

RIVERVIEW GARDENS
SCHOOL DISTRICT

Alternative Methods of Instruction Plan (AMI)
2021-2022



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INTRODUCTION

In 2019, the state legislature passed SB604 (Section 171.033, RSMo) providing districts and charter schools with the ability to use an Alternative Methods of Instruction (AMI) Plan on days when there is an unexpected school and/or district closure. Beginning in school year 2020-21, a local education agency (LEA) can make up school hours lost or cancelled due to exceptional or emergency circumstances (up to 36 hours) if an AMI Plan approved by the Department of Elementary and Secondary Education (DESE) is implemented. The LEA must assure that the AMI Plan will positively impact teaching and learning in the LEA.

It is the goal of Riverview Gardens' staff that Alternative Methods of Instruction will allow us to continue learning when school is not in session. All scholars will be provided internet access in grades Pre K-through 12. Technology devices will be distributed by the teacher and/or school administrator. All teachers, including special education teachers, will be available for students via email and/or phone. It is the expectation that all teachers provide feedback to students regarding their work.

Identified district staff (i.e. counselors, social workers, teachers, principals, home to school coordinators, instructional assistants, and secretaries) will contact families via the phone, surveys, and home visits in an effort to ensure that the district has identified students in the district that may not have access to the internet. The data will be collected via the aforementioned process and hotspots will be distributed to families that need them.

INSTRUCTION

The district will use a combination of Google Classroom, Google Suite, and assignment packets to support students and learning at home.

Alternative Methods of Instruction

If schools are closed due to exceptional or emergency circumstances, classes will be implemented online or with assignment packets and online resources will be provided to families.

Remote Learning

If schools are closed for an extended period of time, all students will be learning remotely. Also, district employees may also be working remotely but could work from school unless the district campus is closed. This determination will be made by the superintendent. If schools are closed, but the campus is open, teachers might be able to collaborate at school sites per the superintendent's approval. If there is a quarantine or it is not safe to gather, district staff will meet virtually using Google Meet and/or other identified virtual platforms. The expectation will be for teachers to meet as a department, grade level, or as a whole faculty. Meeting times should be used for consistently collaborating, supporting staff, and planning.

During extended school closure, the process for implementing instruction will be modified. Therefore, teachers will need to consider the following when planning instruction: Do you want to post lessons and activities for a week-long chunk? Do you want to post a 2-week unit? Will some scholars receive paper copies? How will you scaffold the work for students? How often are you going to commit to doing updates and post resources? Teachers will use Google Suite tools, SISK system, and/or email to communicate with scholars. Therefore, teachers will need to rethink how they will structure their class. It will be imperative for lessons and/or activities to be engaging to keep scholars motivated so that they will remain highly engaged and keep with all classes. Engaging in virtual learning may be new for some students and will take some practice. In addition, please be mindful that virtual learning may also be challenging for students with special needs and/or other learning difficulties may impact their cognitive abilities. In addition, teachers will need to plan effective ways to check for understanding for every student while providing instruction online. Also, teachers will need to determine how they will provide virtual touches for each scholar so that they will not fall behind and/or hide in the back of the room during virtual lessons.

In addition, the use of high depth of knowledge questions and activities that stimulate thinking and align with real-life experiences will be incorporated into lessons. The instructional coach and principal will collaborate with teachers weekly during data team meetings, review lesson plans, and review all assignment in order to ensure that rigor and high depth of questions on assignments are present in the work in order to ensure equity and rigor for all students.

Online Teaching and Learning Protocol

Google Classroom

It is imperative that the teacher's Google Classroom is consistently updated, comprehensive, and detailed. Teachers will need to give context for the assignments, including their objectives, expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments. Lessons and/or activities should begin with the end in mind: what do my students need to know and how will I know they learned this? If teachers create one post that includes all learning expectations and details, it helps scholars to plan their week. If the unit spans several weeks, teachers will need to provide weekly updates with assignment checkpoints to ensure scholars are progressing and not falling behind with the work.

This process will provide teachers an opportunity to inform scholars about what they will be doing during the week/unit and what your expectations are for learning. This practice is especially important if students are working for multiple weeks on one project or one unit. Scholars need to be informed of the big picture for their learning and not just what they need to know in the present.

It is MANDATORY for teachers to click and invite building principals, special education team members, and related service providers, content-area coordinators, in the co-teacher role for every class which will be facilitated via google classroom.

Preload & Vary Your Resources

Teachers should preload all instructional resources and share them with scholars in their weekly post. Please consider the types of resources you expect students to access. It is good practice to add PDFs of readings and to vary the type of media (i.e.: screencasts, TED talks, video tutorials, etc.) to make up for you not being in front of students). In addition, the following instructional resources may be used when implementing instruction: Electronic/Web based, text books, library/classroom library books, class projects and assignments, manipulatives, learning games, and teacher created and vetted materials. Also, resources and assignments that align with Missouri Learning Standards, approved District Curriculum, Pacing Guides, and the teacher's lesson plan will be used by the teacher to facilitate teaching and support learning that is grade appropriate.

Check-in Points

Teachers should think about how they will check in with scholars during virtual learning. If in a co-teaching situation, consider how your co-teacher can support you with virtual check-ins. In addition, would you prefer that students email you? Teachers could also create a topic via the discussion board option (Ex: a question posted in Classroom, or a shared Google doc) for students to post questions and challenges they might have and are to encourage classmates to respond to a topic. The goal of checkpoints is to ensure that students are following along *and* to share the responsibility of building and caring for the learning community with the rest of the class. It is essential for teachers to check in with students at least twice a week to see how they are doing and so they do not fall behind in their work. If students are slipping behind, please notify the principal, parents, and/or counselor, so that they can follow up with the family. **It is the expectation that every teachers provide daily feedback to all students regarding all their assignments and/or activities.**

Flexibility

As teachers begin to plan for remote learning, think about what is most essential for student learning. Some of the existing expectations and policies may not serve students in this unique moment. Please be advised that all families may not have access to the Internet and computers. We will need to work with each student, trusting that they, too, are doing the best they can.

Also, teachers should consider their comfort level. Teachers should make plans, layout the course and/or assignments, remain calm, and be flexible. If something does not work, adjust, and go back or move on. Remember to reach out to your colleagues and tech team for support. Remember, we are successful if we work as a team.

Best Practices for Online Teaching & Learning

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

	Teacher Posts...	Using These Tools...
Preview	<i>Google Classroom Update:</i> <ul style="list-style-type: none"> Overview of the lesson 	<ul style="list-style-type: none"> Post an update in Google Classroom
	<ul style="list-style-type: none"> Objectives & connections to prior lessons/learning Quick Attendance Check (to ensure students are present and following along) 	<ul style="list-style-type: none"> Google Suite
Prepare	<i>Google Classroom Assignment:</i> <ul style="list-style-type: none"> Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc. 	<ul style="list-style-type: none"> Create/Post content: upload audio, video, screencast, text, links to docs, images... Access existing content
Engage	<i>Google Classroom Assignment:</i> <ul style="list-style-type: none"> Reflective writing, journaling, guided notetaking Discussion boards, assignment submission, post/share/ respond to audio, video, images, media Writing, collaborating, peer editing google docs Virtual labs/simulations; home labs/observations Remote synchronous class Practice problems Research, writing, projects Online assessments (AP) Quiz, formative assessment Summative assessment 	<i>Asynchronous Tools:</i> <ul style="list-style-type: none"> Google Classroom Google Suite (docs, slides, forms/surveys, sheets) <i>Synchronous Tools:</i> <ul style="list-style-type: none"> Google Hangout

Rubrics & Resources for Discussions Boards

Discussion boards are excellent ways of fostering peer-to-peer learning. This can have a variety of formats: a question posted in Google Classroom, a shared Google doc, a board using Google Suite. Resources below are simply meant to make your life easier. You are not required to use them. You absolutely may edit, adapt, or build on them.

Setting Clear Expectations

When online is the only option for students to share their ideas and questions with one another, it is important to set clear expectations for posting. Here's an example: "Please post your first response by 9 PM on Friday night. The post must be at least 300 words in length and reference the readings. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday at 8 PM. Follow-up posts must be substantive (at least 150 words) and move the discussion forward. Simply saying, "I agree", etc. will not earn credit."

Resource: Teacher Guidelines for Using Discussion Board

The first time you manage a discussion board for a course, it is likely to take more time than in future offerings. In general, though, you can manage your workload more effectively by:

- Setting aside specific times to read and respond to the board.
- Preempting questions by making regular announcements and providing news and information relevant to the students and the course in an Announcements section on the discussion board.
- Developing an FAQ's (frequently asked questions) section on the discussion board (which you update throughout the term as you receive individual questions of relevance to other participants).
- Being prepared to spend some time during the first week helping students access and navigate the board. (Do not expect all students to be successfully reading and participating in the first week of the term.)
- Setting limits and being explicit with students as to your availability. ("I read and respond to the board five out of seven days a week, usually taking off Friday and Saturday," for instance.)
- Discouraging students from emailing you when they could be posting their questions to the whole group. Encourage participants to use the board to share knowledge when they have it and ask for what they need.

Resource: Student Guidelines for Using Discussion Board

In your communication with other students, please:

- Expand on or clarify an important point.
- Offer an additional argument to support a position taken in an answer.
- Suggest ways in which an idea could be more clearly expressed.
- Identify passages where you think the writer misunderstood a concept or applied it incorrectly.
- Disagree with a point or position made in an answer.

