prevents them from being out with staff and students interacting in ways that create positives. I am not saying this to criticize our administrators but to point out misconceptions and a need for additional support with student issues. I see the positive efforts our administrators are making but feel they could use more support.

I enjoy working for HPS so much! We are on progress to continue to make gains with positive culture where everyone feels they are welcomed and celebrated. However, I think we are still working towards the best ways to do that.

I feel as though our school/district does everything possible to make ALL students feel welcomed. Unfortunately, that work is not supported by all in the community. As a result, it often feels as though when a student is not treating another with dignity, we do not always receive support from home and it is difficult to support students in making better choices.

I feel like now more than ever we need to be united again and make it feel like family again. There have been a lot of changes at the administration building and with those changes, so many areas of my job have changed with it. However, there has been little to no communication about a lot of this and a lack of training which has been frustrating. As far as security and the entrances, I feel like we are making progress, but I think we can do better. We all watch the news and things are happening more and more. I think we could do a lot more as far as security.

I feel you are causing division among students

I know I have been asked previously and I have answered yes to interest in having Professional Development for paras (especially for [REDACTED]). I never heard about any opportunities for this to occur after being surveyed about it. Definitely still interested in receiving PD as a [REDACTED] Para. Thank you!

I personally feel that HPS is a welcoming environment, but I am a member of the majority "culture" and cannot speak to the "all".

I think in response to the safety of our buildings, we have seen nationally that there is no safety inherent in the schools. I think protective film needs to be applied to all ground level windows, not just the main entry to prevent the window from being shot out to gain access. Cameras need to be added to the exterior of every entry point to help identify an oncoming threat. We don't feel great with our children in the school setting in general (not Hudsonville in particular) because the danger is real. When I say that I am proud to be an employee of HPS, it is reflective of the staff that I work with and the results we continue to achieve. The new board leadership however does not represent anything that I am proud of. Their continual disrespect of our district and their intentional spread of misinformation makes me disgusted that they are in the position they are in. A well financed campaign and a strong effort to mislead voters should not be confused with having the support of the voters.

I wish that there had been a choice in the middle of agree/disagree.....my disagrees would have been there.....many of the culture statements I have disagree not because of lack of effort from the staff and admin but from the community and from the board. Some of the initiatives that the board and some community members are sowing doubt about have a direct impact on our students. It is a disservice to our staff who are trying to educate students in this complex society. I hope that the district continues to push for what we know is best for ALL kids through SEL curriculum, PBIS, MTSS, DEIB (whatever the new name is) etc. I also wish we had more human resources to do more preventative initiatives for our students so we could be proactive instead of reactive to issues such as mental health, social media, etc. Speaking for myself, the stress of my job has increased exponentially in the past few years. I would love to see more staff at the high school. Currently, it is my understanding that we have fewer MTSS support, OCSN support, PBIS support than other buildings with many fewer students. I also think the decision to not hire a school counselor for the 5/6 building is mistake.

I wish there could be more in-class support for our teachers. I see so many problematic students that are a constant distraction in the class and drain the teachers' focus and energy. Our staff here is absolutely amazing and do the best they can, but some of the kids border needing an alternate learning center and to be out of traditional class rooms. I get that this is a public school, but I wish we could better support the teachers.

In the past 2 or 3 years the quality of working environment has declined. With the onset of PBIS, the behaviors in the buildings have increased causing stress for teachers. It is not the same as when I first started. Teachers who have taught for years have stress and have gone on meds which has never been needed before. Kids are rewarded for being bad and therefore behaviors continue. How are we supposed to run a classroom if this is the case. Staff does not always feel safe or heard/helped. There are 3 people in the building who truly believe this is working and the rest are not heard or supported if it is not done in a way that has caused behaviors to escalate. We do not feel safe/supported because there are no consequences for kids. No one wants to fill in a sub because of the allowed behaviors in certain classes.

It is difficult with some of these questions to give an accurate answer with the answers that are available.

It's been relatively easy for me to slide into my role here thanks to wonderful colleagues. Some students seem to be pretty comfortable using racial slurs and negative language toward non-Christian religions or those who identify LGBT

It's hard to answer a few of the last questions as I feel I would answer strongly agree to these at South, but it is not my experience at middle and high school level.

It's important that all students feel safe from harassment at school. There are instances where students feel unsafe and have left the district or are thinking about leaving. There are concerns that board members are going to make it more difficult to include all students with differing backgrounds.

My "disagree" responses would not be in reference to skin color, gender or sexuality, but they are in reference to those with special needs.

My input is not always heard or valued by administration. Sometimes decisions that should involve me are made without my input. Discipline is not handled in a consistent way. However, overall it is a positive environment with staff who care about students.

My [REDACTED] colleagues and I consistently seek out our own PD, which is valuable and necessary to maintain our national and state certifications; however, PD offered by our district rarely grows our skills and can be applied to our jobs. I do not feel that my building is safe and secure for the following reasons: Parents do not have to enter through the office, they have their own keycards to get in if their child is in before or after school care and often hold the doors open for others to enter behind them, parents do not receive badges or visitor stickers so when walking the halls we have no idea who they are, our playground gates are not locked and often left open, parents can take their children from staff at the playground gates throughout the day rather than having to check into the office. It does not feel like we have taken extra security measures to protect our [REDACTED] students. We also do not hold all staff in our building accountable for creating a welcoming environment and communicating with our students in age-appropriate ways. We all have been trained in PBIS, but staff is not held accountable for following it consistently. We also do not have a consistent, developmentally appropriate curriculum. [REDACTED] are able to select their own tools, many of which are beyond what is developmentally appropriate - we should be focused on social-emotional play-based learning vs paper-pencil tasks. Positively, we have added an amazing [REDACTED] this year, who is knowledgeable and has special education experience that is very valuable to our building and hopefully she will take on increasing leadership rolls here.

Park has a great sense of belonging for all staff and students. They have shared efficacy for learning and are not afraid to help their grade level partners. They are willing to try new learning approaches for students when they see a need.

PBIS has brought nothing to the table with student behavior. Rewarding students for screaming and tantrums is not working. Out of control in my building

Relational leadership has been new this year with the addition of [REDACTED] which has helped morale. -Leadership is supportive of my professional expertise and trusts my evaluation data/findings. -[REDACTED] needs to re-vamp developmental expectations and curriculum. I am hoping that the new leadership, [REDACTED] can assist in molding this due to her background as a teacher. This would be the perfect next step as we lose [REDACTED] -PBIS needs leadership (director/assistant director) to hold teachers accountable in behavior management strategies. At the present time, many staff members are using language that is shaming, negative, and not developmentally appropriate. However, the administration does not hold teachers accountable. This is not an easy thing for leadership but many staff members do not want their children at this building due to the way staff speaks to the children. -Teachers do not use strategies for behavior management that are appropriate and/or safe for preschool students (carrying students down the hall, having them sit out at recess against a wall). -Many closed door meetings/mini conversations about happenings in the building/teacher placement decisions/material purchasing which fosters distrust and lack of respect for the leadership.

Safety - the only school I service that doesn't have parents/visitors enter through the office is the [REDACTED]. Parents are throughout the building to drop off and pick up kids. As a staff member, I have no idea who is safe to be in the building and who is not. They do not wear a visitor tag or any identification. It's incredibly easy for someone to walk in on the heels of another parent that has access with a "key card".

Several students of color and LGBTQ students I worked with do not feel supported or welcomed at HPS. This is mostly coming from the student body. There is room for improvement/education for the staff as well.

Student behaviors are a growing concern. Discipline is very inconsistent. However, classroom engagement is very low, which fosters bad behaviors. This spiral must be addressed!

Students need to be able to succeed in environments that are appropriate for them, need to help get them placed in programs that gives them that success. Not just observing them and getting para help (usually by paras who are not qualified to teach those with behaviors or specials needs). Maybe more testing needs to be done and more classrooms are needed for students with these types of needs.

Teachers are scared to talk about topics related to race, gender, and politics. Teachers hide books that they fear some parents would object to. This suggests a culture of fear and trepidation, not welcoming and inclusive.

The door down the [REDACTED] wing does not have a window and if someone knocks it is opened by a staff because unsure if child is there.

The last 4 questions were marked with a disagree because there are a number of students from diverse backgrounds, experiences, and situations who do NOT feel safe. I am speaking from personal experience and the mouth of my own child, who attends the HS and lives in secret about his/her reality in order to protect his/her self. Our staff absolutely needs training in how to address diverse students.

The oncoming years of PBIS at [REDACTED] has created a [REDACTED] show of behavior problems. Going backwards here

The South staff is very supportive of each other and of the students. I have had so much support from the entire staff at school and outside of school. I could not be more thankful to be a part of this team. Also, I constantly see everyone one giving everything to the students. I see teachers taking their time during time to prep for the day helping students, during other times, helping students. Everyone at South gives 110%.

The speaker system does not work at [REDACTED]. If there was a true emergency we would not be able to get safe fast enough. The majority of the staff works well together, however 3 main staff are allowed to run the show and do not listen to the wisdom of teachers who have been there for years. Nor is the advice or consideration taken from those who have the most contact/report with the students. With PBIS behaviors have risen. It is not the same safe effective environment from when I first started working. Instead of a consequence or consideration of the safety/best learning of the students as a whole, certain students are rewarded for their unacceptable behaviors and left in classrooms where everyone is expected to cater to them. Neglecting the majority and their needs and often safety.

We have a good rapport in our building. Everyone gets along extremely well and are very collaborative.

We need to continue to work on inclusion for all cultures, race, and gender identification.

Weak points for school safety: kindergarten door does not have a window, hallway doors to outside are occasionally propped open, there are two playground supervisors for over 100 children.

Work culture in our building has changed immensely this year. There have been multiple changes that staff is blindsided by and makes them feel as though their position isn't important and they are not being heard. Staff does not seem to be valued based on my own observations and conversations that have been had. I do not feel valued by the administration. However, the people I directly work with are very supportive and help me grow as a professional. My job has changed throughout the year and I have been asked to do multiple things that pull me away from the position I was hired for. I am always willing to help out the students that I do not work with, but there are inconsistencies that I feel do not help students. The inconsistencies are behavioral expectations and how we address these behaviors.

Additional comments on Communication

Q. Do you have any additional comments about Communication?

More frequently mentioned unaided comments about Communications include:

- ❖ Teachers and staff ask for more training on PowerSchool so that they can use it more effectively.
- ❖ Some staff like the website changes, while others say more still needs to be updated.
- ❖ There is concern that the Board is harming Hudsonville Public Schools' reputation.

Teachers (n = 43)

A survey should go out with requests for information that should be included in the newsletters.

As a classroom teacher, I communicate AT LEAST weekly with my parents through a grade level newsletter.

At the elementary level Powerschool is not as great as it is at the middle and high school level. If it could look more like it does for secondary it could be a great communication tool. It is a little confusing and cumbersome to navigate on the parent end.

Can it be shared with staff about how are stories/events selected for the Appleseed? Some really cool learning opportunities are happening at the [REDACTED] and it would be great to have that featured. There have been several times throughout the last several years that the contractual staff members at the [REDACTED] have not been included on important communication. The most recent instance being communication regarding information for Eagle U. On multiple occasions I have had to ask a staff member that also works at another building in the district for information.

HPS does have a good public image, but I believe there is still work to be inside our school walls to set more student accountability & consequences. However, I do also hear lots of negative talk about HPS.

HPS website seems very dated at this point and could use an overhaul. It seems to be very old tech in terms of websites.

Hudsonville Public Schools has always HAD a good public image but it is quickly going the wrong way.

I appreciate all the tools to be able to effectively communicate with parents and staff.

I believe it would be beneficial to offer workshops to parents who struggle with technology or offer videos for them to watch. Information on how to access Powerschool, Google Classrooms, Emails, etc.

I believe more people than not, have a positive outlook on Hudsonville Schools, unfortunately, the minority are very loud.

In some ways we have a good reputation, in other ways I am embarrassed to say I teach at HPS. Part of this comes from our community and the effect of Ottawa Impact on our library and our school board. It is appalling.

I communicate with parents solely by phone and email. I have never received any training with regard to blogs/texts/social media for school communication. The school board is the black eye in HPS' otherwise AMAZING public image. I look around the room at school board meetings at my phenomenal coworkers and I cannot believe the beating that we have taken at the hands of a few board members. I must be clear. It is not everyone. Barb Hooper and Ken Davis are the two that I was most appalled with during the 2021-2022 school year. This year, Greg Chanski, Ken Hall and Barb Hooper need to either decide to adhere to their Code of Conduct and decide that ALL means ALL kids. It is an embarrassment when I watch students address you and they are more articulate and mature and grasp the essence of the Code of Conduct better than you do. Communication at the High School is lacking severely. We have raised concerns with administrators about this in the past, solutions have been found for some issues but follow-through is another concern, and the original communication issues return because the solution isn't maintained. Our webpage says it is still being updated for this school year and it is April. Here is a summary of communication concerns just from the last week: Students were asking on Monday if seminar was Frozen. I checked the seminar slides...the slides for April were not visible. I looked for the meeting minutes from IC, that tab on our HPS Eagle Update Site Still shows 21-22 meeting minutes for Instructional Council and BMT, The Eagle Update with the weekly schedule that says make sure to scroll down for the weekly schedule including seminar information came out Tuesday afternoon AFTER seminar already happened. Eagle Updates used to come out every Monday morning by 8AM. It was consistent and helpful. The varied time is not helpful and we don't know when it will be. Information comes out after we needed to know it. We are back to where we were when we asked for this website.....searching emails, trying to remember who sent what to find what we need. We waste an incredible amount of time looking for what we need. The class schedule for after the work keys is another example of something teachers knew that they had seen but couldn't remember where they had seen it. A senior said they had seen it on their class website and that is where I went to post it for my students. I then texted it to my coworkers who were appreciative because they were searching for it.

I do not have access to Powerschool and have only used it on my cooperating teacher's computer to take attendance. I have communicated with parents through email and got the emails from my cooperating teacher.

I don't feel confident communicating through social media. It almost feels like teachers shouldn't because of the climate within the community. I don't want to share things out on social media. I used to feel comfortable doing this. Sometimes I would share out student projects if I had a guest speaker, dress-up days, or other fun classroom happenings. However, I do not anymore. :(

I fear that our good public image is changing due to the lack of respect between our administration and our board, parents of students with special needs being frustrated, and our lack of a research-based literacy curriculum. As a teacher, it is becoming harder to honestly defend our programs when asked questions by invested and knowledgeable parents.

I feel as though we are not the "lighthouse" district we once were due to school board divided, SEL, Julian Neuman, etc.

I have taught myself all the newer technology such as blogs, social media, texting. We have not had the most positive "public image" on the local news the past few years.

I really feel like Hudsonville does a pretty good job when it comes to communication.

I really like the new employee portal page. The website has lots of information. Seems like Park gets highlighted a lot on Facebook- maybe because it's close to admin or if their PTA sends pictures in?

I really like the new HPS website layout.

I think Hudsonville Public Schools' image is declining with wider communities becoming aware of recent school board meeting incidents, "book banning," and problems with the new school board's lack of transparency and violating of the OMA. Acquaintances have started asking me how things are in Hudsonville with that dubious tone of voice and facial expression...

I wish our high school would be encouraged to add more to the Appleseed. We don't do this as well as the middle and elementary schools.

Keep up the positive outreach to highlight the great things that HPS is doing!

Knowing the audience that is within our Hudsonville parents, it is hard to communicate knowing how split this community truly is. We are not supported like other districts and I'm not sure how to fix this issue, but would love to be part of the solution. Hudsonville as a whole is a great place! But things are happening here at the school board meetings that do negatively impact our community.

More communication between Administration office and teachers would be nice.

Our board has a bad reputation and it was embarrassing to be a teacher here when we are reflected badly on the local news stations.

Our school board has made a mockery of our school district.

Our school has recently been in social media and in the news for behavior of the public/speakers at board meetings, actions taken at board meetings, and communication by board members outside of board meetings. None of these were positive news stories, and has been talked about by people outside of our community in a negative way.

Our website is not as user-friendly as some schools, and often takes a lot of clicks to get places.

Overall I think that communication is good. I especially think the Dr. VanderJagt does a good job with his emails when big events happen.

PowerSchool and Google Classroom are amazing tools for communicating with parents. Appleseed doesn't cover everything, but is a positive communication tool. Conferences are antiquated.

Powerschool does not provide an easy and accessible way to document and communicate behavior issues. Comments and log entries are clunky and not able to be shared among teachers with the same student. Previously I worked with Infinite Campus, which is far better for tracking grades AND behavior.

Powerschool is a pain when you have several classes.

Powerschool works wonderfully but took too long to be updated this fall. We need parent emails to be current and correct ASAP in the fall when communication is crucial.

Provide additional opportunities for communication to be translated into multiple languages

Publicly, the community has differing views of HPS.

Sadly, some of the community influences that have tried to sideline groups by working to ban books or curriculum has caused a perception of this school/community as one that is narrow-minded and discriminatory. Kids feel and discuss it.

Sometimes we over communicate. After a while you just don't read the communications because there are so many. In some cases Less can be more.

The Hudsonville Public Schools WEBSITE is something I can add to for parents??

The only reason Hudsonville has a bad public image is because of the board of education. Good thing we have great teachers and administrators.

The public image of HPS is tarnished by the derogatory comments at School Board meetings made by members of the public and by some members of the Board. The protesting and defunding of the Patmos Library also reflects poorly on our district.

Unfortunately, it feels like the public image that Hudsonville has been slipping away these last few years. The constant reversals of plans, or the untruths and hiding of information, has created a hostile split to our community and for our staff. It is very sad to have been here as long as I have and to see this happening after all of these years.

We offer many great ways for parents and community members to stay informed.

Other HPS Staff (n = 21)

Again, so much of this has changed this year, but not communicated to staff. Teachers have no idea what they can do in Powerschool because they are not shown. The website just changed and I had to retrain myself where everything was. No one told me it was changing or what was changing.

As a para, most of these questions have nothing to do with us. Most paras don't have their own laptops, or just have to use ones at school.

Communication to parents is easy here

Hudsonville Public Schools has a good public image - Depends: the academics, athletics and teachers in my opinion have a GREAT public image and I am proud to be a staff member. Ottawa Impact and some board members give our district a very bad image and I'm not proud to say they represent me or our district

I am embarrassed when I see our newly elected board members on news and in newspapers. Seems they have an agenda and are collaborating behind other's backs.

I can't speak to the communication with parents as I am in the Administrative Building and work primarily with staff. However, I do think we could do a better job communicate things from the district like staff changes for example when our new payroll specialist it would have been great to have a district wide introduction and announcement so people knew who to reach out to. I do know that this is something the Administrators / Admin staff are already working on improving and the HR Newsletters have been fantastic.

I do not address parents directly in my role.

I do not feel that I am given tools to help with communicating with parents, but my guess is this is more targeted for teachers so I did not answer the questions.

I do not get offered IT on how to help enhance my library

I have had maybe 2 hours of training for this job and none of that has been with Powerschool or any communication platform. Not only that, but I have very limited access to Powerschool. It's all been learning as I go.

I love how communications help us as a staff, bring a united front for parents. I believe it is what helps Hudsonville Public Schools stand out and fosters community with parents and the public.

I think Hudsonville still has a good public image despite the fact that 4 current board members have made an effort to make us look bad. Catering to a vocal minority that espoused lies and half truths has been damaging but my hope is that we can rise above the poor board leadership.

Much more of a need for SEL and DEIB focus.

Our building doors are often left propped open. There are not windows on [REDACTED] exterior doors so identify a student or threat

Our grade schools are not treated equal at all. [REDACTED] looks like a ragtag cousin of [REDACTED]. It needs a revamp of landscaping. Very overgrown and ugly. It needs new paint in the lounge. It needs to be cleaner

Our website could use a re-boot. It's a bit outdated and hard to navigate.

Teachers need better training on how to use Powerschool to work for them and help them save time on entering grades so that come report card time, they don't have a lot of entering of grades. At the elementary level, parents should know how their students are doing in the classroom more than just at report card time.

The website is clunky and has many outdated pictures, information, etc. on it...specifically the picture from who knows when of the high school...honestly the cars look like the one I drove when I was in high school.

This is still the weakest component working for HPS

Website: often times things are not up to date. Not every staff member is listed making it difficult to find staff members. Powerschool: This could be a fantastic tool if used by parents/students. At the middle school level, we are just beginning to teach students/parents how this works. It would be great to have a workshop for new parents/incoming middle schoolers to learn how to use powerschool and navigate google classroom. I think more parents would support learning if they were taught themselves. Additionally, if power school had a tab that would show NHIs, that would be helpful. It is hard for students and parents to see that they have an NHI very quickly. It often involves scrolling through each subject area and hoping to catch the NHI. It is very evident that NHIs go hand in hand with assessment performance. If parents/students could see quickly that they have an NHI, then it may be easier to complete those assignments and own the learning.

While some of the Appleseed information is valuable, I dislike having to download this (and other district/building newsletters) to view them.

Additional comments on Leadership

Q. In an effort to help everyone grow as leaders, if you selected “slightly” or “not at all” satisfied to any of the above, please provide us with additional information or suggestions.

More frequently mentioned unaided comments and suggestions about Leadership include:

- ❖ Teachers do not feel respected by some of the Board members.
- ❖ Staff feels the Board has become too political, and are not putting students and their education first.
- ❖ Staff feels Central Office administrators and a few building administrators are not connected enough to what teachers and staff do on a daily basis, leading to decisions that don’t work out as intended.
- ❖ Many staff express their appreciation for Dr. VanderJagt.

Teachers (n = 113)

A majority of our Board of Education members do not support teachers and have lost sight of what their role is. Our building leadership is present in some areas but fails to be present with all staff.

A negative viewpoint comes strongly from the [REDACTED] regarding teachers who are pregnant making it difficult to work here and feel supported regarding starting or growing a family.

Administrators are spread too thin. We need a testing coordinator, some behavioral specialists, and other supports that can allow our administrators to do the jobs in which they have passion and expertise. As a result of their barriers, we do not have leadership who knows us or what we are doing in our rooms and with our kids. The communication from Central Office, specifically [REDACTED] has been so challenging. With respect to the board, I am not impressed by the lack of knowledge of new members and their seemingly disconnected perspectives about what actually does happen in so many classrooms around the district. It feels like there is a lack of trust and the breakdown of trust is contributing to feelings of hopelessness in so many classrooms.

As a teacher, I don't feel supported by the board.

At times, leadership from central office feels heavy-handed. As if they are the ones in charge and you are not. End of story. This often comes across as central office leaders having a general distrust for their teachers. I understand that there are times that employees do take advantage of situations. But, I believe that most HPS teachers maintain a level of professionalism and do not need to be made to feel that they are not trusted. It is harming our culture.

Board Leadership has repeatedly undermined the staff of HPS while violating their own code of conduct and responsibilities. They have allowed their personal morals/value systems to dictate policy beyond the guidance of the law failing to consider the needs of ALL students and staff at HPS. Their book-banning agenda is absurd and illegal, yet they persist at the bequest of 1 parent... 2?

Bridges must be built between the school board and central office leadership if we want to move forward in a positive way. It feels petty and counterproductive right now. Politics needs to stop getting in the way, and all parties need to root themselves in our common mission statement as a district. If central office and school board members both model this mutual respect, hopefully the community will follow suit. Both parties seem to be at fault for various reasons. It's time to build a bridge and a common united front. [REDACTED] does not seem to value the individuals that [REDACTED] has the opportunity to serve. There is little clarity around staffing decisions which is left to make individuals feel like it's personal. Using phrases like "(another district) is [REDACTED] if you'd like to go there" is never appropriate. We should be looking to hire the best of the best talent, and to be retaining the best of the best talent in Hudsonville. Making people feel entirely replaceable is not best practice. In the [REDACTED], it would be great if we could lean into uncomfortable conversations around best practices and how they are changing in literacy. We should be welcoming various voices and perspectives around the table so that we can make the best possible decisions. If we really believe "the smartest person in the room is the room" as we often say, then let's live into this value. We MUST consider hiring a literacy (and math too when we roll out a new curriculum) coach for each building. Having [REDACTED] navigate this role for a district our size is not setting [REDACTED] up for success, and it isn't providing an opportunity for all teachers to receive valuable coaching.

Building Leadership- Need to better hold students accountable for their behaviors to better support teachers. District Central Office - It doesn't feel that decisions to [REDACTED] [REDACTED] have any regard for how that might impact an individual's personal life or family.

Central office staff does not walk in the shoes of teachers. They say one thing and do another, time and time again. Teachers are not appreciated or cared about. They pile more things on our plates and increase our work expectations. They do not seem to care about the quality of the teacher, but the price of them.

Certain members of our School Board show blatant disrespect and contempt for teachers, administrators, and students based on political beliefs.

Communication and transparency is weak from the central office which makes it difficult to feel like you have the knowledge and clarity to professionally communicate with parents. I do not often feel like my knowledge, years of experience and voice is valued or heard from central office. I have not felt like the Board of Education values teachers and our voice.

Communication is a large problem. There is no meaningful communication from the Central Office. Also, these individuals are never seen in the buildings or interacting with the students. Without this interaction, the Central Office is only getting information about each school from the principals.

District Central Office - I have seen new teachers and veteran teachers alike being displaced from their job. It doesn't seem that this is any regard for the impacts it might have on the person's life, mental health, and career. Board - Those elected make me nervous for what is to come in future years.

Doug VanderJagt has been unbelievable throughout his tenure at Hudsonville. I haven't heard of a district where the central office and the teaching staff have supported each other in such a strong manner. The disappointing piece is how our Board of Ed has tried to micromanage our district. We are laughed at by other communities about the behavior of our "new" School Board members. Everything is a game to try and "get" Doug VanderJagt. Super disappointing.

Everyone is spread too thin at my building. They are always running off to something and rarely have the time to connect with teachers or discuss any issues. When issues are brought to them, we are often dismissed. The school board is not supportive of teachers and does not advocate for what's best for ALL students. They make us feel threatened.

Hudsonville board needs to consider an alternate diploma track for students who struggle and cannot get all the credits Hudsonville currently requires.

Hudsonville is struggling with curriculum choices, quality and staff investment especially in the realm of ELA and Science.

Hudsonville Public Schools has always been a place that prides itself on relationships. Relationships with community, stakeholders, educators, students and parents. We have lost this relationship. We have taken the human out of human resources and have forgotten that people come first before employees. In a SOAR survey 10-15 years ago, 98% of HPS educators chose that they were proud (completely) to be a HPS staff member. I wonder what this percentage is now? Get to know us, call us by name and include us in decisions. Let the control go and give it back to the people you are blessed to serve. We all have the same goal. We are here for kids, but let's honor the people in the trenches doing the hard work each day. Please don't hire more staff for the administration office. Please hire more people who can help support teachers with students.

Hudsonville Schools has had a long history of very competent leadership. Finding out that we were going to undergo DEIB training and practices challenged my trust in it, however. Taken at face value, all of these things are good. But they are often code for so many things that are harmful to students and society. It wasn't clear what our district would be doing with this, and it created a lot of fear. Many families have moved to Hudsonville to escape some of the left-wing philosophies being taught in so many other districts. It seemed like our administration was out-of-touch with the community or unaware of what DEIB can involve.

I am beyond impressed by all.

I am nervous about how the Board is involving national politics into schools. I would like to see them trust the teachers and other professionals make decisions to impact ALL students positively. I am worried about the closed meetings that they have been having and the seemingly distrust they have over what is happening at HPS.

I am not at all satisfied with the leadership of [REDACTED] and their lack of care or concern for the employees of HPS. [REDACTED] is [REDACTED] and makes [REDACTED] comments to staff.

I am not sure what I will think of the new board members. I can't tell yet if they will support staff. Seems a bit toxic and worrisome at times. There are a couple board members that do seem amazing and like they get it more than others. We have all sorts of needs on a daily basis. It would be good for board members to have to sub for a week to see what it is truly like on a daily basis. Or even just to be in the halls at passing time monitoring all the different types of kids we service. I am thankful for the superintendent's leadership during such challenging times as I know it hasn't been easy.

I am unhappy with the lack of support from the administrators at my building. Students are not held accountable for their actions and this creates a hostile work environment. I am disappointed in the value placed on teachers by the superintendent and central office. Teachers often feel that we are just "bodies in a classroom" and not valued for our experience and professional abilities. I often feel like the central office cares more about how we "look" to the community instead of what we are actually offering kids and staff. The Hudsonville Board of Education seems stuck in the past. They are not looking toward the future and especially the fact that our students and community are growing and changing. Students are not the same as they were twenty or thirty years ago. The board needs to put measures in place that makes all students and families feel welcome and that ALL voices are heard. It doesn't help students to run a district that only values one type of student.

I am very concerned with the direction our current Board appears to be headed after the past election, particularly since it appears to be motivated by interests outside of the Hudsonville community and those with a direct connection with Hudsonville Public Schools.

I am very displeased with the school board and the hidden agenda that many of them have. The new folks that came aboard have individual agendas and are looking to change things for their own personal beliefs.

