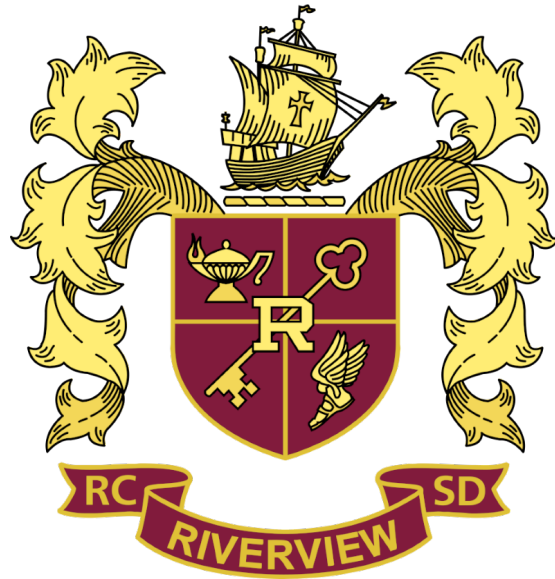


Riverview Community School
District Riverview, Michigan



RCSD Leadership
Committee Report and
Recommendations
2023-2024 School Year

Updated by Board of Education: 02/27/24

COMMITTEE RECOMMENDATIONS:

General

- Academic programing should strive to provide and promote five days of face-to-face learning for those interested.
- Champions will be available for wrap around care and care as in the past.

Mitigation Measures

Personal Protective Equipment and Hygiene

- Facial coverings are optional.
- Teachers will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Regular intensive cleaning protocols.

Spacing and Movement

- Signs will be posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Classroom windows shall be open as much as possible, weather permitting.
- Hallways shall be divided with either side following the same direction.

Medically Vulnerable Students and Staff

- All current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) shall be systematically reviewed for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Virtual learning with supports will be in place for students identified as high-risk for severe illness due to COVID-19.

Mental & Social-Emotional Health

- Schools shall implement a mental health screening for all students. Screening shall be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) shall provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Guidelines shall be communicated to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- A comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member) shall be established.
- A comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources shall be compiled, provided and regularly updated.
- Resources for staff self-care, including resiliency strategies shall be provided.

Instruction

- Schools shall assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to
- understand where students are academically and inform instructional decisions for teachers, students, and families.
- Students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers shall reflect the child's needs based on assessment data and parent feedback. Accommodations and services shall reflect needs accordingly.
- Checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically homing in on the progress of students in need of additional support shall be conducted.
- MDE policies and guidance shall be monitored and updated.
- A continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers shall be developed.
- Schools shall ensure that:
 - Every student has access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - Every student is assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Supports for students who are transitioning to postsecondary shall be secured.
- Students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, shall be revised as needed with designed accommodations and matched services.
- Structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, shall be established where possible.
- Student data to identify overall trends and gaps in student learning to design systemic supports and interventions shall be reviewed.
- Each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed shall be reviewed.
- Additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs shall be provided.
- Expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction shall be set.
- When needed, remote learning programs shall deliver standards-aligned curricula and high-quality instructional materials and integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.

Early Childhood Learning Center (ECP, GSRP, Young 5's)

ECP:

- Classes will run as per special education guidelines. Program runs in an AM/PM schedule with small class sizes.
- Students will attend ½ days Monday through Thursday. Friday is used for prep and IEP's.

GSRP:

- Classes will run as they have in the past. Students will report for full days Monday through Thursday. Friday is utilized for prep, home visits, and deep cleaning.
- Start times, dismissal times, and schedule times may be staggered to reduce exposure from group to group.

Young 5's:

- Classes will run as they have in the past. Students will report for full days Monday through Friday.
- Length of day to be determined to accommodate teacher prep.
- Specials may be provided by other staff if feasible.
- Start times, dismissal times, and schedule times will be staggered to reduce exposure from group to group.
- Remote Learning
 - Program will only be in place for identified individuals for the timeframe required.
 - Devices will be provided.
 - This is not a permanent option due to staff being fully engaged with learning and caseloads.

