



Board Briefs

Cool to Care canned food drive begins; students lead initiative

The temperature is not the only thing that is cool around Davison this time of year. November means its time for the annual Cool to Care canned food drive for Outreach East and once again students from Davison High School's DECA chapter and DTV are stepping up to lead and assist in the campaign.

"We are all pretty excited," said Davison High School senior **Carlee Allard**, who serves as president of the school's DECA chapter. DECA is a marketing group for emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. "This will kind of push us out of our comfort zone because we've done a lot of programs in school but never really anything community based."

Joining Allard in spearheading this year's campaign are **Baylee Fridline**, DECA executive vice president; **Kali McQueen**, vice president of competition; and **Grace Olson**, vice president of operations.

The team is hoping for a 10 percent increase in the amount of items collected, or 45,000 items district wide. Each dollar donated equals two cans.

The Cool to Care drive takes place through December 5. Non-perishable items and cash donations can be dropped off at any school building or the Cardinal Center.



Left to right, Kali, Carlee and Baylee address the Board of Education Monday night about this year's Cool to Care campaign. Not pictured, Grace Olson.

Davison Community Schools

Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities

Donations accepted

The following contributions were graciously accepted:

- **Marie Coffey** donated 16 boxes of children's books to new classroom teachers to help build classroom libraries and to assist elementary literacy specialists.
- **Ken Pethers** donated solar power absorbers for science classes to use during scientific solar powered experiments.
- **Kim Lindsay** donated a saxophone and case to the Davison High School music department.
- **Outreach East** donated school supplies, including spiral notebooks, backpacks, glue sticks and pencils that were left over from its back-to-school campaign, to assist students in need of these items.
- Quilters at **Trinity Lutheran Church** donated 20 quilts to be given to students in need of a warm blanket.

Board Briefs is a monthly newsletter published after Board of Education meetings. For additional information, please contact the Communications Department at 591-0852.

Presentations

DMS teacher Ryan Welch named “Kids First” November recipient

Davison Middle School Teacher **Ryan Welch** is the November recipient of the “Kids First” Award.

Each month, administrators nominate a DCS employee who best exemplifies what it means to be “Kids First.” Winners receive a \$100 Visa gift card thanks to Mark Owen, owner of MEEMIC insurance agencies in Davison and Flint Township, and a certificate. The winner is chosen at random.

Welch, who teaches physical education, was nominated by Davison Middle School Assistant Principal **Josie Paquette**, who wrote:

“Ryan takes on many additional roles while performing his actual position as a 7th & 8th grade PE teacher. Ryan is a mentor for students with disabilities, often serves as a check in/check out person for struggling students and is a coach for multiple middle school and high school sports. For example, Ryan graciously has volunteered to escort our students with disabilities each morning off of their bus. He gives them some extra one-on-one attention in the morning and provides them with a positive start to their day. He understands the value of smooth transitions for our most at-risk students.

“Ryan is also a team player. He can be consistently counted on to fill in for any teacher who needs it.

“Ryan just transferred to the middle level last year. Since his transfer, Ryan has already become a main forum of communication between coaches and teachers. Ryan understands the importance of a well rounded student athlete. He coaches many boys on aspects of school academics, leadership and Davison pride.

“Lastly, Ryan demonstrates his belief in “Kids First” by always being available to serve as a check in/check out mentor for students who are struggling with academics and/or making the right decisions. Mr. Welch develops relationships with students by listening to them patiently and providing a forum of good advice for making better choices or just lending a sympathetic but practical ear. Students under Ryan’s guidance know that there is an adult who genuinely cares about them.”

Other great DCS staff members who were nominated this month include: **Jodi Aboneaaj**, Teacher at Davison High School, **Leigh Anne Draper**, Teacher at Hill Elementary; **Annie Hansen**, Dispatcher at Transportation, **Crystal Holland**, Teacher at Thomson Elementary; **Dana Kohlmann**, Teacher at Hahn Intermediate, **Shelly Konzman**, Teacher at Hahn Intermediate; **Lori Rodabaugh**, Cook at Central Elementary; **Randy Scott**, Teacher at Davison High School; and **Ryan Suchy**, Teacher at Davison High School.



Left to right, Davison Middle School Assistant Principal Josie Paquette, Teacher Ryan Welch, Superintendent Eric Lieske and Board of Education President Kathy Sudia.



Ferguson appointed as new board of education member

Davison Board of Education members welcomed new board member **Todd Ferguson** at the November 6 meeting. Ferguson and another candidate were interviewed at a special meeting held last week. Ferguson takes the place of Kim Lindsay, who resigned October 9.

“The board will greatly miss Mr. Kim Lindsay who has been an absolutely stellar board member for 17 years,” said **Karen Conover**, Board Secretary and Personnel Committee Chairperson. “We were very pleased at the excellent applicants who stepped forward to be considered for an appointment to fill out Mr. Lindsay’s term. In fact, the high quality of the applicants made our decision a challenge, but Mr. Todd Ferguson was a clear choice to compliment the current board. For several years, the Davison School Board has



Student Board Representative Denae' Howard and Director of Business Services Leslie Young look on as the Honorable Judge Mark Latchana swears in new Davison Board of Education member Todd Ferguson.

appreciated Mr. Ferguson’s willingness to be a community leader who faithfully supports the needs of Davison Schools and we are excited that he is willing to serve in an even more direct capacity as a school board member.”