If you disagree with the views of another student, please:

- Be constructive and respectful.
- Politely critique a position on an issue, but not the person.
- Avoid sarcasm, swearing, or language that would be considered rude or argumentative.
- State precisely the point you disagree with.
- Offer reasons why you think their view is incorrect and support your position by citing the text or other sources.

Tips for Discussion Board Prompts

Discussion board prompts are just like the prompts you use to start discussions in your class. You just need to adjust them a bit since you will not all be in the same room to respond to the questions orally. Please consider the following:

- Think about the learning you want students to gain from the discussion.
- What do you want to see in the responses? Convergent ideas (how, what, why), Divergent ideas (predict, if...then), Evaluative ideas (opinion, defend, what if)?
- Since you want to avoid yes and no responses, how might you frame the question in such a way that students must think before posting and not just answer off the top of their heads?
- Remember, just like in a face-to-face class, sometimes questions just flop. Do not give up; just adjust. Feel free to post a response that clarifies what you are looking for, gives more instruction, or poses a completely new question.
- Once you launch a discussion board, monitor it as you would in a face-to-face class. Avoid jumping in too soon or over-responding. You do not have to respond to every post. Remember you set it up to where they must respond to their classmates. Allow the exchanges to take place.
- When responding, be sure to model how you want students to respond. Consider including links to support your statements, quotes (cite them), restating a portion of the post you are responding to, and using the name of the student(s) to whom you are responding.

Using the Discussion Board for Feedback

A discussion board platform is also a great place for providing feedback to students. Ask students to post a draft of their project checkpoint. Tell them you will give feedback directly on the discussion board (and that students will receive their grade privately). Encourage students to learn by communicating within the online community. Early replies from you to a few students will be seen by, and shape, the responses of other students.

EXPECTATIONS FOR TEACHERS

During school closures, teachers are expected to follow and implement the following schedule and/or processes:

Teacher Support and Availability

Parents and scholars may contact their child's teacher and/or principal via email, phone, and/or virtual online resources (i.e. zoom, google hangout, google classroom, etc.) during the regular work hours, except on the identified lunch and planning time periods daily. Parents will inform the teacher of your preference for contact.

Communication

Teachers should evidence that students have been in contact with families at least twice per week (and/or more as determined by the teacher and families) via Tyler SISk12, and other forms of evidence the student and/or parent has responded. Student participation in a virtual meeting must be documented. Teachers will share this information with their principal and principals will report the information to the Assistant Superintendent of Leadership and/or other individuals designated by the Superintendent. This data will

support the district's evidence for student and family engagement. Please check and respond to your email hourly during normal school hours.

Also, teachers will analyze academic performance data and software data weekly during PLC and Data Team meetings. Teachers will provide feedback to students and families regarding the academic progress of scholars. This process will allow teachers and administrators to know where each scholar is performing academically in order to personalize instruction for scholars and meet their academic needs.

Grade Level Meeting

The building level administrator will determine the designated time for teachers to virtually collaborate around concerns regarding virtual learning, supports needed for students, supports needed for teachers, as well as other problem-solving issues as they arise.

Expectations for Teaching

The expectation is that teachers continue to keep their classes moving online. Teachers are expected to be in their classes on Google Classroom every school day. Post all instructions, assignments, and learning materials to Google Classroom/Google Site. Post an update with an overview of the learning objectives and expectations. Please ensure that all expectations are clear. Please check and respond to your email hourly during normal school hours. Also, teachers will implement the traditional school instructional schedule. Instruction will be delivered via use of the Google Suite Platform (Google Classroom). Teachers are expected to provide "live" instruction for all scholars enrolled in their classrooms daily for an hour per each content area. However, teachers may incorporate a blend of both synchronous and asynchronous teaching methods. Thus, teachers may teach for a minimum of 30 minutes daily and add asynchronous activities and/or projects into their lessons. Also, all teachers received professional development during the spring of 2020 and August 2020 on how to effectively use the Google Platform and other instructional apps to effectively deliver online instruction.

Workload

Aim for 3-4 hours of student class work per week maximum, including time for reading/watching/listening, engaging with peers via discussion boards and docs, assessments, attending class virtually via hangouts, "homework"/learning tasks, etc. Advanced Placement, Dual Credit, and IB courses may assign additional work or practice tests as needed.

Office Hours

Plan on being available to answer student questions during office hours. You may choose to host office hours via discussion questions in Classroom, large group hangouts, small group hangouts, 1:1 hangouts (by opening up a meeting and posting the code on Google Classroom) -- or any combination of these methods. Please post an update on Google Classroom explaining to students where they can reach you and/or how they can schedule time with you during office hours.

Instructional Expectations for Principals

The school leaders will send a weekly communication to students, parents, and staff via email with updates, announcements, and a reminder school is still in session. The district administration will communicate with the community at least weekly. Faculty and Staff will be expected to attend a weekly update meeting via Google Meet with the building administration to check-in with staff to review student progress. Look for Google Calendar invitations for a link to the Hangout meeting. Additionally, administrators will “walk the virtual halls” by checking Google Classroom and joining classes via Google Meet when possible. Administrators will create a weekly schedule (create hyperlink and attach and make a copy) to provide support to teachers, observe Google Classroom activity, work time, staff check-ins, virtual team collaboration, and weekly staff meetings.

Note: Principal supervisors will meet via Google Meet with principals at least weekly.

TECHNOLOGY

What You Can Expect From Technology Department

The technology department will either be working from the main campus or working remotely. If you have any difficulties logging in or using District supplied devices, please send an email to rgsdhomesupport@rgsdmo.org someone will respond within 24 hours. The tech department will be monitoring this email account. All efforts will be made to quickly contact you to resolve any issues. Please include a phone number in any email.

Quick Links to Tutorials for Tech Tools

If you do not find an answer to the exact question you have, a great first step is to do a quick google search. And of course, you can email the tech team with questions.

Google Classroom

[Google Classroom tutorial for beginner. \(teacher view & student view\) \(video\)](#)

- [Google Classroom Full Tutorial \(video\).](#)
- [Google Classroom Tips\(video\)](#)
 - [How do I create an assignment in Google Classroom \(video\)?](#)
 - [How do I create an assignment in Google Classroom \(documentation\)?](#)
 - [How do I create an assignment in Google Classroom \(video\)?](#)
 - [How do I create an assignment in Google Classroom \(documentation\)?](#)
 - [How do I create a question in google classroom \(video\)?](#)
 - [How do I create a question in Google Classroom \(documentation\)?](#)
 - [How do I create a quiz in Google Classroom \(video\)?](#)
 - [How do I create a quiz in google Classroom \(documentation\)?](#)
 - [How do I embed You Tube video into Google Classroom \(video\)?](#)
 - [How do I assign work to individual students in Google Classroom \(video\)?](#)
 - [How do I assign work to individual students in Google classroom \(documentation\)?](#)
 - [How do I add audio in Google Classroom \(video\)?](#)
 - [How do I post video in Google Classroom \(video\)?](#)
 - [How do I submit assignment as a student \(video\)?](#)
 - [How do students see teacher comments in Google Classroom \(video\)?](#)
 - [How do students see teacher comments in Google Classroom \(video\)?](#)

Google Suite

- [How do I create a hyperlink in Google Document \(video\)?](#)
- [How do I create Google Slide Deck \(video\)?](#)
- [How do I host a Google Meet \(video\)?](#)
- [How do I mute students in Google Meet \(video\)?](#)
- [How to invite parents to Google Meet \(video\)?](#)
- [Google meet guide for students, teachers and parents \(video\).](#)
- [Google meet tutorial for students and parents \(video\).](#)

Devices

- [Electronic Parent Agreement](#)

Expectations for Using Technology

- Teachers--[Click Here](#)
- Students and Families--[Click Here](#)
- [Technology Usage Policy \(safety\)](#)

Seven Tips for Running a Synchronous Class Using Hangout Meet

1. Determine the length of your class, relative to the content and age of your students. It is important to ensure that lessons and activities hold the attention of scholars during virtual teaching.
2. Login ahead of students and greet them when they enter “class”.
3. Take attendance to bring the class to order. You can ask them to respond by stating present, type here in chat, or take a screenshot of your participants list. This data will support the district’s Parent and Family Engagement expectation.
4. Begin the class by sharing your screen and toggling over to your Google Classroom class. Show the update which you posted for the class; this should have the outline of the work for the week. Walk students through the update. Show them where the resources for the week are located. Show them where the assignments/assessments are posted.
5. Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, response online after class, etc.)
6. After previewing your objectives, move on to your presentation, discussion, etc.
7. About five minutes before ending class, go back to your Google Classroom page and remind students about the upcoming work. This process will be new for most students. Therefore, ensure that you provide students with all the clarity and support they may need from you.

Technology Devices Distribution, Tracking, and Maintenance Plan

The Technology Department will work in conjunction with the building administrator to provide students and parents an opportunity to use a device to continue their education through Distance Learning. These devices are intended for parents and students with internet service, but without access to a computer or tablet at home.

Each school will contact parents and communicate the process that will be used to check-out a device. Most schools will be using a scheduling system to avoid large groups of people congregating at any given time. The Technology Department will ensure that devices are set-up, enrolled, registered, and inventoried with RCI tags. Each device will have the Absolute tracking software installed to assist with out of district location. Additionally, once the devices are set up and registered, a quick start guide with sign in instructions is placed in each box. Both students and parents are required to complete an agreement to receive all devices. Once devices are returned to the District, they are sanitized and inventoried; needed repairs are handled before a device is assigned to another student.