I am worried if the Board of Education will be wrapped up politically and use their position for a personal agenda. I hope every board member gets involved in the classroom before they make decisions that impact ALL learners. I hope they listen to the teachers and building administrators who are in the building/classroom every day before making decisions.

I do not believe that the Board of Education stands with teachers or what is best for the entire student population. I believe that they do not conduct business appropriately and do not support the work of teachers consistently.

I do not feel supported by the current board. I feel that they have an agenda that is NOT what is best for students. Our school principal is [REDACTED] and I'm trying to provide understanding, but [REDACTED] is dropping the ball on ALOT. Observations and feedback is not happening. [REDACTED] also not great at following through on things or responding to emails. I'm sure [REDACTED] is overwhelmed, but I feel [REDACTED] is missing the mark on administrative tasks.

I do not feel that I can trust the [REDACTED]. When I have brought up concerns, I have not felt listened to or that [REDACTED] cares about my concerns. Often I feel decisions are made without considering what is best for students. While I understand that there are many programs within our building that have very specific mandates and requirements, it often seems like decisions are made based on what is best for the budget, not students. [REDACTED] lack of experience actually working in the classroom continues to be an issue. As a contractual staff member, I do not feel that [REDACTED] can provide me with adequate feedback when doing my evaluation because [REDACTED] has never taught in the classroom. I do not feel I can go to [REDACTED] and ask for help or ask for feedback to improve my practice because of [REDACTED] lack of teaching experience. There have been instances when [REDACTED] has sent me feedback and it has nothing to do with what was happening in my classroom during the time [REDACTED] was observing. [REDACTED] often seems to put "bandaids" on problems instead of getting to the root of the problem and solving it. [REDACTED] can also come across as secretive and manipulative at times. I do not feel that my voice matters here. If I have an issue, concern or feel like I need help with something in my classroom, I go to [REDACTED] who has been an AMAZING [REDACTED] to the leadership at the [REDACTED] and I earnestly hope that efforts are made by the district to keep her in a leadership role at the [REDACTED]. [REDACTED] has brought so much positive change to the community here. [REDACTED] is trustworthy, servant-hearted, kind, purposeful, and intentional. I often feel forgotten by central office administration. While I know the [REDACTED] holds a [REDACTED] contractual staff members, we are contractual staff member no less and it often feels as if our efforts and work are unappreciated by the rest of the district.

I feel as if there is not a ton of communication with the central office. Which is okay, but Hudsonville is such a big district and as a new employee sometimes I feel like there are so many people I don't know. I also think the board of education sometimes has beliefs that do not match our teachers and instead of feeling supported by the board, sometimes it feels like they are against us.

I feel decisions made by the [REDACTED] are selfish and one-sided and no one cares enough to even come see the effect these decisions have on ALL students. Our schools are literally run by the [REDACTED] students and students with big behavior problems. The "good" kids get no attention nor are they challenged because there is no one available, no resources, and no time from the classroom teacher after dealing with everything else.

I feel like part of leadership is connecting with those on staff. People can be led well when there is a connection to their supervisor. I don't feel like leadership knows me as a person. As teachers we strive to build personal relationships with our students, which in turn helps them be successful. Leadership should be building those personal relationships with those they serve. I also feel like building leadership should be visible most days to students and staff.

I feel like some of our board members have an agenda they are trying to push and I do not feel like it used to be like this. I felt more supported in the past.

I feel mis-understood by some of the newer board leadership and that they have an agenda based on outside influences. I haven't seen any of the newer board members in my school, and I haven't felt appreciated by them like I have from some of the experienced board members.

I feel that the Board sometimes neglects to back up or have support for teachers and can fall into trying to please a small majority of very vocal people in the community instead of backing the large majority.

I feel that the majority of our Board does not reflect the vision or purpose of public education. Our role is to provide a scientific and research-based education to ALL students. I am extremely discouraged by the lack of humanity that both our Board and specifically our [REDACTED] show to our faculty and staff.

I feel that there could be better communication from the central office about decisions. There could be better communication with staff about decisions that affect them, especially decisions that affect their job placement. It would be nice to be able to have a conversation about a job placement, especially if the job placement would make you unhappy, and together look for a solution to the problem.

I feel that there is a complete lack of understanding about what my building's administrators' responsibilities are. The chain of command is murky at best, which results in confusion around who to ask for relevant information. I have been given support from administrators regarding individual students' and their challenges, which is highly appreciated. I do feel cared for by administrators and supported, however, when it comes to larger issues, no one in the special education department knows who to go to for answers. Additionally, I feel that we have almost no communication with our principal; [REDACTED] never visits our classrooms to observe, takes an interest in hearing about our day-to-day challenges and successes, or asks what [REDACTED] can do to support our students and us. As a result, I think there ends up being a lack of understanding around what we do on a daily basis, what kinds of resources or supports we're lacking, and how decisions that are made at higher levels negatively impact us and our students. As for leadership at the Central Office, it feels as though several people in [REDACTED] are disconnected from what it was like to be teachers. It also feels a bit frustrating to have a [REDACTED] who is making high-impact decisions without having ever having been a teacher or making an effort to learn about what that experience is like. This leaves teachers feeling misunderstood, condescended to, and unsupported. Additionally, there is a lack of clarity in what kind of funding is available for [REDACTED]. Many resources are bought for [REDACTED] classes, particularly around curriculum, but many [REDACTED] teachers seem to be buying their own materials, unsure about what they can get reimbursed, operating with suboptimal materials, or told that they can't have requested materials purchased for them because it's out of budget.

I feel the board has traditionally been very supportive, but am nervous that the support has weakened a bit.

I feel very supported by our school leadership. I do not feel this way with [REDACTED]. I don't feel listened to by the [REDACTED]. I do not feel like they have a good understanding of our current curriculum. I feel that [REDACTED] is too black and white. I think they forget that they are dealing with humans who have lives outside of school and families. I also feel that our [REDACTED] leadership does not have a clear understanding of how to deal with the large amount of students who are in [REDACTED] of [REDACTED]. We are waiting FAR too long to provide them with resources that they need. Finally, our board does not seem to support teachers. They are going to and have already prevented us from getting and retaining great teachers.

I have had positive interactions with Central Office. I feel we do have some strong leadership in Central Office. Staff doesn't always feel appreciated or respected by the higher-ups. They feel expendable and sometimes don't feel heard or important when communicating with the central office.

I know we have a select few board members that support educators, but we are also very well aware that 4 of them are run by Ottawa Impact and act as spokespeople for a small group of people in the community that many do not have children in our public school system. Personally, as an educator I am not supported here at Hudsonville like I have been in the past. I had had coworkers attacked personally and have been called negative names when we give our lives for our job. As a parent, I am embarrassed that these 4 members are the voice of our students and school district. My [REDACTED] child has more heart, empathy, and understanding for differences than our members that should be fighting for ALL students. We continue to say ALL students, but I have heard from parents of minority groups that they feel unwelcome and have also been harassed in our community multiple times. We are conditioning this behavior by having leaders not support our educators and families that do not fit the idea of what Hudsonville should look like. We are going to lose amazing teachers and continue to create a teacher shortage by not supporting our educators. I hope that our board will look at how their decisions have been negatively impacting our school and community. Thank you to the members that make decisions that are in the best interest of our students.

I love my building, but would love to see more intentionality around RTI, MTSS, PBIS, staff meetings and committees! We often go through the motions but do not get results and the teacher winds up being the person solely responsible for change. I feel that Central Office is inconsistent with decision making that directly impacts teachers (eg. class sizes, process for eliminating sections, protocol for displacing teachers, paid / unpaid personal days, involving teachers in curriculum decisions, expectations of MTSS and PBIS roles throughout buildings). This causes added stress to teachers because of a lack of clarity. I often feel that I am given 'lip service' that is not followed through with action and that friendships and favoritism play a role in how decisions are made. Often there does not seem to be logic behind decisions and we don't understand the 'why' behind them. When teachers ask questions, they are sometimes received as threatening versus a desire for clarity. I wish the board would support teachers more and that ALL of our new members were qualified to make decisions about public education and were knowledgeable about how public education works to meet the needs of ALL students.

I said very satisfied with building and central and superintendent leadership because I am satisfied considering the challenges they are facing. I do think our building leaders need to get to know their staff better and truly listen to those who are giving them feedback, or at least make them feel heard and not get defensive when the feedback is given or questions are asked. Central admin needs to understand that teachers/departments need TIME to collaborate and work -- established core classes are still lacking clear understandings among teachers and an organized and accessible set of teaching materials. The board, though... I'm less satisfied. The new board is definitely doing worse than the old one. They need to cut the bull.

I want to ensure that the Board of Education is looking out for ALL students and families, even if those families are of a different religion, culture, background, sexual orientation, etc. I am somewhat satisfied by central office leadership, as I have found some personnel to be very helpful. Other central office personnel have made teachers feel "less than" or strong-armed/bullied. I appreciate our superintendent's leadership and professionalism. I appreciate my building leadership team.

I wish our [REDACTED] at the district office would include teachers in their decision making on a more regular basis. I wish all members of the school board would support all teachers and not sway to the opinions of some community members who may be saying things that are happening in our schools, that I have never witnessed in all my years working for HPS. We have amazing teachers who love our students and want to see them grow and achieve all they can!

I would like to recommend that we invite board members into our schools at least once a trimester to have them understand more what we do. In fact, I would require it. We used to have a great relationship with our community and board members. I feel like it is plagued by forces out of our control. It's hard to build trust when it's been eroded over time. We need to start intentionally building again.

I'm scared that our School Board is pushing their own agenda and not accepting the changes happening in our district. We need to serve ALL kids at HHS...no matter the differences.

It often feels as if the central office is distanced from what is really going on in schools and disconnected from staff needs.

Immediate supervisors are not around - they are not visible. I can go weeks without seeing one. They tend to stay in the general vicinity of their offices. Central office needs to find someone who can reimburse us at a timely manner. Waiting weeks to receive a reimbursement check is ridiculous. It used to take a day or two, now it takes WEEKS! I feel that our BOE needs to support our teachers more and parents less. We were hired to do our jobs - please trust us to do that.

In regards to my immediate supervisor's leadership, his biggest weakness is communication such as responding to emails and updating the staff on meeting agendas, other staff members when something happens, etc. In regards to the Board of Education, the change of leadership is concerning. There are board members that have lost the trust of teachers from what they have voiced at board meetings. They don't trust teachers who have degrees in the field of education. They don't have experience teaching k-12 students. If teachers are in support of Ruler and SEL curriculum, please listen to them - not to the few community members that voice opposition.

In terms of building supervisor leadership, I feel that our building is lacking having a principal that takes on a leadership role. My slightly satisfied rating in relation to the central office is referring to the [REDACTED] I feel as though our voices are not heard. I do not feel like we as [REDACTED] are valued and supported.

It appears that in several cases there is not a clear organization or clear path with major projects such as the Baldwin 5/6 building where many teachers are confused about the future. Whether this is a fault in communication or organization is difficult to tell but when it comes to parents and teachers trying to figure out a project several years in the making it seems there should be a clear structure and path for those involved.

It is difficult to trust in a team that doesn't always put forth the truth. Back peddling and inconsistencies in our leadership does not instill a faith in fellowship. To follow social trends vs creating positive paths is also a slippery slope and doesn't create a safe and confident environment.

It would be helpful if it were to seem as though the board had the staff's best interest at heart and weren't motivated by politicized groups

Just attend a board meeting and you will learn how Greg, Barb, Mark, and Nick continue to lie and even when they get caught, they lie about it (or don't say anything at all). What a bad example of human beings. They should quit immediately.

Leadership in my buildings is just passed back onto me. No support when asked for help. Teachers need more help with the students and behaviors. We don't need more motivational emails and more ways to be connected with each other. We need help so we can teach.

Leadership is not present and does not have a clear picture of the building's needs. They seem hesitant to make decisions about their building and generally defer to others before making decisions. Leadership seems to have certain staff that they relate to and connect with on a personal/professional level but not all staff has that opportunity for connection.

Ms. Stefanich is the perfect leader for Park. She is more involved with students and day to day operations than past administrators without micro-managing. She is positive, supportive and effective with both staff and students.

My building principal- Mark Heagle- is the most professional, thoughtful, caring, and hardworking principal I have ever had the privilege to work with. I view him not just as a boss, but as a teammate in every aspect. I have been completely impressed by Dr. VanderJagt as he has conducted himself with professionalism, knowledge, and transparency in communication with the new board members. However, the newest board members have shown that they have a lot to learn about the way they conduct business. The recent FOIA request showed that they communicated outside of board meetings, and in February Mr. Chanski went back on a decision that was made during a January board meeting, costing the district extra time and extra money in the effort to maintain a united stance on millage votes. It was disappointing to see this action by board members, but Dr. VanderJagt and Mr. Briggs handled it with grace and a wealth of experience.

My building's leadership doesn't seem to be about all teachers, just certain teachers.

My immediate supervisor talks negatively and openly about other staff members within the building. He is quick to make a decision, and doesn't always think about the repercussions and the effects they have on other people. As far as central office is concerned, decisions seem very distant and out of touch. I appreciate Dr. VanderJagt's efforts for the district in the face of such pushback from the board and a small but loud group within the community.

Need more consistent support with student behavior issues. Bullying and disrespect run rampant in our building.

Often last minute communication from central office, mostly [REDACTED]. [REDACTED] decisions made without teacher input. Sometimes feels like we are going backwards to move forward, rather than building on what we have already done.

Our Board does not support teachers and learning of all students. They are scary.

Our Board of Education seems to have a very narrow and specific agenda to turn our district into what THEY want it to be versus what it SHOULD BE for ALL of our students! It's time to work alongside and trust the knowledgeable people that are in the trenches each and everyday before all of them decide to leave or retire!

Our immediate supervisor is super empathetic, has a desire to bring staff together and is willing to help out during difficult moments with students. However, there is a lot of facilitation with little leading. There is little accountability.

Our Principal does not make an effort to ALL teachers to develop relationships letting them know that they are a valued members of HPS. His leadership is lacking in areas of organization (changing meetings, cancelling meetings) and communication (sometimes departments are asked for their input and we hear nothing of the decision made). With the lack of leadership from the principal, the [REDACTED] are taking the lead from him, so they in turn, are weak. For example, the discipline with students varies depending on which [REDACTED] you are working with. [REDACTED] are very supportive, while the other [REDACTED] don't have time to listen and/or care.

Our school board has catered to the voices of the minority in our community. They are out of touch with what goes on in our classrooms. Hooper, Davis, Bolhuis, and Chanski are ill-equipped to lead, given their biases. Not only that, but they undermine the quality of our school district with their leadership. The recent article published in the Holland Sentinel is just one example of that. They make ill-informed decisions, they don't listen to experts in the education field, and they REFUSE to stand up for ALL students. They get rid of books without even reading them, instead listening to the voice of a former HPS teacher and wife of a board member. They fail to get into the schools.

Our building leadership needs to communicate effectively to alleviate stress for teachers. We waste a lot of time trying to remember who sent the email about _____ to try to find information. The website that came from our original requests for improved communication was a huge help but has not been maintained and still has the meeting minutes from last school year. We need one place where we can find the information that we need. It is frustrating to appear incompetent because information has not been communicated yet or in a format where we can find it again quickly. This year was definitely a step backwards. This year admin has minimized greatly the lingering effects of Covid on student learning and behavior. While scholarly articles are discussing the pandemic and its ongoing effects on student learning and behavior, these are not acknowledged with Admin to the extent that they are a very real factor in my classroom. The responsibilities of this job have grown exponentially since I first started my career more than 20 years ago. The rewards are still there - the students & their successes. However, words of gratitude at the beginning of a staff meeting don't carry much weight while teachers shoulder the burden of a coworker who has refused to abide by collaborative decisions. This burden has been pushed back on teachers who bring it to administrators' attention to email the teacher or have a conversation with the teacher. Teachers of the second half (B) of courses struggle with students who have done ok in the first half (A) (because of projects, etc boosting their grades) even though they have failed the exam but mathematically are able to pass the class and continue on without being able to complete the most basic learning targets from the first half. This places undue stress/burden on the teacher of the second half. Furthermore, not following through with collaborative decisions puts the teachers of the second half in a position where parents and students have an unrealistic and unfair expectation of what assessments should be like and sets the B teacher up for students and parents who are upset with changes when in fact the B teacher is actually doing what the Collaborative team agreed upon. The school Board's leadership (with the exception of Dawn Sneden and Ken Hall) has been Abysmal. I am ashamed to work in a district where the school board is so narrow minded and believes that they have the right to make decisions for all children according to personal beliefs when that is definitely not in accordance with the Code of Conduct. The actions of school board members entertaining special interest groups as if they were political candidates when they are charged #1 with fairly and equally representing ALL students under the care of Hudsonville Public Schools, recognizing the number one concern is the educational welfare of ALL students. I will conduct my discussions and conversations in a respectful, productive, and cooperative manner. I will LISTEN TO UNDERSTAND other perspectives. I was appalled by the leveling of personal attacks by Ken Davis, Greg Chanski, and Barb Hooper. I can assure you, that high school students can debate hot button topics much more professionally. The behavior that I observed in a board meeting is something that I have never observed in an HPS classroom. Please listen to the students who speak to you at board meetings LISTEN TO UNDERSTAND. The listening at board meetings was purely to retaliate not to understand. I was impressed by Ken Hall and Dawn Sneden's commitment to ALL students. Ken and Dawn are exempt from my not at all rating.

Our Superintendent is the best!! He supports everyone in the district with respect and kindness.

Please trust us to be professional. Also, recognize that we are experts in our fields and that we strive to help children love what we teach. We cannot always do that effectively when the Board constricts our every move. have faith that we, too, want what is best for children.

Recent decisions from the school board seem to waste district resources and money by having a yearly vote. This leads me to believe that not all future decisions will be made to benefit/better our district and our students.

Recent school board changes, news articles, and apparent goals/views are concerning. It's embarrassing to work in a district when we are on the news due to our board's poor decisions, or lack of following rules and transparency. These are the things that 90% of the community see and only know about. Unless people are invested and included in the district, they will have a negative view of HPS.

Several board members have brazenly broken the terms of their job description and proven themselves gullible, paranoid/fearful, and too mentally rigid to be a part of a free-thinking academic environment. Their deceitful and antagonistic activities have proven they do not trust or support the teachers they represent.

Since this administration has taken over, it is extremely frustrating to see how [REDACTED] is not following the [REDACTED] for [REDACTED]. We have a [REDACTED] for a reason. Why is one person being allowed to say no to [REDACTED] for [REDACTED]? Totally not supporting our [REDACTED]. This needs to change.

Some administrative employees seem out of touch with the classroom teachers and their difficulties. Parents are creating a negative view of teachers with their rigid beliefs and entitlement of children. Large class sizes create more problems, because teachers not only have to continually work with students but also difficult parents.

Some of our board members viewpoints don't seem to align with the mission & vision of HPS. Our board has become too political.

Some of the board members are supportive. The majority is not. Not at all.

Sometimes it feels like top down decisions for work assignments and for changing policies and systems. I wish we could be involved in the process of making decisions for change rather than quick handed decisions (that may or may not be vetted that we have to follow - even when it feels like there could have been other good thoughts to add to the mix.

Students who [REDACTED] for special [REDACTED] have not been supported by our administration. They need significantly more help and support than what is offered at a district level. It appears administration members prioritize numbers and statistics over the students themselves.

Teachers are asked their opinions on issues, called to serve on committees or focus groups etc. where they are given a platform to be "heard". Ultimately administrators often make decisions that do not consider the needs and expertise of the teachers.

Teachers need to be supported in the area of student discipline.

Thank you Doug V. for coming into school saying hello and good job and thank you. You're the only one this year that's done that in the central office or in my building.

The biggest issue I seen this year was the handling of the new 5/6 building. I feel like making the staffing changes and decisions towards the end of the year caused a lot of issues. I feel like those decisions should have been determined well in advance, or towards the beginning of the year.

The Board needs to continue to survive the current political landscape by trusting teachers and not bending to parent opinion. Public education is for ALL students and board policy, rulings, and decisions should reflect that.

The Board needs to listen to all parties, not just an extreme view and decisions need to be what is best for kids, not what an extreme view may express. All students need to be valued and educated. Thank you to those working toward that goal! I think we need a full time construction manager for the district office like Byron Center. Our district office leadership is spread too thin with all of the construction.

The Board of Education does not treat teachers as professionals. The Central office does not respect what makes someone a quality teacher and they do not support honoring professional experience when hiring new staff. There are very few school districts and careers in which someone's professional experience is blatantly ignored. Hudsonville Public Schools is one of them.

The building's immediate supervisor tends to support parents (and students) and strives to recognize and meet parent (and student's) needs more than supporting and recognizing teacher's needs. This leads to anxiety, exhaustion and ultimately burnout.

The direction that the board has taken concerns me. From the affiliation with the NSBLC (which stands for everything we SHOULD NOT believe in) to the recent violations of the Open-Meetings Act and the funding that new leadership has taken from Ottawa Impact, I fear where we are heading as a district.

The district's central office is disconnected from the buildings. I feel, to provide the BEST leadership possible (especially with making decisions concerning the effectiveness of our classrooms) that the district office should be consistently PRESENT in our classrooms to know the best way to support those who are doing the dirty-work of teaching kids. This same concept should be practiced by our school board if they truly want to provide the best leadership available to our district.

The language used by board members at public board meetings targeting our teachers says it all. There is no trust or respect.

The newly elected school board members seem to have their own agenda to promote, and not what is best for ALL students at HPS. I worry about the future of our school district with them gaining more control.

The news articles about the deals made by the new board members before being sworn in is very unwelcome news.

The people who were recently elected promised transparency and honesty and have delivered the exact opposite. They should be ashamed of themselves and their hidden agenda. I know they want to take away our SEL because of a vocal minority of parents. They would do that without having set foot in a classroom. They do not represent me as a parent or community member and it is supremely frustrating that they are making educational decisions based on the whims of their Ottawa Impact backers.

There are a few board members that hold too much sway due to their political beliefs.

There are a lot of additional supports being added with MTSS, PBIS, and then the consultants of the district. I think sometimes there are "too many cooks in the kitchen" and roles are not clearly defined nor are they consistent between buildings.

There are few members of the school board that I trust and I feel like are there for the right reasons. I do not feel supported by several of them. They are not there for the right reasons and have no clue what I am doing in my classroom. Overall I have been impressed with Ami Taylor with the way she has handled herself considering the fire she has been under from the community and school board. (I just wish we could move toward replacing our ELA curriculum more quickly.) I am very unhappy with [REDACTED]. Decisions are made quickly without a lot of thought, and I do not feel teachers are respected and valued. For all the talk of mental health, I wish we could be treated with more respect. [REDACTED] doesn't listen and just does what [REDACTED] wants to do without thinking things through. Taking away jeans on Fridays was a HUGE mistake. The morale that a simple gesture like wearing jeans brings is huge. Not only for morale, but it also was a way that we raised so much money in our building. If a parent of a student was diagnosed with cancer, we'd have a jeans day and donate to them for wearing jeans. We had a student with a fire, and we did the same. We also had money for jeans in a fund that supplied our lounge with paper products. There are countless ways that we'd use that money FOR GOOD and that was taken away from us. It was such a gut punch. We work with children, on the ground a lot of the day. Jeans are more durable. I go through the knees of pants so much more easily from getting up and down off the ground. It is hard to put into words how instantly that simple act showed us that central office does not respect us. Bringing back wearing jeans is needed. In no other profession would this happen.

There have been recent events that have happened from both my immediate administrator and central office that caused me to choose "slightly" for both questions 48 and 49.

There is a disconnect with our [REDACTED] office and the vision of our district. I'm disappointed in the lack of professional development associated with new programs such as the phonemic awareness framework. The resources for the lessons are also handwritten and incomplete. Our most at risk readers deserve better.

There is a very obvious split in our School Board members and I feel personal agendas/beliefs influence too many of the members. I feel they listen to the loud minority of parents in our district and I do not feel appreciated nor supported to support ALL students by the majority of our current board.

There is little to no presence of administrators in our hallways anymore. Staff morale has been at an all-time low as far as getting support that teachers need. Some teachers are simply taking advantage of the lack of presence and are no longer held accountable for what they are doing in the classroom.

There is no shared vision or work being done toward common goals of school improvement. Its always "maintain the status quo" instead of "how can we do things better?"

There is no transparency and support for staff within the central office. There is a lot of loopholes, dishonestly, lack of knowledge, and confusion within policy creating division amongst staff/central office. A house divided will fall, teachers need to be treated as resources and respected as such. I do not feel the district values those of us working the front lines. Our building lead has had some really great moments of support with his staff however, more often than not, has shown areas for improvement when choosing what is right for kids verses what is easiest for him.

There is no transparency to the hiring process or the process for transferring to a new position. We get emails telling us how to take care of our mental health, but then questioned as to why we take one sick day. Our curriculum office does a good job of listening, but is able to take little action due to "board approved curriculum". If we know through research based practices that our current curriculum is not what is best for students, we need to move with a purpose, not slowly, to make changes so that student success is attainable. The Board of Education as a whole is not viewed as supporting teachers and does NOT have the best interest of ALL students in mind when making decisions. It would be nice to see them in the buildings often and not let political agendas drive their decisions making.

They don't visit our building and I am not familiar with them at all.

This school board must come together for the sake of the community, the students, and the teachers. If we are going to move forward as a district, we need to stand united. The school board needs to stay out of the day-to-day operations.

Upper administration has a big job but I do not feel like they actually understand what is needed on the ground level. We are begging and pleading for support and it is not given or taken away completely. I feel like upper admin is more focused on the budget than doing what is truly best for students and teachers. If we want to take this district to the next level we need to fund areas and give personnel support in areas equivalent or better than surrounding districts instead of taking away and expecting teachers to be miracle workers because "our teachers are amazing." We are! But we can only do so much as individuals without more support and time.

We are not staffing our classes in a way that is best for kids. We are only concerned about the budget. We are not putting the best possible teachers in classrooms where they can be effective (to the advantage of our students). We just making sure there is a body in the room. When this is pointed out, responses are aggressive and it is clear we are not going to do this the right way. We are understaffed as it is and FTE continues to be taken away. No school district in our area, especially larger school districts, staff their programs the way we do. They all have more qualified teachers teaching the subjects and not just bodies in the room. We are expected to provide similar experiences for kids. There is a lot of pressure is on us to work to do this, but we have to do it with less staff and unqualified staff. We don't have the right support, but we get blamed when it doesn't go well.

We seem to no longer "put students first" and the message coming from admin feels more like "squeezing every penny". SOAR goals that advocated choice no longer offer choices because of money and the students suffer. Teachers with students in their classes who did not choose that class will struggle. Building admin will have more issues to deal with and all because we were pinching pennies. This is the wrong kind of trickle down economics.

Other HPS Staff (n = 67)

As a special ed parapro I feel that there is little support and backing from our administration. No one is interested in our input or ways to improve programs to actually help the kids. Appears as if we just want to slide the hard kids through the program.

Central office has created somewhat of a wall between their offices and school buildings. It does not feel safe or welcomed to have conversations that seek clarity or offer different perspectives. Often specific groups of staff are not communicated with and this creates confusion about jobs/roles. When communication to staff is sent out, it often feels as though there is no clarity in how and why decisions are made. Often the decisions feel as though they come from small and specific group of people. When teachers do try and raise concerns or ask questions, it might be listened to, but does not ever appear to be heard. It also feels as though many decisions are made by those who are not and have not been in a classroom in many years. Decisions are removed from the current realities of a classroom.

Changes to policies could be better communicated if the reason for the change was communicated as well.

Communication is very important for leadership staff. It is very important for Hudsonville Public Schools to communicate with staff what their overall vision is.

Failure to do what is best for the district. Continual focus on listening to a vocal minority.

I am very impressed with the leadership team of HPS!

I appreciate Doug's leadership. The [REDACTED] admin team is improving as they grow together after so many changes. Some cabinet level leadership should come into the trenches with us so they can have a more realistic view of what is occurring. The board has some members who do not appear to know/want to follow the rules of their elected position. Nor, do they appear to understand mandates from Federal & State departments - mandates the board seemingly wants to ignore that simply can't be ignored.

I believe Dr. VanderJagt has a strong inclusive vision for our district. I am not sure the board shares the same vision. Building leadership varies greatly between buildings. We have many great administrators, but there are definitely some weak links. From a [REDACTED] standpoint, I do not feel that staff members are included in discussions about district decisions/ assignments/ changes. That is an area of frustration for many.

I do not believe that the board is behind teachers and supporting the work that we are trying to do, especially with regard to ALL students. It seems that our board has a narrow view of our student population and is less supportive of embracing ALL students in our current world. It seems as if behind-the-scenes conversations have taken place and some of the board members' ears are being influenced by a loud, yet minority number of parents. The board in general doesn't appear to have our community's best interests in mind.

I do not even know who my immediate supervisor is, nor have I had any sort of review since my first year. I feel para's are overlooked and under appreciated. As a para, we are left out of most things and get knowledge of things by overhearing others talk. Knowing the Superintendent applied for a different position at a different schools shows he is not invested in us.

