



Davison Community Schools

Where Kids Come First and Futures Begin

District
Extended COVID-19 Learning Plan
as Described in Public Act 149, Section 98a

September 14, 2020

Revised June 11, 2021

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access.

District educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

District Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Davison Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 1490 N. Oak Rd., Davison, MI 48423

District/PSA Code Number: 25140

District/PSA Website Address: <https://www.davisonschools.org/>

District/PSA Contact and Title: Kevin Brown, Superintendent

District/PSA Contact Email Address: kbrown@davisonschools.org

Name of Intermediate School District/PSA: Genesee Intermediate School District

Name of PSA Authorizing Body (if applicable): n/a

Date of Initial Adoption by Board of Education/Directors: September 14, 2020; revised June 11, 2021.

Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 12, 2020.
2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:

- COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
8. The District/PSA assures that
- instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and each month thereafter at a meeting of the Board, and
 - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - the instructional delivery method that was reconfirmed;
 - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.

President of the Davison Community Schools Board of Education

Date

Superintendent

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

In June of 2020, DCS surveyed the community and found that 62% of families desired their students to return to face-to-face instruction while 38% of families indicated a desire for 100% online instruction for the fall of 2020. The District conducted a second survey in late July and found that 76% of families now wanted face-to-face instruction, while only 24% indicated they desired 100% online instruction.

In an effort to accommodate the desires for our community and return as many students as possible to face-to-face instruction, which the District believes is the best place for students to be, and fulfill the requirements of Michigan Governor Whitmer's Executive Order 2020-162, the District established a [COVID-19 Preparedness and Response Plan](#).

This plan communicated DCS's response to fulfilling the requirements, strongly recommended, and recommended protocols for returning to school face-to-face as laid out in the Governor's "Return to School" road map. Within this plan, DCS stated:

The Davison Community Schools will offer multiple instructional models for the 2020-21 school year. The District will provide devices, chromebooks, to any family in need of a device and assist families in acquiring internet connectivity when needed. Additional information pertaining to these instructional models and general procedures that the District will offer can be found in these linked documents:

- [What Does Face to Face \(F2F\) Instruction Look Like in 20/21](#)
- [What Does Online Instruction Look Like in 20/21?](#)

These models were developed to provide the face-to-face and online options necessary to increase student engagement and achievement for the 2020-21 school year for all students.

Should the District need to pivot face-to-face learning to an online setting the expectations linked below will be followed:

- [GSRP-6th grade expectations for pivoting from F2F to online 11-17-2020 - Google Docs](#)
- [DCS 7-12 Expectations for pivoting from face-to-face to online - Google Docs](#)

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

The educational goals of DCS that are expected to be achieved for the 2020-2021 school year are:

- To provide the face-to-face and online options necessary to increase student engagement and achievement for the 2020-21 school year for all students.
- To utilize NWEA MAP test as the benchmark assessment tool for the District as has been done in previous years within DCS. The NWEA MAP test will be administered three times, in the fall, winter and spring. Results of the assessment and student growth progress will be reported to the Board of Education in February and end of the year assessment results will be used to determine whether students have made adequate yearly progress toward achieving their growth goals.
- Use the NWEA tool to gauge student growth and learning pertaining to the academic standards in the same scope and sequence as the DCS would have planned for in-person instruction at each grade level or course in a standard, non-pandemic school year.
- All DCS students will make adequate yearly progress as measured by the student growth percentiles on the NWEA MAP test using the fall assessment as the baseline for student growth, the winter assessment as a way to measure student growth progress,

and the spring assessment to determine whether students have made adequate yearly progress.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

The Davison Community Schools will offer multiple instructional modes for the 2020-21 school year. The District will provide devices, chromebooks, to any family in need of a device and assist families in acquiring internet connectivity when needed. Additional information pertaining to these instructional models and general procedures that the District will offer can be found in these linked documents:

- [What Does Face to Face \(F2F\) Instruction Look Like in 20/21](#)
- [What Does Online Instruction Look Like in 20/21?](#)

On March 9, 2021, Governor Gretchen Whitmer signed into law Public Act 3 of 2021. Section 23b of the act (MCL 388.1623b) appropriates \$152.4 million in federal funding for summer programming, credit recovery, and before- and after-school programming as part of the Elementary and Secondary School Emergency Relief (ESSER) II Fund. In addition, \$10 million in state aid funding was appropriated for innovative summer programming or credit recovery programs.

To be eligible for funding in section 23b, Davison Community Schools will submit an application to Michigan Department of Education (MDE) no later than Thursday, April 15, 2021. This application includes the following:

- A pledge to provide COVID-19 remediation services to eligible pupils.
- A COVID-19 remediation services plan that addresses requirements for each funded program as outlined below.

The following link leads to the District's detailed plan containing the information used to apply for summer programming, credit recovery, and before- and after-school programming as part of the Elementary and Secondary School Emergency Relief (ESSER) II Fund.

[DCS summer programming, credit recovery, and before- and after-school programming plan](#)

The following link leads to the District's enrollment document containing the number of students enrolled in DCS summer programming and credit recovery programming as part of the Elementary and Secondary School Emergency Relief (ESSER) II Fund.

[DCS summer programming and credit recovery enrollment numbers](#)

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

DCS has maintained its intent to provide students, whether face-to-face or online, the DCS Advisory Curriculum Council (ACC) approved curriculum which is aligned to state standards. All teachers whether face-to-face or online will utilize Google Classroom, Schoology, CANVAS/Accelerate learning, Davison Virtual Education, and/or traditional instructional strategies and resources to deliver the curriculum. The DCS has maintained a calendar that includes 180 days and at least 1098 hours of student instruction.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

DCS will continue to communicate with families in the same manner as in previous years. Teachers will utilize our student information system, Synergy, to present families with information about student progress based on the evidence of learning we have gathered. Students will receive two standard's based progress reports each semester and a summative report card at the end of each semester. Evidence will be gathered by teachers through ongoing formative and summative assessments. In addition to overall marks based on the mastery of standards, formative feedback will be provided to students and parents on a regular basis.

In an effort to increase student engagement and achievement for online learners, all teachers will make a minimum of 2, two-way communications with online students each week. These communications will be documented in Synergy and the percentage of successful two-way communications with students will be shared with the DCS Board of Education monthly.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

DCS has committed to providing all of our students with a Chromebook and options for families in need of internet access. The students that have registered to be 100% online have received their device prior to school starting. Students choosing to return face-to-face will receive their device at school open houses or shall be receiving it upon return to school on or just after September 8, 2020. Information on reduced pricing for internet access has been communicated to families. Families have been surveyed to determine their technology needs and our technology department has and will continue to provide them with the support necessary.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

DCS has identified K-12 students with disabilities that have chosen the 100% online option and 7-12 students that will have online classes as part of the 7-12 instructional model. We are creating contingency learning plans for all online students with disabilities. DCS has dedicated special education staff as online case managers to provide support for students in reaching their IEP goals and accessing the general education curriculum. Staff will support general education online teachers as well as families needing additional resources in the home.

As required in MCL 388.1698a(4), districts providing instruction under an extended COVID-19 learning plan shall create a report no later than January 15, 2021 that includes the following:

- The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
- The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

DCS has identified and engaged its stakeholders in multiple on-going and sustainable training sessions. Due to safety protocols and procedures, most of the training sessions that have taken place have been through virtual platforms in synchronous and asynchronous modes. The below linked document provides these trainings:

[2020-2021 DCS Extended COVID-19 Learning Plan Training on Delivery, Access, and Use of Virtual Content](#)