Google Suite Access (Google Classroom, Protocol, Guidelines)

The technology department will create individual building level email accounts that will be used for this. The technology department will communicate the names of those accounts and instructions on how to use them. These accounts will be shared by building level administrators as well as a district administrator to enable easy access to your Google Classroom to monitor progress, provide support, and facilitate a transition in the event a teacher is unable to continue teaching due to illness.

Online Safety Procedures and Guidelines for teachers and students

Google Email Accounts for staff and students

The technology department will create the schools specific Organizational Units (OU) in the Google Admin console for new accounts and create the common separated value (CSV) or a plain text files template with the generic account login information for import. All accounts will have unique passwords. The technology team will add the student specific information to the csv templates and upload to the Google Admin console to the specific school location OU.

Administrative Assistants

The school secretaries and administrative assistants will still serve as the face of the building, answering emails and calls from students and parents and providing them with information and addressing questions and concerns. Secretaries will continue to schedule appointments via google meet for building leaders, and give administrative support to principals, teachers, and other district officials. They will be responsible for maintaining and updating records, tracking attendance records, mailing school forms, and managing the school calendar. Documentation of ongoing projects will be maintained. Also, additional training and professional development will take place weekly.

Professional Development Categories

- Service with a Smile
- Cultural Diversity & Sensitivity Training
- SIT
- Safety & Security
- Stress Management
- MS Office
- Google Suites (Docs, Slides, Sheets, Forms)
- PULSE
- Tyler 360
- Online Registration
- Google Meeting
- MUNIS
- Additional as needed

Attendance

Attendance is tied into the completion of work assigned to students. Therefore, teachers must collect all assignments from scholars via email, google suite, and/or hard copies. Thus, teachers must assign work daily for each day that scholars are out due to school closure. Students will have 1 day to submit their completed assignment(s) (K-12) following the AMI day. In addition, students that receive services from SSD, will be allowed up to 3 additional days to complete and/or submit their assignments if the accommodation is indicated in their IEP and/or 504 Plans. Students who complete the AMI assignments will be counted present. Students who do not complete the AMI assignments will be counted absent. Attendance will be recorded in SISK12 within 5 days of the declared AMI day. It will be the responsibility of the school principal to collaborate with teachers and monitor the process of submitting completed work in order to ensure that student assignments are submitted by the timeline indicated in this document.

Enrollment for Virtual Learning Launch via MOCAP Expectations

Beginning in January 2019, any student in kindergarten through 12th grade enrolled in the Riverview Gardens District who was also enrolled as a full-time student the previous semester can opt to take a courses virtually through the District-approved provider, **Launch**, via the Missouri Course Access Program (MOCAP), that is organized through Missouri's Department of Elementary and Secondary Education (DESE). Launch enrollment is the primary responsibility of the MIS office, but Student Support Services has been trained to do the enrollments. A virtual learning form must be completed and turned in to the home school. The form must be completed by the counselor to determine classes that should be taken by the student. Once the form is completed it should be sent to the MIS office and Student Support services if a payment is required.

- Any Student enrolled by the district in one or more MOCAP courses must be included on both the October and June core data submissions. This is true even if the student withdraws from the course. The October files tell DESE which students are enrolled in which courses. The June files tell us the outcome of those courses. It is especially important that both files include the same students/courses.
- If you have been contacted by the MOCAP office about a student showing up on vendor reports but not on core data reports, the most common fix is to be sure that student is included in your October files and re-upload/certify those files.
- Any student enrolled by the district in one or more MOCAP courses must be coded as a 50 or 52 in the Program Code field along with a V or S for the Delivery System. Please refer to the charts listed in the MOCAP Guidance below if you are unsure of which program code or delivery system to use.
- Individual SIS programs vary but some require them to have the district listed as both the sending and receiving district for their Student Assignment files to pull appropriately and to include MOCAP students/courses. If your files are not pulling appropriately from your SIS, it may be for this reason.
- If the district is contacted by a vendor and advised that your core data submissions are not matched to the vendor report, the first step is to determine if this student is enrolled in our district and if so, whether or not the district approved the MOCAP courses and enrolled the student.
- If the student is both enrolled in the district and approved for MOCAP enrollment, check the October core data submission to ensure that the student is coded correctly. If the student is not enrolled in the district or was denied MOCAP enrollment, please communicate the facts to the vendor.

WEEKLY SCHEDULE IF SCHOOL IS CLOSED

Plan A: Online Remote Learning Schedule

Teachers will provide direct instruction via google suite and publish their content area in Google Classroom. Teachers will implement the instructional ABC schedule. Students will receive direct instruction from teachers on their assigned instructional day per the designated times. Students will have the ability to work through the material. Students will also access teachers during scheduled office hours.

The following methods of instruction will be used during remote learning: Independent practice and application of previously taught concepts, App or web-based software to teach/reinforce concepts, Virtual Instruction, and the Flipped classroom model. Also, the Google Suite Platform (Google Classroom, Google Meet/Hangout, Edgenuity, etc.) will be used to deliver instruction.

Teachers must evidence and document their contact with students. Teachers should provide de at least two opportunities each week for students to respond to the teacher. This contact should occur at least twice per week and documented via Tyler SISK. Attending virtual classes via Hangout, posting to discussion boards (Ex: a question posted in Classroom, a shared Google doc), email, submitting assignments, etc., all constitute check-ins. Teachers must gauge whether students are working and not falling behind. If students are not checking in, please report the matter to your principal, counselor, and/or social worker.

Teachers are asked to contact parents via Google Hangout, an email with a response, or *67 from a personal phone, and document using the Parent/Student Contact Log in SISK students regarding students who are NOT actively participating, turning in assignments, etc. Principals or counselors will be tasked with following up with the parents and students. Consider, using Google Classroom, for students to post questions and write about issues they are having. You can call it "Questions, Concerns, Comments" as an example.

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In addition, feedback will be provided via: Email: 2-3 times week Messaging/chat through learning management system: 2-3 times week; Phone call: 2-3 times week; Messaging through other electronic means (Remind, etc.): 2-3 times week; Teleconference (Google Meet, Zoom, etc.): In person Meetings: as scheduled and determined by parent and teacher.

INSTRUCTIONAL SCHEDULES (ABC) FOR REMOTE LEARNING AND MODIFIED IN SCHOOL LEARNING

Early Childhood AMI Building Schedule

Monday	<p>Sign in classroom ClassTag virtual account and Google Classroom (8:15am)</p> <ul style="list-style-type: none"> ● Morning Meeting (8:15am - 8:30am) ● Read-Aloud (8:30am - 8:45am) ● Gross Motor Activity (8:45am - 9:00am) ● Math Activity (9:00am - 9:20am) ● Phonics Activity (9:20am - 9:40am) ● Break (9:40am - 10:00am) ● Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone ● Update Parent-Contact Log
Tuesday	<p>Sign in classroom ClassTag virtual account and Google Classroom (8:15am)</p> <ul style="list-style-type: none"> ● Morning Meeting (8:15am - 8:30am) ● Read-Aloud (8:30am - 8:45am) ● Gross Motor Activity (8:45am - 9:00am) ● Math Activity (9:00am - 9:20am) ● Phonics Activity (9:20am - 9:40am) ● Break (9:40am - 10:00am) ● Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone ● Update Parent-Contact Log ● 1:00 pm -2:00pm - Committee Meeting
Wednesday	<p>Sign in classroom ClassTag virtual account and Google Classroom (8:15am)</p> <ul style="list-style-type: none"> ● Morning Meeting (8:15am - 8:30am) ● Read-Aloud (8:30am - 8:45am) ● Gross Motor Activity (8:45am - 9:00am)

	<ul style="list-style-type: none"> ● Math Activity (9:00am - 9:20am) ● Phonics Activity (9:20am - 9:40am) ● Break (9:40am - 10:00am) ● Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone ● Update Parent-Contact Log ● Zoom PLC Meeting (Noon-2:00pm)
Thursday	<p>Sign in classroom ClassTag virtual account and Google Classroom (8:15am)</p> <ul style="list-style-type: none"> ● Morning Meeting (8:15am - 8:30am) ● Read-Aloud (8:30am - 8:45am) ● Gross Motor Activity (8:45am - 9:00am) ● Math Activity (9:00am - 9:20am) ● Phonics Activity (9:20am - 9:40am) ● Break (9:40am - 10:00am) ● Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone ● Update Parent-Contact Log ● 1:00 pm -2:00pm - Staff Meeting
Friday	<p>Sign in classroom ClassTag virtual account and Google Classroom (8:15am)</p> <ul style="list-style-type: none"> ● Morning Meeting (8:15am - 8:30am) ● Read-Aloud (8:30am - 8:45am) ● Gross Motor Activity (8:45am - 9:00am) ● Math Activity (9:00am - 9:20am) ● Phonics Activity (9:20am -9:40am) ● Break (9:40am - 10:00am) ● Answer any parent/guardian questions that is posted on ClassTag discussion board, via email, or Google phone ● Update Parent-Contact Log