Ferguson, a graduate in finance from Michigan State University, is a lifelong member of the Davison community. He and his wife, Andrea, graduated from Davison High School and have two young children. Ferguson co-owns an investment advisory firm located in Davison, where he is Chief Investment Strategist. Among other community service groups, Ferguson is a longtime member and current president of the Davison Educational Foundation, which sponsors mini-grants to Davison school educators for creative and visionary classroom opportunities and professional scholarship awards. His financial expertise has also been key in assisting the management of scholarship funds for DHS graduates.

At Monday’s meeting, board members also voted to appoint Ferguson as Treasurer.

Board approves request for VEI Trade Show field trip

Eight students in Mrs. **Erin Woodruff’s** business and marketing administration classes from Davison High School will be attending the Virtual Enterprise Business Trade Show November 19-22 in Pigeon Forge, Tenn.

Virtual Enterprise International (VEI) is an international organization where students create a virtual business and conduct business with other VEI businesses all over the world. Students have built the companies from scratch from choosing a name and logo to deciding what products/services to sell. They started by interviewing for positions and then as a class wrote a business plan for their virtual business. The businesses are now open through their websites and virtual sales have been completed. The students will have the opportunity to conduct face-to-face business and get a hands-on learning experience at the industry trade show.

Davison on track when it comes to new literacy law

Meeting requirements under the new “third grade reading law” signed by Gov. Rick Snyder in October should be a pretty seamless transition at Davison Community Schools, according to Thomson Elementary Principal **Natalie Miller**.

“The reality is that when we looked at what the law said, we were already doing most of the things in Davison,” Miller told board of education members at their November meeting.

For instance, the law requires that all K-3 grade students be assessed in their reading process three times a year. Davison has been doing that but for grades K-7.

“Early literacy is nothing new,” Miller said. “The shift toward balanced literacy began in the ‘90s and it has been brought back to life again.”

Balanced literacy is an instructional approach where reading takes place

to the student by the teacher reading aloud, with the student through shared reading, guided reading and strategy groups and by the student through independent reading. A tremendous amount of research shows this approach is the best way to teach students.

Miller said one area that the new law will take Davison a step further is with the development of individualized plans for students identified as “deficient” in reading. In addition, the roles of literacy specialists will change, with the state requiring these staff members to move back into a coaching role in the classroom rather than solely providing interventions.

“Reading comprehension is a highly complex set of skills,” Miller said. “It starts with knowledge of the teachers. It’s complex work and it’s important work.”

Elementary students at Davison now receive 90 to 120 minutes of reading a day. This includes Reader’s Workshop, a 45– to 60-minute block that provides a short mini lesson followed by students engaged in guided and independent practice skill. Miller said this could be a book study or work stations and ends with students sharing what they learned for a formative assessment.

Shared reading also takes place for 15-20 minutes a day. This is when all students are engaged in the same text, which helps with comprehension. This could also include the teacher reading aloud and then asking questions and having students think back about what happened in the story. This strategy not only focuses on the reading but comprehension.

Students also spend up to 20 minutes a day on word study, including phonics and vocabulary.

“While all of these are separate components, they all work together,” Miller said. “The whole point is we want the kids to read and want the kids to love reading. To me this is one of our biggest goals as elementary educators but it is also the law.”

Provisions in the new reading law

Retention:

- begins in 2019-20 school year
- gets triggered when a student is one year or more behind in reading on state assessment

Exemptions can be granted for students to bypass retention, who EITHER:

- are less than one year behind on state assessment
- perform at grade level on a state-approved alternative assessment
- demonstrate grade-level proficiency through a portfolio of work
- were previously retained in kindergarten, grade 1, 2, or 3 and received two years of remediation
- have an IEP or 504 plan
- have less than three years of instruction in English Language Learning programs
- have been enrolled less than two years in the current district and were not provided an Individual Reading Plan in previous school
- demonstrate proficiency in all other subject areas

OR

- have a parent who requests an exemption “in the best interests of the student” to be approved by the district superintendent

Beginning next year, in 2017-18, districts must:

- assess K-3 reading skills three times per year, the first within 30 days of school starting
- provide written notice to parents of a deficiency
- provide an Individual Reading plan developed by the teacher, principal, parents, and other pertinent school personnel, for any deficient students within 30 days after identification
- target specific areas of professional development for teachers
- differentiate and intensify professional development for teachers
- utilize a literacy coach from the ISD or in-house

Districts will develop a Reading Intervention Program that includes:

- evidence-based core reading instruction
- intensive development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- parent “read at home plans” and other documentation of school’s efforts to engage parents
- documentation of dissenting opinions expressed by school personnel or parents in Individual Reading plans

Grade 3 Reading Intervention Programs must include:

- more intervention time than the previous school year
- daily small-group, one-to-one instruction
- ongoing progress monitoring assessments
- intervention by a teacher, tutor, or volunteer outside of the regular English-language arts classroom time with specialized reading training
- parent “read at home” plans with training workshops

English Language Learners must receive:

- ongoing assessments that provide actionable data
- instruction in academic vocabulary
- instruction using strategies such as modeling, guided practice and comprehensive input

Literacy Coaches shall support teachers in:

- each of the five major reading components
- administering and analyzing assessments
- diagnosing reading deficiencies
- using progress monitoring
- modeling effective teaching strategies
- facilitating study groups
- data analysis
- evidence-based practices

Leading the Pledge

Members of the Davison Middle School Music Masters group, along with Vocal Music Teacher Miss Michelle Wilson and Principal Mrs. Shelly Fenner-Krasny, led the audience in the Pledge of Allegiance. The group also sang the National Anthem a cappella.