2023-2024 Early Childhood Learning Center Building Procedures

Start and Dismissal Times

Times are staggered to avoid large groups of students entering and exiting the building at the same time:

- Door 1 – Main
 - GSRP Room 3 (7:55am – 2:00pm) 18 students (1 lead teacher/2 para)
 - Y51 & 2 (8:45am – 2:30pm) 12-18 students (1 lead teacher/1 para)
- Door 2 – RVA Side
 - GSRP Room 2 (7:55am- 2:00pm) 18 students (1 lead teacher/2 para)
 - GSRP Room 1 (8:05am – 2:10pm) 18 students (1 lead teacher/2 para)
 - ECP AM Class (8:45am – 11:30am) 5-10 students (1 lead teacher/3 para)
 - PM Class (12:30pm – 3:15pm) 8-10 students (1 lead teacher/3 para)
- Students will wait outside (social distancing) until teacher arrives

Lunch

Students will eat lunch with teacher in classrooms – hot lunches will be delivered to the rooms with milk. Teachers will take class out to recess before or after eating lunch with staggered small groups outside.

- **Young 5's: 11:00am (tentative)**
- **GSRP Room 1: 11:20am-11:50am**
- **GSRP Room 2: 11:10am – 11:40am**
- **GSRP Room 3: 11:15am – 11:45am**

Classroom Manipulatives/Literature Books/Guided Reading Books/Ipads/Chromebooks/Dry Eraser Markers/Erasers/Pencil Sharpeners with Handles

- If possible, students have own set of manipulatives. Each student will have a box/bag of supplies needed that will be assigned to them to keep in their designated spot.

Personal Supplies/Storage

- Each student will have a box/bag of supplies needed that will be assigned to them to keep in their designated spot

Lining Up in Room or Outside

- Practice reasonable social distancing

Safety Drills

- To be determined

Classroom Specials

- STEAM will take place in the classroom, taught by specials teacher (DK only)
- Gym will take place outside or in the gym, taught by the gym teacher (DK only)

Cleaning Procedures

- Staff will be required to clean frequently used areas on a regular basis.
- Cleaning spray will be provided in the bathrooms and gym areas. There will be a schedule provided of when these areas need to be sprayed and the staff will work together to ensure a safe environment for all.
- We will be provided with a sprayer that will sanitize items in the gym area. Once we receive this item, we will get further direction on when and how to use it. This may need to be done between each class entering the gym.

Dismissal

- If students must wait for family, there will be a designated area they will wait with the teacher/para.
- Staff are to remain outside until all children are picked up.

Elementary (Grades K-5) – Forest, Huntington, Memorial Elementary:

Learning Programs:

- Virtual Learning
 - All classes online through Riverview Virtual Academy
 - Certified teacher assigned for evaluation and assistance.
 - Students required to take at least four courses per trimester.
 - Mentor teacher assigned for assistance and monitoring with weekly check-in.
 - All RVA guidelines, procedures, and protocols followed.
- Live Instruction
 - Schedule
 - Students will report for full days Monday through Friday.
 - Length of day to be determined to accommodate teacher prep.
 - Teacher and paraprofessional may be expected to provide specials content due to scheduling and staffing restrictions and to reduce risk of exposure.
 - Start times, dismissal times, and schedule times will be staggered to reduce exposure from group to group.
- Remote Learning
 - Remote learning will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.

- Program will only be in place for identified individuals for the timeframe required.
- Devices will be provided.
- This is not a permanent option due to staff being fully engaged with learning and caseloads.

Considerations:

- Arrival and dismissal may be staggered to reduce congestion during entry and screening.
- Programming and staff assignments will be determined by certifications of available staff.
- Course expectations, classroom structure, assessment strategies, and home expectations need to be modified by teaching staff to promote successful completion of course.
- Hand sanitizer will be provided throughout building and classrooms.

Classroom Manipulatives/Literature Books/Guided Reading Books/iPads/Chromebooks/Dry Eraser Markers/Erasers/Pencil Sharpeners with Handles

- If possible, students have own set of manipulatives.

Flexible Seating Options

- Not allowed at this time, as no materials can be shared.

Personal Supplies/Storage

- Students will keep own supplies in desks. If have a designated table spot, students can store materials under chairs or on table if there is room.

Lining Up in Room

- Practice reasonable social distancing

Lining Up Outside

- Practice reasonable social distancing

Safety Drills

- Will be planned per guidelines provided by the state.

Classroom Specials

- Gym will take place outside or in the gym, taught by the gym teacher.

Illness

- Students will inform teacher if feeling symptoms of illness and will be sent to office if teacher is concerned. District procedure will be followed.
- Staff will inform principal if feeling symptoms of illness.

Staff Protocols

Arrival/Entering Classrooms

- Staff
 - Will inform principal PRIOR to entering building if experiencing symptoms outside of your normal experience.
 - Upon entering classroom, will use hand sanitizer or wash hands with soap and water.

Illness

- Staff will inform principal if feeling symptoms of illness.