Danforth Elementary AMI Building Schedule

Danforth Elementary – Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:10	Arrival				
8:10-8:30	Breakfast & Morning Work				
8:30-9:00	Morning meeting				
9:20-10:10	Specials				
10:20-11:15	Reading/ELA				
11:15-11:25	Transition Time/Prepare for Lunch				
11:30-12:00	Lunch				
12:00-12:30	Recess				
12:35-1:10	Guided Reading/Math				
1:15-2:05	Math				
2:10-2:35	Social Studies/Science				
2:40-2:45	Transition/Prepare for Dismissal				
2:45	Pack up				
2:50	Dismissal				

Instructional Expectations

**Phonics/Calendar –
30 minutes**

ELA - 30 minutes

Writing - 30 minutes

Math - 60 minutes

**Science/Social Studies –
30 minutes**

Danforth Elementary - 1st Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:20	Arrival & Breakfast				
8:20-9:10	Specials				
10:00-10:25	Dick Class Bathroom Break/Grover Phonics and Calendar				
10:25-10:50	Grover Class Bathroom Break/Dick Phonics and Calendar				
10:50-11:20	Lunch				
11:20-11:50	Recess				
11:50-12:00	Read Aloud				
12:00-1:00	Math				
1:00-1:30	Dick Class Bathroom Break/Grover Writing				
1:30-2:00	Grover Class Bathroom Break/Dick Writing				
2:00-2:45	ELA and Science/Social Studies				
2:45	Pack up				
2:50	Dismissal				

Instructional Expectations

**Phonics/Calendar -
30 minutes**

Writing - 30 minutes

Math - 60 minutes

**Science/Social Studies –
30 minutes**

Danforth Elementary - 2nd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:10	Arrival				
8:10-8:30	Breakfast & Morning Meeting				
8:35 - 9:40	ELA & Phonics				
9:45 - 10:15	Writing				
10:20-11:10	Specials				
11:20 - 12:05	Silent Reading and Bathroom Breaks				
12:15-12:45	Lunch				
12:50 - 1:20	Recess				
1:30 - 2:30	Math				
2:30 - 2:45	Science/SS				
2:45	Pack up				
2:50	Dismissal				

Instructional Expectations

ELA/Writing - 90 minutes

Math - 90 minutes

**Science/Social Studies -
30 minutes**

Danforth Elementary - 3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:10	Arrival				
8:10-8:30	Breakfast & Morning Meeting				
8:30-9:00	Grammar				
9:00- 10:00	Reading				
10:00- 10:30	Writing				
10:45-11:15	Lunch				
11:20-12:10	Specials				
12:20-2:00	Math				
2:00- 2:30	Recess				
2:45-3:00	Clean and sanitize				
3:05	Dismissal				

Instructional Expectations

ELA/Writing - 90 minutes

Math - 90 minutes

**Science/Social Studies -
30 minutes**

Danforth Elementary - 4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:10	Arrival				
8:10-8:30	Breakfast & Morning Meeting				
8:40-9:10	Writing				
9:15-10:15	Phonics and ELA (Cannon)				
10:20-10:45	Recess				
10:45-11:15	SSR/Bathroom Break				
11:15-11:45	Science/Social Studies				
11:45-12:15	Recess				
12:15-12:45	Lunch				
12:45-1:45	Math (Ross)				
1:50-2:40	Specials				
2:45	Pack up				
2:50	Dismissal				

Instructional Expectations

ELA/Writing – 90 minutes

Math - 90 minutes

Science/Social Studies - 30 minutes

Danforth Elementary - 5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:10	Arrival				
8:10-8:30	Breakfast & Morning Meeting				
8:30-9:00	Phonics				
9:00-9:45	ELA				
9:45-10:15	Independent Reading (Potential Bathroom Break)				
10:15-10:20	Brain Break				
10:20-11:20	Math				
11:20-11:30	Brain Break (Potential Bathroom Break)				
11:30-12:00	Lunch				
12:00-12:20	Read Aloud				
12:20-12:50	Science/Social Studies				
12:50-1:40	Specials				
1:40-2:00	Recess				
2:00-2:45	Writing (Potential Bathroom Break at Beginning)				
2:45	Pack up				
2:50	Dismissal				

Instructional Expectations

ELA/Writing - 90 minutes

Math - 90 minutes

Science/Social Studies – 30 minutes

Gibson Elementary AMI Building Schedule

(Data Teams/PLC on each Wednesday during plan)

Kindergarten

7:50-8:50 Planning/Prep/Publish
8:50-9:50 ELA/Writing
9:50-10:40 Science
10:40-11:40 Lunch
11:40-12:00 Virtual check-in
12:00-1:00 Related Arts
1:00-2:00 Math
2:00-3:00 Social Studies
3:00-3:20 Closing/ End of day wrap-up

Third Grade

7:50-8:50 Planning/Prep/Publish
8:50-9:50 ELA/Writing
9:50-10:00 Virtual check-in
10:00-11:00 Related Arts
11:00-12:00 Science
12:00-1:00 Lunch
1:00-2:00 Math
2:00-3:00 Social Studies
3:00-3:20 Closing/ End of day wrap-up

First Grade

7:50-8:50 Planning/Prep/Publish
8:50-9:50 ELA/Writing
9:50-10:50 Science
10:50-11:00 Virtual check-in
11:00-12:00 Lunch
12:00-1:00 Math
1:00-2:00 Related Arts
2:00-3:00 Social Studies
3:00-3:20 Closing/End of day wrap-up

Fourth Grade

7:50-8:50 Planning/Prep/Publish
8:50-9:00 Virtual check-in
9:00-10:00 Related Arts
10:00-11:00 ELA/Writing
11:00-12:00 Science
12:00-1:00 Lunch
1:00-2:00 Math
2:00-3:00 Social Studies
3:00-3:20 Closing/End of day wrap-up

Second Grade

7:50-8:50 Planning/Prep/Publish
8:50-9:50 ELA/Writing
9:50-10:00 Virtual check-in
10:00-11:00 Science
11:00-12:00 Lunch
12:00-1:00 Math
1:00-2:00 Social Studies
2:00-3:00 Related Arts
3:00-3:20 End of day wrap-up

Fifth Grade

7:50-8:50 Planning/Prep/Publish
8:50-9:50 ELA/Writing
9:50-10:00 Virtual check-in
10:00-11:00 Related Arts
11:00-12:00 Science
12:00-1:00 Lunch
1:00-2:00 Math
2:00-3:00 Social Studies
3:00-3:20 End of day wrap-up

Glasgow Elementary Student AMI Learning Schedule 2021 - 2022

Kindergarten Schedule					
Time Block	Minutes	Monday/Tuesday	Time Block - W	Wednesday	Thursday/Friday
8:05 - 8:35 am	30	Morning Meeting/Social-Emotional Learning- Whole Group/Journaling our Virtual Learning Experience	8:05 - 8:35 am	Morning Meeting/Social-Emotional Learning- Whole Group/Journaling our Virtual Learning Experience	Morning Meeting/Social-Emotional Learning- Whole Group/Journaling our Virtual Learning Experience
8:35 - 9:15 am	40	CAPS/LIDS - Sight Words	8:35 - 9:15 am	CAPS/LIDS - Sight Words	CAPS/LIDS - Sight Words
9:15 - 10:15 am	60	Group A ELA (30) Teacher - Group B ELA (30) Support	9:15 - 10:15 am	ELA - Whole Group	Group A ELA (30) Teacher - Group B ELA (30) Support
10:15 - 10:55 am	40	Group A ELA (20) Support - Group B ELA (20) Teacher	10:15 - 10:55 am	ELA Small Groups	Group A ELA (20) Support - Group B ELA (20) Teacher
10:55 - 11:30 pm	35	Lunch	11:00 - 12:00	Related Arts - Data Team	Lunch
11:30 - 12:30 pm	60	Group A MA (30) Teacher - Group B MA (30) Support	12:10 - 12:40	Lunch	Group A MA (30) Teacher - Group B MA (30) Support
12:30 - 1:30 pm	60	Group A MA (30) Teacher - Group B MA (30) Support	12:40 - 1:40	Math -Whole Group	Group A MA (30) Teacher - Group B MA (30) Support
1:30 - 1:55 pm	25	Library/Counselor/Teacher 1:1/Small Group	1:40 - 2:40	Math Small Group	Library/Counselor/Teacher 1:1/Small Group
1:55 - 2:45 pm	50	Related Arts	2:40 - 3:05	Parent Contact/Student Feedback/Emails	Related Arts
2:45 - 3:05 pm	20	Parent Contact/Student Feedback/Email Response			Parent Contact/Student Feedback/Email Response