I do not feel the new board is leading us in the right direction.

I do not think our building's leadership really connects with all students and staff to make them feel valued. The District's Central Office does not think of the students at all. They move staff, hire, and fire without thinking of what is best for our students. As staff working in a school, our priority needs to be our students. I have many examples of this throughout my time in Hudsonville and it is very disappointing. The Board of Education is supposed to work collaboratively with the Superintendent, but instead they let the Hudsonville community belittle and disrespect him at board meetings. I am very disappointed with the work that they are doing.

I don't want to hear from board members how much they appreciate the staff in one breath and then shoot them down in another. Our staff doesn't "indoctrinate" and that kind of talk should not be entertained but unfortunately that was used to get people elected. Doug has done a fine job navigating this district through unprecedented times. As Mark Davis said, "He (Doug) has one of the finest districts in the State", However, despite us being one of the finest districts in the State, Mark believes Doug needs to move us in a "positive direction". So which is it Mark, Barb, Greg and Nick? Are we one of the finest districts? Or are we circling the drain? Can't have it both ways. This is why the board leadership isn't trusted or respected.

I feel discouraged by our Board of Education. I believe they are getting information from a community minority (and incorrect assumptions that are based on false information) rather than from the professionals that are living and breathing the good work in our schools. The Board members that have seen the great work of our schools and believes in our professionals are often steamrolled. Some members of our Board have been publicly disrespectful toward our central office staff, which is an absolute embarrassment for our district. I have the utmost respect and confidence in our Central Office staff and believe Board meetings and work sessions are no place for disrespect.

I feel that the Board of Education leadership does not keep ALL students in mind when making statements and decisions. I guess I don't mean to include the "whole" Board, but the most recent election has skewed things in a bad direction. Every student at HPS deserves to feel seen, cared for and supported - no matter what.

I feel that the central office is not transparent with staff. I also feel like the central office does not work well with each other.

I feel very supported by SPED administration, in many areas, including: Heather, Mandy, Doni, and Cami. -Tricia Maday has been such a fantastic addition to the ECC.

I have been disappointed with the Board's direction regarding books, DEIB, and an SEL curriculum.

I have concerns about the [REDACTED] department. I work in that area and have not felt supported by the [REDACTED] at all. We went six weeks this winter without a teacher and were only supported by the [REDACTED] for 1 week of that. We received very little help from our own supervisor and had very little communication about if we would have a sub to fill our teachers position or if we would just have to work each day with not enough support, which honestly happened for probably 4 weeks. It was a very frustrating time. I don't feel that it was fair to our students. We did a great job keeping their daily routines going but will say without a [REDACTED] teacher they did not make as much progress as they could have. We have only seen the [REDACTED] of [REDACTED] for 5 minutes the entire time we didn't have a teacher, we did not feel supported by [REDACTED] at all.

I personally rarely interact with anyone from the Central Office, the superintendent or the Board of Education. The times when I do interact with them it is in a very large group setting - mostly with the whole HPS staff. That is partly due to my role as an employee, and partly due to the fact that they are not present in our building very often. I do not feel that I know them, their role, and their influence well enough to comment much on their leadership - and that is the reason I chose somewhat.

I think some of the board members have the students' best interests in mind. Others seem to have run on a partisan political platform and have their own agenda.

I truly believe that the district leadership cares about every single child in our school district and they want the best for them. I think the Board of Education needs to do a better job of thinking of each and every student they are helping to lead and work alongside the Administrators and not against them.

I worry about how toxic the board meetings can be...I worry that we're moving away from a place where we support students.

I'm very frustrated with several members of the board that continue to sow distrust within the community. The hypocrisy of the majority is stunning. Barb, Greg, Mark and Nick seem to have an agenda regardless of the data presented to them. I appreciate Ken, Dawn and Andrew's intentions of guiding the district with accountability and trust.

I'm not sure our current principal even knows my name. There's a disconnect that feels awkward. I work with the buildings neediest kids and our principal is out of touch with these students. ■ doesn't even know their names. However, my team is incredible and we're very self sufficient. I have worked under different leaderships and they have always been very supportive and knowledgeable of our program and students. I'm disappointed.

In all of human history, it has never been a good idea to ban books.

It doesn't always appear that the board has a students-first mentality.

It feels as if there is a huge disconnect between the central office staff and the rest of the district. Even something as small as referring to the central office staff using their proper titles (i.e., Dr., Mrs.) sets a distinct barrier that is not approachable. The transparency from central office to the rest of the district is non-existent.

It feels as though a small portion of our Board of Ed. is more attune to a small, but loud, faction of the community at the cost of supporting the good work we are trying to accomplish for our students and our community.

It feels like the school board has become very political, as opposed to caring about kids. I am growing increasingly concerned that a divided board is not able to efficiently and effectively function as the legislative body making decisions. A majority of the current board seems to mistrust the staff as subject matter experts and appears to be openly against our very competent superintendent. I am consistently embarrassed in meetings listening to the board disrespecting myself or my colleagues. I expect more decorum and professionalism from some of our board members.

It is crucial to give priority to on-site nurses as they possess necessary medical expertise. It is not appropriate for administrative assistants to administer insulin or prescription medication, or evaluate the severity of injuries. It is important to ensure that qualified healthcare professionals are available on school grounds to provide quality care to students in need.

It seems as if [REDACTED] gets overlooked and there isn't higher ranking supports to help school staff when needed!

More open and consistent communication would be appreciated :)

[REDACTED] is inconsistent in [REDACTED] use of discipline with the students. [REDACTED] communication with staff is also inconsistent.

My disappointment in the BOE's leadership is with certain members and not as a whole. I do believe we have 3 dedicated and honest BOE members who lead with integrity and take the Code of Conduct seriously. There are 4 BOE members that I feel have acted with disregard to the Code of Conduct in lines 1,2,6,8,11 and especially 13. Their actions are divisive, not cooperative, and do not support our educators, staff and all students. The role of a BOE is to forge connections and create a cooperative working environment within HPS. There needs to be vast improvement in this area.

My experience with Central Office has overall been good. However, I don't feel very valued by [REDACTED] was not timely with my [REDACTED] or sending the appropriate paperwork [REDACTED] in order for me to [REDACTED] It took over 2 months for me to finally get [REDACTED] when [REDACTED]

Not at all certain about trust

Not pleased with the board's leadership - doesn't seem to value members of HPS as much as community members.

Not satisfied with the lack of focus on education due to focus on disciplinary issues

Our [REDACTED] department struggles to show their belief in the professionals they have hired, lacking respect for educators as individuals who have a life outside of the work environment and/or supporting working moms. This makes me sad. A few individuals on the Board of Education have followed the division of the community, lacking an understanding of what is actually happening inside the schools and the classrooms, rather making comments and decisions based on what they hear, not what they see. Shoot, one of the Board members hasn't had a single child walk through the HPS system ... that individual should be spending many hours in our schools to gain an understanding of the teachers they support, the students we educate, and the internal functions of the school so that Board member can make informed decisions.

[REDACTED] is not very visible and doesn't seem to be connecting with students like I would expect from a principal. [REDACTED] and does not seem to know what is going on much of the time. District office does not effect my day to day much. I don't see follow through on big behaviors which seems like should come from above. I am also disappointed that jeans were taken away this year. That seems like a small thing that creates a lot of joy among staff, especially when working with small children. I am able to do my job better and crawl around the floor in comfortable clothes. I feel like the admin is disconnected from what actually takes place in the classroom. All admin should be required to teach once a week to lessen this disconnect.

Over the last several years, there has been a lot of changes to our community. There has not been the united front that we have always seen in the past. It feels that our board and front office are working against each other rather than keeping us together and doing what is best for all students. I would like our Board to be able to trust the leaders of district and show the support we have always had. We have always had high expectations for our students and we need to have that within all leaders of our district.

Over the past few years, I have sensed and experienced a change in relationship between the board and district administration/staff. I understand that providing accountability can sometimes seem to be in conflict with unconditional support. In the past, while I may not have agreed with every decision or position of the board, I was able to presume positive intent and trust in the collaboration between the board and other district leadership. While some board members have remained steadfast in building and maintaining positive collaborative relationships with district administration and staff, other members of the board are not presuming positive intent on the part of district administrators and staff. Public statements and communications from some board members give the sense that they are not operating in the spirit of good faith in district administration and staff. In addition, some board members are not adhering to their own code of conduct, which makes it difficult for me as a parent, community member, and staff member to trust their leadership.

Paraprofessionals could be valued more.

Sadly, the new members of our board of education seem to be working against HPS, not with or for HPS.

Seems like you look at surveys and ask parent comment and use only what you want. Doesn't seem like what the majority wants is done or not done. It's like you are going to push your agenda through and pick and choose the surveys, comments, that support you.

Some of our board members have been strong supporters of educators for a very long time but I feel that they are outnumbered by more vocal members who do not support our staff. I feel our superintendent has done a good job navigating some impossible circumstances and am glad to have the support of our central admin team.

██████████ continues to struggle with effective communication from the top down.

The board does not seem to assume positive intentions on the teachers' behalf, which does not feel supportive and does not give me confidence that they will make the best decisions for our teachers and students.

The Board of Ed (some members) is way too political and teeters on the side of Christian Nationalism. EVERY child needs to feel loved, heard, and seen. Getting rid of RULER would be a huge mistake. Trust in our staff that they have done the deep dive into learning what is best for our students. Leave the books alone in the library and classroom. Let the parents decide if a book doesn't align with their values. Let the top administrators do their job and stop attacking them. They are highly educated and chose to be part of this district for a reason - because it's one of the best. So let's bring the focus back to the kids rather than what you think the Lord is directing you to do. That is what the church is for, not a public school.

The Board of Education is out of touch with what being in education in this day and age is truly like. They don't want to rock the boat with the community, which is leading to burnt-out and unheard educators.

The building supervisor has changed from being supportive to all staff to relying only on 2 others in the building who do not share the same views as the rest of the staff. Therefore we do not feel as supportive or heard or valued in decisions on the children we have more contact/influence with than they do. The superintendent/central office needs to step into some of these stressful rooms and personally experience the hardships of staff/teachers before suggesting/implementing plans that aren't effective. If they stepped in for a whole day or more they would get the picture of what the teachers are truly dealing with and why we say certain policies are not effective. Also see what certain students are not always best served in general education classrooms. Hudsonville has programs in place for a variety of kids but we underutilize them. This is hurting the education of hundreds of students in the district.

The direction the new board appears to be going in concerning. To take away a social emotional curriculum without a replacement is worrisome. The board appears to overlook the expertise of teachers and what teachers know students need.

The immediate supervisor has changed and works mostly with 2 others in the building and has not respected the views of the staff that has been there for years. The central office and Superintendent need to actually come and experience classrooms for a whole day or more to feel what is really going on instead of just handing out suggestions that are not effective. A 20 minute visit is not adequate. Sitting behind a desk all day and dealing with the current group of students on a day to day basis is completely different, and although many have been teachers in the past, they need to come into certain classes to truly feel the stress/behaviors/and requirements of teachers in the class. I believe more effective strategies could actually be implemented or children moved to their best learning environment.

The newly elected Board members and Barb Hooper are combative and agenda-driven, not collaborative or focused on the well-being of all staff and students.

The pushing of personal agenda items (aka moral police like) by some board members is frustrating and disheartening.

The superintendent has walked by me several times and never uttered a word, completely ignores me as a staff member. I don't expect my name to be known, but a 3 second acknowledgement could go a long way. He has also come to sporting events and been very closed off to the public, only conversing with those he deems at "his level". He is not loved or known by the student body as [REDACTED] was. He is simply not present. He has aligned and surrounded himself with a select few who shape and form his opinions and decisions for Hudsonville Public Schools. I don't even know any staff member or representative from the Central Office. I had one interaction with one of the admin members to inquire about access to PowerSchool and I was treated very rudely. [REDACTED] was short with me and was not respectful at all. I believe [REDACTED] name was [REDACTED]. The tech guy even called to talk to [REDACTED] ON MY BEHALF, explaining why I needed access to PowerSchool and she would not give in. I will never speak to [REDACTED] again if I can help it. If [REDACTED] is a representation of the Central Office, then I am not impressed. The Hudsonville Board of Education needs to make decisions firmly and decisively based on what the parents want as I was under the impression that that is what the meetings are for - for voices to be heard.

There are a couple of wonderful and supportive board members who feel like they walk into meetings to learn, ask great questions, remain open-minded, and are mostly trusting of our leadership and teachers. Other board members feel as though they have "joined a team" with other board members and they don't think and decide for themselves but rather do what the few loud voices and their "teammates" want. As a staff member, having these board members CONSISTENTLY align to work against our admin and teachers, HURTS. The divide will never be mended if our board members don't begin to lean in with curiosity and trust vs interrogation and distrust.

There are members of the board that make supporting all students difficult; personal or religious beliefs impact educational decisions.

There have been significant changes at the BoE level which has left the Board as an entity with far less experience than it had in the past. I'm optimistic that as these new members gain experience in their role that the Board as an entity will once again provide the leadership that I am accustomed to.

██████████ has gotten away with things that never should have happened.

Visiting the buildings, different programs on a more regular basis.

We are a big district but it would be great if central office staff would be more visible in buildings. Make the rounds. Coaches could be present more in buildings by modeling good tier one practices.

We are failing our students

We have added a strong ██████████ this year. There is a leadership and significant level of educational knowledge difference between our ██████████ Our ██████████ listens, thinks through decisions without impulsively acting, and offers practical guidance based on her previous experience as a teacher. Our ██████████ lacks leadership skills for guiding the policies, curriculum, and teacher evaluations in the building. Our Special Ed director exhibits wisdom and leadership, but is less accessible due to the size of our district. It would be helpful if central office leadership would share district special education initiatives directly with the general ed staff and provide them with specific PD for working with students with special needs.

We recently had a shift to our supervisor role and I feel there are still many areas to improve. We should work towards setting definitive job roles and creating a routine that better allows us to structure the children's day and reduce ambiguity

While I appreciate the efforts of some school board members to prioritize the needs of all students in the district, I am concerned about the influence of a vocal minority who seem more interested in pushing their own agendas rather than considering what is best for every child. That being said, I am hopeful that the board will continue to listen to the majority of parents, teachers, staff, and students and make decisions that benefit all students, even if that means going against the wishes of a small but loud group of parents.

Additional comments on Student Achievement and Learning

Q. Additional comments about Student Achievement and Learning?

More frequently mentioned unaided comments about Student Achievement and Learning include:

- ❖ Teachers are frustrated by students who continue to exhibit inappropriate behavior without consequences.
- ❖ Some teachers note that PBIS is essential, while some feel students don't take PBIS seriously.
- ❖ Too many students in their classrooms, especially with more students demonstrating inappropriate behaviors.
- ❖ More support for students struggling academically, especially reading and math support, as they take too much of the teacher's attention on the other students in the classroom.
- ❖ More challenges for academically advanced students
- ❖ More social workers are needed to assist troubled students, and more paraprofessionals are needed to assist students with individual attention who are either struggling academically or are academically accelerated.
- ❖ More attention to life skills and career pathways at both the middle and high school levels.
- ❖ There is some skepticism about the value and relevancy of Skills4Success.
- ❖ The absence of air conditioning in some buildings makes for a difficult learning environment in the hotter months at the beginning and end of the school year.

Teachers (n = 137)

Academics are extremely important, but for a good sized group of students, we need more mental health (SEL) supports and opportunities for alternate graduation paths. Teacher supporting students via Resource also need teachers to be consistent with content and assessments.

Advanced learners- lack of enrichment opportunities Teachers are not provided appropriate resources to support students with SIGNIFICANT social, behavioral and emotional issues. I currently have EI and ASD students in my classroom and do not have any extra training or resources provided. I would love to have more teacher training provided for working with these students. We should have an ASD consultant available in our district for all buildings. EL support- lacking, very minimal, need more staffing to provide more support.

Again, we need more people to help. It feels like we are so top-heavy in this district. We have instructional coaches, reading coaches, all kinds of "leadership" positions that don't actually work with students! WE NEED MORE BODIES TO HELP WITH STUDENTS, not more people telling us how to do our jobs better. We can't challenge the high-flyers or even the average students because so much time and energy is spent on 911 things that happen daily. :(We can't remove students from our classrooms when these students start acting out but we expect the other students to just ignore chairs being thrown and screaming.... and also not to be traumatized by this... all while we're trying to teach.

All buildings need air conditioning. People are often shocked when I share my workplace does not have AC, yet still contains 30 students who oftentimes have just come from gym class. I wish we had reading and math intervention professionals to help students who have fallen behind in those areas.

Although I believe the vast majority of teachers refer often to standards, utilize formative assessments, and analyze student data to guide decision making as they teach their students, I know of specific examples of teachers who have chosen not to follow the pacing guides or standards to which they are bound. This is frustrating to see, as I believe that this should be the gold standard of our teaching. In both of the cases I can cite as examples, the teacher was spoken to directly by team leaders, and/or administrators/coaches were contacted. No action was taken.

Another frustration as a teacher is the use of the Lucy Caulkins Reading and Writing curriculum. It doesn't lend itself to integration across the curriculum. I was able to make much better use of my teaching time when I was able to incorporate Social Studies into my ELA curriculum. I know what my ELA/Social Studies state standards are, and I feel very confined to this many minutes for Reading and this many minutes for Writing, which leaves very little time to teach Social Studies, which my students are tested on in the spring. They are frustrated when they have questions that they are unable to answer because they were not given the opportunity to learn about them. Now, between students who are pulled out for intervention and resource support, I am lucky if I have 15 minutes to teach Social Studies every day.

Are the Skills4Success scores we enter in Powerschool EVER actually used by anyone outside of our school, as was the original intent? They're all good goals to aspire to, but do the numbers we enter into the gradebook ever actually matter?

As a parent, I am disappointed with the number of advanced opportunities for middle school kids to be pushed academically. At the high school I am worried about grade inflation. The number of students who have 4.0 is amazing. However, I don't think we are doing enough to challenge the top end students. This should begin more at the middle school. Students should be able to take advanced classes at the middle school and it should be more difficult for students to get As in classes at the high school.

At the middle school level, we need higher-level ELA and math classes for kids. I have some students who are so bored. At the MS level, it seems like teachers, paraprofessionals, etc have no choice but to chase kids around for work. Our class sizes are too big to deal with all of the needs. There are so many apathetic kids and if kids are absent, the majority do not check in or look at Google Classroom : (. I will spend so much time gathering work etc. for student suspensions, sickness and so on, the student will come back with nothing done. I think we try hard to support kids emotionally and socially, but it is also hard to know how involved a teacher can get. There is not enough time in the day to communicate all of the needs. I think we try to help the parents that are willing to be respectful, but there are more and more parents who don't get back to you or are not very nice. PBIS has helped somewhat but I do think that it is a lot for one person and admin needs to make sure to communicate well with the PBIS specialist/security guards etc. I think reading specialists need to come back!! They were cut during the recession, and I definitely see the need for reading specialists. The high school does an excellent job servicing kids who are advanced/gifted once they are in AP classes. But, often that isn't until 10th grade at the earliest. I've never understood why East Kentwood has a gifted and talented specialist, but HPS has never had one. Our classrooms are so small for the numbers of kids in our rooms. Kids have short attention spans, and the space we are given is difficult for kids to move about and do kinesthetic learning. It's hard to have kids out in the hallway b/c there are so many issues with vaping/bullying. I teach two subjects, and I don't have room for learning targets on my white boards with space for me to use the white board as well. It's frustrating.

Being that we are starting halfway into August, it is extremely hard to say that our facilities are adequate for learning and teaching when the temperature is nearly as hot inside as it is outside. A portion of our time the first hot weeks is spent cooling down, and teachers are expected to provide our own fans to cool themselves and students down. Those fans also bring the noise level of the room up making it detrimental to learning. Technology in the classrooms, such as microphones, are not up to date and don't get used because they're run down or broken.

Class sizes are an issue. With a cap of 32, there is not enough physical space in my classroom for students to safely and effectively learn the content, especially if I have special education students with links added in as well. We make it work, but there is room for improvement.

Class sizes could be more equitable across the district. Some buildings have huge classes, and others have small classes.

Elective classes are overloaded at the middle school. 30 students in a class meant for building and using tools is not safe or fair. I do not feel that I have any training to help for students for whom English is their second language. Our emphasis is on math and reading, which I understand, but as a science teacher, it feels that my subject is not important. Students come to us in the middle school with very little science experience.

Emotional and behavioral issues I would put in the middle, but that was not an option. The staff works hard with students with emotional and behavioral issues to help them be more successful with what we currently have. We would benefit from more resources focused on that area.

Facilities are not adequate in the warm months when there are three fans blowing but everyone still has pink cheeks and sweat dripping down their faces when just sitting still.

First, this is a very good set of questions. These are exactly the kind of questions I think we need to dig into as a staff as departments more often and more deeply. It is hard for me to answer because we don't have enough collaborative time for me to really have a sense of what is happening in other people's classrooms. Secondly, in terms of PBIS, I don't think I have enough knowledge about what does happen in our buildings to answer the questions about those. Thirdly, I think we need a lot more put in place to help struggling students, especially with reading. The return of guided academics to the high school has been really good and has made all the difference for several students. I think we could even expand it. I also think we need more direct teaching of study skills implemented into our curriculums. And as we come out of the Covid world, we need to have more expectations and accountability for students. I have also really been trying to help students with empathy and self-awareness, but I don't really know what else goes on in the school to those ends. Also, when I have had EL Learners in class, it has been really hard to support them. We need more people and more qualifications for staff in that dept.

For most children, HPS is a great place to be educated. We have loving and caring teachers and staff. The problem comes when those children that do NOT qualify for special ed or resources because they are "too low in all subjects and have no strengths" do not get additional resource or assistance. We tend to overlook them and just "do the best we can". Also, I feel that HPS teachers should NOT be teaching PBIS or SEL because we are not QUALIFIED to teach/educate in these areas. This should be done professionally and HPS should look at putting more resource money into having degreed staff that specializes in counseling. The majority of elementary teachers already have the skills to help "socialize" students in everyday situations but this needs to be done in the moment. The RULER lessons don't seem to transfer over in time of need. If we continued the program for those not at Tier 1, it would make more sense.

For most of the answers for which I disagreed, it was because I think that they WOULD benefit from these things, but they aren't being used...

For the most part, our buildings are adequate for learning. However, with HPS starting earlier each year, it is becoming increasingly hard in the fall and spring with the temperatures and no air in some of the buildings. It is increasingly hard for students to stay focused on learning when buildings are so hot inside. I saw this first hand when I taught summer school this past summer. We were in an air conditioned building and it was amazing how focused the students were on learning because they were comfortable. I teach in a building where there is no air and I know that this would have looked much different if we were in that building. Each fall and spring, it is very hard for the students to focus on learning when there is no relief in the building from the heat of the day.

Given the change in the demographics of students in our building, we need more SEL training and trauma informed training. The one time trauma informed training was great but disappeared.

Good thing we have RULER to help all our students. Anyone that wants to drop it really should take a look in the mirror at what kind of a person they are.

Having a cap of 26 students is way too many for Kindergarten. It should be the same cap as PreK (20) since they are the same age children (especially with all the behavior needs we see in children today). Our district needs to bring back the teachers for gifted and talented kids who need a challenge. We used to have these programs many years ago. We should bring back support for struggling readers with reading teachers, too. South is fortunate to have a parapro who helps small groups of readers, but I know not all buildings have that. Many parents don't seem to support homework at home anymore and some have told us they "don't have time for that" with elementary students. Our PBIS program and specialists have been an amazing addition and we need to keep ONE PBIS specialist per building. It works so much better when they don't have to share buildings and are gone often when needed the most. Those students with difficult behaviors respond better to someone they truly know and can trust. It's best to have that consistency.

Homework load is too much for most kids and families, kids with high needs don't get support right away and data has to be collected first even when there is obvious problems. This is not what is best for the students or staff. There is not enough teachers or support staff to help those that have academic and or behavior challenges.

HPS has prioritized implementing systems and programs that support students' emotional growth...I do think that we have definitely done that but I haven't seen a positive result of this multi-year project. I do think that this can be valuable for a small number of students but I don't think that this should be used as a one size fits all type of program. The students who are really in need of this kind of support need more than what the recent programs can provide. I don't mean that we should be spending MORE time on lessons, but they should be counseled by staff that are providing individual sessions and are qualified to be giving emotional development lessons. Reading a picture book about feeling frustrated and taking deep breaths to calm down is not an appropriate catch-all for a student who demonstrates explosive and dangerous behaviors. Getting these students the support they need is so difficult that it is wearing teachers and support staff out. It also has been my experience that teacher and support staff are spending the majority of their time with these students and these new systems are not lessening the time needed to be spent with these students. I used to be able to have support staff help kids if they were struggling academically but didn't qualify for resource support, but now most of our support staff are not available to use their time at school to work with those students.

Hudsonville values inclusion of all students over all else at times and not always for the best interest of that student or for the learning of others around them. Special education staff are understaffed and have too high of caseloads with too big of a range of abilities, needs and ages within one room making it impossible for the teachers to adequately meet the needs of all.

I believe students should learn Spanish from kindergarten. Bilingualism would open up astronomically more opportunities for our students.

I believe that high school foreign language should NOT be in the middle school. There should be more opportunities for 7/8 students to explore classes, even culture classes, so they know what language they wanna do in the high school. They are not mature enough for a high school credited class. Keep high school classes in high school. This would open up more opportunities for middle school students to take more electives. This goes with our SOAR goals.

I believe there is a lot more students need to learning about everyday life, not just common core standards. Skills4Success at the high school is not meaningful to students and has been glitched and not calculated in PowerSchool correctly for 2 years. Teachers in certain subjects are not giving the common assessment. The assessments are different and therefore give some students advantages or disadvantages over others.

I don't feel like my kids are prepared in writing, punctuation, grammar, or spelling. I think the Lucy Calkins writing units are all about ideas but the mechanics of writing are not taught. Kids are behind in writing : (.

I don't think all students are prepared when starting 9th grade. I feel some classes are working well together in a shared way with tests and units, but not all are working together.

I don't think that anybody looks at Skills4Success. It's a waste of teacher's time.

I feel as though our building PBIS is struggling to meet the needs of our students this year.

I feel like Hudsonville might benefit by having an alternative learning center for students versus just putting them online. I also feel like more could be done to meet the social and emotional needs of all students! As a staff we might also benefit from some training in D.E.I.

I feel like PBIS negatively affects student's development. Students with significant problems with disruption and violence are rarely given consequences for their actions. In fact, it seems efforts are made to remove even natural consequences from negative behaviors. Students express feelings about being not safe around these students who are causing problems and those children are ignored while the students causing problems are often rewarded for their behaviors. We also see more copycat behaviors because they know there won't be consequences. Honestly, I feel like PBIS creates and reinforces a dangerous environment for our students, including those students with significant problems.

I feel like the community as a whole have lost respect for teachers and school. Parents often get mad when students are not caught up in school but allow their students to stay home for silly things or pull them out for vacation at random times, this then causes the teacher to have to bend over backwards to get students up to speed. There are so many demands on teachers these days and different accommodations they need to do for each student I think there should be smaller classroom sizes in order for teachers to effectively do their job in the amount of time they are paid to do their work. I often feel like I know what I can do to help a student but feel like I don't have enough time to make it happen.

I feel like there is a lack of accountability in terms of academics. With the current grading policy, students are able to turn in assignments well past their due dates. For example, students are allowed to turn in practice assignments even after the test has passed. This is teaching students to disregard due dates, thus not allowing them to learn to meet deadlines and accept responsibilities. In terms of performance and practice grades, I feel like this needs to be relooked. If a student has high anxiety with tests, one bad test grade could hurt their overall quarter grade since performance grades count for 80%. I understand that there is literature that supports this decision, but there is also literature out there that suggests the performance percentage should be lower than 80%. In terms of reading and writing, there is not an elective or additional class that students can take to improve these skills. Instead, since Social Studies closely aligns with English, they encourage Social Studies teachers to teach these areas. Social Studies teachers did not go to school to learn strategies to help these areas. If there is a math or science support elective classes, there should also be one offered for writing and reading.

I feel like we focus so much on the 10% of students who are having behaviorally issues or students who don't show effort, then assisting the other 90% students who come to class focused and ready to go. Additionally, I would benefit from receiving additional training on how to better support the students who grasp information quicker than others.

I feel strongly that PBIS has had a huge negative impact on our students and staff. I feel teachers automatically and naturally give positive reinforcement to their students all day long. With PBIS, the line between right and wrong has been blurred for the students. Poor behavior is not frowned upon or given any consequence. Therefore, students forget the proper way to behave. Since the negative behavior is not given a consequence, it just gets repeated over and over. Many times it leads to the next offense often getting bigger. The improper behavior has now become the norm. Our PBIS specialist gives out points and stickers to students who don't deserve them. Their behavior is terrible. They are running and yelling down the hall with their point sheet in hand to her office. They come back to their classroom with their "treasure" and the other students are clearly upset by this. The message is clear to students and staff - if you act badly, you get rewarded. Teachers are now having to deal with this never-ending cycle. This needs to end.