Middle School Learning Programs:

Live Instruction

- Schedule
 - Students will report for full days Monday through Friday.
 - Length of day to be determined to accommodate teacher prep.
 - Teacher and paraprofessional may be expected to provide specials content due to scheduling and staffing restrictions and to reduce risk of exposure.
 - Provides maximum face to face instruction but potential exposure is highest.
 - Start times, dismissal times, and schedule times may be staggered to reduce exposure from group to group.

Remote Learning

- Remote learning will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.
- Program will only be in place for identified individuals for the timeframe required.
- Devices will be provided.
- This is not a permanent option due to staff being fully engaged with learning and caseloads.

Considerations:

Additional entrances will be used at the beginning of the day to reduce congestion during entry and screening.

- Band and choir classes can be held in auditorium if needed to allow for social distancing, and health guidelines.
- Programming and staff assignments will be determined by certifications of available staff. Online/live blends will be utilized as needed to ensure scheduling requirements are met.
- Course expectations, classroom structure, assessment strategies, and home expectations need to be modified by teaching staff to promote successful completion of course.
- Hand sanitizer will be provided throughout building.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state, and local health and educational authorities, to be worn as directed.

High School:

Learning Programs:

- **Virtual Learning**
 - All classes online through Riverview Virtual Academy
 - Certified teacher assigned for evaluation and assistance.
 - Students required to take at least four courses per trimester.
 - Mentor teacher assigned for assistance and monitoring with daily check-in.
 - All RVA guidelines, procedures, and protocols followed.
- **Live Instruction**
 - Students may select virtual courses to comply with individual program completion.
 - Students may select up to two courses to be conducted virtually to allow for greater flexibility within the schedule to account for electives that would run best in-person (art, PE, band, choir)
 - CTE, Dual Enrollment, Enhanced Dual Enrollment will run as outlined by partner entity.

- **Remote Learning**

- Remote learning will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.
- Program will only be in place for identified individuals for the timeframe required.
- Devices will be provided.
- This is not a permanent option due to staff being fully engaged with learning and caseloads.

Considerations:

- Programming and staff assignments will be determined by certifications of available staff. Online/live blends will be utilized as needed to ensure scheduling requirements are met.
- Course expectations, classroom structure, assessment strategies, and home expectations need to be modified by teaching staff to promote successful completion of course.
- Hand sanitizer will be provided throughout building.

Custodial/Maintenance/Facilities

- Frequently touched surfaces including light switches, doors, benches, bathrooms, shall be cleaned often.
- Safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff uses products shall be conducted.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state and local health and educational authorities, shall be worn as directed.
- Necessary training for any changes in recommended cleaning guidelines issued by OSHA and/or CDC shall be provided. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Custodial and facilities staff shall review and make actionable district guidance regarding cleaning and disinfection.
- Ventilation in each classroom shall be audited and monitored.
- HVAC systems at each building shall be checked to ensure that they are running efficiently.
- Air filters shall be changed regularly.
- Signage about frequent handwashing, cough etiquette, and nose blowing, social distancing, and capacity shall be posted throughout buildings and facilities.
- Any necessary additional cleaning protocols for classrooms that house Students with Disabilities shall be implemented.

Technology

- Online resources that were created, published, or distributed by teachers and others during the closure period shall be collected, organized and placed on *Schoology*.
- Technology-facing lessons learned for inclusion in the district's updated remote learning plan shall be organized.
- Tracking and inventory results shall be reviewed frequently as a way of understanding the quality and progress of technology processes.
- Where possible, live streaming of classrooms for students who are medically vulnerable shall be implemented.

Communication and Family Supports

- Additional communication systems needed to reach every family and student in their home language shall be implemented through multiple modes (e.g., text, call, email, home visit) to share:
 - Expectations around their child’s return to school.
 - Clear information about schedules and configurations.
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.
- Resources and supports shall be provided that provide families with:
 - Training about how to access and use the school’s chosen digital systems and tools.
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child.
 - Opportunities to build their digital literacy; and
 - Strategies to support their child’s learning at home.

Learning Loss

Section 98c

The Michigan Department of Education Section 98c funds provided an application for school districts to address learning loss as part of the Governor’s Emergency Education Relief (GEER) Fund and part of the federal Elementary and Secondary School Emergency Relief (ESSER) II Fund. The funds were made available through Public Act (PA) 144 of 2022. By October 30, 2022, at a public board meeting, a presentation will be provided on how funding received under section 98c will be used to address learning loss. A brief description of the Learning Loss Plan is explained below:

Riverview Community School District Learning Loss Plan

Riverview Community Schools are committed to improving students' learning, which has been negatively impacted by the loss of instructional time during the Covid-19 pandemic. Recovering that learning will require a researched-based approaches, increased learning time, and consistent implementation.