Curtis, 2021

Glasgow Elementary Student AMI Learning Schedule 2021 - 2022

1st Grade Schedule					
Time Block	Minutes	Monday/Tuesday	Time Block - W	Wednesday	Thursday/Friday
8:05 - 8:35 am	30	Morning Meeting/Social-Emotional Learning- Whole Group	8:05 - 8:35	Morning Meeting/Social-Emotional Learning- Whole Group	Morning Meeting/Social-Emotional Learning- Whole Group
8:35 - 9:05 am	30	Journaling our Virtual Learning Experience/Sight Words- ELA Whole Group	8:35 - 9:05	Journaling our Virtual Learning Experience/Sight Words- ELA Whole Group	Journaling our Virtual Learning Experience/Sight Words- ELA Whole Group
9:05 - 10:05 am	60	Group A MA (30) Teacher - Group B MA (30) Support	9:05 - 10:00	Math Whole Group Instruction	Group A MA (30) Teacher - Group B MA (30) Support
10:05 - 11:05 am	60	Group A MA (30) Teacher - Group B MA (30) Support	10:00 - 11:00	Related Arts	Group A MA (30) Teacher - Group B MA (30) Support
11:05 - 11:35 am	30	Library/Counselor/Teacher 1:1/Small Group	11:00 - 11:35	Math Whole Group Instruction	Library/Counselor/Teacher 1:1/Small Group
11:35 - 12:05 pm	30	Lunch	11:35 - 12:05	Lunch	Lunch
12:05 - 1:05 pm	60	Group A ELA (30) Support - Group B ELA (30) Teacher	12:05 - 1:35	ELA Whole Group Instruction	Group A ELA (30) Support - Group B ELA (30) Teacher
1:05 - 1:55 pm	50	Related Arts	1:35 - 2:00	Small Group ELA - Identified Students	Related Arts
1:55 - 2:55 pm	60	Group A ELA (30) Support - Group B ELA (30) Teacher	2:00 - 2:45	Small Group Math - Identified Students	Group A ELA (30) Support - Group B ELA (30) Teacher
2:55 - 3:05 pm	10	Parent Contact/Student Feedback/Email response	2:45 - 3:05	Parent Contact/Student Feedback/Email	Parent Contact/Student Feedback/Email Response

Glasgow Elementary Student AMI Learning Schedule 2021 - 2022

2nd Grade Schedule					
Time Block	Minutes	Monday/Tuesday	Time Block - W	Wednesday	Thursday/Friday
8:05 - 8:35 am	30	Morning Meeting/Social-Emotional Learning- Whole Group	8:05 - 8:35 am	Morning Meeting/Social-Emotional Learning- Whole Group	Morning Meeting/Social-Emotional Learning- Whole Group
8:35 - 9:05 am	30	Journaling our Virtual Learning Experience/Sight Words- ELA Whole Group	8:35 - 9:00 am	Journaling our Virtual Learning Experience/Sight Words- ELA Whole Group	Journaling our Virtual Learning Experience/Sight Words- ELA Whole Group
9:05 - 10:05 am	60	Group A MA (30) Teacher - Group B MA (30) Support	9:00 - 10:00 am	Related Arts	Group A MA (30) Teacher - Group B MA (30) Support
10:05 - 10:55 am	50	Group A MA (25) Teacher - Group B MA (25) Support	10:00 - 11:00 am	Whole Group ELA	Group A MA (25) Teacher - Group B MA (25) Support
10:55 - 11:30 pm	35	Lunch	11:00 - 11:30 am	Lunch	Lunch
11:30 - 12:15 pm	45	Group A ELA (20) Support - Group B ELA (20) Teacher	11:30 - 12:30 pm	Small Group ELA	Group A ELA (20) Support - Group B ELA (20) Teacher
12:15 - 1:05 pm	50	Related Arts	12:30 - 1:30 pm	Math Whole Group	Related Arts
1:05 - 2:05 pm	60	Group A ELA (30) Support - Group B ELA (30) Teacher	1:30 - 2:30 pm	Small Group Math	Group A ELA (30) Support - Group B ELA (30) Teacher
2:05 - 2:35 pm	30	Library/Counselor/Teacher 1:1/Small Group	2:30 - 3:05 pm	Student Feedback/Email response	Library/Counselor/Teacher 1:1/Small Group
2:35 - 3:05 pm	30	Parent Contact/Student Feedback/Email response			Parent Contact/Student Feedback/Email response

Glasgow Elementary Student AMI Learning Schedule 2021 - 2022

3rd Grade Schedule				
Time Block	Monday/Tuesday	Time Block - W	Wednesday	Thursday/Friday
8:05 - 8:35 am	Morning Meeting/Social-Emotional Learning- Whole Group	8:05 - 8:35 am	Morning Meeting/Social-Emotional Learning- Whole Group	Morning Meeting/Social-Emotional Learning- Whole Group
8:35 - 9:05 am	Journaling our Virtual Learning Experience - ELA Whole Group	8:35 - 9:15 am	Journaling our Virtual Learning Experience - ELA Whole Group	Journaling our Virtual Learning Experience - ELA Whole Group
9:05 - 10:15 am	Group A MA (35) Teacher - Group B MA (35) Support	9:15 - 10:15 am	Whole Group ELA	Group A MA (35) Teacher - Group B MA (35) Support
10:15 - 10:55 am	Library/Counselor/Teacher 1:1	10:15 - 10:55 am	Small Group ELA	Library/Counselor/Teacher 1:1
10:55 - 11:45 am	Related Arts	11:00 - 12:00	Related Arts	Related Arts
11:45 - 12:10 pm	Independent Time - Teacher 1:1	12:10 - 12:40	Lunch	Independent Time - Teacher 1:1
12:10 - 12:40 pm	Lunch	12:40 - 1:40	Whole Group Math	Lunch
12:40 - 1:40 pm	Group A ELA (30) Support - Group B ELA (30) Teacher	1:40 - 2:40	Small Group Math	Group A ELA (30) Support - Group B ELA (30) Teacher
1:40 - 2:40 pm	Teacher/Aide Small Group Follow-Up (ELA/MA switch)	2:40 - 3:05	Student Feedback/Emails	Teacher/Aide Small Group Follow-Up (ELA/MA switch)
2:40 - 3:05 pm	Parent Contact/Student Feedback/Email response			Parent Contact/Student Feedback/Email response



Curtis, 2021

Glasgow Elementary Student AMI Learning Schedule 2021 - 2022

4th Grade Schedule					
Time Block	Minutes	Monday/Tuesday	Time Block - W	Wednesday	Thursday/Friday
8:05 - 8:35 am	30	Morning Meeting/Social-Emotional Learning- Whole Group	8:05 - 8:35 am	Morning Meeting/Social-Emotional Learning- Whole Group	Morning Meeting/Social-Emotional Learning- Whole Group
8:35 - 9:05 am	30	Journaling our Virtual Learning Experience - ELA Whole Group	8:35 - 9:00 am	Journaling our Virtual Learning Experience - ELA Whole Group	Journaling our Virtual Learning Experience - ELA Whole Group
9:05 - 10:05 am	60	Group A MA (30) Teacher - Group B MA (30) Support	9:00 - 10:00 am	Whole Group ELA	Group A MA (30) Teacher - Group B MA (30) Support
10:05 - 10:55 am	50	Related Arts	10:00 - 11:00 am	Related Arts	Related Arts
10:55 - 11:55 pm	60	Group A ELA (30) Support - Group B ELA (30) Teacher	11:00 - 11:30 am	Lunch	Group A ELA (30) Support - Group B ELA (30) Teacher
11:55 - 12:10 pm	15	Independent Time - Teacher 1:1	11:30 - 12:30 pm	Small Group ELA	Independent Time - Teacher 1:1
12:10 - 12:40 pm	30	Lunch	12:30 - 1:30 pm	Whole Group Math	Lunch
12:40 - 1:40 pm	60	Teacher/Aide Small Group Follow-Up (Independent Practice)	1:30 - 2:30 pm	Small Group Math	Teacher/Aide Small Group Follow-Up (Independent Practice)
1:40 - 2:10 pm	30	Library/Counselor/Teacher 1:1	2:30 - 3:05 pm	Student Feedback/Emails	Library/Counselor/Teacher 1:1
2:10 - 3:05 pm	55	Parent Contact/Student Feedback/Email response			Parent Contact/Student Feedback/Email response



Curtis, 2021

Glasgow Elementary Student AMI Learning Schedule 2021 - 2022

5th Grade Schedule					
Time Block	Minutes	Monday/Tuesday	Time Block - W	Wednesday	Thursday/Friday
8:05 - 8:35 am	30	Morning Meeting/Social-Emotional Learning- Whole Group	8:05 - 8:35 am	Morning Meeting/Social-Emotional Learning- Whole Group	Morning Meeting/Social-Emotional Learning- Whole Group
8:35 - 9:15 am	40	Journaling our Virtual Learning Experience - ELA Whole Group	8:35 - 9:00 am	Journaling our Virtual Learning Experience - ELA Whole Group	Journaling our Virtual Learning Experience - ELA Whole Group
9:15 - 10:05 am	50	Related Arts	9:00 - 10:00 am	Related Arts	Related Arts
10:05 - 11:25 am	80	Group A MA (40) Teacher - Group B MA (40) Support	10:00 - 11:00 am	ELA Small Group	Group A MA (40) Teacher - Group B MA (40) Support
11:25 - 12:45 pm	80	Group A ELA (40) Support - Group B ELA (40) Teacher	11:00 - 11:30 am	Math Whole Group	Group A ELA (40) Support - Group B ELA (40) Teacher
12:45 - 1:15 pm	30	Lunch	11:30 - 12:45 pm	Math Small Group	Lunch
1:15 - 2:35 pm	80	Teacher/Aide Small Group Follow-Up (Independent Practice)	12:45 - 1:00 pm	Lunch	Teacher/Aide Small Group Follow-Up (Independent Practice)
2:35 - 3:05 pm	30	Parent Contact/Student Feedback/Counselor/Library/Email Response	1:00 - 2:30 pm	Math and ELA Small Groups with teacher	Parent Contact/Student Feedback/Counselor/Library/Email Response
			2:30 - 3:05 pm	Student Feedback/Emails	