I feel that we try our best to meet student needs but do not have enough sustainable resources for students who are significantly lower but not CI. We can not consistently pour ourselves into one student with a 70 IQ when we have 30 other students who deserve support. We try our best but often run out of options and kids still fail

I feel the lack of consequences for poor student behavior has changed our school climate 101%. The kids run the school. We continue to be told by our PBIS specialist that we need to build relationships with our students and that will change their behavior. Really? It's April. We have been working hard all year long on building relationships, especially with the "harder" kids. The behaviors continue to be out of control. We have gone from a school where staff supported each other in all disciplinary matters, where now staff question a colleague supervising recess duty who gave their student a consequence for throwing a rock at another student. Throwing a rock is not safe! There needs to be a consequence for this. PBIS has brought staff morale down greatly. If a student doesn't want to do work they scream, hide under their desk, fake being sick, etc. Assistance is called for on the walkie-talkie. The PBIS specialist comes and gets the student. They get to go play games, get a snack from the office, etc., and come back 30 minutes later with a smirk on their face because they got exactly what they wanted - to get out of class and not have to do any work. The message is sent loud and clear to all the students in the room, be bad and you get good things. Our students can 101% rattle off the SOAR expectations. SOAR is a great thing! The students know what is expected of them. But when they don't follow these expectations, there are no consequences. We are failing our students by not teaching them how things are going to be for them in the real world.

I have been seeing a trend with inclusion that brings some students that cause constant distractions and bring physical, emotion, and verbal distress into the classroom. I feel this is not right. It might be helpful for the individual student but it is harmful to the class. When a classroom of 3rd graders needs to be evacuated because of one student turning over desks and swearing at the teacher...how could we expect the students to come back into the classroom to learn anything for the next week. It causes long term uneasiness about the safety and stability of the classroom environment. Inclusion in this way hinders the learning of the majority of students and puts an unbelievable amount of stress on a teacher. Please rethink this policy to account for all of the other students.

I love the idea of STEAM at the secondary level after seeing the success at the elementary schools! We need to bring science back into grades K-3 because research shows that students need content level knowledge to be successful readers and writers. Going to STEAM once every four days is not a replacement for classroom science instruction.

I only have the view of my one area of discipline for 3 months, so I don't feel like I have enough experience or knowledge to answer a lot of these questions effectively. However, the work my cooperating teacher does is way more than what one person should have to handle (which is why I wrote disagree for 91- we have so many students and there should be another teacher in our class). This is not at all to say that my cooperating teacher is doing a bad job- but he should have someone else to be the most effective for the number of students in the program.

I think a lot of attention and resources are given to the bottom performing population and not enough on the middle/high performing population.

I think HPS could benefit from more trauma-informed practices and SEL.

I think Hudsonville does a lot of things very well. I also think we have knowledgeable staff working to help struggling students; however, emotional needs of students seem to have increased significantly, and we haven't been able to meet that need. Again, not anyone's fault, I think that people are trying their best...there just isn't enough support in this area.

I think it's very important to keep SEL in the classroom, especially at the elementary levels.

I think teaching SEL through real life experiences is more effective than only worksheets. SEL hasn't really been implemented well at the secondary level.

I think we are falling behind in technology. I think there is a lot out there that we are not utilizing and we need more PD on how to use what we have. Not just 20 minutes of PD with no follow up.

I think we need to move forward as a district to empower students who are not college bound and do a better job of partnering with the community to develop relationships and show and train students to be successful in our community with out a college degree. Businesses in the surrounding area are struggling to find good reliable employees and if we can partner with them I am sure they are willing to work along side us and with us to set up students with jobs and careers that do not require a college degree.

I want to praise Sarah Woodring for all of her help with technology at the elementary level. She is supportive and responsive!

I would love to see Hudsonville adopt a curriculum that supports the science of reading (ex. Orton Gillingham) for tier 1 instruction. As a special education teacher, we are not provided with curriculum and intervention programs to provide instruction for our students with unique learning needs who are multiple levels below grade level.

If we only taught the Units of Study without supplementing, we would not teach all of the common core state standard. There are many missing. My team used a list of standards and a highlighter to cross off what we taught, then we had to go back and supplement a whole lot in order for our students to have learned all of the standards expected of them. This is a huge problem. Our assessments for elementary are terrible. Fountas and Pinnell testing wastes weeks of instruction and yields very little information. We need a major overhaul here. Our social studies assessments are awful or even missing for some units.

In my opinion, PBIS is not holding students accountable for their poor choices. There are very little consequences anymore and I have not seen any "eye-opening" changes here at this school. Cutting 65% of P.E. classes at this school is not in these kids' best interest. The most popular elective getting cut 65% (29 sections this year going down to 10 sections next year) in a school of over 650 kids doesn't make any sense.

In my opinion, we need to focus more on life skills: communication and collaboration, acceptance and empathy, and hold kids more accountable, in order to better prepare them for the world outside of West Michigan... college or work - wherever they are headed.

In order to provide an adequate learning environment, the high school main campus needs air conditioning and a "makeover." Most walls are blank, white, cinder blocks. It depresses everyone inside. Academic standards are lower than low. Students run rampant through the halls using inappropriate language, dressing in hoods, hats, and lazy attire. There is no reading culture. Most students attempt to blend in and do the bare minimum. Courses offered are mainly stuck in the past or focused on SAT prep, not focused on real-world skills.

It can be difficult to help struggling learners in both reading and math with limited support in our classrooms. Without the support of trained para-pros, it can be hard to find the time to be able to support students who are struggling. As teachers, this seems to be an area that we feel we could use extra help in.

It is often difficult for students who are struggling with tier 1 curriculum to get extra help outside of the interventions that the classroom teacher is implementing. RTI meetings are often not helpful or purposeful and students cannot get MTSS / tutoring help if they are not coded as 11t. We have a great resource for added intervention with our MTSS teacher but she only meets with students 25% of her day and can only meet with 11t students. This is a huge frustration this year. What is the goal of the other 75% of the MTSS day? My understanding was that this person would be creating a library of interventions for us to use to meet the needs of our struggling learners for years to come. Maybe I misunderstood the purpose. Our RTI meetings have not changed this year and we still do not seem to have a variety of intervention resources. There is a lot of room for growth for this position next year. It is not the person's fault who is in this position. The position does not seem to be set up correctly or the role is not clearly understood by anyone. My students who do have IEPs are not meeting with their special education providers consistently. We have more adults than ever before in our building, but ELL teachers and special education providers are stretched thinner than ever and are not able to keep up with their caseloads. There are students with IEPs whose needs are not being met appropriately.

It is very hard to get social work support for students with high social and emotional needs. If it weren't for our PBIS staff, there would be support for our tier one and tier two students. Our building is also very creative in finding ways to support at-risk learners without an IEP, however, there isn't a procedure or district system in place to support these learners.

It seems like elementary schools do intervention great and secondary schools do acceleration and enrichment well. Our MTSS coordinators are doing a fantastic job of making changes to how we do things to make them better.

It would be helpful to have additional resources for students who are below or above grade level. We are using our own money to find/purchase resources that may help students that are struggling or achieving more than expected. The implementation of an MTSS staff member has helped IMMENSELY in this area this school year at Forest Grove.

Kind of going backwards with the questions in the segment, I do think we naturally focus on skills for success, which is great, but this is skills for success ratings that we give kids are kind of thought of as a joke. No one believes that those scores truly matter-- there are no real stakes. Also, I don't think learning styles are really thought of to be a thing in modern research and best practices. But I do think we differentiate to different modalities and preferences.

Lack of a reading program for struggling students continues to be an issue. Students do not come to upper grades with strong study skills - many do not complete homework. Class numbers are very high - research shows smaller class sizes are the most effective learning environment, however, there are not enough places to put students, especially in elective classes.

Many families place time emphasis on extracurricular activities and do not leave time for homework or studying. Students believe that they are overwhelmed with homework, even if they are only being asked to complete twenty minutes of work outside of school. They believe that all schoolwork should happen at school. The middle school elective options NEED to be expanded. Many students take the same offerings repeatedly. This often places kids in classes that they do not enjoy and caused behavior issues for the teacher and distractions for the students who truly want to be in the class. Additionally, students need options that allow for movement and for their brains to be challenged to think differently. During a 6th grade PBL unit, multiple groups of students considered this topic and met with administration to offer suggestions for the future. I do not see students much after middle school, however, from talking to people in the community and from some research that I have done, in general, high school students are in need of stronger reading skills, financial basics, and relational skills. They do not seem to have a sense of urgency that is often necessary as they continue in life. Additionally, I think that we need to stop pushing college on every kid. Let's offer more options for kids who like to work with their hands, be creative, or otherwise do not fit the box of college.

Most students aren't aware of skills4success or do not value those scores.

MTSS is not enhancing our students academically because most MTSS interventionists spend majority of their time analyzing data, being apart of meetings/CST and NOT servicing students. In other districts, the MTSS position services students for 80% of their day and 20% of their day is dedicated to analyzing data, preparing for meetings, etc. Teachers need a reading specialist in each individual building to help the bottom 30% in their classrooms. This should not be done by a para professional, but someone who is highly trained and effective. We need to give our struggling students more EFFECTIVE support in reading and math - not a para pro!!!

MTSS this year had been amazing for improving our practices and intervention with data informed practices.

My current student with an IEP is not being taken care of as he should. The needs he has are of a kindergartener but the "ranking" of SPED kids at JL continues to kick my student out. He is at a beginning kindergarten level in reading and only get 15 minutes a day of reading support. Less than the minimum. It's sad. PBIS person does not support students who need extra support, it's classroom teachers. We really need a school counselor. We've heard too much last year and this year "we don't know how to help". We need people in positions to know how to help or at least say they can search for help and answers.

My [REDACTED] is in [REDACTED] at [REDACTED]. This year, it does not appear [REDACTED] got the extensions and challenges in math she should have. [REDACTED] scored advanced in both ELA and math on the MSTEP last year, and the year before. However, I was told by her teacher [REDACTED], "Other students will catch up to her," at parent teacher conferences. As a parent, and former middle school math teacher, this did not sit well with me. As I believe a student that is on an advanced path in any subject should instead be pushed to the next zone of proximal development and challenged. Not dismissed and seemingly cast aside. This teacher also took 3 weeks to respond to my multiple emails asking what challenges were being offered to [REDACTED] or if there was something I could support her with at home in math. I was flabbergasted. She only responded to my third email after I CC'd [REDACTED] homeroom teacher, [REDACTED]. At this point I am still unsure if [REDACTED] ever received any extensions or advanced intervention group work this year. And if she wasn't, I would like to know [REDACTED] reasoning. As from past experience, advanced math groups are determined at the beginning of the year by standardized test scores, NWEA, etc. in which my daughter was placed in the advanced category. I am extremely not satisfied as a parent in this situation.

My observations have led me to think that Hudsonville does a better job at preparing students who are advanced or who perform well naturally, than it does working with students who don't require special education services, but who are still struggling. These students fall through the cracks because there isn't a already design "place" for them to fit into. I know that we use MTSS, but when these students also have challenging behaviors and lives that are riddled with trauma, MRSS just isn't enough. Also, I have heard that [REDACTED] is not allowed to have posters relating to emotional check-ins because this was somehow tied to Critical Race Theory. I do not know if this is true or not, but if it is, that is highly concerning to me. I feel that while Hudsonville may prepare students for future academics and careers, that students leave lacking greater social awareness. Given how insular the community is, for school to also be a place where certain ideas can't be discussed out of fear of parents targeting teachers for "corrupting" their kids, means that students will leave Hudsonville not knowing how to tackle the complex and nuanced socio-political issues going on in society.

Need more life skills type of classes - preparing taxes, budgeting, writing a resume, living on your own, job expectations.

Need to start more career awareness and pathways at an earlier age. Talk about tech center and alternatives to college in middle school. Maybe have a field trip to Careerline?

Not all teachers follow the same guidelines and expectations for students. This creates unfair experiences for students who are taking the same classes, but with different teachers. Facilities are brand new for some schools, or areas of some schools, but are archaic in other areas (south end of high school, for example - where everything is broken, run-down, and dirty, PLUS lack of AC makes teaching and learning conditions miserable). Teachers reinforce SOAR behaviors, but shouldn't be taking time away from academics to teach these skills. Empathy and self-awareness should be taught by parents and only reinforced by school.

Not sure what SEL stands for.

Only some facilities are adequate for learning. We need updates to some of the older buildings to make them competitive with newer buildings being constructed. While our Special Education staff does the absolute best work they can with the resources they have, we have many students in gen ed settings who qualify for categorical programs but are not moving there. It inhibits their success to stay in a school that doesn't have all the resources necessary to meet their needs, and it also slows the learning of the peers in their classes to be constantly interrupted by major behavior incidents. The implementation of PBIS and SEL/RULER have allowed the elementary teaching staff to make huge strides in the right direction with students, and it is an effort that needs to see continued funding and support to see long term benefits. I can provide countless examples of times when my students have drawn from the skills they learned through PBIS and RULER to apply those skills in my classroom in an appropriate way that allows the students and their peers to continue learning and improve their experiences in the classroom. I am in full support of PBIS leaders and RULER.

Our buildings have some work. We need to take pride in them and use them to their best capabilities.

Our classes do not have adequate space for numbers, nor staffing support for them. There are so many different learners in our classrooms and it is overwhelming dealing with all of the struggles of students, different learning styles, and different ability levels all in the same classroom. We are doing great work but there simply are not enough hands doing the work to do everything we know is needed.

Parent's involvement is more like the parents telling the schools what to do and we do it. It is so wrong. If a child is being a bully and disrespectful to several other students and teachers they need to hold the parents accountable. Not give the child extra attention. Office Referrals have been all over the board. Some schools use them daily and send them home. Some do not use office referrals and some do them and just keep them for data. Does anything ever really get done when a referral goes home? The child continues the behavior and the teacher gets more complaint emails from parents after hours.

PBIS and SEL activities feel like an afterthought most times. They are stand alone lessons popped into classrooms every so often and feel like a box to check. For them to be effective they must be woven into the course of the day and the course of the school year.

PBIS and SEL are essential for our teaching. We need to keep this! It is extremely difficult to get low students the daily help they need. Tutoring is great, but only a few benefit from it.

PBIS and SEL work are essential for teachers and students. Before we had the RULER curriculum it wasn't that kids didn't have these same emotional needs they did and teachers were forced to ignore or support them the best we knew how. Now with PBIS and SEL we have ways to support these students and the resources that we need. PBIS specialists are vital to the success of students and teachers.

PBIS at the high school is difficult. Students are not buying in. What tutoring opportunities are available to high school students before and after school that are not requiring the teacher to come in extra early or stay late beyond contract time? A lot of kids struggle socially and emotionally, we need to be educated on ALL the options we can offer them.

PBIS has been a huge game changer. It is now essential. Please maintain the pbis teacher position! Smaller class sizes are ideal so that students can get the support they need. PK should have an all day para like Jenison does. More para support is needed for resource kids with behavioral and cognitive needs.

PBIS has had a negative effect on my students' behaviors.

PBIS is ESSENTIAL. Having a PBIS support person on staff has been a huge game changer for Bauer!!! This position needs to continue forever!!!!

Please hire a math consultant -- so many people in the curriculum office are ELA/reading experts. We do not have a resident math expert. Please consider adding air conditioning to un-airconditioned buildings. Without air conditioning, many buildings are not adequate for learning for the first 8 weeks and last 6 weeks of the school year. Consider adding back some sort of programming for advanced students.

Provide additional intervention opportunities for reading and math including a tier 3 reading and math interventionist.

Quality work is expected of all students. That part is true. However, there is not a good program for students that refuse to do work at all, let alone quality work. There is no program to help the intentional non-learners, or the students that intentionally decide not to do work, play on their computers, forget the essential tools needed for class (pencil, charged computer, homework, etc.). Teachers can invite them to extra help sessions, but students lack the drive to take them help or make changes. #62 Struggling students social and emotional needs are being met, but students that want to come to school to work hard, do quality work, and learn are not always being met. There are students in classes that are intentional non-learners that are distracting and sometimes even threatening to our good students. These students are allowed to be there even though they are taking away from the experience of students that love school and love learning. Teachers have to put in so much time and energy with non-intentional learners, that it takes away from the experience students that love school should get. #64 Students with Significant issues get so many chances. It does not feel like these students given appropriate discipline for the severity of some issues or the appropriate discipline for the amount of times that they continue to display Significant issues. We have students in classes that behaviorally don't belong in our classes. We have students in our classes that are disrespectful to staff and other students. To me this is the #1 problem for lower morale of staff right now. #65 There are students who need a one to one aide to be successful in school that have no aide with them. There is nowhere to send students that have Significant issues in class when they decide to have an outburst, or decide to be unkind to other students or staff. There is nowhere to send students that are making bad decisions and affecting the classroom environment. Most students think PBIS is a joke. They mock it and joke around about it. They see students that mock it and joke around about getting away with poor choices. I don't see PBIS as something that has positively affected behavior. I see poor behavior, bad choices, and disrespect on the rise. I don't feel PBIS has improved our schools. #71 We have a math class to help students with low math skills, however we don't have a reading class to help students with low reading skills. #89 Students get so many chances to retake/redo homework and quizzes. Students get so many chances to make poor choices. I don't think students learn that they are responsible for the choices they make because they can have second and third chances whenever they want them. Some students have learned to not do homework because it is only 10-20% of their grade. Some students have learned not to study for quizzes because if they do poorly, then they will get to retake it. So they hope they can do OK without studying. So I think these things are creating an environment where students don't need to be responsible for their actions.

Question: if a student fails 7th grade math, do they move on to 8th grade math? We have discussed in our math dept meetings that MS students do not need to retake math classes if they fail. At the HS level, students need to retake a math class.

Resources for students who struggle with behavior or academics could be improved. Students who qualify for special ed services are not always seen consistently. MTSS services should possibly be reconsidered in terms of increasing the time MTSS specialists work with students and making those services available to more students. Students who struggle don't necessarily fit the parameters for MTSS support. It feels like we've added lots of positions to help with behavior and academics but those positions don't have a direct impact on students. These positions provide suggestions to classroom teachers but leave the implementation to the classroom teachers whose plates are already full. Teachers need support for the actual implementation of academic and behavioral support.

See previous comments about students with high emotional needs. I appreciate our SOAR initiative but do not like the SEL program and the over use of rewards for students who make poor choices consistently that have been brought on by PBIS.

SEL and PBIS supports are essential in providing the resources and learning for students to academically achieve. Without these two things, students would struggle and teachers will get overloaded. An emotionally regulated student learns their best. Our SEL resources and PBIS team is amazing and effectively supports ALL students to achieve.

SEL should be more character-based.

Smaller class sizes results and so many positives, like I have previously stated, cutting a section of first graders as they move to second grade is not in the best interest for students or educators.

Some of the questions I cannot answer because I do not see the effectiveness - In other words I have no evidence to make my decision. I believe we need to hold kids more accountable for their actions with more consequences. I think students need a more structured situation rather than allowing them to do or act out when they "feel" a certain way. I'm not sure about PBIS because I don't have anything else to compare it. I think we should help kids reason rather than spend time within an emotional state. There is a great place for empathy, but then as we should do at some point - get on with our responsibilities. I'm not sure about families financial situations so I could not reply about how we do at supporting them. I do know that we try to help families who have less.

██████████ leadership at the top (administration) is a complete mess and it is not a secret in the district.

Students do not care about Skills4Success. Foreign language should be much more heavily required/respected, especially at early ages. Students come into high school barely able to write a sentence.

Teachers at the elementary level need additional and consistent resources for intervention that can be implemented within the classroom. The same applies for resources that will challenge students. I am spending time and money looking for these resources because our curriculum doesn't offer them.

Technology is a huge distraction to HS students. I use it only for certain things. Google classroom has made students less accountable for paying attention to the teacher. They don't listen for assignments, they just look at google classroom later. They have become reliant on technology instead of using it as a tool. The cell phones were put in the cell hotels, but they are now turning to the chromebooks for mindless games/anything where they can push buttons instead of focusing on classwork. They lack the self discipline to use them as a tool that they are designed to be. Lack administrative support when teachers don't follow through with applying curriculum consistently across different classes. Having trauma informed training doesn't help when we don't receive communication about trauma that students have experienced during T1 and we have them in class T2 (loss of a parent)etc. A student hit the absence rule because of counseling appointment that were happening via zoom during the school day to cope with the [REDACTED] and her teacher was telling her she would fail math if she didn't pass the exam. He had not been given the info about the reason for absences. Teachers can only use our data if we have time to look at it. It seems like there are always questions to answer, things to do during our team time and we don't have time to really delve into our data. I do feel like there is a disconnect when looking a data for each department. Teachers are not treated as if they are the experts in the room when discussing the data for their subject area. If an admin isn't certified in that area, they likely will not understand everything that each number represents. The teachers need to be treated as the experts. It is important to give credence to all of the variables affecting our current data. HS students are not experts, have no training, and their experiences have been affected by a pandemic and by Health department guidelines/orders/masks/remote learning/mandatory quarantines/etc.

The amount of academic and behavioral needs we have in the classroom has increased dramatically post-pandemic but the amount of support in the classroom (with large class sizes already) has not. Many teachers are overwhelmed by the extreme needs in our classrooms.

The atmosphere where all students can succeed starts with supporting our staff and making sure they are equipped for success. This will come better if Hudsonville Schools is effectively staffed in ALL programs. When programs/subjects/buildings have dollar signs stamped on foreheads and doors and are treated as such, student success and the learning atmosphere is diminished.

The board is doing its best to undermine the acceptance of students who do not fit the "traditional Hudsonville mold." I understand and agree with the goals of PBIS, but I would argue most staff and students think it's a joke/useless in its current form/implementation. We strive to teach and exemplify empathy, but Board Leadership, both through their actions and words undermine us at every turn. Students and parents should be held more accountable for attendance. We provide so many opportunities for retakes that many students fail to understand - second chances are not assured.

The number of students with "special needs/issues" continues to increase making it harder to teach a "full" class effectively.

The PBIS and MTHHS staff are making a big difference in supporting our struggling learners. I hope we keep these positions!! I see that students are now getting help rather than falling through the cracks. PBIS has helped but needs some further development at the secondary level. Covid really didn't help the roll out. There has to still be a bottom line of discipline in the building.

The PBIS team has done an amazing job, but they are not certified counselors. Bringing in counselors in addition to PBIS Specialists would let us truly address the needs of our students struggling with mental illness and big emotions. Our resource and EL departments seem very understaffed for their increasing caseloads. Class sizes also seem to be increasing and the number of students with learning needs is also on the increase with no extra support for teachers. The MTSS academic specialists have done a nice job of establishing common interventions, but what are we going to do when both MTSS and PBIS are gone after next year? I think a lot of teachers would like to see us move on from the Lucy Units of Study and the upper grades are lacking tools to close the learning gap created by a lack of robust phonics instruction. Our tutoring and summer school programs being limited to 11 kids prevents several others in need to be left behind. We also need extensions in place for our academically advanced students and not rely on Teachers Pay Teachers for resources.

The space for programming students with more intense needs is not well thought out. Changes and arrangements are made on a whim without teacher input.

The temperature in the un-airconditioned classrooms and construction noise makes learning challenging. It is really difficult for students to focus. More work needs to be done with helping students balance their HS schedule. I see many HS students struggling with mental health, balancing school, work sports, etc. Parents should be advised of the workload of AP courses. Other school districts, parents sign a permission slip allowing their child to take more than one AP course per year. Accurate counseling information about courses that students will have to retake at the college level if they are pre-med, etc should be communicated. Students are signing up for classes that they will have to take again not realizing it and then having unnecessary added stress in high school.

There is a first-grade class with 20 students. This has made this classroom manageable and the teacher is able to have a meaningful relationship with her students and handle most behavior and intervention needs on her own. Smaller class sizes are needed. 20 should be the max for K and 1, especially due to increased student needs, academically and emotionally.

There is very little equity among buildings. Our building does not have cupboard doors, the ceiling leaks, there are patched holes on counter, etc. The new buildings and additions have top of the line everything even what's not necessary, such as multiple TV's in the hallways at the high school.

There should be at least 2 full time social workers at the high school if we are serious about helping our student's emotional needs and improving mental health. Not having AC in the building is really hard on hot days. Students are overheated and too hot to be able to listen to instructions. In addition, I just found out that we have a behavior coach and I'm a special education teacher. I should have known about this behavior coach last year right when I started. This behavior coach could have been very helpful with our harder students.

There was a lot of questions that I do not have enough information on to accurately say I agree or disagree with the statement.

These statements are all too broad for me to comment on.

This has been one of the most challenging years of my teaching career. I am feeling very frustrated with the lack of consequences for student behaviors. My students don't care about learning, and parent involvement this year has been a challenge as well. The parents that are involved are amazing. It's the challenging students and their parents who are uninvolved or talk the talk, but don't follow through at home that have added to these difficulties. The Ruler curriculum has not been well received by my students. Those who are "trauma" kids are not willing to think about their feelings. So trying to teach them empathy, consideration, and all of the other words that are part of the curriculum has been a waste of time. I have so many curriculum expectations, an MSTEP to prep for, and kids who are constantly misbehaving and taking away from our academic time. I have never felt so far behind in my curriculum as I am this year. If I wasn't already seeking professional counseling for anxiety and stress, this would push me over the edge.

TOO MANY SIGNIFICANT BEHAVIORS ARE PRESENT IN THE GEN. ED.

CLASSROOM. More special ed. services needed. Violent behaviors are interfering with gen ed. students education. Gen. Ed. teachers not trained, certified to teach/handle special ed. students with significant emotional behaviors. LRE and inclusion needs to be reevaluated at for the education of ALL students. We need Gifted and Talented to come back for those well-advanced elementary students. Middle school electives have got to stop favoring MUSIC. Not all kids want nor should be forced to pursue MUSIC. We need more PE classes and other choices that don't force kids to repeat electives.

Tutoring is not offered for foreign languages at the high school and most students take a minimum of 2 years. This needs to be acknowledged as an area students need help in.

Very different among buildings as far as facilities that encourage small group learning

We are now seeing the effects of students who cannot really read due to the decision to cut reading at the elementary level in the previous administration. We absolutely need actual **READING** teachers (not paraprofessionals) at the elementary level to help bridge the gaps. Everything depends on this. I can also see a very large gap in **MATH** between students as well. **STEM** is nice but honestly you cannot do **STEM** if you cannot read and do math. Thank God my kids went through when we had the reading program at **HPS**. They are successful adults today because of the extra hour a day in elementary school.

We cannot effectively support students in literacy with our current **ELA** curriculum. Research does not support the use of Units of Study, and it is beyond time for it to go. When we do not have quality tier 1 curriculum for students, how do we even touch tier 2 or 3? I am increasingly frustrated with our district in this area. Units of Study needs to be gone. We need a new **ELA** curriculum that is based on science and research. We are making it so hard on teachers right now, and when we are doing to students is a tragedy. 2. We have no gifted and talented programs to offer students. And it is 100% not fair at all to expect elementary teachers to create something for our gifted students. We already have to plan for every minute of a 7 hour day, 5 days a week, plus our intervention groups for our support staff. Adding on planning for gifted students is not possible. But it is such a shame that these students are not being pushed to their fullest potential. 3. Some schools are adequate for learning, some are not. [REDACTED] is WAY too crowded. What is happening in our library on a daily basis would not fly at any other school - we have classes in checking out books, at the same time it is a workroom with a copier, laminator, paper cutters, book binding, ellison machine, etc. As well as our only space for interventions, **ELL** supports, kids hope mentors, etc. It is ridiculous. We will gain one classroom next year with 5th grade moving out, and there is talk of adding a **PreK** section. We do not have room! We need a space for a workroom and for interventions. We have 2 resource teachers sharing a space, which they get their own space in some other schools. I really wish [REDACTED] could be treated more equitably in our district. 4, Our **PBIS** specialist is **AMAZING**. I cannot imagine not having her in our building. The addition of **MTSS** positions was great, but asking them to dive into all 6 grade levels, in reading and math, at all tiers, is way too much. We should have started with only **K-2**, and then slowly added on. It was unfair to expect everyone to dive in like this. 5. Last school year it felt like we were moving in the right direction with literacy. This year I am totally confused and feel like we are all over the place. I wish we felt supported by our literacy coach rather than judged.

We cater to the low and let the top high achievers figure it out for themselves.

We currently do not have alternate pathways to graduation..... but **WE NEED ONE!!!**

We do as much as we possibly can but addressing **ALL** of these items every day in class is overwhelming. It is necessary but finding the time to address everything as it needs to, deal with behavior, teach curriculum, and plan within my paid hours is nearly impossible.

We do not currently offer alternate paths to graduation. This is a disservice to many of our students. As a special education teacher with students labeled EI in my Resource class (with significant emotional needs), it still baffles me that we have a full time EI teacher who is not working with those students.

We do not have anything in place for our intentional non-learners. I have several students that sit in my class every day and literally do nothing. They do not take notes, read, or complete any work. I have students who have a zero percent. Not only do they, not complete work, but they are also disruptive. I have asked for help with these students many times and nothing has been offered in the way of help with these students. I guess it's okay for students just to sit there and do nothing.