Priorities for the use of these ESSER funds:

1. Programs/Services Riverview Schools will provide funded with grant dollars from 98C:
 - Purchase and implementation of evidence-based curriculum and instruction to provide a guaranteed and viable curriculum
 - Summer School programming targeted towards students who are at risk PreK-12
 - Targeted interventions during school to address learning loss with students, including those at-risk or behind grade-level PreK-5 in Reading
 - Tutoring sessions offered before, during, and after school at the secondary level focused on Math and ELA
 - Expanded extracurricular and elective opportunities and resources
 - Provide resources for intervention and MTSS
 - Expand Technology Resources
2. Metrics used to assess the impact on learning loss include:
 - Common Assessment Data
 - NWEA data- Fall and Spring Data
 - State testing assessment data-Spring (SAT/PSAT/MSTEP)
 - Other Grade-Level specific assessments

Mental & Social-Emotional Health Plan Overview

This plan highlights a continuum of supports through a tiered approach to address mental and social-emotional health needs that have arisen due to the school closure or COVID-19.

SSIS SEL Brief + Mental Health Scales

Each Riverview student will complete the SSIS SEL Brief + Mental Health Scales screeners, unless a family opts out from having their child do so. RCSD staff will complete the SSIS SEL Brief + Mental Health Scales screeners on all students. The purpose of this survey is for students to self-report and staff to rate student social emotional learning skills and mental health. The data generated from these screeners will help to immediately identify students who need assistance, plan for Social Emotional Learning lessons, monitor student progress in intervention programs, and evaluate social behavior outcomes of MTSS services.

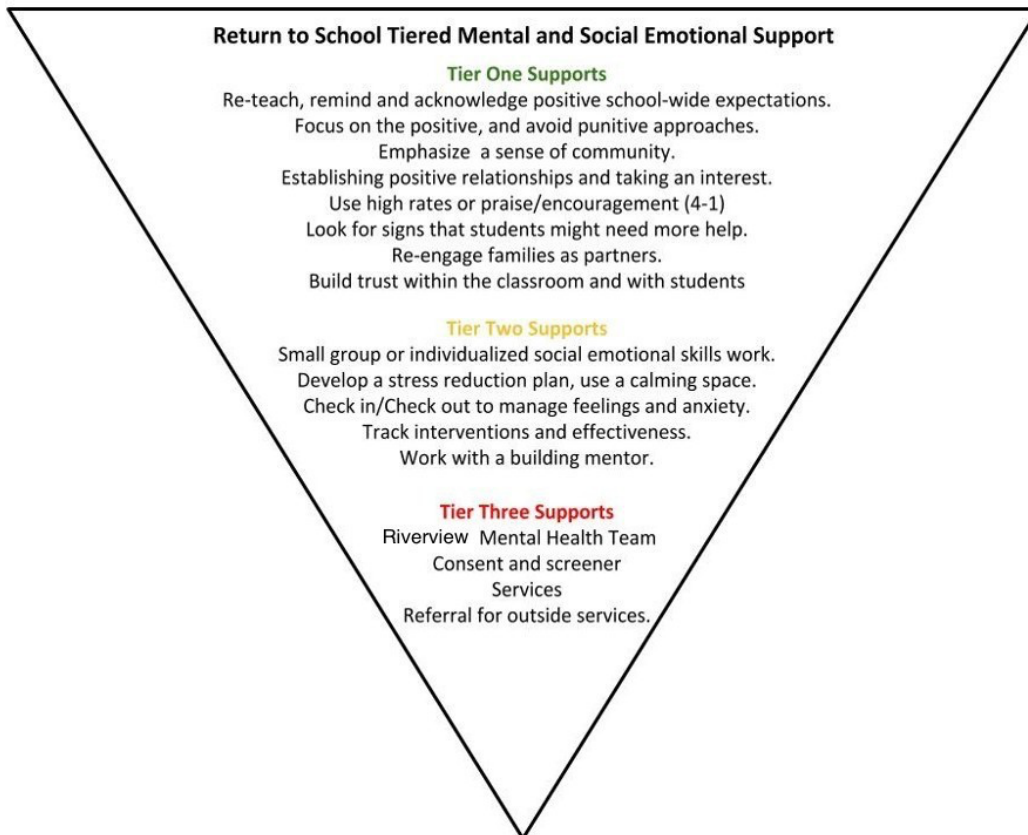
Mental Health and Social Emotional Resources

Resources will be shared in Schoology in the Social Emotional Learning group and the District MTSS group. There are numerous resources, strategies and relationship building tools for teachers. These groups will be updated regularly with staff resources for self-care and wellbeing as well as professional development opportunities through webinars and articles. RCSD has implemented a crisis hotline that is available to staff, students, and families the number is (734) 545-8807.