Highland Elementary AMI Building Schedule

Kindergarten

7:50-8:50	Planning/Prep/Publish
8:50-9:00	Virtual check-in
9:00-10:00	Related Arts
10:00-11:00	Math
11:00-12:00	Small Group/Science
12:00-1:00	Lunch
1:00-2:00	Math
2:00-3:00	Small Groups/SS
3:00-3:20	Closing/ End of day wrap-up

Third Grade

7:50-8:50	Planning/Prep/Publish
8:50-9:50	ELA/Writing
9:50-10:00	Virtual check-in
10:00-11:00	Related Arts
11:00-12:00	Small Groups/SS
12:00-1:00	Lunch
1:00-2:00	Math
2:00-3:00	Small Groups/Science
3:00-3:20	Closing/ End of day wrap-up

First Grade

7:50-8:50	Planning/Prep/Publish
8:50-9:50	ELA/Writing
9:50-10:50	Small Group/SS
10:50-11:00	Virtual check-in
11:00-12:00	Lunch
12:00-1:00	Math
1:00-2:00	Related Arts
2:00-3:00	Small Group/Science
3:00-3:20	Closing/End of day wrap-up

Fourth Grade

7:50-8:50	Planning/Prep/Publish
8:50-9:00	Virtual check-in
9:00-10:00	Related Arts
10:00-11:00	ELA/Writing
11:00-12:00	Small Group/SS
12:00-1:00	Lunch
1:00-2:00	Math
2:00-3:00	Small Groups/Science
3:00-3:20	Closing/End of day wrap-up

Second Grade

7:50-8:50	Planning/Prep/Publish
8:50-9:50	ELA/Writing
9:50-10:00	Virtual check-in
10:00-11:00	Small Groups/SS
11:00-12:00	Lunch
12:00-1:00	Math
1:00-2:00	Small Groups/Science
2:00-3:00	Related Arts
3:00-3:20	End of day wrap-up

Fifth Grade

7:50-8:50	Planning/Prep/Publish
8:50-9:50	ELA/Writing
9:50-10:00	Virtual check-in
10:00-11:00	Small Groups/SS
11:00-12:00	Lunch
12:00-1:00	Related Arts
1:00-2:00	Math
2:00-3:00	Small Groups/Science
3:00-3:20	End of day wrap-up

Koch Elementary Revised Return to School Schedule

Kindergarten	First Grade	Second Grade			
8:05- 8:30	Morning Check In				
8:30-10:00	ELA/ Reading & Writing				
10:00-11:00	Math				
11:00-11:30	Specials		Lunch		Recess
11:30-12:00			Recess		Lunch
12:00-12:30	Lunch	12:00-1:00	Guided Math/Science		
12:30-1:00	Recess				
1:00-2:00	Guided Math/ Science	1:00-2:00	Specials	Guided Reading	
2:00-3:00	Guided Reading			Specials	

Third Grade	Fourth Grade	Fifth Grade			
8:00-9:00	Specials				
8:05-8:30	Morning Check In				
		8:30-9:00	Writing		
9:00-9:30	Morning Check In	9:00-10:00	Specials	8:30-10:00	ELA/ Reading & Writing
9:30-10:00	Math				
10:00-11:30	ELA/ Reading & Writing			10:00-11:00	Specials
11:00-11:30				11:00-11:30	Lunch

11:30-12:00	Recess	11:30-12:00	Lunch	11:30-12:30	Math
12:00-12:30	Lunch	Recess		12:30-1:00	Science
12:30-2:00	Guided Math/Science			1:00-1:30	Recess
2:00-3:00	Guided Reading			1:30-3:00	Guided Math

Koch Elementary School Revised Specials Schedule

<u>TIME</u>	<u>A</u>	<u>B</u>	<u>C</u>
3rd Grade	Art-Ennis (IP)	Art-(V)	Art- Malherek (IP)
8:10- 9:00 a.m.	Music- Malherek (IP)	Music-Ennis (IP)	Music- (V)
	PE- (V)	PE- Malherek (IP)	PE- Ennis (IP)
4th Grade	Art- Giubardo (IP)	Art- (V)	Art- Schmiedeke (IP)
9:05 – 9:55 a.m.	Music- Schmiedeke (IP)	Music- Giubardo (IP)	Music- (V)
	PE- (V)	PE- Schmiedeke (IP)	PE- Giubardo (IP)
5th Grade	Art- Huddleston (IP)	Art- (V)	Art- Hileman (IP)
10:00 – 10:50 a.m.	Music- Hileman (IP)	Music- Huddleston (IP)	Music- (V)
	PE- (V)	PE- Hileman (IP)	PE- Huddleston (IP)

Kindergarten	Art- Dix (IP)	Art- (V)	Art- Thompson (IP)
11:00 – 11:50 a.m.	Music- Thompson (IP)	Music- Dix (IP)	Music- (V)
	PE- (V)	PE- Thompson (IP)	PE- Dix (IP)
LUNCH IS FROM 11:50 – 12:20 p.m. for specials Plan is from 12:20- 1:00 p.m. & 2:45- 2:55 p.m.			
1st Grade	Art- Bell (IP)	Art- (V)	Art- Peck (IP)
1:00 – 1:50 p.m.	Music- Peck (IP)	Music- Bell (IP)	Music- (V)
	PE- (V)	PE- Peck (IP)	PE- Bell (IP)
2nd Grade	Art- Robinson (IP)	Art- (V)	Art- Wilson (IP)
1:55 – 2:45 p.m.	Music- Wilson (IP)	Music- Robinson (IP)	Music- (V)
	PE- (V)	PE- Wilson (IP)	PE- Robinson (IP)

*A- Days, PE will push in classes to support 4th/5th grades & support lunch duty when students return

*B- Days, Art will push in classes to support 3rd/ 4th grades & support lunch duty when students return

*C- Days, Music will push in classes to support KG/1st grades & support lunch duty when students return

LUNCH TIMES:

11:00 - 11:30 - 1st/ 5th Grade

11:35 - 12:05 - 2nd/ 4th Grade

12:10 - 12:40 - KG/ 3rd Grade

11:50 - 12:20 Specials

Lemasters Elementary AMI Building Schedule

Lemasters Lions Schedule	Kindergarten	1st	2nd	3rd	4th	5th
8:00-9:00	PLAN TIME					
9:00-9:30	Morning Meeting, Review and Q&A Check-In with Students-Do Now					
9:30-10:00	ELA LESSONS	ELA LESSONS	ELA LESSONS	ELA LESSONS	SPECIALS 10:00-10:45	ELA LESSONS
10:15-10:30	SMALL GROUPS Special Support Students-activity/work + independent reading	SMALL GROUPS Special Support Students-activity/work + independent reading	SMALL GROUPS Special Support Students-activity/work + independent reading	SMALL GROUPS Special Support Students-activity/work + independent reading	ELA LESSONS	Independent Reading
10:30-11:00	SMALL GROUPS Special Support Students-activity/work + independent reading	SMALL GROUPS Special Support Students-activity/work + independent reading	SMALL GROUPS Special Support Students-activity/work + independent reading	SMALL GROUPS Special Support Students-activity/work + independent reading	10:45-11:45 SPECIALS	SPECIALS
11:00-11:15	MATH LESSONS	MATH LESSONS	MATH LESSONS	SPECIALS	Small Group Reading Intervention Groups Independent Reading	Small Group Reading Intervention Groups Independent Reading
11:15-11:45	MATH LESSONS	MATH LESSONS	MATH LESSONS	SPECIALS	Small Group Reading Intervention Groups Independent Reading	Small Group Reading Intervention Groups Independent Reading
11:45-12:30	LUNCH AND FREE TIME(MOVE AROUND)					
12:30-1:00	SCI/SS LESSON	SCI/SS LESSON	SPECIALS	MATH LESSONS	MATH LESSONS	MATH LESSONS
1:00-1:15	SMALL GROUPS	SMALL GROUPS	SMALL GROUPS	SMALL GROUPS Special Support Students-activity/work	SMALL GROUPS Special Support Students-activity/work	SMALL GROUPS Special Support Students-activity/work
1:15-1:45	Small Group Reading Intervention Groups	SPECIALS	SCI/SS LESSON	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups
1:45-2:00	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups
2:00-2:30	SPECIALS	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups	Small Group Reading Intervention Groups
2:30-3:30	Teachers-Office Hours, Communication Logs					
	DATA TEAM MEETINGS WILL BE HELD EVERY WEDNESDAY DURING SPECIALS TIME					
	SPECIAL TEACHERS DATA TEAM MEETINGS WILL BE HELD EVERY WEDNESDAY AT 9:00-9:30AM					