We need a counselor, reading specialist who works directly with students (like we used to have), and gifted and talented teacher in all buildings. Air conditioning needs to be put in all buildings for best learning, teaching, and equality among all buildings. Class sizes in elementary should not exceed 20. Smaller class sizes are what is BESTS for all students!

We need a gifted and talented parapro or teacher in each building to help students and teachers of students who are gifted. Class sizes should be smaller to really meet the needs of all students.

We need more programming for gifted students, especially beginning at the elementary level. We also need true intervention programs so that teachers aren't spending their own money to supplement the lack of intervention programs the district provides.

We need social workers or more PBIS

We need to look at how we are assessing reading in kindergarten and align it with research and with what is developmentally appropriate for our students as we work to build a strong literacy foundation. We need to implement a common phonics inventory across the district that is based on a developmentally appropriate scope and sequence. Our assessments should be meaningful and should inform our instruction.

We seem to have abandoned so much of the DEIB and it is evident in the intolerance among our students. We do not have the training and resources available to help teachers/staff work to improve the discrimination and intolerance.

We still have too many kids falling through the cracks academically at the middle school level. Students are struggling to take responsibility for their own learning. We have some students who need a parapro or need help functioning in the classroom beyond Resource Class. PBIS is only effective if there are also consequences consistent expectations.

When looking at the brain science and research around how a child learns to read, we have a lot of work to do as a district. We have 3 cueing system curriculum and assessments. Teachers need assessments that will help identify struggling readers and target their needs. We need curriculum that is more targeted, explicit, and systematic. When conversations around shifting practices, they quickly get shut down. How open are we to leaning into the research and making sense of it as a district? What other points of research do we need to be looking at in addition to Nell Duke and the Literacy Essentials? In math, our curriculum is outdated as it connects to best practices for creating a robust community of mathematical thinkers. We are in a curriculum review, so it's great that we have a committee leaning into this work to help us make changes in this area.

While I believe much of this is true for HPS as a whole, I DO NOT think this is completely true at the [REDACTED]. The practices in several classrooms are not developmentally appropriate for [REDACTED] years. It does not feel like HPS as a district values the work being done at the [REDACTED].

While I think my students are being prepared for next year's curriculum, I don't think the curriculum of this year or next is vigorous at all. It does not meet the majority of the standards that the state of Michigan says we should be teaching. This is true of science standards.

While the high school is supposed to have common assessments, we do not. Certain departments are much better than others. But each year it is getting worse. This is a significant problem that needs to be addressed. Retake policies and procedures also need to be aligned and consistent. While this has been discussed.... what happens when people do not adhere to their department's policy. Where is the accountability? People continue to do it because nothing happens. The PBIS committee at the high school is trying their best but WE NEED, and deserve OUR OWN PBIS person.

With student needs on the increase, the teacher to student ratio is currently too high. Facilities need updating in many buildings to accommodate for the heat of August and September and starting school earlier than it has in year's past. Or the school year calendar needs tweaking.

With the exception of Special Ed students, Skills4Success is a complete waste of time for teachers. We fill it out on report cards, no one looks at it (or knows what it means). There is no value to it for students (nothing attached to a grade). We could get rid of it and I bet there would be very little notice of it even being gone. I know it is valuable for SPED students, so maybe we just do it for them.

Would love to see more resources for struggling students.

Other HPS Staff (n = 52)

Academically I feel as though our students do not care about their work and do not take pride in what they do. To my knowledge there are no supports in place to help students that need math and reading support. There are resource rooms and categorical rooms, but those are only for the students that qualify for these services. A lot of students that need tutoring cannot access tutoring because it is a bussing issue. I think it would be very beneficial to have a reading and math support specialist in our building. I think staff are doing the best they can with the students they are working with. It is also hard to teach sometimes, because there are so many negative behaviors in the classroom. Between the outbursts, racist/sexist comments, and disrespect towards staff and peers, I understand why it is difficult to teach the curriculum.

At the elementary and middle school level, there don't seem to be many opportunities for advanced students. At the elementary level, students can only guarantee tutoring for a price. Seem to be free opportunities at secondary.

At the high school we have not had a consistent system for tutoring. It is needed...TAAG has been a mess. Teachers have been willing to tutor but the funding has been challenging. Thank goodness for Andrea Twigg's support this year in math. Thank goodness for Guided Academics this year. We need a PBIS person in our building.....everyone is spread too thin to make sure that an initiative like this is launched well. I don't understand the disparity between the buildings....Forest Grove for example has their own PBIS, MTSS, etc. for what 400 students and the high school has 1 MTSS person for over 2000. We really don't have a systemic way to support students social and emotional needs. We could use more staff to do so. The Counseling Department would love to be doing more however with 450 students on a case load, we are spread super thin.

██████ is unable to provide adequate electives to our students in coming years. We have been required to do the same work with a whole lot less....some of this is necessary with the opening of the 5/6 building. Unfortunately, staying "staffing neutral" is going to cause significantly less elective options for our students.

Chinese is not sustainable. I don't know if you replace it with another language or just get rid of it altogether. We need SEL curriculum at the secondary level. We for sure need a reduction of overall credits approved by the board per principals discretion. We also need an alternative ed program at the secondary level.

Classroom sections/sizes are adjusted for financial reasons, not for what is best for students. Consideration for the population of that grade level and their needs are not priority.

Challenging Instructional Program and Academically Advanced: There are many students who could afford to be challenged more. The balance between time spent on below grade level students with students who perform above grade level is not equal or even nonexistent. It seems like all the advanced/challenge courses have been taken away from the K-8 levels. Relevant Classes: For many of our below grade level performers, some of the classes required are not real life expectations. Some students need to have the opportunity to learn life skills that are not being taught at home. It is difficult to teach certain educational topics to some children who haven't even learned coping mechanisms. HPS Supporting Parents: More workshops/education of parents needs to be done. If homework is expected, then the parents need to know how to support at home. They don't need to know how to do the "math" so to speak, but more or less how to help their student navigate the technologies that are provided to help student learning. If parents were educated on google classroom and power school, then they could encourage their student to check those means as teacher work so hard to include tutorials and other wonderful tools for success on their google classroom. ELL: There is such a gap in classroom learning and ELL Students. It is great that there is now an ELL class provided, but it would be very helpful if that class would walk alongside the other subject areas. Instead of giving different assignments in the ELL class, it would be helpful to integrate what is being taught in other classes into the ELL classroom. For example, Science and Social Studies/History have many different reading and writing response pieces that are very difficult. It would be very helpful to have ELL support with these pieces during class time and outside of the class. Homework Skills: There are not impactful consequences for incomplete homework. The only thing that is affected is the grade. In middle school, grades seem irrelevant and students move from one grade level to the next no matter what the letter grades are. There isn't any accountability for work avoidance.

District wide Gifted and Talented programming should be a priority for the students who qualify

Facilities: we need a plan for how we are going to update CURRENT buildings. These new buildings are beautiful and have state of the art everything, however your older buildings are getting new rooms (like a new Gym or additional classrooms) without any attention to the existing structures that are in DIRE need of updates. Fair and equitable (which is a very common response from central office and the board) also includes spaces. There is a massive gap between buildings in this regard. This year has proven that our teachers are hungry and willing to learn more to do better- especially with reading. I think our curriculum office isn't allowing our teachers to feel safe and comfortable to embrace this new learning. A lot of mixed messages and flat out downplaying of this new learning isn't serving anyone. I also think they have incorrect idea of how our staff feels about embracing this reading change. An overwhelming majority of our staff would love to see our ELA curriculum updated. Yet, there is no SAFE survey or avenue for them to voice this. (Instructional coaches coming into the buildings is not a safe avenue to voice this)

█ does not have adequate learning spaces for reading or other small groups. We build a new giant gym but do not listen to the staff when we suggest adding a couple conference rooms or learning areas. PBIS does not teach students to be responsible for their actions. On the contrary students are praised and rewarded for their negative behavior. Why would you want to do what everyone else does if you get to leave the classroom and come back with a prize. Behaviors have increased since starting this program. The vast majority of students are being overlooked with this program. Students no longer need to be everything SOAR is trying to teach and it is negatively impacting the rest of the students who don't always feel safe because behaviors are overlooked or rewarded. With █ in the buildings students should be getting support, but █ does not work well with others, especially Resource Room. Ideally, these 2 should be amazing together. However, █ thinks they know best and are not allowing RR to do what they are there for. █ does not listen to wisdom and advice from them. ALSO, several students are not in their best learning environment/class/building. This is hurting them and their classmates. Teachers are forced to help that child or are pulled from their hired job to help a student who should be placed elsewhere to thrive. When 4 staff are pulled from what they normally do to deal with a student 100s of kids are neglected. HPS has great programs for all students but we don't effectively use them. Also, SEL pulls students away from true academic learning. A Resource room student has to miss part of the reading help because it is time for SEL in which they listen to something about dealing with an issue that is already applied in the building. Writing skills are poor because too much is required for lower el. Students should not be writing a whole essay in 1st grade. They need instruction on spelling and sentences before writing multiple whole papers. When that is mastered we should move onto a good paragraph and then a whole paper. It should be progressive. Also. We should have tested students who have been out and actually placed them in appropriate grades and not just the one they left.

█ has way too many █ students in the now █ classes. It's a █ show over here every day. They should be split into 3 classes and the EI is REAL

■ has a brand new gym. However, there is not enough space to support all the reading groups and other small group learning within the building. We were not heard when planning on adding on to the building. We could benefit from more conference rooms or small learning spaces. Which was an ignored request. The ■ in the building do not work with others. They think only their way is best and have no respect for amazing Resource Room teachers and their position in the building or the teachers with years of wisdom. Those 2 areas should greatly benefit each other but instead the new now has importance over the other. This is disappointing. Behaviors have increased since PBIS has been implemented causing more stress and safety concerns for the staff and students. Certain students with special needs are allowed to stay in classrooms that are not the best learning environment for them. It not only causes them to struggle, it keeps the rest of the class from receiving the education Hudsonville brags about but isn't actually providing. I am not pleased as a parent for the trauma my gen ed student has received this year from a Special ed student who is perpetually violent and still around. ■ is even allowed in Woodworking ■ has access to Powertools! How is this a safe environment! after several attacks on children in the School! This is not ok. My child has emailed me in the day saying they can't forget about what happened and are scared they could be next just because ■ was on the same team! Too much emphasis is placed on persuasive writing skills in lower EL. Students are required to write whole papers without given the time to be taught and practice what a sentence is, then a paragraph. Instead a whole paper is expected which does not give time to learn a basic skill that could later make these essays possible. Also, kids are losing out on learning because they have to do SEL. I have a RR student who has to miss out on true reading help because it is time for SEL in which the students were shown how to handle a problem a way they already do. The amount of requirements required for teachers is hurting learning.

From my observations, I have not been impressed with special education services being offered to some of the students I work with. I also don't see a lot of my high students being challenged in some classrooms. We don't have a specific curriculum for these students at the level I teach.

Grade schools need a reading program again. It was removed and we are told to use a free program online. A comprehension reading program is needed!!!!

Hudsonville Public Schools more than adequately prepared my two children for college where they are thriving and earning the Dean's List each semester.

Hudsonville Public Schools provides appropriate resources for teachers to support students with SIGNIFICANT social, behavioral and emotional issues. - No, we are losing valuable, incredible teaching staff because they are not supported.

I agree that the staff at HPS try their best to teach empathy and self-awareness, but the community as a whole is not as receptive to that teaching practice. I feel like that hinders the ability for HPS to be successful in teaching empathy and self-awareness. I feel like the community is not aware of the impact of SEL can truly have and won't give it a chance.

I am seeing amazing teaching happening in kindergarten this year. These students will continue to grow and may be more prepared than students in the past. A large focus should be on what is happening in K classrooms at Lower and it should be shared throughout the district. They have put the time in to learn the latest research on how to teach reading and it is working. I have been amazed by these students abilities. Even students who came in with zero letters and sounds and now reading and writing fluently. This NEEDS to be recognized and shared.

I answered #68, #67 based upon how [REDACTED] works with students with special education needs - not main office

I believe given the requirements for teachers to get through and benchmarks students are expected to meet in a school year at least at the Elementary level, the cap size for classes needs to be re-evaluated. The demands on K - 5th is not like what it was even 5 years ago the increase in negative behaviors the past few years having a class size of 24 - 30 students negatively impacts ALL of the students.

I believe you may need a "don't know/unsure" option.

I do think I agree with all the above but am not working with students or parents enough to feel I can answer all the questions.

I don't see any point of the pbis. It is common sense that most kids already have. Science, history or foreign language could be taught at this time instead. Enough kids are excused from the pbis lessons those lost class time minutes add up.

I feel we have gone so far the opposite way with PBIS/SEL that kids try so hard to be different and stand out because they see the special attention and accommodations their friends are getting. We have zero dress code... I have seen girls wear lingerie, boys wear boobs, etc. I fear for my young children when they grow up to see there are no standards or discipline.

I have an autistic child in HPS. Despite being medically diagnosed as level 2, my child does not qualify for services. He spends up to 40-80% of class time stimming due to overstimulation. He just spins in circles. It is starting to effect his learning. It seems that staff may re-evaluate this during his IEP. I hope they intervene but in the past I have been told he does not count as autistic in the school system. It is important for schools to recognize and accommodate the needs of differently-abled students, as well as provide resources and support for their families.

I think the MTSS academic supports will become more effective over time and will benefit students and staff. As an MTSS specialist I see the need to provide more supports for students during the school day. So many parents are either unwilling or unable to provide transportation for before or after school tutoring that some students who could benefit are unable to attend. The high school has guided academics for students who need extra support and the middle schools could benefit from a similar course offering. On another note, BMS is showing its age and could use an update to furniture and common collaborative spaces.

Improve opportunities for middle school students to be successful by including more electives like WOODWORKING to develop skills not often taught/tested in school. Bring back and Improve opportunities for ACADEMICALLY ADVANCED students. Support the top not just the bottom tier.

In my opinion, the PBIS program is rewarding kids with behavior issues for behaving the way we expect all student to behave. I would like to see more elective options in both the middle and high school. My students struggle to find classes that peak their interest and have had to repeat electives multiple times (middle school).

In the last couple of years, I have noticed students really struggling with study skills. They expect teachers and staff to do more and more for them with out putting any effort in. Teachers have adapted by expecting less from the students and grading is much more lenient than in year's past. Expectations were much higher when my kids went through the system. To be fair, I see less parent support and more parents make excuses for their kids.

Inequity among buildings, from classroom space to storage to libraries to media centers to small group spaces...

It really depends on the combination of students in a classroom more than the size of the room. Some smaller classes, have multiple students who may need a lot of support between behaviors and academics. If there are lot of behavioral struggles that a teacher needs to take care of, it directly impacts the learning of the other students.

It's hard to assess the academic performance of ALL students. I would say that we need to do better with kids that are "bubble" students -- in other words, those who don't qualify for extra help, but who are not quite proficient. I think we need to work on engagement within our instruction -- many of our students are bored and we have teachers who use outdated instrutional methods. There is too much "sit and get."

MTSS staff is spread thin and can only service 11T. What about the other students that we need assistance with? How do we assist students that do not qualify for special ed and are significantly struggling in the classroom?

Our buildings would better serve students and teachers if they offered air conditioning.

Our curriculum is meant for the average to high achieving students. Our teachers are not always ready to take on struggling students. We need to do a better job of training the teacher on how to teach to the struggling student or student that is EL or Special Ed. We are still in the mindset that if a child is on someone else's case load then the general ed teacher doesn't need to intervene. We need to do better for these students.

Our teachers need time to dig into the standards of their grades. They need to have a deeper understanding of the core/foundational standards for their grade level. Most teachers see all standards as important but they don't know them as well as they should or why one is more important than the other.

PBIS has been a game changer at our building both as proactive and hands on. Having a full-time person in the building for the last 2 years has freed up our principal to be a principal and not strictly deal with behaviors all day. I have also seen the positive impact this has had on students who struggle at school and the positive change in behavior the added resource encourages. I have been working for HPS for 23 years and this position has been probably been the most valuable tool created.

Prior to this year, I would have stated that PBIS was a positive addition to our building. This year, however, that is not the case. The difference between this year and last year comes down to the difference in the background of the person in the PBIS role. It is difficult to be in that role when you do not have a background in servicing students with special needs.

Relevance is lacking in high school courses. Still very traditional and focused on memorization and regurgitation of information.

SPED behaviors are at an extreme, which is causing learning to be pushed aside. With proper support and help, SPED classrooms could focus more on learning rather than unsafe learning environments and extreme behaviors.

Teachers know about most of these concepts, but they do not have the TIME to collaborate effectively, which means they don't integrate instruction often. Teachers also see the data, but struggle to change old habits of making daily changes or planning interventions based on the data they see.

The higher rankings for social emotional learning sections are dependent on the continuation of the RULER curriculum.

The newer schools are providing alternate learning environments - which is awesome. However, the older schools need to be provided the funding to update the traditional classroom set ups to a more welcoming learning environment.

The pushback from the BOE and the rollback from the instruction office on some PBIS, DEIB, and SEL programming has left us lacking. Especially at the HS level. The addition of MTSS at the HS was a great addition, however, with around 2000 students, we need at least two MTSS people and truly dedicated PBIS-only staff. Right now, there is no formalized, in-house alternate way to a high school diploma. We have so many students who transfer out searching for that...

There are buildings where principals are not expecting teachers to teach the district curriculum.

There is not enough space to house instructional para's and other supports such as ELL, OT, PT, etc. in our building

There isn't any room for intervention groups.

We are on a positive track with PBIS, SEL and trauma-informed learning, but I am concerned the Board wants to take this in a different direction. Students' understanding and ability to utilize social and emotional related skills is just as important as reading, writing, and math. We have to continue this work!

We do not have gifted and talented at the elementary level. In some instances we give more attention to behaviors and kiddos that fall below the average in academics. Having said that, teachers are able to do their jobs so much better having PBIS and MTSS support and are probably able to help more with the academically advanced.

We have a lot of great facilities in our district, however, the ECC, one of the first buildings the community is introduced to is not well maintained.

While there are some instruction for social emotional learning in place, I think we can do better for our students. There is only a program for grade prek-5. Our middle school and high school students also need learning and support. As a district, we need to improve our education of parents and the community about what SEL is and isn't. Some board members clearly do not support SEL.

Why PBIS? Students need to be taught to learn consequences for actions, not just positive reinforcement. Behaviors at our school seem to worse since PBIS has been implemented. More have behavior charts and "rewards" for doing what they should be doing, like everyone else is doing. If these behaviors have underlying factors, then maybe they need more testing and placement in classrooms where their behavior isn't a factor towards their learning or other students learning.

Reasons why not “completely or very satisfied” overall with Hudsonville Public Schools

Q. If you did not reply “completely or very satisfied” to the previous question, why not?

More frequently cited reasons for dissatisfaction include:

- ❖ Some do not feel sufficiently valued by the Hudsonville Public Schools organization, especially by the Board members.
- ❖ Some do not feel sufficiently valued by the larger Hudsonville community.
- ❖ Not enough individual connections with both Central Office and building administrators.
- ❖ Feeling undercompensated, especially compared to other careers.
- ❖ A new culture that is not inclusive to all students.

Teachers (n = 80)

Again it starts. Things have changed over the years and I am not sure for the better. We are very into upgrading our facilities and showing off what we have. We have invested less in relationships with students and teachers and more on "the looks" of Hudsonville.

Again... due to recent events, there are things that are happening that have changed my answer from "very" to "slightly".

As a teacher of a specialty subject, it is hard to be constantly advocating for your subject and specialty area. It is just draining while also trying to address students needs and not having support from either parents or community or sometimes other colleagues or admin.

As someone who has been here a long time, I have seen this district go from one that feels like a family to one that feels very disconnected to a common mission and family. Everyone seems to be running on empty and is spread so thin that there isn't a way to really feel like we can all wrap our minds around a common vision and a means of implementation.

As the new board's direction begins to affect our teaching and students, I begin to assess if HPS is the best place for me to continue my career.

At times the work environment can be suffocating when it feels like you are not performing at the level your co workers want you to. The intensity can be overwhelming.

Behavior issues are swept under the rug by admin. PBIS has become more of a let things slide mindset.

Behavioral issues need to be addressed. Too many students in a classroom that has way too many behavioral issues.

Do not feel valued or supported

Expectations of teachers are unrealistic with the number of students and the varying needs. Our students are changing. We have children with trauma, different cognitive needs, different sensory needs, different behavioral needs, different academic readiness and schema, and different home-lives that impact learning. We have really great teachers that suffer burn-out from high class numbers with high need students and stretched support/itinerate staff.

Having [REDACTED] and [REDACTED] schools forced to collaborate is very difficult. There are two sets of administrators who have different expectations. It is also hard to collaborate with colleagues who we don't see on a daily basis and have not been able to see in the classroom.

HPS does not value their teachers or the needs of their students.

HPS used to be seen as a destination district on the forefront of education embedded in a community of kind, compassionate, understanding citizens. In the past few years this community has been reluctant to the change that will positively affect ALL our community members. A lot of quality teachers are tired, burnt out, and counting the days until retirement. Teachers are fearful and spend more time worrying about doing the right thing for ALL students instead of enjoying and celebrating the differences that once made us a destination district.

Hudsonville has become a very top down environment. Decisions are made from the top and handed down and the voices of the teachers (the ones living it every day... "in the trenches") are not heard or valued. The workload and responsibilities has become overwhelming.

I am frustrated with -the lack of change with our literacy program despite what new research is showing -the lack of support / respect for teachers -the added positions in our district that do not seem to have a clear purpose while other crucial positions are spread way too thin

I am having financial difficulties w/ the current economic status. I am needing to find ways of earning additional income and cut down on my usual lifestyle. This is very frustrating when I love what I do and work so hard.

I am not proud to teach at HPS. I love my building, my staff, my administrator, my students and the families. But I really struggle with everything outside of our building. The sports culture in Hudsonville for some sports is sickening. The effect of Ottawa Impact on this community makes me want to leave. I struggle with not feeling respected by some in central office. When asked if I recommend HPS for someone, I would say at the elementary level, yes, but at the secondary level, no.

I am overall satisfied doing the job that I do in the place that I do it. Overall my colleagues and my administrators allow me to do my job and support me in the endeavors of not only educating students academically but also in terms of character and skills for success. Parents are, by and large, supportive as well. As an English teacher, however, the workload is fairly outrageous. Something really needs to be done to give more time for us to do what is required. I also think I would be happier in my job, and hear less complaining from my colleagues, if our administrators were not spread so thin and were able to do their jobs better. For example, it is frankly outrageous that we do not have a testing coordinator and that we have an assistant principal handling that huge task of the SAT and another assistant principal handling the task of all the AP testing. With the size of our district and how many students take these tests and how much the district is growing, it seems just asinine that we do not have someone in that position. We used to have one. And things went very well. Currently, I don't think those two administrators hardly have a chance to interact with staff and make them feel truly hurt and supported, follow up with all the student issues, and observe classrooms. Also, our counselors are top-notch. But they seem stretched too thin with all the student and family needs that arise.

I am satisfied with the levels of instruction provided at our school. I am just super unsure about the new board members and their support for all students.

I am satisfied with what I teach and with my relationship with my students. I feel invisible when it comes to administration. When I reach out with concerns, I am not heard.

I am satisfied. I set out to have a positive influence on kid's lives and I am doing it. I am satisfied with my work and role. I am not satisfied with the way my department is undervalued, staffed, and supported.

I am very proud to be an Eagle and grateful for the students and staff I've had the opportunity to work with over the years. I still feel that sense of pride and gratitude but I'm finding myself more and more confused by the overall goals of the district. In my opinion, there is not a shared vision for servicing students with disabilities. What is our philosophy? What are the goals? What direction are we heading in? The unknowns make me feel wary and distrustful. In addition, we have hired so many staff to support administrators but roles have not been defined. Who am I supposed to go for support? We've worked so hard to make students feel like our growing district is still small but we've forgotten about creating that feeling for staff.

I am very satisfied with my building and staff, but grade level and curriculum are points of frustration. SEL should not be a canned program on character.....we do this every day.....all day long.

I am very satisfied. I believe there are certain things that need to be improved for staff morale to improve. I think staff knows what a special place Hudsonville has been in the past. However, I don't think the staff feels as safe or as valued as we used to be. Some times there are decisions made at the administrative level that make staff feel less valued, especially when there is no communication about those decisions. I think the safety of staff and students needs to be addressed. There needs to be a much better avenue for teachers to get help with disrespectful and intentional non-learners. Getting more help with these students would go a long way with helping staff be completely satisfied as a staff member of Hudsonville Public Schools.

I do feel bad about the way kids who don't fit the Hudsonville mold can be treated : (.

I do not feel supported by the board of education. I do not feel that parents recognize or value the efforts of teachers. I do not feel there is enough help for all of the needs of my students.

I do not feel that I have the support of our Board of Education because they listen to and amplify the negativity from a minority of community members.

I don't feel like employee loyalty to Hudsonville Public schools is appreciated. Over the last few years, I've noticed less consistency with how staff members are treated within the district. I've sensed favoritism in my building and in the district as a whole. There doesn't seem to be consistency when teachers request time off or with the protocol for displaced teachers. Curriculum decisions are often made without seeking input from the teachers who are in the thick of implementing curriculum. I also don't feel adequately supported when I have students with academic or behavior needs in my classroom.

I don't necessarily understand why some districts start their school year later than us, end before us and have the same breaks. Aren't we required to have the same amount of days/hours?

I feel disrespected daily by students. I feel the students run the school. I feel that the curriculum is not rigorous enough, so I feel not as effective as I could be.

I feel like my voice does not matter and haven't been given opportunities to share my voice in decision making process' over the last 5 years. Previous to 5 years ago, I felt valued, seen and the superintendent knew my name and things about my family. I had a positive relationship with admin and they treated my like a person first instead of an employee.

I feel that teachers are not listened to very well and that most decisions are made without us having any input or say in it. I also feel that we are micro-managed as well as not trusted by administration to do what we need to do in our classroom and when we are given PD/comp time.

I had 7 years of experience and 5 years in the same grade level in my previous district and am still a little upset that none of those years were honored when I switched to Hudsonville.

I have always answers "completely" in past surveys. The school board has become the embarrassment of the district. Shame on you! And when I say school board: I mean Chanski, Hooper, Davis! I'm still trying to figure out Bolhuis. Thanks to the experienced members who still support teachers!

I have been frustrated this year with the lack of consistency/discipline from my Admin team. It makes my job very hard when each person has their own interpretation or my voice is overpowered by an Administrator. It makes me uncomfortable to think that administrators railroad staff members to get what they want.

I have grown so much this year in knowledge and understanding by doing book studies as well as working with amazing educators. I am so proud of the people that I work with as well the students that have worked so hard this year! As a staff member in this community, I know I am supported, but also feel attacked at times because of the division in our community.

I have too many people, not involved directly with my classroom trying to tell me how to do things. They have never set footsteps in my room, but are given power to control what I am supposed to do even though I personally don't believe it is helpful to students. (Sometimes it creates more problems) We don't need more "Data Analyses". We just end up losing more class time to do ineffective work.

I like my position/assignment and I like my team - I wish I felt like the administration trusted me more. That seems to be a feeling that resonates around the district. I wish I could connect more with the administrative team more personally, but there just doesn't seem to be enough time for them to personally connect with me.

I love my students. My coworkers and leadership are also high points of the job. I wish all buildings felt equal in opportunity and function (AC, furniture, etc.) I also wish teachers were compensated at a level to keep up with inflation and other area schools. Byron Center, for example, provides a salary that would be life-changing for many of us at HPS. If the salary at HPS does not stay competitive, good teachers will pass over HPS for better opportunities.

I love this district and am so happy with so many things. I am very unhappy with my support systems being pulled next year despite upper admin knowing it is not what's best for my students. I am being asked next year to do twice the job with more students all by myself while keeping standards high and improving them. I have the vision to take my classes to the next level but it is going to be nearly impossible without the support. We are expecting our programs to be as good or better as surrounding school districts with fewer staff and support. We will not get there until upper admin truly listens to what we need and figures out how to make it happen. Warm bodies are not enough to effectively teach our students the content. They deserve better and they don't deserve to lose experts in the room. We can't lose sight of what's best for kids and in many ways we have.

I think Hudsonville is too focused on our image than what is best for kids. Too much focus on big beautiful buildings and not enough focus on teacher support.

I was not honored any of my years of experience as a rehired. This is disappointing.

I work with a great building and staff. I believe in the leadership of our building and do think that we have a strong vision of where we want to be. I do think there is staff feeling that they are not being heard or appreciated enough.

I would like to see HPS do more of what's right for students and not just what pleases parents.

I would like to see more staff for classrooms to provide intervention and supports for children that are struggling. With more higher level positions within buildings, there is more responsibility for the teachers and our support time is incredibly low. We need more instructional aides/hours to help support our classrooms that have an increasing greater needs.