Referral to Mental Health Team

When a student is referred for more assistance, the referral will be reviewed by the building MTSS/Child Study Team. Next steps may include a more in-depth screening tool with parental consent, short term counseling or social work services, or a referral for more support through outside agencies.

Continuum of Tiered Supports



Six Steps for Properly Cleaning and Disinfecting Your School

Protect Your School Against COVID-19

Properly cleaning and disinfecting surfaces and objects can help safely and effectively reduce the spread of disease in your school or facility.

- ✓ **Always wear gloves and other personal protective equipment (PPE)** appropriate for the chemicals being used.
- ✓ **Cleaning and disinfection products should not be used by or near students.**
- ✓ **Make sure that there is adequate ventilation (air flow) when using chemical products** to prevent yourself or others from inhaling toxic fumes.



- 1. Use an EPA-approved disinfectant against COVID-19.** Visit [epa.gov/listn](https://www.epa.gov/listn) or scan the QR code with your smart phone to check EPA's list of approved disinfectants.
- 2. Always follow the directions on the label.** Check "use sites" and "surface types" to find out where the product can be used. Pay close attention to "precautionary statements."
- 3. Clean surfaces and determine how areas will be disinfected.** Clean surfaces with soap and water prior to disinfection. Routinely clean and disinfect frequently touched surfaces at least daily.
- 4. Follow the specified contact time.** Apply the product (e.g., spray or wipe a surface) and allow it to dry according to the specified contact time on the label.
- 5. Wear gloves and wash your hands with soap and water.** Discard disposable gloves after each cleaning and disinfection. For reusable gloves, dedicate a pair to disinfecting surfaces to prevent the spread of COVID-19. After removing gloves, wash your hands with soap and water for at least 20 seconds.
- 6. Store chemicals in a secure location.** Keep product lids closed tightly and store products in a location away from students' reach and sight.



CS 319611-A 08/07/2020

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

RESOURCES

- [3/26/2020: Mental Health Crisis Planning DRAFT](#)
- [CDC Guidance Docs](#)
- [NASP Guidance Docs](#)
- [NASN: Interim Guidance: Role of the School Nurse in Return to School Planning](#)
- [OSHA Guidance Docs](#)
- [OSHA - State Plans](#)
- [MDE COVID-19 Education Information and Resources](#)
- [Return to School Roadmap: Where Public Education and Public Health Meet - Opportunity Labs](#)
- [RE-ENTRY AND RECOVERY ARE NOT THE SAME THING: WHAT THE NEXT CHAPTER FOR SCHOOLS MAY LOOK LIKE - Instruction Partners, 4/13/20](#)
- [9 Ways Schools Will Look Different When \(And If\) They Reopen – NPR, 4/24/20](#)
- [Under pressure to reopen this fall, school leaders plot unprecedented changes – WA Post, 4/27/20](#)
- [School Resource Hub - Instruction Partners](#)
- [Chapters We See Ahead - Instruction Partners, 4/15/2020](#)
- [Consider Four Re-entry Scenarios - Instruction Partners, 4/30/2020](#)
- [A Plan To Safely Reopen America's Schools And Communities - AFT](#)
- [Readiness and Emergency Management for Schools \(Technical Assistance Center\)](#)
- [Hanover Research Toolkit: Planning and Delivering Online Instruction for K-12 Students During COVID-19 School Closures](#)
- [Hanover School Reentry Checklist](#)
- [State of Michigan Six Phases of Michigan SAFE START PLAN, May 7, 2020](#)
- [Maryland's Recovery Plan for Education May 2020](#)
- [Missouri's Recovery Plan for Education, May 2020](#)
- [Montana School Re-entry After Pandemic Event, May 2020.pdf](#)
- [Lear Corporation: SAFE WORK PLAYBOOK An interactive guide for COVID-19 Pandemic Preparedness and Response](#)
- [CDC's Reopening Decision Tree for Childcare Programs](#)
- [CDC's Reopening Decision Tree for Schools](#)
- <https://www.niet.org/assets/Resources/3e1c3a0cca/school-year-planning-guide-2020-21.pdf>
- <https://returntoschoolroadmap.org/>
- <https://docs.google.com/document/d/130IVAVCcxXRgO59MZOZfhuhE0PQBhwjp7793OG7PYL8/e>