



**Davison Community Schools**

*Where Kids Come First and Futures Begin*

**District**  
**ESSER III Extended COVID-19 Learning Plan: Safe  
Return to In-Person Instruction and Continuity of  
Services**

***as Described in Public Act 149, Section 98a***

**September 14, 2020**

Reviewed February 9, 2024

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 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.

On March 21, 2021, the Federal Government issued federal public law 177-2 requiring school districts to develop and implement a Safe Return To In-Person Instruction and Continuity of Services Plan within six (6) months of receiving American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III funds. Local Education Associations (LEAs) are allowed to revise their existing Extended Covid-19 Learning Plan in lieu of developing a new plan.



**Davison Community Schools:**  
**Safe Return to In-Person Instruction and Continuity of Services**

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

District Code Number: 25140

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

District Contact and Title: Matt Lobban, Superintendent

District Contact Email Address: mlobban@davisonschools.org

Name of Intermediate School District: 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 December 06, 2021  
revised June 28, 2022  
reviewed February 6, 2023  
reviewed July 26, 2023  
reviewed February 9, 2024

## **Assurances**

1. The District will make their board approved Safe Return to In-Person Instruction and Continuity of Services accessible through the transparency reporting link located on the District's website no later than six months after receiving the first ESSER III payment (September 28, 2022).
2. Benchmark Assessments: The District will
  - use the NWEA/MAP test as our benchmark assessment.
  - administer the NWEA/MAP assessment to all pupils in grades K to 11 to measure proficiency and growth in reading and mathematics three times a year: fall, winter, and spring.
3. If delivering pupil instruction virtually, the District 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 had planned for that exposure to occur for in-person instruction.
4. The District assures that
  - instruction will be delivered as described in this plan and approved by the District Board.
5. The District 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.

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President of the Davison Community Schools Board of Education

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Date

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Superintendent

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Date

## Learning Plan Narrative

### Opening Statement

- Please provide a statement indicating why Safe Return to In-Person Instruction and Continuity of Services is necessary to increase pupil engagement, and achievement and address learning loss for the 2023-2024 school year.

In an effort to accommodate the desires of 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, the District plans to continue face-to-face in-person instruction for the vast majority of our students. The District will continue to make available the opportunity to families desiring online learning on a case-by-case basis.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2023-2024 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 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 2023-2024 school year and not later than the last day of the 2023-2024 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 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 2023-2024 school year are:

- Board Instructional Goal: All students will achieve academic success through quality instruction and support.
- Board Climate Goal: Davison Community Schools will develop and maintain a cooperative, safe and respectful environment.
- Board Resources Goal: Davison Community Schools will maximize its resources.
- MICIP Non-Academic Goal: Improve Social-Emotional Learning Capacity - To increase student engagement and positive behavior as a result of 100% of staff receiving ongoing training in the areas of social-emotional learning, engagement, and positive behavior
- MICIP Systems Goal: Cohesive curriculum, instruction, assessment and intervention - Davison Community Schools will operate as a cohesive system to provide an engaging curriculum, instruction, intervention, and assessment to improve student achievement
- To provide the face-to-face and online options necessary to increase student engagement and achievement for the 2023-2024 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 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 2022-2023 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).
- **Please describe** how the District will address learning loss.
- **Please describe** how the District will address social emotional learning.

The Davison Community Schools will offer multiple instructional modes for the 2023-2024 school year. The District plans to continue face-to-face in-person instruction for the vast majority of our students. The District will continue to make available the opportunity to families desiring online learning on a case-by-case basis. The District will provide devices, chromebooks, to any family in need of a device and assist families in acquiring internet connectivity when needed.

The District will address learning loss in the following ways:

- Implement a new K-6 MTSS framework for interventions
- Hired additional staff (certified intervention teacher, instructional coaches, intervention support staff, Reading Inspires Students to Excel (RISE) intervention implementor) to implement MTSS intervention rooms in K-6 buildings.
- 7-12 before- and after-school supplemental support programming
- Offer summer programming K-8 and credit recovery 9-12.
- Offer intersession programming K-12 to provide enrichment and remediation
- Rebooted focus of District instructional initiatives (reader's workshop, ACC, SRG) through MICIP goals and activities

The District has and will continue to address social emotional learning in the following ways:

- Hired additional counselors at 5-12 buildings
- Hired additional social worker
- Reestablish MTSS behavior coach position
- Focus on implementation of social emotional strategies through MICIP goals and activities.
- K-8 launch of Positivity Project
- Guest speakers on mental health and wellness
- Hired Deans of Students at Hahn, DMS, and DHS to support students

- **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 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, Davison Online Education, courses offered through the GENNET portal, 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, teachers will make two-way communications with online students each week. These communications will be documented in Synergy.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District 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. Students learning face-to-face will receive their device at school open houses or shall be receiving it upon return to school on or just after August 21, 2023. Information on reduced pricing for internet access has been communicated to families. Families of students learning online 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 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 dedicated special education staff to serve as online and homebound 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. The District will continue to make available the opportunity to families of ALL students desiring online learning on a case-by-case basis.