It is very frustrating to me that my years of experience did not count towards my steps for pay or seem of value to HR. I make less with a masters degree and 17 years of teaching experience than a teacher that has only been at HPS for a few years. This doesn't seem like what I bring to HPS matters and that my experience is valued. Overall I love teaching at HPS and love the team I work with and feel as though I can collaborate with those around me and am supported in my building.

It was hard to check this box. I love working with students. I love the people I teach with. These things made me pick very; however, it can be pretty tough to teach in a community where teachers are not supported. I also think that the size of the school has made it harder to feel that "family" feel or to feel supported by administration because they are so busy putting out fires that they don't have time to interact or support staff.

It's hard for me as a veteran teacher to see how HPS has declined in some areas over my career. We used to be better than this. We used to have ONLY positive things said about our district. Now, we work harder than ever and still hear many negative things from parents, teachers, and community members.

Lack of leadership at [REDACTED]. Weak [REDACTED] without [REDACTED] teaching experience to draw from. [REDACTED] that has gone from "eager to get to work solving problems" to "what's the easiest way to get the most recent problem to go away"

Lack of student discipline.

Lack of support from central office.

Maybe it's time for me to retire. I miss the old days when there were consequences for students who misbehave. I understand that there are students who have trauma that affects them, but when I hear students, almost every day, screaming because they don't want to do what they are being asked, or I see the number of adults that are focused on one student, it breaks my heart. I got into teaching because I LOVE kids. However, with an overflowing curriculum, and more and more student behaviors and outbursts, I am finding it a struggle to remember why I became an educator. I love Hudsonville. I was born and raised here. I love Hudsonville so much that my husband and I chose to send our son to school here. I want to remain proud of Hudsonville Public Schools, but I am starting to struggle with what feels like a lack of support and the demands being placed on the teachers. I know that I am feeling concerned for our administrator as well. The number of behavior issues we are having seems to be taking a toll on him as well. The morale in our building is slowly deteriorating due to the stress and frustrations that many of the staff are feeling.

Not enough support. Can't find subs so we feel like it's impossible to attend outside professional development. Even if I can get a sub, I feel bad because it's such a disaster with student behavior. I think a lot of teachers just feel stuck. Our pay is terrible. My son with no degree makes more money than I do with a Master's Degree and 20 years of dedication to HPS. It's just sad all around. It's emotionally draining and most days I feel like crying when I leave school for the day. :(

Often it feels like our leaders want to be cool rather than lead.

Our culture at the [REDACTED] is not positive. When you feel that you are not valued, or that your voice is not heard, you give up. I believe this starts with our Principal. [REDACTED] only wants relationships with people [REDACTED] knows ([REDACTED]) and the rest of us don't seem to matter to him. [REDACTED] will thank us publicly, but at the end of the day, I'm not so sure [REDACTED] cares about our input. It's not surprising then when the culture becomes where you think, "No one cares what I do".

Right now - slightly, normally I would have answered VERY. I believe teachers are not being treated well. With the opening of the 5/6 building many admin things went wrong. Teachers are being displaced for no reason at all. We should not be cutting electives at BMS and keep our teachers!

Several teachers treat students who are resource students or EL students as if they are not THEIR students. Resource teachers and EL teachers are happy to provide accommodations, coach teachers, etc., but it feels like they just want these students out of the room. Even students who are not resource or EL students are treated as a burden and it seems like it's difficult for some teachers to differentiate their instruction. I think all teachers need SIOP training to better enhance their teaching skills, so they are more confident in their instruction and can better support these students.

Smaller class sizes would help alleviate some teacher stress or added paraprofessional support. Communicating info in a timely manner is also appreciated. It seems that things are rolled out quickly and staff are not always given training time to make the changes appropriately.

Students' desire for achievement has drastically decreased in the last few years, and I often find myself caring more about a student's grades or success more than they do. It also seems that the community does not stand behind the teachers, which makes my job discouraging.

Teachers and support staff are underappreciated, told that they are being listened to and heard, but met with inaction or contradiction by administrators.

Teachers are always being asked to do more with less and don't feel like the right people are reaching out to listen to our concerns.

Teachers do not feel heard. Instead of placing students first, all decisions appear to revolve around saving or not spending money.

The administration might "listen" to what teachers need but do nothing about the issues.

The constancy of behavior issues and general disrespect from students continues to take a toll on how satisfied I am as an educator.

The culture at the [REDACTED] is not positive. There is a culture of toxic positivity and an immature cool kids club environment among staff. There is grace for some, but not all. Administrators and Counselors that do not have parents talk to a teacher first if there is a question about how a teacher runs his/her classroom/google classroom. This has been a golden rule with the other administrators and in other schools where I have worked and is a breeding ground for distrust. Staff meetings are not a welcoming environment. [REDACTED]

[REDACTED] It truly is not trauma informed and the family is highly dysfunctional for the previously mentioned reasons. For some of our students, "family" is one of the most painful words they know. School spirit is at an all time low. [REDACTED] used to have more energy....There are no gestures like jean days to show staff appreciation. We do not feel seen or heard. I am taking two hours on a Saturday in a thorough attempt to bring back the HPS where we were all known as people by central office where our administrators were our allies who did everything that they could to support us and hold others accountable to do what they are supposed to in order to not make others' jobs more difficult.

The different schools do not seem to be working together as a team. Each school has a different way of supporting or not supporting their staff.

The general culture is severely lacking any discipline or academic rigor/excitement/purpose. The Board appears hostile to free thinking. Decision-making is undemocratic.

The politics of things have become more of a focus since I have been here. I also feel there is so much negativity that squashes the life from me at times.

The relationships between the BOE and Admin are fractured, the relationships between admin and teachers are fractured. There is very little trust between these groups. We need to re-establish trust. We need to value educators and staff members more. The culture needs to shift away from a top down culture where decisions made in the admin building. We are better when we bring various stakeholders around the table to have open and honest conversations (without fear).

The salary teachers are being paid is not on par with other districts. Other districts' steps increase significantly faster than Hudsonville and because Hudsonville chose to hire teachers with experience in other districts, but not pay us for our steps/experience, many of us are having to find creative ways to supplement our income. I love teaching, and I love the staff and students I work with, but I'm seriously considering leaving to find work within a district that will respect the experience I have and pay me accordingly. I shouldn't be scraping by when I have a masters degree. It's not right!

The treatment of staff from certain administration, the lack of transparency from a bloated admin office that tries to help by offering support but has no understanding how much of the staff is barely treading water. You are giving a starving person a can of soup without a can opener. We need time, support, respect and trust that people with advanced degrees use their time wisely.

There are a lot of things that I take issue with, however, I could ask for a better team to be working with in my department. I am so happy and grateful to work here.

There is no longer high expectations for students or staff like there was ten years ago.

This is a difficult question as I am very satisfied with my role and the role of my peers but am disappointed with the upper leadership in our district currently.

This year is a very challenging year. There are so many needs from students (and parents) and not enough help (we could use an extra parapro or two) or time to do a high quality job on everything I need/am expected to do.

Top level Administrators do not view employees as people. They view them as numbers and do not take into consideration the people who make HPS the place it is. There is an overall lack of communication from the top level administrators.

Unhappy with our school calendar. Our summers are very important to us to recharge after a long school year. Starting mid august is way too early to begin. Our pay increase should be more than .25 per year. The stress level and expectations of our jobs are overwhelming and we would feel more valued if compensated more.

We are providing more and more support to a needier population of students in general. Students are struggling more behaviorally and academically. In addition, students, in general, are not taking ownership of the learning, completing less and less work outside of school. However, the overall expectations for teachers are increasing. It's a job that requires more and more. Therefore, it is critical that teachers are heard, valued, and supported daily. Support in behavior management is a key component of this. The lack of appropriate, effective and consistent discipline in my building has become problematic.

We aren't compensated as well as other districts that hold themselves to the standard we claim to. Maternity leave is not adequate. We're not offering foreign language at a younger ages. There is a lot of inequality between buildings. I don't feel supported by the community at large. There are so many trust issues.

While I am very satisfied as a staff member of HPS, I still have a comment to make. I do not agree with this huge push for inclusion of all students in general ed classrooms. For some students, like those who are functioning as a 2 year old in a K classroom, gen ed is not the place for them. It is overwhelming and incredibly stressful as a gen ed teacher to try and support students who cannot talk, cannot work independently AT ALL, and don't have the ability to perform like their peers. It is not what is best for the student, the teacher, or the other students in those classrooms.

Other HPS Staff (n = 42)

As a custodian at HPS, I appreciate my fellow maintenance "team". However, as individual custodians, I feel we very rarely receive any type of recognition or praise which can be frustrating.

As a new member, I felt concerned and uncomfortable about being thrown into my role without proper training. This lack of preparation led to harassment from colleagues who felt I wasn't performing up to their standards. This experience has left me feeling frustrated and unsupported in my role. I believe it's important for new employees to receive sufficient training to ensure they can perform their duties safely and confidently without facing mistreatment from colleagues.

As a staff member I have seen a decline in our schools and how it deals with behaviors and the things we are choosing to highlight (or what makes us appear good to those outside the district). I am an alumni and this is not the Hudsonville I graduated from. I am also not opposed to pulling my children if the need arises. I do not feel supported by the supervisors/administration I also do not feel safe or that the best interest of the students are really being allowed to be implemented.

As I have already stated, I think the staff team here at HPS is awesome, doing great things and making progress. Academically, HPS is amazing, but I think we need more work in social-emotional department. It is just sometimes very hard to be in a community that is not as open to change. I also notice there is not as much diversity as a whole (in the staff or students). I have had multiple students openly express to me that as a student of color, they do not feel welcomed or accepted by their peers. They love the staff but they don't feel represented, and would rather be at a school that the students accept them. That hurts my heart. I feel like every day the administration team have to deal with an issue of racism or inclusion. They all do an excellent job at handling it and the policies at HPS are great, but my heart hurts that it happens so much. With all that being said I do feel like HPS is starting the conversation and making positive progress with PBIS and MTSS.

As stated before, some aspects of our jobs could be structured better to improve the way we function and support the kids. Also more acceptance from the teachers - we are doing the best we can and it seems they view B/A Aides as less than

Communication in our building is poor. Support staff is not informed about much of what happens at the high school. It feels like our administration is more interested in the staff and students who are part of the athletic program than others.

Disciplinary issues are causing many of these problems

HPS is seeing a change in the cliental we serve, yet we're still trying to teach as if ALL students will get what is taught the first time it is taught in the drab manner it is taught. Changes need to be made in the classroom environment and curriculum to address the changing child, to meet their learning styles, and to foster/encourage academic growth.

I am disheartened by the recent changes in our community (issues with social emotional learning, diversity and inclusion, etc.) and the response by the district. I also feel as if the voices and opinions of staff members are not sought out when district wide decisions are made. We have become a very "expert heavy" district, but there is not clear guidance about where everyone's lanes of responsibility are. In many instances, extra positions like PBIS specialists and behavior coaches muddies the waters. I don't know that what we are doing is making a difference for our most vulnerable students.

I am satisfied. I love the people I work with, I love the students, I love this community with all of its flaws however the past few years have been incredibly stressful and much more complex than in previous years. Starting with a complete overhaul of central office admin to building admin, to pandemic, to mental health issues, to social media complexities and what it is doing to our kids, to the community distrust and the board's lack of support by sowing that distrust and complete disconnect to the challenges in front of us; specifically Barb and Mark and now I presume Greg and Nick. I just think a lot of great staff will be done when they can be done including myself because it isn't worth the toll.

I do wish paraprofessionals would get pay for snow days.

I don't feel very appreciated and our department doesn't seem to receive the help needed from the administration. We are needed by the school, yet pretty much blown off by the admin.

I feel HPS has a strong culture of overfunctioning within its leadership levels. Most administrators are tasked with more work than they can reasonably handle, but they make it work. I certainly feel this is true for myself, and I see it in the leadership levels above me. I know hiring administrative leadership staff (AP's, Assistant Directors, Central Office Staff) can be perceived negatively by the rank and file, but they will better be able to do their jobs when their leadership team can effectively manage the details of their work rather than just getting the most pressing things done and pushing off the balance of the work until they're able to "make the time" to attend to those details.

I feel less appreciated than when I began working for the schools almost 20 years ago. Administration and school leaders do not always value our opinions and do not have teachers and paras backs. Students are way more disrespectful and nothing is done to try to change that. Inconsistent behavior management. On a positive note, there are some AWESOME teachers and staff in the district.

I feel like the communication has been lacking with so many changes being made at the district level. I love my building, but have felt frustrated more this year from so many changes being made to what I do.

I feel my position is not valued by anyone except the staff I work closely with.

I have been in the district for a long time. The district has a very different feeling to it than it did previously, of course realizing that the district has grown tremendously over the last several years. There is very little personal connection from central office to the rest of the buildings. The "cabinet" does not feel the need to reach out and get to know the staff.

I have worked in the district full time for almost 3 years and have not received a performance appraisal. I feel this would be helpful to learn how I am doing as an employee and to learn how I can improve and an opportunity to discuss ideas and insights.

I just want to reiterate that the only thing holding me back from completely, is our board leadership.

I think communication could be improved in terms of consistency and transparency. I also think the 'culture' is not inclusive for ALL.

I was moved positions mid-year with little communication and false information in multiple areas of the switch. In my current position/s, I am only somewhat satisfied.

I would be completely satisfied if the leadership in my building was better than it currently is.

I'm exhausted. Bad work/life balance

If we could build some trust with central office, it would make a huge difference in how we feel about our jobs. Right now there is a big wall up and many staff don't feel heard.

In special education, we are no longer doing what is best for the students. Rather, we are doing what is best to be prepared for a lawsuit.

Lack of support from building staff and push back when new/different systems are attempting to be implemented.

Love [REDACTED], but overall not impressed with main office

Low pay for paraprofessionals as evidenced by inability to hire/retain staff at ECC.

Mostly would be the box I would fill. Paras seem to do way more than they are expected to do, but then don't get the pay, benefits, recognition of all that they do. Paid for snow days, increased pay for the extra duties they do in buildings....

My greatest struggles with our district are tied directly to the Board of Education and the lack of support for teachers and school initiatives. There is a lack of trust for our teachers, that are trained for and professionally supported in the important work they do.

Our Board does not support ALL students nor their staff. Teachers are not getting the supports, trainings, or resources to do their jobs well. Classroom sizes are cut to save money. The statement that we do what is best for kids, is not true.

Para's are overlooked and under appreciated. As a para, we are left out of most things and get knowledge of things by overhearing others talk. The lack of benefits, pay, etc are horrible. We are allowed 40 hours to use only for sick time. So, when we have appointments or other things come up ... I could lie and say I was sick, but then there would be no one to cover my room and teachers would be scrambling as they already do due to lack of subs. O I take the time off for these situations and not paid. I do not even know who to go to about any question I have about my job, how I am even doing, if I can take time off or really anything. There are certain staff meetings where important information is shared and because we do not go to these we go with this lack of knowledge on what is happening in our school.

PBIS has our school falling apart. We have students who need a program in a different building that we don't have staff for

Sometimes it feels like paraprofessionals aren't as valued as staff members - less training, recognition, appreciation.

SPED Classrooms are struggling, lack of help and support is discouraging! Staff and students are getting injured and hurt and there hasn't been effort to solve this problem! Safety of staff due to extreme behaviors seems to be dismissed and it's upsetting!

The last 2years are “wow”. Way to many EI that require 3 plus adults

The only reason I say "somewhat" and not very satisfied is because it's very difficult keeping quality staff at my building. The classrooms are overpacked which creates an environment of over stimulated and emotional kids. The pay and stress is not worth it to most people so they leave.

The School Board does not represent my views on supporting kids that have behaviors and rough home lives. I love working with my staff and am very proud of my building.

The turnover in my department is not ok. The lack of support from upper management affects the teachers that do not stay teaching in hps district. I loved my job when I first started working here. The stress and chaos in our special ed room has been very challenging. I do love working with the general education classrooms. The teachers and students are great. I love to see individual improvement in all area's of our building. That is why I continue to work with kids with special needs.

There is definitely room for growth in how things are implemented.

We are asked to do too many things on our own time. Ideas are brought up, but no training is provided or time given to implement them. Also have had to purchase many items for our classrooms, needed supplies.

While I do enjoy working at Hudsonville, there is always room for improvement. Supporting the academic and social-emotional needs of our students should continue to be a priority. Our PBIS specialists have done amazing work supporting our students and families!

Greatest strength of Hudsonville Public Schools

Q. What is the greatest strength of Hudsonville Public Schools?

More frequently mentioned unaided comments include:

- ❖ Caring and dedicated staff
- ❖ Wide variety of academic and extracurricular opportunities and options
- ❖ High expectations and standards

Teachers (n = 163)

A staff that cares.

A strength is that we are a large districts and are able to provide so many opportunities for students. At the high school level they have so many class choices and all levels, many of which are directly related to future careers.

A strong community.

Academic excellence and sports programs at the high school level.

Although we are a large district, each building feels small. Adults care about students and work to connect with them a majority of the time.

Big school with lots of opportunities but yet a "small community feel." Staff, students, and parents generally care about education and about each other.

Caring nature of the staff

Caring staff, competent leadership, curriculum and values that usually don't try to undermine parents' values

Caring teachers

Caring teachers who go above and beyond for their students.

Caring teachers.

Caring, dedicated staff

Collaboration in teaching teams.

Community

community

Community

Community involvement

Community. I love living, teaching and having my kids grow up here. It takes a village and I love being part of it.

Constantly looking at improving curriculum.

Dedicated teachers that go above and beyond to teach and model what it looks like to be lifelong learners

Dedicated, hard working staff

Elementary schools

Even though we are a growing district, I appreciate how we still have a close community feel.

Family Atmosphere

For me, it is the care and support of my co-workers

From my perspective as a new teacher; Hudsonville teachers and administrators have been genuine in their interactions with myself and my interests. It's refreshing to see such passion and genuine behaviors in a school district.

Great students and staff that care

Grounded staff and grounded core families.

Having the means to better the schools, technology, and curriculum as needed

High achievement

High achievement and a variety of advanced academic and extra-curricular opportunities

High expectations for students

How much teachers care about kids

How passionate the teachers and principals are for the students and their craft.

HPS care about their students and wants them to do the best they can do.

HPS has high standards and expectations for their students and gives them opportunities to enrich their learning and collaborate with others.

HPS has some of the best and most passionate teachers around. They go above and beyond for their students.

HPS holds teachers and students to high standards. HPS is willing to put in hard work to improve practices.

HPS values family and meeting the needs of all kids.

Hudsonville has teachers that truly care and are trying their best to help students succeed.

Hudsonville is very welcoming to everyone, regardless of every factor.

Hudsonville offers lots of academic and extracurricular activities.

Hudsonville staff truly care about kids and because we are a large district, there are many opportunities for kids to be involved and excel in a number of areas.

Hudsonville's greatest strength is how much teachers care about students learning.

I believe the majority of our students and families are amazing! The majority of our students have a really good educational experience for the most part. I would like to see ALL kids feel this way.

I feel like Hudsonville has many resources other schools do not have.

I love that I am able to have flexibility in my classroom. If I take an extra few days on a lesson, it is okay.

I think staff collaboration, positiveness, and perseverance is a strength.

I think that we strive to hire the most qualified staff to work with our students. They care about the students they work with and do all they can to help them be successful.

I think we have AMAZING teachers who are doing everything they can to teach the students we have.

In general, I do think that HPS is filled with a lot of kind-hearted people. I also think that the celebration of students in special education, particularly during special olympics, shows HPS' greatest qualities.

Integrity

It is a very academically driven district.

It is community focused.

It's people.

It's teachers.

Its caring and compassionate teachers and support staff.

Its students.

Its teachers.

Opportunities

Our greatest strength is our staff and our relationships with families.

Our PEOPLE.

Our teachers and support staff are incredible and treat one another like family.

Our teachers are the greatest strength, despite the way the school board would like to (and allows community members to) drag us through the mud.

Our willingness to learn and grow and do what is best for students.

Overall, well rounded education.

Passionate staff who care about kids

Probably the family aspect. I sometimes feel alone with how big the school is, but the team I work with is very kind to me and makes me feel like I belong here. And that is important because I have been other places before where I did not feel that way.

Relationships that teachers build with kids.

Sense of community

Since it is so big, I believe there are many chances for students to find something they enjoy doing!

Staff

Staff and having a family feeling

Staff and our students.

Staff and students

Strong teachers that care about kids and their growth as people academically and socially - teaching them great values to live by in their life.

Student achievement and its teachers

Teachers and staff who put what's good for the students first. I am amazed on a daily basis how compassionate and thoughtful my colleagues are concerning the academic and emotional well-being of our students.

Teachers are dedicated and parents are involved.

Teachers are making connections with students and working hard to help students achieve at the highest level they can.

Teachers care!

Teachers collaborating with same subject/grade level teachers.

Teachers in HPS seek to form relationships with students regardless of their academic achievement, social status, economic status etc.

Teachers who care for kids and their academic success. But mostly that they love the kids and build relationships, making kids want to come to school and feel safe and comfortable.

Teachers working together for the students' needs

Teachers.

Teachers. They truly care about their students and they work tirelessly for them.

That 99% of the teachers will do what ever is best for a student no mater how much work it may take.

The amazing classroom teachers that are willing to go above and beyond to meet the needs of their students.

The caring nature of the staff. We all care for our students and each other, and want to see everyone succeed.

The caring staff

The caring teaching staff and administrators

The commitment of all staff to students' success.

The commitment of staff to create nurturing learning environments (my parent perspective).

The community and staff.

The community is very supportive.

The community it has grown from and the potential it has for an exceptional learning experience if implemented correctly.

The community of staff.

The course offerings we have for students.

The educators (teachers). They are the glue that is holding this district together.

The educators give everything they can to their students! They are intelligent, understanding, and professionals. However, because of the negative environment and the leadership on the school board, I would not recommend students to come to this type of environment sadly.

The elementary level's greatest strength is its love for students and the ability of staff to collaborate together to help them.

The employees and support of the administration -- a true team feel.

The faculty and staff in each building create relationships with students that show our care and concern for all.

The greatest strength is all the caring and highly-qualified people who work at the school and find ways to let students shine and grow. I selected above that I would not recommend families enroll their children in Hudsonville public schools, however, because I would not want to put my own kids in an environment that has so little diversity and so little acknowledgment that issues need to be tackled for inclusion and making good people who can progress a global society. I think Hudsonville is too scared of a small group of scary parents or non-parent community members.

The greatest strength of HPS is the loving, caring teachers and staff that are here to help students achieve ALL they can.

The greatest strength of HPS is the way in which teachers care for their students. We pour a lot into engaging each level of learning in our classrooms.

The greatest strength of Hudsonville Public Schools is its teachers and the quality of staff we hold. As the disaster of cutting and limiting FTE improves, our district's already great quality will excel into true excellence.

The greatest strength of Hudsonville Public Schools is the culture created within our schools and community that allows for both high achievement grounded in consistent and caring relationships.

The investment teachers have in each of their students.

The kids obviously!

The level of commitment and care people have towards this community...even if they express it differently, it is evident that everyone's intentions are well-meaning.

The majority of the teachers, principals, administrative assistants and paraprofessionals are amazing and work hard for our students and staff every day. They go above and beyond to make HPS a great place to work and send your children to school.

The number of people who truly care.

The passion that teachers bring to the classroom so that all of their students can learn and grow and the high expectations that we hold for our students.

The passionate educators who strive to continue learning and growing so they can best serve a consistently changing world.

The past few years have been hard for families, the community, and HPS. However, I am impressed with how HPS continues to be resilient and seek new solutions when something isn't working.

The people here care. They really care. It's that simple.

The quality of the administrative teams at the district and building levels. The human capital of the instructional and support staff.

The rapid growth of the district is a strength and the families moving in to be a part of this district.

The relationships with teachers, students, and their families.

The sense of community within the school.

The Staff

The staff

The staff

The staff

The staff and students and administrators are the strength of the school system. They are the only thing holding the district together as the board tries to dismantle a great school system.

The staff at HPS truly wants to connect with students. We value the relationships with kids and with one another.

The staff members.

The staff supports each other. The community comes together when they need to.

The staff. The teachers and staff will go above and beyond, work outside contract hours, pay out of pocket for supplies and resources they need, and not think twice about it because they care immensely.

The strength of our academic programs and our educational variety (electives at the high school level are incredible).

The students and staff! I love how Hudsonville has always been ahead of the times with curriculum and willing to try new things!

The students, teachers and Doug VanderJagt.

The support that the community gives.

The teachers

The teachers and how they will go above and beyond to provide their students what they need.

The teachers and people who work here. Some of the families and kids are INCREDIBLE!

The teachers and staff consistently doing their best to educate and care for their students despite everything else that is swirling around outside of the classroom. The HPS staff is amazing.

The teachers and support staff.

The teachers are phenomenal and care about kids.

The teachers are simply amazing.

The teachers do their absolute best (in most cases) to give their all to the curriculum and kids. They are just so hampered by the lack of support.

The teachers in each building seem to really care about their students and everyone tries to do what is best for their students.

The teachers that care about the work and put in effort to make an impact at school on a daily basis.

The teachers.

The teachers. We have AMAZING teachers who are here for the kids and go above and beyond every day.

The teachers. I feel honored to work along side teachers who pour into students every single day. Who always go above and beyond, and no matter what, think about what is in the best interests of the students.

The teachers/staff

The variety of electives.

The wide variety of classes we offer for not only the top students, but for others going into the workplace.

There are so many great and caring teachers and staff in Hudsonville Public Schools. Please help keep them happy and keep that a strength by helping them feel safe and respected.

There are tons of great opportunities in athletics for them.

This is clearly biased - but overall, we have an amazing teaching staff that truly cares.

Tons of extracurricular opportunities, caring staff.

Variety of exceptional classes and experiences where each student can find their "fit" in school.

We are a big school that feels small.

We are a family. It may be feeling a little dysfunctional at the moment (like many of the families we serve), but we are still family.

We have amazing teachers and staff that care SO much about children. They put in countless hours beyond school even to nurture and educate each student.

We have an amazing, dedicated staff who want students to succeed and be good people.

We have great teachers that do care for students.

We still have a good community and strong families

Wonderful caring teachers

Other HPS Staff (n = 103)

A staff that is committed to meeting the needs of our students.

A strong reputation for excellence in academics

Academic success

Academics

Academics

Academics, ap classes. Sports.

Bringing the community together & supporting multiple elective areas.

Caring community

Caring staff

Collaboration, although it has only been a short time here for me at HPS, I do feel like the culture here is to work as a team. The feeling throughout the district is, "It takes a village" and I love that.

Community among it's teams.

Community based conservative values which support individual students and families.

Community!

Community. This is the public school system that was developed for a small farm community. Hudsonville has experienced tremendous growth over the past 10-15 years. Many of the staff and community have had a hand in developing our school system, through work, input, or volunteering. I believe it shows, and is an integral part of this school's system's DNA. You have coupled that with picking excellent administration and staff who have a vision and want to see the best in our student's futures. It shows in our students, it shows in our community, it shows when we go out and have interactions with past students who have become part of our workforce. What you put in, shows later in our daily lives.

Curriculum provided for typically developing students.

Dedication to make improvements

Education provided

Excellent Superintendents and Principals. Dedicated teachers who truly care.

Family atmosphere, people care about each other

Good reputation for academics

Great staff overall.

Hard working staff

History of solid academics, sports, and opportunities for students

HPS has quality educators.

Hudsonville is a strong community

Hudsonville Public Schools is a leader in education in Ottawa County and beyond. The love and care that the staff share with students, family and community members is extremely special. The ability to work collaboratively with staff, community members and stakeholders provides a pathway for success. We are all in this together and are proud of our district. Teachers, Administrators, Coaches, and Support Staff all have a sense of belonging and care for kids. It is the love and care of our students that set us apart from other districts.

Hudsonville's greatest strength is the collaboration between its schools and the majority of its families.

I believe that we offer an excellent education. We have hard working, passionate staff that believe that their life's work makes a difference and matters. I believe that at the high school we have staff that are, to the best of their ability, trying to build relationships with our students and support them on their academic journey. We aren't perfect but there is a lot of heart and a lot of expertise.

I feel like the leadership and the vast majority of staff are here to serve and that is reflected in their work.

I feel the greatest strength of Hudsonville is that our building acts as a family. We take care of our students AND families. We know our students, families, and staff, and we try to prioritize the well being and education of our students over everything else. I think each staff and student feels respected, supported, and known.

I have been extremely impressed with Becky Dawson in helping us work through my son's mental health issues and medical issues. I love how our district (most employees) truly care about our kids.

I notice that the teachers in my building and that of my children go above and beyond on a constant basis. I am not happy with the size of the high school. I worry about sending my kids there. I wish they would have split into 2 high schools.

I think pride as a member of the community of Hudsonville

I would have said Yes but no longer. It's a Woke Admin and going down the pike. No strengths anymore

I would say inclusion

It feels like a family and we are all working to achieve the same goal of educating the students both emotionally and mentally.