Lewis and Clark Elementary AMI Building Schedule

KG	8:05-8:30 Journal Writing	8:30-10:00 ELA	10:00-10:40 Writer's Workshop 10:00-10:40	10:40-11:25 Lunch	11:25-12:05 Science	12:05-12:55 Specials	1:00-2:20 Math	2:20-3:00 Workstations Ms. Love- M, Th
1 st	8:10- ELA	10:00 ELA	Writer's Workshop 10:00-10:40	10:40-11:25 Lunch	11:25-12:05 Science	12:05-12:55 Specials	1:00-1:40 Intervention Ms. Ellis Ms. Love -M, W, Th	1:40-3:00 Math
2 nd	8:10-8:55 Science	8:55-9:45 Specials	9:45- ELA	11:30 ELA	11:30-12:15 Lunch /Recess	12:15-1:00 Writing	1:00 2:20 Math	2:20-3:00 Intervention Ms. Ellis- M, W, Th Ms. Love- W
3 rd	8:10- 8:55 Science	8:55-9:45 Specials	9:45 ELA	11:30 ELA	11:30-12:15 Writing	12:15-1:00 Lunch/Recess	1:00-2:20 Math	2:20-3:00 Intervention Mr. Paglusch M, W, F Mr. Fry Th, F
4 th	8:10 ELA	9:45 ELA	9:45-10:35 Specials	10:35-11:30 Writing	11:30-12:15 Lunch/ Recess	12:15-1:00 Science	1:00-1:40 Intervention Mr. Paglusch M- F Mr. Fry M, T, W	1:40-3:00 Math
5 th	8:10- ELA	9:45 ELA	9:45- 10:35 Specials	10:35-11:30 Science	11:30-12:15 Writing	12:15-1:00 Lunch/Recess	1:00-2:20 Math	2:20-3:00 Intervention Mr. Paglusch- T, TH Mr. Fry M, T, W

Meadows Elementary AMI Building Schedule

Meadows Elementary AMI Schedule									
	8:00-8:50	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:35-1:25	1:30-2:20	2:20-2:50	2:50-3:20
KG	Plan/ Electives	ELA	Math	Lunch	SS/Science	Small Group * Independent work	Small Group* Independent work	Asynchronous	Calls & Email
1st	SS/Science	Plan/ Elective s	ELA	Lunch	SS/Science	Small Group * Independent work	Small Group* Independent work	Asynchronous	Calls & Email
2nd	SS/Science	ELA	Plan/Elective s	Lunch	SS/Science	Small Group * Independent work	Small Group* Independent work	Asynchronous	Calls & Email
3rd	SS/Science	ELA	Math	Plan/Elective s	Lunch	Small Group * Independent work	Small Group* Independent work	Asynchronous	Calls & Email
4th	SS/Science	ELA	Math	Lunch	Plan/Elective s	Small Group * Independent work	Small Group* Independent work	Asynchronous	Calls & Email
5th	SS/Science	ELA	Math	Lunch	Small Group * Independent work	Plan/Elective s	Small Group* Independent work	Asynchronous	Calls & Email

Moline Elementary AMI Building Schedule

Moline Elementary AMI Schedule

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
8:00-9:00	Teacher Plan					
9:00-9:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:30-9:45						
9:45-10:15	ELA LESSON	ELA LESSON	ELA LESSON	ELA LESSON	Specials	Specials
10:15-10:30	SMALL GROUPS (2) + Independent Work Headsprout (30 min)	SMALL GROUPS (2) + Independent Work Headsprout (30 min)	SMALL GROUPS (2) Headsprout (30 min)	SMALL GROUPS (2) + Independent Work Headsprout, Readworks, Epic, etc. (30 min)	BREAK	BREAK
10:30-11:00	READ ALOUD (sci/ss)	READ ALOUD (sci/ss)	READ ALOUD (sci/ss)	Specials	ELA LESSON	Math LESSON
11:00-11:15						
11:15-11:45	READ ALOUD (sci/ss)	READ ALOUD (sci/ss)	READ ALOUD (sci/ss)	Specials	SMALL GROUPS (2) + Independent Work Epic, Readworks (30 min)	SMALL GROUPS (2) + Independent Work iXL (30 min)
11:45-12:30	LUNCH AND FREE TIME (move around & play)					
12:30-1:00	Math LESSON	Math LESSON	Specials	Math LESSON	Math LESSON	ELA LESSON
1:00-1:15	SMALL GROUPS (2) + Independent Work Zearn, Seesaw (30 min)	Small group	Math LESSON 1:00-1:30	SMALL GROUPS (2) + Independent Work iXL (30 min)	SMALL GROUPS (2) + Independent Work iXL (30 min)	SMALL GROUPS (2) + Independent Work Epic, Readworks (30 min)
1:15-1:45		Specials				
1:45-2:00						
2:00-2:30	Specials	SMALL GROUPS (2) + Independent Work Zearn, Seesaw (30 min)	SMALL GROUPS (2) + Independent Work iXL (30 min)	Sci/SS LESSON	Sci/SS LESSON	Sci/SS LESSON
2:30-2:45	All virtual attendance entered					

Central Middle School AMI Building Schedule

Central Middle School 2021-2022 Bell Schedule									
	1st	2nd	3rd	Lunch	4th	5th	6th	Lunch Schedules	
6	8:45-9:47 (62)	9:50-10:52 (62)	10:55-11:57 (62)	12:00-12:30	12:33-1:35 (62)	1:38-2:40 (62)	2:43-3:45 (62)	6th: 10:55 - 11:25	
6	Electives	English	English	Lunch	English	English	English	7th: 12:00 - 12:30	
6	Electives	Math	Math	Lunch	Math	Math	Math	8th: 1:05 - 1:35	
6	Electives	Science	Science	Lunch	Science	Science	Science		
6	Electives	Social Studies	Social Studies	Lunch	Social Studies	Social Studies	Social Studies		
6	Electives	Writing Lab/ Math Lab	Writing Lab/ Math Lab	Lunch	Writing Lab/ Math Lab	Writing Lab/ Math Lab	Writing Lab/ Math Lab		
7	8:45-9:47 (62)	9:50-10:52 (62)	10:55-11:25 (30)	11:28 -12:30 (62)	12:33-1:35 (62)	1:38-2:40 (62)	2:43-3:45 (62)		
7	English	English	Lunch	Electives	English	English	English		
7	Math	Math	Lunch	Electives	Math	Math	Math		
7	Science	Science	Lunch	Electives	Science	Science	Science		
7	Social Studies	Social Studies	Lunch	Electives	Social Studies	Social Studies	Social Studies		
7	Art/Health	Art/Health	Lunch	Electives	Art/Health	Art/Health	Art/Health		
8	8:45-9:47 (62)	9:50-10:52 (62)	10:55-11:57 (62)	12:00-1:02 (62)	1:05-1:35 (30)	1:38-2:40 (62)	2:43-3:45 (62)		
8	English	English	English	English	Lunch	Electives	English		
8	Math	Math	Math	Math	Lunch	Electives	Math		
8	Science	Science	Science	Science	Lunch	Electives	Science		
8	Social Studies	Social Studies	Social Studies	Social Studies	Lunch	Electives	Social Studies		
8	Health/Bus. Ed.	Health/Bus. Ed.	Health/Bus. Ed.	Health/Bus. Ed.	Lunch	Electives	Health/Bus. Ed.		

Westview Middle School AMI Building Schedule

WMS 2021-2022 Bell Schedule							Electives
	1st	2nd	3rd	4th	5th	6th	
		Lunch					PE - Female
	8:45-9:47 (62)	9:50-10:52 (62)	11:28 -12:30 (62)	12:33-1:35 (62)	1:38-2:40 (62)	2:43-3:45 (62)	PE - Male
6	English	Electives	English	English	Electives	English	FACS
6	Math	Electives	Math	Math	Electives	Math	Art
6	Science	Electives	Science	Science	Electives	Science	Band
6	Social Studies	Electives	Social Studies	Social Studies	Electives	Social Studies	Choir
6	Reading/ Math Lab	Electives	Reading/ Math Lab	Reading/ Math Lab	Electives	Reading/ Math Lab	Reading Lab
							Math Lab
							Spanish?
	1st	2nd	3rd	4th	5th	6th	
	8:45-9:47 (62)	9:50-10:52 (62)	12:00-12:30	12:33-1:35 (62)	1:38-2:40 (62)	2:43-3:45 (62)	
7	English	English	Lunch	Electives	English	English	
7	Math	Math	Lunch	Electives	Math	Math	
7	Science	Science	Lunch	Electives	Science	Science	
7	Social Studies	Social Studies	Lunch	Electives	Social Studies	Social Studies	
7	Reading/ Math Lab	Reading/ Math Lab	Lunch	Electives	Reading/ Math Lab	Reading/ Math Lab	
	1st	2nd	3rd	4th	5th	6th	
	8:45-9:47 (62)	9:50-10:52 (62)	10:55-11:57 (62)	1:05-1:35 (30)	1:38-2:40 (62)	2:43-3:45 (62)	
8	Electives	English	English	Lunch	English	Electives	
8	Electives	Math	Math	Lunch	Math	Electives	
8	Electives	Science	Science	Lunch	Science	Electives	
8	Electives	Social Studies	Social Studies	Lunch	Social Studies	Electives	
8	Electives	Reading/ Math Lab	Reading/ Math Lab	Lunch	Reading/ Math Lab	Electives	



Riverview Gardens High School Virtual Instructional Schedule 9-12

Digital Platforms: All School on Edgenuity Online with Google Suites Classroom Support

Virtual A Day

- 7:30am – 9:05am A1 Class Virtual Learning w/ Teacher Led Direct Instr.
- 9:10am - 10:40am A2 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:45am - 12:50pm A3 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:40am – 12:50pm Rotating LUNCH – At home on their own (Based on Bldg)
- 12:55pm – 2:30pm A4 Class Virtual Learning w/ Teacher Led Direct Instr.

Virtual B Day

- 7:30am – 9:05am B5 Class Virtual Learning w/ Teacher Led Direct Instr.
- 9:10am - 10:40am B6 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:45am - 12:50pm B7 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:40am – 12:50pm Rotating LUNCH – At home on their own (Based on Bldg)
- 12:55pm – 2:30pm B8 Class Virtual Learning w/ Teacher Led Direct Instr.