It's leadership and staff

It's teachers

It's the community support. Which is why entertaining the vocal minority (many of whom don't have kids at HPS) is a dangerous thing. When you engage in misinformation, when you lie about our programs,(SEL for instance), you begin to erode the public image and community support.

It's teachers

Its teachers and support staff.

Most of the facilities are up to date. Teachers who care.

Most of the teachers genuinely care about their students.

Not sure

Our staff and their passion and dedication for teaching and caring for kids.

Our staff care for the students and for each other

Our staff truly cares about all students and would do almost anything to ensure they succeed.

Our teachers and staff, as well as our students. It is the people that make up our school buildings that make this district such an incredible place to be.

Overall the staff in Hudsonville is very friendly and does want to help students be successful.

Overall, we have amazing teachers and staff members in HPS. My own children have received a wonderful education here. We are fortunate to have such great AP options and extracurriculars.

Parent involvement

People.....the community, staff & students. We care for one another. We want the best for each other.

Preparing students for various different paths post graduation.

Providing classrooms with paraprofessionals in order to support inclusion and additional support for students.

Staff

Staff who care

Staff who know their students and go above and beyond to support the daily challenges with love and compassion.

Staff who work tirelessly to meet the needs of all students (academically, socially, emotionally).

Strong teachers/staff and great families.

Students are academically challenged and when there is an academic concern, staff is quick to support with interventions.

Support for all students and staff.

Teachers and staff

Teachers and staff are amazing.

Teachers and staff who care about our students holistically.

Teachers and Support staff that truly care about all students.

Teachers are determined to see their students succeed academically.

Teachers care deeply about their students; they are invested relationally.

Teachers need direct instruction just like students. Our greatest strength are our teachers and we need to keep them a priority.

Teachers who truly care about student learning and success.

The community has high moral values that helps to keep them on the right path to truth.

The dedication of the teachers and other staff. All employees of HPS care deeply about the success and well-being of all of our students.

The desire to meet the whole child needs of ALL of our students.

The educators and employees. Their dedication to go above and beyond for our students is exceptional.

The greatest strength is how the staff cares for the students as if they were their own children

The greatest strength of HPS are the teachers, support staff, families and community.

The greatest strength of Hudsonville Public Schools are the staff and administrators.

The hearts of the faculty. Most every employee is like minded and keeps the main thing, the main thing: The students and their overall success.

The opportunities we give to both students and staff to grow and learn.

The people and compassion

The people. Serving the students and families, and our amazing staff is a real privilege and honor I do not take lightly.

The principals, teachers and support staff

The sense of community

The sense of community and belonging. I feel as though HPS students and staff are proud to be a part of this "family."

The staff - especially those who live in the community and want to better impact it.

The staff genuinely cares for the students. They are eager to do what it takes to assist struggling students and willing to learn ways to assist.

The staff is committed to building relationships with students and doing what is best for learning.

The staff members in the buildings.

The staff of HPS generally maintains a close, warm relationship with one another. This support among one another is an incredible resource to staff and students alike.

The staff that we have are truly passionate and in it for kids.

The support network that is fostered in each individual building.

The teachers

The teachers and staff work hard and truly care for their students. A big part of what we do at my school every day is make sure each child feels safe and cared for.

Their image, sadly.

Their value of each student as an individual and their goal of educating him/her for success in life

There is a great sense of community within the HPS district.

Their academic rigor and high academic expectations.

Variety of classwork and options for students.

Very clean buildings

We are very supportive of our students whichever ways they learn as well as supporting their emotional needs. I'm proud to be a part of HPS.

We have an incredible community, with a dedicated, knowledgeable and caring staff. We will work to support our students in any ways that we can!

We have many dedicated staff and leaders. We have many students coming to school ready to learn and from supportive home environments. Special education staff/diagnostic staff at the ECC are a strong team to support early intervention.

We have teachers that truly care for the students and are doing their best to look out for the students' best interest.

Years ago I would have said YES but no longer. I would suggest private.

Single one most important improvement suggested for HPS

Q. Please suggest the ***single most important*** thing to improve Hudsonville Public Schools.

More frequently mentioned unaided suggestions for improvement include:

- ❖ Hold students accountable for inappropriate behavior.
- ❖ More time for teachers to collaborate to improve instructional strategies and implementation.
- ❖ Bring teachers and relevant staff more into the planning process before decisions are made
- ❖ Renew trust between the Board and the staff; a Board that supports ALL students and doesn't have personal political agendas.
- ❖ A culture that honors and supports ALL students.
- ❖ More support for students struggling in school, both academically and behaviorally.
- ❖ More teachers to have fewer students in each classroom.

Teachers (n = 174)

A Board of Education that supports all teachers and voices their support to the community.

A board that puts the needs of the students ahead of their personal agenda.

A clear vision of inclusion of ALL students.

A community unified in serving ALL of its students

A consistent set of consequences for poor behaviors that is lovingly enforced.

A greater effort by HR to treat staff with respect and gratitude.

A greater focus on everyday life skills. Economics, home skills, car care, personal scheduling, and other practical life skills are often overlooked. And starting them earlier perhaps in 8th grade with basic home care and personal economic skills.

A more open minded all around atmosphere, amongst ALL members, that affect the progression of HPS.

A school board that continues to see things similar to what staff sees and needs.

A school board that supports all kids. Administrators at all buildings that are willing to work their tails off for teachers and kids.

A sense of loyalty to the staff and employees. Transparency. The courage to admit that mistakes get made and even more so the responsibility to correct those mistakes and make things right.

A training in diversity education.

Added emphasis on acceptance of uniqueness. We don't all have to be the same. Buildings don't have to be the same. Hudsonville is more than sports.

Additional intervention teachers

Additional staff

Addressing and honoring differences among students

Administration giving some trust and power back to the teachers so they don't feel micro-managed and can do what they need and are already doing to help students continue to learn at a high level.

Administration support

Administrative feedback toward teachers, higher involvement in classrooms

Air conditioning in all schools; higher teacher pay; inclusion and diversity training for teachers; better school calendar starting at the end of August

Alternate diploma track options for struggling/credit deficient students.

As a new teacher, I would like to know how I am doing. I want to teach my students the best that I possibly can and sometimes I don't know how I am doing or in what areas that I can improve.

As an early childhood educator and parent (we pulled our youngest child (a junior) this year from HPS) I think HPS is doing great things at the ECC, Elementary, and Middle school level.

Secondary level brings on many struggles/feelings that I think HPS could improve on in regards to student success and student relationships. I believe there's a lot of attention/direction brought to athletes, gifted students, students that prefer alternative lifestyles and that the average student/s get lost/not payed attention to.

Before making decisions, consider the input and advice that is given through surveys or that could be provided by asking beyond those working in the admin office. Get in the schools, get in the classrooms, ask the hard questions, and make decisions based on what is happening and not based on what is thought to be best, but not asking those who will need to implement the changes. Continually hiring people to come up with system structures but then not providing the staff to implement the systems with students or training for the teachers, support staff, principals to make the change is not beneficial to anyone.

Believe and trust your staff.

Better communication and support between teachers and administration, including those at the administration building.

Better ongoing support for staff, especially when it comes to new programs and curricula.

Better SEL curriculum for teachers to utilize, especially special education staff.

Better support of ALL programs. Hudsonville is very focused on support students who play sports, however, we have a lot of other students and programs. These are not recognized and often overlooked, including staffing and facilities.

Boosting teacher morale and workplace culture.

Bring back reading teachers.

Build in time for teachers to collaborate with each other within the school day (shared planning). Trust teachers to use their time as they feel is most important as opposed to micromanaging it.

Career opportunities other than college to be explored more. Show students and expose them to the thriving jobs, careers and industry we have in West Michigan.

Clear and consistent discipline/consequences to address rising behavior problems.

Clear communication with the staff in the classrooms each day working with students.

Communication and connections with all staff/students/families.

Consistent focus on all of the little things that help students succeed (attendance, course rigor, course offerings and programs)

Consistency and Culture: building great instructional leaders for All of our buildings!!!

Consistency in expectations across the board.

Continue to develop and provide SEL programs for our kids.

Continued focus on positive behavior and social/emotional learning. Students are not always coming to us with these skills so direct instruction on these is so important. More range/continuum of services for students with special needs.

Continued support of staff as it relates to student growth but also dealing with students that are intentional non-learners.

Create a culture that values ALL staff voices and ideas. Bring cohesiveness back to Hudsonville Public Schools.

Creating a collaborative/safe environment between the central office and the buildings.

DEIB & SEL education!!!

DEIB Training

DEIB training-Hudsonville is growing and becoming more and more diverse. While many in the community want to keep a "small town" feeling, Hudsonville has changed and ALL of our students deserve to be safe and feel like they belong.

Develop a program for students that have Significant behavior problems that would help students and staff feel safe in their class and in their school. Students that hurt staff members or other students should have many steps to go through before they are allowed back in our schools and classes. Develop a program for disrespectful and intentional non-learners that destroy a classroom environment and make it hard for students who love school to focus and give their best effort.

Diversity in staff.

Diversity, equity, inclusion, and belonging for ALL students and ALL staff

Diversity, Equity, Inclusion, and Belonging training for staff. If there could be a focus on poverty/socio-economic status first, special education/disabilities second, and then everything else (race, gender etc...) we could make big gains in fostering empathy and compassion toward ALL students and families.

Educating students and families about cultural and demographic differences.

Either adding a Responsible Thinking Center (RTC) in each building for handling Tier 2 behaviors with restorative practices... OR ...adding direct instruction at the middle school level for study skills/organization, etc...

Eliminate DEIB issues, except for inclusion for impaired learners.

Eliminating the Units of Study curriculum from elementary buildings.

Equal conditions between buildings (AC, technology, furniture, materials, etc.)

Equality in resources throughout the schools

Extra support in the classrooms to be able to reach more students.

Find ways to allow leadership some space (more PBIS, more MTSS, more tutors, TESTING COORDINATOR) so that they can devote efforts to school improvements and culture-building.

Focusing on all students and having more plans in place to recognize and help students being bullied, singled out, or feeling left out or alone.

From a middle school perspective, I would love to see the implementation of advanced or honors classes by students 8th grade year to both challenge and prepare high achieving and driven students.

Get back to a solid foundation.

Get rid of PBIS. Teachers are naturally positive people. They are giving positive feedback to their students all day long. However, the lack of consequences is greatly affecting the school climate. The money spent on a PBIS specialist could be better used on something that would have a positive impact on ALL students.

Get rid of the one to one computers for 8th grade and lower. A classroom set of computers that are left at school would be sufficient for the middle school level. The computer is a huge distraction and fight for the teachers. Students used to read books all of the time. Now it's like pulling teeth to get them to pull out a book.

Give teachers an opportunity to be rewarded monetarily based on a job well done.

Giving ALL subjects the support they need to be successful.

Having a BOE that reflects the majority of our community and staff and their wishes for our district.

Having a School Board that supports ALL kids and trusts the teachers and staff they have hired to do right by all students. We have a big job, part of that is academic (which we are great at), the other part is supporting our kids and getting them ready for a bigger global society.

Having an SEL curriculum that can be used as is would improve HPS. The current SEL/PBIS curriculum has been totally revamped/changed/edited etc. It doesn't make sense to purchase a curriculum and then not use it as is. If it needs to be fixed so much, maybe it's not the best fit for HPS.

Having our administration and school board stand up to the crazy parents and tell them that we are here for ALL students and actually mean it.

High expectations and accountability for staff and students

Hire good people as teachers.

Holding all students accountable for their actions.

HPS continues to approach hiring and FTE for each building with a very limited scope. Principals need to have some flexibility with FTE in order to have the best staffing possible for students. Part time positions are often posted and are not drawing from the best candidate pools. This practice is concerning for the future of HPS. Hudsonville has historically drawn the very best teachers with full time positions and this needs to be a priority for our district. Two neighboring districts' hiring practice is to go out and get the best people even if it costs a little bit more and this seems worth it for the success of the district.

HPS should begin or continue to seek to acknowledge AND take action when hearing teachers perspectives of curriculum and supports we have in our buildings. Teachers/paras/resources teachers have a first hand look at how our curriculum is helping or harming our students learning.

I believe for lower elementary it would be beneficial to have more opportunity for tiered instruction.

I believe that if we create a community of loving, welcoming individuals who fight for all students, it would drastically improve our school district. Trust your educators. Listen to the people who are educated professionals. We are highly experienced and will make decisions that will positively impact this district.

I believe that lowering class size in our early elementary grades (especially in K) could help improve student achievement.

I believe you have a Superintendent that I believe in and so do most teachers.. Everybody else at the top needs to step it up because the faith is just not there. This is especially true with our [REDACTED] leader. [REDACTED] seems to be in the middle of most controversies around here. Leaders create more leaders and I feel as if that is just not the case right now.

I don't see enough of the district to answer this well. Currently my students are not into what school is offering them (it seems to be more than in previous years), but I'm not sure what ONE THING to suggest to influence this.

I have a few suggestions: 1) A time-block, perhaps even the entire first day of PT Conferences scheduled by specific request of staff, not just "open" for sign-ups, so as to allow for us to see a higher percentage of parents that we need/desire to see. 2) A return to allowing an academic penalty for late or missing work. 3) I would also strongly prefer a stricter eligibility policy for extra curricular activities.

I love the idea of inclusion for all students but we need to take the lead of what is best for that child and where they are doing to learn the most. Some students I feel are put in general education classrooms but are not well supported just to say we support inclusion. Some students that is not where they are going to learn the most. (CI students that are not fitting in categorical classrooms but not nearly ready for a gen ed setting.)

I think the focus on unity as a staff and less focus on the political things of this world. We are a school that has been a community based school for so long and I feel we have been losing that focus by being to political and trying to be who we are not.

I think we need to focus on reading curriculum.

If we could distance ourselves from some of the political movements and just keep working to educate and nurture kids.

Improve the safety for all our buildings!

Increase teachers salaries to keep up with inflation.

Instruction and curriculum for special education students and reading curriculum for tier 1 students that follows the science of reading structure

Instruction, conversations, and research around equity, trauma, and social-emotional learning/development.

It would be great to increase the rigor and decrease the amount of customer service mentality we sometimes have.

It's hard to pick one thing because I have an improvement mindset. High school staff need more time to collaborate. Perhaps this needs to be in the form of release time. I can't remember the last time any groups did any rangefinding or PD on scoring writing, for example, or on new practices in teaching reading skills. Probably we need more high school administrators and/or a better division of labor among them. Another thing would be a testing coordinator. And, seriously, air-conditioning in all classrooms. Finally, I would be remiss if I didn't mention that we need more mental health supports for both students and staff. As lovely and sometimes insightful as those wellness emails are, they really don't do much I'm guessing.

Keep hiring the BEST teachers. We need great leadership within the walls of Hudsonville Schools. We must get into hiring early to find the brightest staff. Hudsonville is growing but the teaching profession is not. Identifying these gifted leaders is the single most important thing our district can do.

KEEP TRIMESTERS! It allows students MORE class opportunities. Going to semesters would eliminate elective choices for our students.

Keeping SEL and PBIS

Leadership in the central office.

Learning to work with ALL students and create an environment where ALL students feel safe and are able to learn.

Let teachers teach their subject without being held to state standards. This gives them the chance to teach what is important with ever changing world events. The class should connect with the world, not be set to almost arbitrary standards.

Listen to the teachers, really listen. If a teachers says they need support in the classroom, don't feel safe, need lower classes sizes....then do it. In the beginning of the year HPS meeting [REDACTED] stated the teacher's mental health is a huge concern in our state. However we are still being "paid out" for our time if we don't use personal time. That doesn't help teachers. They need time away to reset, balance life and be the best they can be. Show us we are valued by listening to us and thinking like teachers not business men and women.

Listen to what the teachers have to say. They are in the trenches every day with kids and they know what kids need to succeed.

Listen to your teachers. This would require that the admin does not allows contact the same groups of teachers and would seek out input from a wider group of teachers.

Listening to the teachers about what is best for kids and working to implement these ideas.

Maintain smaller class sizes with enough para support continued, especially for elementary education.

More academic rigor, less essential standards and decreasing the number of standards that we teach. If 80% of our students move on to college and colleges don't minimize their curriculum (reduce to essential standards) why are we doing it?

More capacity to handle students who disrupt learning.

More counselors in schools (elementary, too) that are qualified to help kids with mental health issues. They could help teachers struggling as well. The mental health crisis is REAL!

More personal connection to the administration team (like personal meetings with team members to share how it is going and to make a relationship). This would build trust and help the administration team understand the people they are serving. I think this is lacking and would grow the environment 10 fold if implemented.

More resources for special education programs.

More special education staff in buildings working with kids ("boots on the ground").

More support for students with challenging needs

More support in Prek classrooms to keep up with the changes emotionally, socially and educationally since covid.

More support in the classroom. Support that is educated, believes in education and is well trained and ready to help so the teacher can do more one-on-one work with students. I had a para pro come to me and say she would come to watch my "high flyer kids" while working on a project...I was then able to take a group of kids who often are unfocused, apathetic, and have behavior issues. The results were AMAZING! THIS WORKS!!! Teachers NEED this type of support, especially in core classes.

MORE SUPPORT STAFF, less coaches and administration.

More team building with other teachers. I think because our school is so big we could prioritize helping each other and supporting one another.

More work with special education students and placing them quicker in better settings. This affects overall learning of all involved.

MTSS for mathematics

No cell phones /Air pods

Not letting this new school board hijack the significant progress that has been made by the district over the course of the last 20 years.

One of the things I love most about my immediate supervisor is that he sees us as people first, and employees second. At times, my interactions with the human resource department have not felt that way, but rather that I am just another statistic and not a person with real feelings and real things going on in life. I don't need any favors, but having a supervisor remembering what it was like to be a teacher is invaluable.

Open and consistent communication between central office and teachers where both parties are heard and respected and decisions are made together.

Our leaders (board) get to know the schools better since they make the major decisions for all of us. Our schools need to be about learning, not political or racial, inclusion personal issues. Things have become too political.

Our PBIS system needs an overhaul. Our behaviors have tanked in the last couple of years because we do not have consequences for bad behavior and kids catch on to this even at an early age. I feel the teachers of HPS have always had the whole child in their best interest and since implementing PBIS our hands have been tied on how to help them through these behaviors.

Parents supporting teachers.

Paying teachers a livable wage! If teachers weren't working multiple other jobs, they'd be able to give 100% at work. We are burnt out. We need to feel like we are valued and paying teachers what they're worth (all years of experience) will go a long way in doing so.

Please take something away from our plates! Throwing the PBIS curriculum, for example, as another plate we are trying to keep spinning in the air has made it that much harder to keep all of our plates spinning and not falling. Something has to give.

Progressive thinking

Re-structured Grade Level Meetings: These are too big to really be meaningful & productive. I feel as they've evolved into a top-down meetings. I think one way to increase authentic collaboration among teachers would be pairing Grade Level Meetings down to a more intimate setting (i.e. grade level teachers from the same school or departments from the same building). Even if they started whole-group via Zoom and ended with this type of group work, they could be more effective.

READING

Relationships, leaders with character and rooted values and beliefs. Having a voice.

School board members take a more active, visible approach in the buildings.

School counselors/psychologists who would meet with students in a strictly therapy setting (utilizing them in a similar fashion as if students were in counseling with a private therapist). Student mental health is in a crisis and when students are trying to "survive" their school work is not the top priority.

Small class sizes

Smaller class sizes

Smaller class sizes

Smaller class sizes

Smaller class sizes

Smaller class sizes at the upper elementary level would allow us to form better relationships with the students. It would also give us additional time to support the varying needs of the students.

Smaller class sizes!

Smaller class sizes. Increase the number of teachers in order to lower the student-to-teacher ratio.

Social work, trauma informed, PBIS, we have kids we are not meeting the emotion needs of.

Spanish immersion program

Special education and inclusive practices.

Stop ignoring that these kids are struggling in more ways than just academics.

Stop letting parents tell us how to run our schools.

Stop putting more on teachers' plates with extra initiatives. Give us more time to collaborate, look at data, and do the work of being a teacher.

Students don't last the entire day. Days need to be shorter, or have a 4 day week.

Support

Support the teachers and give them an opportunity to share their thoughts.

Switching times for Elementary students and High School students!!

Teachers/staff should be able to expect the same level of communication of from administrators(Central office/Principals) that they expect of us with parents and students.

Teaching Spanish from an early age

That ALL staff help support students. It often feels that only the classroom teachers are willing to go above and beyond.

The public image of HPS. I think it could take years to get back to the image we had before the whole school board fiasco.

The single most important thing I believe would improve Hudsonville Public Schools is a true investment in human capital (FTE). We are physically and materially supported better than most school districts in our state, but are consistently staffed poorly. We have all-star teachers and students, but that doesn't mean we cannot properly staff all programs and buildings just because we as teachers have high skills.

This may be considered minor, but even at parent teacher conferences last night, I had two parents complaining about how their son had to leave the house at 7:10am to get the HS for a parking spot. School starts at 7:50 and they live 5 minutes away. My suggestion would be to put Student Council on this task to improve it. Maybe assigned spots? Or open up a certain row in the staff lot for students? I don't have the solution, I just know this is the #1 complaint I hear from my own children, my own students and even other parents.

To me, it's moving away from trimesters. I know that most teachers would not be in favor of this because we get a long planning time, we get to "get rid" of bad classes in 12 weeks, and we only teach 4 classes a day. None of these are valid reasons or even good reasons to stay on this system. Not only is it expensive for the district to do this, it is also detrimental for staff - student relationships. We start over with our classes every 12 weeks. It takes the better chunk of that time to develop a chemistry with that group; then they're gone. It's also an excuse for staff to give up on problem students knowing that they'll be gone in just a few weeks. If you have a class all year, you can't give up. Teachers are forced to try everything possible to affect behavior.

To think outside the box and not worry about public perception. Examples would include but are not limited to: implementing diversity equity and inclusion education and not worry about the national politics regarding it because it right for kids, allowing the students who would benefit the most from classes to take them (example is the High School Strength class). We are nervous to put money and resources towards athletics because we are nervous about public perception.

Training teachers to implement differentiated instruction for students and integrating technology appropriately to enhance learning (not to babysit).

Transparency within leadership.

Transparency. We can only work as an entire community and team if everyone knows and understands how and why decisions are made.

Treat teachers as humans, not robots - specifically in terms of pay and personal days.

Trusting the staff with access to information. We used to have access to things that were logged into the system and it was also helpful with looking up student grades, but access has been taken away. We are professionals and should be trusted.

Unification between admin and teachers.

Updated visual arts spaces that allow for more impactful art experiences and integration with science and technology.

Updating curriculum / having more common ELA and word study teaching standards and expectations for K-2. Building strong reading skills early on will improve all grade levels. At this time, teachers are having to supplement and change so much on their own to meet students needs.

Using RULER/SEL for our at-risk or high-risk students where it is used by intervention specialists to support students who would really benefit from this rather than making teachers have to decide which academic area they are going to shorten or alternate to teach these lessons whole group.

Value teacher's feedback and goals for their own personal growth

Vote to elect new board members.

We MUST start to offer alternative learning since not every kid is a compliant desk worker. For example, we could offer outdoor learning options, trade skills (mechanical, electrical, plumbing, carpentry, landscaping, etc.), STEAM, etc.

We need more staff. Staffing shouldn't be a mathematical formula. What works on paper doesn't always work in real life. I don't understand why this is the current philosophy of staffing at HPS if we are in a stable financial status. If we want to support students and staff and build HPS in a visionary manner then we need to invest in more staff. I also don't understand why we hire at step 1. In the past few years I have seen staff across several departments begin their journey at HPS bitter about their hiring experience which doesn't seem like a great approach. We know the major factor is the teacher in the room so let's get the best people even if it costs a little more! Our principals do a great job listening to the needs of teachers so then let's listen to the principals when they ask for more staff. Let's think big picture.

We need more support and empathy from all sides. It seems that no one wants to work together, and it has affected the classroom greatly. Students don't feel that they have to be civil with anyone (other students or teachers) who disagree with them because the community doesn't seem to think they have to be civil with anyone who disagrees either. We should all be working together to help make a stronger and better community because the future generation is watching and learning from us.

We need to continue to emphasize the importance of students over the importance of the budget. Each time HPS (administration) makes a decision that prioritizes budget over students, it is easy to see the effects of that. Sometimes I can cite as examples of this are eliminating bubble classes at the elementary level to save money, disrupting a schedule for a group of teachers to save money, eliminating programs to save money, etc.

We need to have a consistent protocol for students who struggle emotionally. They are not receiving what they need and they are taking valuable learning time away from the majority of students. We are not going to keep teachers if they are asked to teach in an environment where children or themselves are getting hurt. Try doing your job with violent interruptions.

We need to prioritize taking care of our teachers in tangible ways. They are the lifeblood of this district. Teachers are leaving the profession because they feel underappreciated and unsupported. Teachers need support in tangible and hands-on ways that help to lighten their load.

Other HPS Staff (n = 101)

A Board of Ed that listens to our administrators and staff as they know what works and is best for the kids.

A district-wide focus on relevancy and making learning meaningful for all students.

A focus on social-emotional learning that is supported by both the district and the board. While this doesn't need to take a lot of time, academic instruction will be more effective when this is part of the foundation.

Adding support staff to assist with students behind on reading.

Additional support for general education teachers as the general education students are presenting with more needs (academic, social, behavioral, emotional, belonging) as almost all students are working to be successful in an inclusive setting. This is needed at all levels. Support could be personnel, training, and/or community support.

Advance level classes and support for these students

Advancing work with social-emotional learning, and working to understand diversity, equity and inclusion.

ALL staff doing whatever it takes, by whatever means necessary, to ensure the whole child success of ALL of our students.

An alternative high school!

An emphasis on supporting families to raise and support their children in the educational process.

As society becomes more aware of students with autism, it is crucial to increase the support available to them. These students face unique challenges that can impact their ability to thrive in a traditional classroom setting. Providing specialized support, such as sensory accommodations, social skills training, and assistive technology, can make a significant difference in their academic and social success. Schools must prioritize the allocation of resources and training for staff to ensure that students on the autism spectrum receive the assistance they need to reach their full potential. Even though these students are being placed in the gen - ed classrooms, a lot of them require 1:1 paras that we don't have the staffing for.

Better & collaborative communication

Better community support

Better leadership

Better/more open communication from Central Office to Building Staff

Civil and respectful dialogue between community, board and staff members that focus on educational success for all students.

Communication and clarity in the relay of information. Start with identifying the WHAT and WHY, then revealed a very intentional and realistic HOW. It's often unclear about these big questions related to curriculum or other bigger, impactful changes.

COMMUNICATION from central office to the buildings. We are in the thick of the behaviors and teaching.

Communication with staff members about the why behind decisions and changes in direction.

Continue to provide mental health staff to support social emotional growth and self-regulation. Students cannot learn unless they have their basic needs met and they are emotionally healthy.

Continued opportunities for students to be community leaders at all levels, elementary-high school.

Continuing to fight for ALL students through proven resources and shoring up systems.

Continuing to hear voices of parents and students.

DEIB

Departments working together to provide the same curriculum and expectations. Also, in lower education to focus more on the core subjects.

District leadership that pushes into the classrooms and buildings and truly has a heartbeat for what is happening in the schools and classrooms. Leadership that listens to the desires and needs of the teachers and staff and works WITH them to achieve the best possible outcome for the students. District leadership should actively be working to improve the quality of education based on the needs of the staff and students within the buildings. In order to achieve that, they need to have a constant presence and feel for what is occurring in those buildings.

Diversification of staff.

Diversity awareness training for staff, families, and students

Each Building seems to have good camaraderie; but this does not always translate into a district-wide team. Understandably, each building will have different goals & unique activities, but maybe add district-wide goals & activities that unites all of us together. Promote & celebrate sporting events, concerts, plays etc for all to enjoy. How about an open house, including the community, to see the new 5/6 building?

Ensuring that there is no bullying but rather all students are included and loved

Focus on Education

Focusing on making school more inclusive for marginalized groups - need for DEIB.

Following natural consequences for students which would encourage kids to become more responsible for their own actions. Natural consequences would include consistent discipline and receiving grades that they truly deserve.

Get rid of PBIS and SEL.

Getting a better handle on areas like defiance, disrespect, and disruption. All of which feel like since implementing PBIS has increased versus decreased.

Getting rid of PBIS and SEL and let teachers use that time to teach the subjects the students really need. Teachers are not social workers or psychologists.

Growth toward diversity and equity training and awareness.

Having a class or seminar "teaching" parents how to help their children with their homework and time management. Currently parents do not hold themselves or their children accountable for their own work/actions. This leaves the teachers and parents feeling unsupported and beaten down.

Having a community, board, administration, and staff who can compromise with each other to make decisions and policies for the good of students

Having mental health professionals available on site to support students who struggle. I hear so many stories about middle school and high school age students specifically struggling with anxiety, depression and self harm.

Help with retention on basic policy practices. Fire drills, tornado drills, and lockdowns are great for students. However, as staff, we could use similar practices that could help build that muscle memory in times of emergency. Basic principles like whom to call in our respective buildings, what we should be watching out for days, and having the smallest overlooked places in our safety and security net not go un-noticed.

Honoring and recognizing diversity

HPS is an amazing place to work! We provide so many benefits to those who work here and learn here. We are growing so rapidly so I think at times we forget just how much we have expanded from the small district we used to be. We need to make sure we are still providing great resources for students and staff members even while we have an increase in enrollment, teacher shortages, less support staff and more work all around. Again I previously mentioned that this is being worked on but having better technology systems, procedures and employee resources will help us continue to support both students and staff.

Hudsonville schools are not consistent across the district in how they manage and handle discipline. In order to be an effective and safe district, there needs to be clearly set expectations and protocol in place. For example, a student should be given the same discipline at one school as they would at another (this goes for behaviors, attendance, etc.). Though Hudsonville is a great district, the experience can be completely different at one school than at another.

I think adjusting the pace from trimesters to semesters would ease some social/emotional burden from students and still allow for student advancement and opportunity.

If the board of education would support our superintendent. The superintendent supports the administrators, and the administrators support the teachers and other staff who support the kids. The negativity from the board produces stress that rolls downhill. It makes HPS worse for our students.

If the BOE would start to work from a place of what is EXCELLENT about HPS and not from a place of what some small groups in the community perceive is wrong. We are one of the greatest schools districts in the area. We have 482 out of district students whose parents sought out HPS for its excellent offerings in General Education and Special Education, some of our buildings are at capacity for schools of choice students. It is time all of our BOE members started acting from a place of pride in HPS, it's educators and employees. It is also time they start sharing that pride and message with the community members they interact with that have negative perceptions of HPS. The BOE's job is to build bridges, change the narrative and focus to what is good, because the good outnumbers the bad exponentially.

If we stopped listening to people who didn't have children in the district, we would be way better off.

Inclusion of ALL students

Inclusion training for staff

Inclusion/diversity training for staff, students and the community.

Incorporating more social skills into the curriculum. For instance (& this is only one example), I feel as though a simple "please" or "thank you" has been forgotten. While I know this starts at home, if students do not live in such an environment where this is taught/practiced, I feel as though it is our job to assist in teaching such simple social skills.

Increased communication across all staff levels. As a para, a lot of times I have no idea what is going on with district or curriculum level decisions, changes, etc.

Increased teacher and building-level administrator voices in decision-making.

Keeping MTSS and PBIS in each building. We are growing in the right direction with the MTSS and coaching models. We need to continue to use these roles to enhance our teachers. PD and early releases are not enough.

Less administrative positions and more boots on the ground.

Listen to all voices, not just the loudest ones. Sometimes the least represented groups need our support most of all.

Make PBIS positions permanent.

More anti bullying teaching

More aware and listening to students in regard to other student behavior

More counselors and Title One Paraprofessionals in the High School. These kids whom are struggling with mental illness and ideology issues are screaming for attention. These are hurting kids, who need more support and intervention. If it is not being met at home it needs to be met at the High School level. Thank you!

More custodians/ more time off

More emphasis and support for students that do not go to college but want to work or go into trades.

More inclusivity and education on diversity

More trainings for teachers to understand that not all students are equal as far as learning. ADHD is up 200% from 10 years ago. Classrooms need to have more visual and tactile hands on approaches to learning. An ADHD student does not learn audibly. The more senses you can touch on while teaching the more they will retain.

More transparency for staff on upcoming changes and more consideration on these changes.

MTSS fully implemented at the Elementary level. Increase Tier 1 and Tier options for reading and math.

New Admin staff

Not starting as early in August, shorter Christmas and spring breaks to accommodate longer summer break

One thing that would improve our district would be if our Board of Education would trust our teachers in their work. If they have questions, they should seek out answers from a variety of teaching professionals, not just the ones that match the message they want to hear. They should talk to teachers in Hudsonville across our schools and grade levels to get a clear picture of the incredible educators we have here in our district.

Open communication with staff, parents and community.

Parent involvement. Seems like today there are side's, staff vs parents. When I enrolled my kids in preschool and early elementary everyone was in agreement and got along. United.

Please keep us safe. This is not taken seriously at the ECC. Doors that don't lock, wrestlers coming in and holding doors open for friends, [REDACTED] opening cafeteria door to take [REDACTED] backpack.

Quit pumping the breaks on DEIB and SEL items and roll them out at the HS level -- with an additional MTSS person.

Reading with EBLI at a young age

Recognition and support of professional learning and continued education for student support/special education providers, not just the teachers.

Reduce class sizes

Regaining trust from our community. False narratives about what we are trying to accomplish have been spread over social media. As a staff member, it feels like I am always looking over my shoulder. I would like to be able to focus on serving our students.

Since I work at the High School my mind goes to answering in terms of that, but for a district wide answer I would say a unified board.

Smaller class sizes at the elementary level

Smaller class sizes to accommodate the ever changing behavioral, social, emotional, and academic needs of students.

Smaller class sizes, especially in elementary and middle schools.

Social Emotional Learning needs to remain in place. Students need these skills to be successful.

SPED support!

Start communicating between the district and parents/community better. It feels too much like us vs. them. BOTH sides need to listen better to what the other is trying to say. I've heard admin write parents off because they have different opinions when they should be trying to listen and understand.

Stronger stance on the importance of diversity, equity, inclusion and belonging and adequate staffing to support DEIB and the social-emotional and behavioral needs of students.

Supervisors should ask for staff input about changes (new positions, programs, etc.)

Support big behaviors better. Teachers are feeling unsupported in this area and are going to start to leave. Amazing teachers is one of the biggest positives HPS has right now. HPS needs to be fighting harder to help their teachers feel appreciated so that they stay longer and continue to be motivated to do their best.

Teaching tolerance and opportunities for students to learn more about the "bigger world."

That all staff are equally important, rather than just teachers, and even at that just those teachers that are close to the principle or that are in the upper echelon of teaching society. As a para, I am not even offered a hello in the halls when admin walks right by me literally 3 feet away.

That the School Board would appreciate and listen to the talented staff we have here. Unless you work in the trenches and spend day in and day out with ALL children how do they know what's best protocol? I wish they would listen and stop pushing their own agenda on HPS.

The continuation of an SEL program to promote the development of the whole child and to continue to see behaviors decrease.

They need to do a better job at handling behaviors. If they address the behaviors effectively, the academics will improve.

TIME given to teachers for collaboration, planning, and improved curriculum delivery.

Trust and respect re-established between parents, admin, teachers, and board.

Trust between the Board of Education and the staff.

Unification around curriculum

We have been stalled in the PLC process for years. People are frustrated because of all the partial attempts we have made without being able to see the benefits. We really need to commit fully to the process and provide teachers with the time to collaborate to implement the process.

We must care for every student that walks through our door. Students come from all sorts of places and situations that are not alike. Students must feel safe in our buildings to be able to foster positive relationships with peers, community members and staff. Continuing to care for everyone is important. The challenges that students are faced with now, are not the same challenges students faced even a decade ago. If you take time to talk to a student, the issues of self worth and the ability to fit in are very much on the forefront of their mind and want to be cared for and treated with respect. These kids love to learn and compete. We must continue to foster a positive working environment where a student can succeed in life.

Writing down policies/procedures so they are accessible to all staff.

Unaided Additional Comments

Q. Additional comments the issues in this survey or anything else about being a staff member at Hudsonville Public Schools?

More frequently mentioned unaided additional comments include:

- ❖ A number of staff members exclaim their pride with being an educator ... *"I love my job! I love my colleagues and my students."*
- ❖ Some are concerned that as Hudsonville Public Schools has grown so much, its family-like connections among staff have weakened.
- ❖ Some voice concern for the number of teachers and staff who can now retire if desired along with a shortage of available teacher to replace them.
- ❖ Several express their appreciation for being asked for their opinions with this SOAR research and strategic planning ... *"Thank you for giving us this opportunity to share our thoughts and experiences."*

Teachers (n = 66)

A common concern is that this survey is NOT unanimous. Most teachers fear filling these out. I haven't for years because I don't trust it either. But what the [REDACTED]I'd also would like to be able to evaluate our [REDACTED] our [REDACTED] and for sure our [REDACTED] [REDACTED] There is nowhere to do that.

Are the assistant superintendents evaluated? Because I think this should be something that is done and not just with leading questions to a few random staff. You need to hear what was being said and the experiences people are having at the ground level. Most staff are too afraid of speaking up or even taking this survey because they don't trust this process without repercussions. I'm going to repeat this very important part. There is no trust.

Besides Dr. VanderJagt, MANY teachers are NOT impressed with the [REDACTED] of the [REDACTED] [REDACTED] I don't know how to say it any more clearly. And what is going on with GREAT support admins who are getting pushed out? Sara Miedema and Jan Mullenix are great!

Climate and Culture: Students need character development, leadership safari, alternative scheduling options, Service opportunities, career exploration, diversity awareness

Continue to offer programs such as paying for Master's if we hope to continue to hire amazing teachers.

Education is tricky these days. Thanks for all you do!

Everyone knows that most work gets done early - the early bird get the worm. Bedtime is a decision. Older kids do sports and can have a part time job. So we should not go later in the day for older kids. They need to start early to be at their best!

Hudsonville is a great district and I am lucky to be a part of it!!!

I am concerned about the safety of our district with ALL the recent attacks on school. Is it safe?

I am grateful that I work at Hudsonville High School and there isn't anywhere else I'd rather be employed. The feedback I included here is not intended to be disrespectful, but rather with the goal to provide insight into how I feel things could be improved. I do see and appreciate how busy administrators are and recognize that many of them are stretched too thin. What I think that a lot of my comments illustrate is that to me, how things are operating right does not seem to be sustainable in that it will likely leave many people, not just teachers, feeling over-worked, under-recognized, and disconnected, which will be damaging to our students.

I am grateful to be a part of such an amazing school system!

I am grateful to be on staff at Hudsonville public schools, more specifically at Riley Street Middle School. I feel valued and appreciated by parents and administrative staff at my building. We have gotten so big, however that there are so many people who work for HPS who I don't know and don't know me, and I feel very disconnected from them. For example, you used to feel that HR knew you, now they don't, they just shut down your requests. There are speech pathologists, SEL people, occupational therapists and more that send me emails but have never met me or spoken to me. I can't find the word to describe how this feels, but I miss the small town feel.

I am very grateful to work in this district and I love the experience for my daughter. Please don't let one group of people (parents or not) decide what is best for all our students. Let Hudsonville Public Schools evolve with the rest of the world. Let us teach love and kindness along with our content material, so that ALL our kids are happy, supported, and become positive contributors to society.

I do love my job so much, but the last 5 years have definitely been my hardest with students and behaviors... which brings much stress.

I do not think the transition of staff between BMS and [REDACTED] was handled well at all. Too many teachers are very upset with how the process went down, and the communication (or lack there of). I think teacher morale is down across the district and needs to get fixed as quickly as possible.

I do worry long-term about the teacher shortage. It will be important for Hudsonville to continue to pay competitive wages and benefits, or I think what makes the district so strong, its staff, is going to really decline overtime. I think this is a really great survey. Thanks for giving it. I hope that the information is truly used to maintain strengths and bring about improvements. As a staff member I would love to hear more frequent updates on how the feedback the staff has given is being implemented throughout the next year.

I don't think these questions show the whole picture. Many responses could have reasons that conflict.

I don't want to work in any other school district.

I feel as though MTSS is requesting too much testing. There is so much data that it is unclear which to use. There is also confusion as to which testing systems are coming from HPS and which ones are coming from the opinion of the building MTSS. There seems to be a discrepancy.

I feel it's wrong to adopt the RULER curriculum and totally change it to make it "Hudsonville"? That seems like a huge waste of money. It seems more logical to purchase a curriculum that can be used as is with only slight adjustments. I also feel it's wrong to have an MTSS specialist that can only spend such a small percentage of their day working with students. And the small percentage of students they can work with is so limited. This feels like another huge waste of money. I realize I've given you a lot of things to think about. Thank you for considering my ideas.

I feel valued by all staff and am eager to begin my career with HPS inspiring young minds.

I have had the amazing opportunity to teach in several districts (urban and suburban - including a private school) and I truly believe I teach in one of the best districts and schools in the state. Our Central Office and HS Admins are truly incredible. The staff (as a whole) is without peers. However, the Board's attempts to politicize and decide curricular matters based on faith-based value systems is reprehensible and illegal. While I may agree with their morals and values - it is my job to come to school every day giving my all for each and every student no matter their faith, race, or gender. Simply, that is the law. I love my job... I love my students... and I love teaching here - the Board is changing that.

I have hope that HPS can become what it once was and feel like a family. Please consider helping put in the supports to allow people to breathe and make this happen.

I know there are policies put in place to help students that have challenging behaviors. However I have seen several people in my building get hurt because they are told they can't do anything while children hit them or throw "tantrums" in school. Kids are protected but how are adults being protected? They don't deserve to be abused by students.

I love my job! I love my colleagues and my students. My only suggestion would be to have the option of a few teachers in the district be able to "extend a vacation" without getting so much penalty. Maybe allow it once every three years per teacher. I am very grateful that we have spring break, Christmas Break and Mid Winter break off during the year. I wanted to take a personal day on May 25 but would lose my Merit pay and go unpaid. I don't ask for many vacations but this would have been very helpful in my situation. I totally understand the reasoning behind it if EVERYONE were to try to extend vacations all the time. However, I don't see a problem with a few teachers doing. Maybe we have a lottery or some sort of system for it. I have heard of other school districts doing this.

I love my job.

I love that for the most part our elementary class sizes are not maxed out. I think smaller class sizes makes a radical difference! More staff would allow some smaller sections at the secondary level too. We need a way to challenge the really advanced students. We need a few honors classes (math and English) at the middle school level. We have a small group of students who go through all of middle school bored. I think our district office handled Covid in an extremely professional, reasonable manner and I appreciate all you did to pull our district through a stressful time. Our experience was much better than teachers I talked to in other locations. There are still so many behavior impacts. Students are a year or two behind with behavior/SEL/etc. We need to get creative to address this. Teachers have a tool box that works for their grade level and really need to be using tools of the teachers who teach 2 years below them. How can we share these strategies for classroom management? I appreciate the consistent, timely, and professional communication to teachers and parents on many levels in this district.

I love working for Hudsonville Public Schools. Since working here, it is the first district that I have worked in where I feel like I make an actual difference. I look forward to spending the rest of my teaching career here.

I miss the connection.

I said that I would probably not recommend HPS to families. This has nothing to do with the people with whom I teach or the leadership. It is simply due to the incredibly large numbers of students who have no regard for authority.

I think that too much sensitivity is involved because of parents and board issues instead of doing what we as educators know is best for our students. We're becoming controlled by politics rather than having education and compassion drive our instructional decisions.

I truly enjoy being a teacher and I feel very supported by my building principal. I feel like just giving teachers opportunities to be heard would be helpful. So we know that administration knows what the real issues are in our everyday lives. I know there is a lot to work on but just being heard is helpful.

I worry about the number of staff that can retire from teaching (those who bought 5 years). There may need to be some incentives to keep teachers. There are so many young teachers who will need support. I also saw that Grandville has a curriculum and engagement specialist. I have loved my time at HPS. I have taught here 22 years and experienced a variety of grades. The last few years have been challenging to say the least. It's a different community from 20 years ago. I still see the GOOD. But, the burnout is real. I felt rather negative filling out this survey : (. There truly is a lot of positive at HPS, but I think staff is burned out. It often feels like you cannot go to your admin b/c they have way too much which then leads to teacher burnout. I appreciate our extra days off as I think these are needed for students and staff. I like the way our calendar is set up. I'd like to see HPS be more progressive and cutting-edge. I heard we may be getting therapy dogs, I think this is great. It would be amazing to have some advanced classes at the MS level and 9th-grade level.

If board members really want to see what is happening, come sit in my classroom. Happy to have you any time!

Improve professional development keep SEL in the elementary classrooms Improve EL support Add opportunities for advanced students More training for elementary teachers on working with EI and ASD students in their classrooms

In regards to question 124 about trimesters, I wish you would go back to trimesters for elementary school. Semesters do not match up with conferences, and it is a lot more work for teachers in the end. Our report card better lines up with a trimester schedule like it used to be.

Increase teacher's salaries.

It is sad to me in my last few years of teaching that there is so much disconnect from the board of ed and what students, teachers and admin need to have success.

Keeping our MTSS coordinators is so important. Teachers are asked to fill so many roles that they cannot possibly do and finally there is someone whose job it is to do some of that work for us. MTSS coordinators actually support what teachers are doing in the classroom. They have a direct positive impact.

Love my job and the materials I am provided with to teach.

Many of my students struggle with their mental health and I think Hudsonville would benefit from more training and support in this area.

Never hide information about children to their parents.

Our district has so much potential. Please listen to teachers and principals so we can help you get there.

Overall, I do value and appreciate the HPS district leadership and the opportunity to work in a supportive environment. We are given appropriate instructional tools to teach our students and are fortunate to have facilities that are safe and mostly up to date. I think the leadership does look for opportunities that will help our district continue to improve. There are a few comments I have regarding building maintenance and PBIS and SEL curriculum. First, I'd like to comment on building maintenance. Our building continues to get cleaned less and less. It's quite disheartening to come into a room that the floors have barely been swept and there is a smear of spilled something that should've been cleaned weeks ago and is still there. I'm not above cleaning up after students spill, it happens, but we can only do so much with paper towels. I don't know if new custodial staff is not being trained sufficiently or if hours have been cut so much that they don't have significant time to do their duties. Secondly, our implementation of PBIS, SEL, and RULER has been frustrating. In the beginning I thought this would be a great district wide initiative and the PBIS specialists and other staff members have put a tremendous amount of work into this to make it teacher friendly for using it in our building. But as I've been watching what has been happening as we continue down this path it is defeating to both staff and students. There are always going to be students who have that intrinsic motivation to work hard and respect others, but then there are some who are noticing students who aren't respectful getting rewards for doing the bare minimum or not even meeting our expected SOAR behaviors. Now you have this group of kids who are realizing they don't have to respect others but they still get rewards for doing the minimum or less. This is where I think we are starting to go down a tricky path. I know the word "consequences" may not be a popular idea, but without some kind of consequences for students this is a mindset that will be hard to undo. I'm not saying a consequence should be a punishment, it may just be that there is not a "reward" when it really isn't earned. As more and more of those students choose to go this way that will mean MORE time teachers and staff members will have to devote to managing these students. Staff members feel defeated and frustrated because what used to be effective classroom management or good practices are now being second guessed or you are not being supported or that you are left with no options to manage behaviors. I see many staff supporting SOAR in our building but I also see a lot of frustration. One example, a student walks by and hits another student with their library book 'just because', and you have also seen that same student be disrespectful multiple times that day but yet they still get their prize at the end of the day... things just don't add up and what message are we sending to the students that are noticing this same pattern? Most of what I mentioned above is probably more PBIS, but SEL and RULER have also been challenging and I do feel like they are intertwined. We used to do some SEL related topics as a building and I felt that was an appropriate balance and easy to include in my classroom. But now that we have to set aside specific time each day/week for SEL and RULER and I have to truly lessen the time I use on my other academic subject areas I feel we have gone a bit too far. Like I said in a previous comment in the survey I think SEL and RULER would be more appropriate to use as an intervention by the PBIS specialists with students who are at-risk students rather than using it with all students.

Our paras are amazing and deserve to be compensated like they are valuable members of our team. Because they are! All of the paras in our building do so much and yet they all have to work additional jobs. We are lucky to have kept them for as long as we have, but you'd be able to keep great staff if we paid them accordingly. Also, class sizes need to be capped at lower numbers. We all talk about the gaps in learning and how we need to be individualizing instruction, but that isn't possible at our numbers. Having 19 kids in pre-k is a lot! Having 28 in 5th grade is a lot! It's just not feasible to do all that is expected with large class sizes.

Overall, HPS is a great place to be.

Please don't take ALL the administrators out of the building for a meeting. Please have at least 1-2 administrators back at the school. ALWAYS something happens when they are out. Could you do every other month, switching them?

Please help staff members get time they need to do work on prep time. I can't count how many times we get emailed to sub during our prep hour. Raise pay for subs to help with this situation, or give staff members the pay rate they make per hour as a teacher. Staff members are sick of helping out to then get sub pay as a thank you for giving up planning time and work time. This problem is something that needs to be addressed.

Professional development has been very weak for the last few years. There is almost no value to the training we get. I can't really provide a solution yet, that isn't my job.

So incredibly proud to be an Eagle.

Sometimes it is difficult to deal with the number of entitled WHITE students and their parents, but overall throughout 20 years of teaching, Hudsonville has had supportive families which is a huge asset.

Teachers want to feel seen, supported, and celebrated by the Board, by the community, and by all central office staff. We work so hard for our students, and without compensation we could be making elsewhere.

Thank you for allowing us to skip a question.

Thank you for everything you do to fight for our students, educators, and parents.

Thank you for giving us an opportunity to share our thoughts and experiences.

Thank you for listening, understanding and responding to what our community, students and teachers are saying. We know there is care, but it is time to take the next step!

Thank you for the survey. It's a challenge to try to work with a changing district, community and world. I appreciate HPS.

The later start for middle school and high school is a bad idea for many reasons. I would not want an elementary child to be standing in the dark waiting for the bus. Many older siblings take care of the younger ones after school, if they get home an hour later, that poses a problem for parents as to what to do with the elementary child for an hour. Many middle school and high school students play sports and practices will go later not leaving a lot of time to do homework, that could cause a lot of stress on students. Some high school students have jobs after school, they would not be able to work as many hours if they got out of school an hour later.

The special education department and students with big emotions. There is not enough support for all of this. It is really affecting all students involved. Students are coming from a ton of support and then are just thrown into classrooms and that one educator and the entire class are struggling to teach and learn all students to the best of their ability. There is often a blind eye to all of this and often comments of we can't or they don't qualify yet they really do if you looked at all of the documentation. Unfortunately that one student and the entire class are suffering emotionally and with academics. Often the class is not getting the full education they are entitled to have.

We used to have opportunities to evaluate our building administrators and those at the district level. I am wondering why we don't seem to have a chance to give our feedback anymore.

When are we going to start to offer foreign language immersion classes at the elementary level? The United States, as a whole, needs to learn to value the language, customs, and cultures of other places in the world. If we want our students to be successful in the changing world, we need to give them additional skills from an earlier age.

When change happens - 5-6th building. Make sure you get feedback from those affected or who could be affected by these changes. Making a decision to include a whole year of music in 6th grade impacted many and did not fit with the SOAR goal of choice.

When I began teaching in HPS, our [REDACTED] prioritized the [REDACTED] for which it was overseeing. [REDACTED], were prioritized. Additionally, communication that came from HR was made with attention to the feelings of those who would receive it in mind. That has not been the same in the last few years. I have personally heard [REDACTED] staff address the fact that the teachers would be upset by a decision that was made by that they didn't care. This is upsetting to hear, as I was hired into an [REDACTED] that treated every teacher as if they were family. I knew that I was cared for, regardless of the situation and how difficult it might be.

When I first started at HPS, there was this feeling that we were a big family and I never questioned that I was valued. The superintendent greeted me by name in only my second week and it wasn't uncommon to receive a personalized note from a member of the admin office throughout the year. It hasn't felt that way for some time now. There are so many little gestures that can go a long way.

Why don't we offer steps to veteran teachers coming in? We're going to lose out on current staff and potential new staff by not offering. I've heard the phrase "we're a destination district" so we don't need to do that. That is pompous and wrong for so many reasons.

Other HPS Staff (n = 36)

As a paraprofessional, I often feel that we are left out of things that would benefit us. Such as meetings to review the state testing info., any changes to the way things are done in the building, or any other things that we, as members of the staff, would benefit from knowing in order to do our job better or provide consistency. I often find out about things through overhearing others talk about them and then wonder why no one ever told us about it. I love my job and the people I work with, but I feel overlooked and underappreciated many times throughout the year.

As a staff member of HFC/HHS, I do think the administration here (principle, assistance principles, ect...) does a good job and makes the campus welcoming.

Decisions made at the Board of Education level need to be made with information from those who do and see the work on a daily basis instead of what Board of Education members hear from others.

Hudsonville used to be the district to be in! The curriculum was challenging and top notch. Teachers were trained in differentiation and committees were established to focus on changes. The voices of the staff on the committee were heard and they were part of the decision making process. Currently committees are established but that is a formality because the decisions have already been made. Our math is outdated. Science was removed from classrooms when careers are science based (sorry but STEAM on a 4 day rotation isn't going to assist with mastery especially when the State standards are not taught even if PLTW states that they are). Our reading K-2 should be focusing on phonics and once the foundation is met then move to comprehension.

I absolutely love being a staff member of Hudsonville Public Schools.

I also think dedicated counselors at the elementary level would help us be proactive with some of the items our lifelong HPS kids continue to struggle with at the HS.

I am proud to be a staff member at HPS and I am thankful for the leadership of Dr. VanderJagt.

I am proud to say I am a staff member for Hudsonville Public Schools.

I appreciate my job and am thankful for it. Our students are an endless source of motivation to keep me trying to improve. Our superintendent, assistant superintendents, administrators, teachers, and staff are talented, intelligent, and, most of all, they care about kids. I look up to them and learn from them every day. They should be celebrated and supported here or we will lose them to other districts.

I can say wholeheartedly that I love my job and colleagues. We care about each other, and I consider them part of my extended family.

I do worry about how large HPS is getting and how that will effect my young children as the grow up.

I have been blessed to work with so many good people and have been lucky to feel so overvalued by them!

I have grown, and learned so much working in the different schools in our district. I have watched my kids grow from preschool to graduation through HPS. They are doing well in college and final years of high school. I am thankful for the opportunity to work in the same district with them.

I hope to see some positive change in the district. Hudsonville has a good foundation, and I think they need to do a better job of respecting and listening to the amazing staff within the district.

I love my job and this district! But it makes it very discouraging when help isn't there. Behaviors seems to be getting more violent and proper supports when staff reaches out would be beneficial for all!

I love our school district!

I say probably no regarding the changed start times due to work and sports schedules after school would go so late!

I want to continue to feel proud of this district. We need to move forward and highlight all the positive that is happening in our district.

I want to help students truly succeed but I am not able to when students are in the wrong classes and students are praised because they listened to the teacher 1 time the entire day. I can't help the struggling student or the rest of their classmates with PBIS and the current methods.

I wish paraprofessionals would get paid for snow days

I would be greatly disappointed if the elementary school schedule changed. Our kids come very tired every morning as well. I feel the older kids have a better ability to manage themselves with the deficit of sleep.

I'm privileged to work in a great district surrounded by great people!

Increase pay for support staff

It is a blessing to work with such great people!

No longer proud

Quit letting students retake tests and quizzes - no do overs and redo's at your adult job, they either showed up prepared or not. This is telling parents that the school is more interested in them looking good academically vs teaching the student to be prepared.

Rather than all students having one-to-one devices - which seem to be abused more than used in classrooms - the devices should be on carts in a teacher classroom. These devices could be checked out as needed, but not in the hands of the students 24/7. There are more negative than positive outcomes for a Middle School student to have a one-to-one device.

Students should have clear expectations and boundaries regarding behaviors. The safety of our staff and students often appears to be overlooked which is a dangerous and slippery slope.

Thank you for allowing us a format to express out opinions!

Thank you for including Technology. As a department, we are often overlooked or excluded when it comes to "all staff" communication and opinions.

The Paraprofessional pay/benefit package needs to be seriously addressed - it's TIME. We are barely making above minimum wage. Most of us too are working directly with students who have the highest needs academically, physically and emotionally. Bus drivers - custodians, the tons of security guards (who seem to have it pretty darn good) - have it so much better. We need to bring back PTO as well - where someone can take a day for personal reasons and it can be pre arranged and a Sub can be scheduled. Not just give us a bunch of sick days that will most likely go used. Thank you. It's Time to value this large group of employees.

This has been a tough year. Taking jeans away is not fair! Encouraging comfy days - sweats is stupid. It's Not "professional" to work in sweats. Dressy jeans is way better

This is my ■■■ year at HPS and I love my job! Being widowed ■■■ years ago and suddenly a single mom, it would be nice if there was the availability of insurance as a ParaPro or the offer of full time employment to receive benefits.

We need to re-visit training and support in the area of diversity, equity, and inclusion. Many special education staff are becoming "burned out" in short amounts of time due to the lack of support and difficult students.

While I don't always get kuddos for the job I am doing, I feel as though the students know that we care for them. I did not take this job for the money. I took this job because I enjoy working with the kids. Middle school is such a fun atmosphere - wouldn't trade my job for anything! Thank you for letting me work at HPS! It is truly a privilege!

Why do we return to school so early on the 15th of Aug (such a short summer) and why do we have those 4 half days? As a HS math teacher, we can only get one lesson in that week (the first day is always a getting to know you day) but those four 1/2 days count as 4 full instructional days. This makes things very rushed for us in the first trimester. Also we have those 4 half days during the Hville fair. Prior to 2020 there was always no school during the fair. Covid and heat added 4 half days during the week of the fair. We are hoping we can get back to pre covid and not have school during the week of the fair. Thanks for listening!