Virtual A Day

- 7:30am – 9:05am A1 Class Virtual Learning w/ Teacher Led Direct Instr.
- 9:10am - 10:40am A2 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:45am - 12:50pm A3 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:40am – 12:50pm Rotating LUNCH – At home on their own (Based on Bldg)
- 12:55pm – 2:30pm A4 Class Virtual Learning w/ Teacher Led Direct Instr.

Virtual B Day

- 7:30am – 9:05am B5 Class Virtual Learning w/ Teacher Led Direct Instr.
- 9:10am - 10:40am B6 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:45am - 12:50pm B7 Class Virtual Learning w/ Teacher Led Direct Instr.
- 10:40am – 12:50pm Rotating LUNCH – At home on their own (Based on Bldg)
- 12:55pm – 2:30pm B8 Class Virtual Learning w/ Teacher Led Direct Instr.

Virtual Wednesday Rotating A/B Day

- 8:30am – 9:45am A1/B5 Class Virtual Learning w/ Teacher Led Direct Instr.
- 9:50am - 11:05am A2/B6 Class Virtual Learning w/ Teacher Led Direct Instr.
- 11:10am - 1:10pm A3/B7 Class Virtual Learning w/ Teacher Led Direct Instr.
- 11:10am – 1:10pm Rotating LUNCH – At home on their own (Based on Bldg)
- 1:15pm – 2:30pm A4/B8 Class Virtual Learning w/ Teacher Led Direct Instr.

ASSESSMENT

Grading

Focusing on student work and giving feedback is the goal when students are not able to be in school. We want to be sure we are providing feedback and assessing student learning, as opposed to assessing student home life.

Current district grading scales will remain in place. Students with limited access to materials or technology will be given the number of days missed to complete missed work.

If extended periods of alternative instruction are undertaken, flexibility to our district grading procedure must be considered. Broader measures such as “pass-fail”, or “pass-no credit” will be an option for courses.

State Assessments and College and Career Readiness Assessments

Guidance from the organizations administering the assessments will be required.

Plan for Assessing Remote Learning

District assessments will be rescheduled and made up once school resumes. Equity concerns are exacerbated when accountability measures are added to alternative learning scenarios. Ensuring similar assessment conditions of all students is difficult in a remote scenario.

Under an extended period of alternative instruction, assessments will need to take place using district identified assessment tools. In those circumstances, it is important to realize we are measuring student capacity of a concept, as opposed to student learning of a concept. During extended periods of alternative instruction grading scales should be simplified to pass/fail, based on student capacity to understand a concept. If assessments are required to take place the district will investigate alternative options for assessment.

- Explore remote assessment proctoring services
- Consider in building assessment days where students rotate in to take district or state assessments

CURRICULUM

Curriculum Expectations

Selected content for remote learning will be aligned to standards, relevant, and appropriate for each student. Plan and create academic and social engagement activities with a focus on the maintenance of previously covered content. To optimize learning during a crisis, we encourage cross-curricular activities that include multiple subject areas. Learning opportunities should offer authentic opportunities to help students stay engaged and connected to teachers and learning.

Instruction/Materials/Resources

Teachers will use the district's adopted resources, materials, and programs during the teaching and learning process to ensure equity for students across schools and grade levels in the district. In addition, instructional content that is used to support student learning may reflect the review or reinforcement of previously taught skills and/or an introduction of new concepts. Teachers should use teaching methods that have demonstrated effectiveness for the student and are developmentally appropriate for each grade/age of the student.

Expectations for Librarians

The librarian's will follow the expectations outlined in the district's library plan that pertain to finding resources for teachers to build literacy skills, conducting research, and integrating technology

Related Arts and Other Support Staff

All other district certified staff and/or non-certified support staff (i.e. reading specialists, instructional coaches, instructional aides, etc.) will implement their daily duties by following the instructional models and schedules for their buildings as indicated in this document. In addition, support staff may also be assigned to co-teach and/or support classroom teachers.

PROFESSIONAL DEVELOPMENT

The professional learning components of the Alternative Methods of Instruction (AMI) plan are designed to provide guidance for professional learning for certified staff due to circumstances which will prompt school closure for a period as prescribed by the Superintendent of Schools. The district's priority is to be just as accessible to teachers virtually as we were within the walls of school buildings. This kind of support is essential to ensure that students are still receiving the same level of academic rigor and consistent, high-quality feedback they need to learn and thrive.

Professional Development Priorities

If schools are closed, all staff will continue to engage in professional development based on the district's CSIP, building accountability plans, and priorities to include:

- Assessment
- Dyslexia
- Lucy Calkins Unit of Study--Writing
- Trauma Informed
- Vertical Teaming/Curriculum
- Tiered Mathematics
- K-5: Problem- solving: Developing Disposition
- 6-8: Math Workshop
- 9-12: Mathematical Thinking: Representation and Procedural Fluency
- Science Standards/Strategies
- Student-Centered Coaching
- Google Classroom/SISK-12
- Missouri Reading Initiative (MRI)

Professional Development Committee Meetings (PDC)

The Professional Development Committee for the Riverview Gardens School District will hold the regular scheduled meetings. Zoom will serve as the digital platform for all scheduled meetings.

Professional Development: Attendance Procedures

Certified Staff:

Kick-Up will serve as the Professional Development Platform for all certified staff. While the Professional Development Coordinator will have the responsibility of monitoring district-wide attendance, the following steps will occur:

1. Principals and department leaders will be responsible for monitoring staff attendance via Kick-Up.
2. The Principal, Cabinet leaders/designees, and department leaders will log-on to Kick-Up daily to ensure teacher attendance and usage of Kick-Up.
3. In each situation, the leader should take every step to communicate the expectation of professional learning and the use of Kick-Up.
4. Department leaders, principals and assistant principals should be active participants of professional learning.

Non-certified Staff:

1. The facilitator or supervisor will be responsible for monitoring attendance of professional learning for non-certified staff.
2. In this regard, the facilitator or supervisor will be responsible for developing an attendance sheet, which will include the date of the training, names of all participants, the department/role, and the time of the training.
3. In cases, where the attendance sheet is not available, the facilitator will be responsible for creating a screenshot of all participants, which will be held on file to document staff attendance. A copy should also be sent to the professional development coordinator for filing.

Guidance for Professional Learning

Missouri Professional Learning Guidelines for Student Success (2013) will serve as a guide in providing ongoing support to develop their capacity to meet the remote learning goals for each scholar. The following reflect guidance for professional learning:

- Survey educators to understand their needs during remote learning and, subsequently, create tiered, small-group, virtual professional development workshops to build the capacity and meet the needs
- Provide educators with an annotated hyperlinked bibliography of accessible, free resources to help them shift from a face-to-face teaching model to a remote one
- Update acceptable use communication guidelines and re-educate parents, students, and staff on them
- Provide training on the impact of trauma and stress to remind teachers how children may be responding during this time
- Remember, we are in this together. Our best resource is each other! Consult or collaborate with other districts to provide professional development (PD) on remote learning tools
- Utilize instructional coaches or establish teacher leaders to create podcasts, videos and other materials that demonstrate ways in which teachers can develop effective and engaging remote learning lessons that engage all learners. Teacher leaders can also host virtual professional development workshops, virtual Q&As, and offer other supportive strategies to engage and develop staff capacity to accomplish each district's remote learning goals.
- Make available video examples of model remote learning lessons at varying grade levels for the spectrum of learners in a school (e.g., English Learners, children with IEPs, gifted and talented students), and across disciplines

Expectations for Professional Learning for Counselors, Librarian, and All Certified Staff

When staff are not assigned to district level professional learning, all certified staff will be expected to adhere to guidance by their principal or program supervisor. If no specific professional learning is scheduled, the employee is expected to engage in independent study of a subject related to their duties and responsibilities. All certified staff are expected to document all professional learning, which includes webinars. Evidence of independent learning such as webinars should be entered into Kick-Up.

Expectations for Professional Learning for Social Workers and All Non-Certified Staff

When staff are not assigned to district level professional learning, they should adhere to guidance by their principal or program supervisor. If no specific professional learning is scheduled, the employee is expected to engage in independent study of a subject related to their duties and responsibilities. All non-certified staff are expected to maintain a log of their learning, which will be submitted to the principal at the close of the day. When in doubt, the staff member should seek clarity from their supervisor.

Communication with Teachers, Families, and Other Staff Members

In collaboration with the Riverview Gardens School District's PDC, the Professional Development Coordinator will communicate professional learning expectations, plans, and goals with the Superintendent, all Cabinet leaders, teachers, principals, counselors, social workers and other staff members as required via email, scheduled phone calls, and Zoom meetings.

Professional Development: Dyslexia

The Riverview Gardens School District will continue to provide systematic professional development on dyslexia. The Dyslexia Professional Learning Plan will be included in the district's professional development plan and will be posted under the professional development section on the district's web page and in the instructional coach handbook.

Site-Based Professional Learning

The building principal is responsible for coordinating, planning, and implementing site-based professional development. All professional development plans should be guided by the district CSIP, specific needs to the school, or the school's accountability plan. All certified staff are expected to be active participants of all scheduled learning.

Instructional Support from Instructional Coaches

All instructional coaches are expected to adhere to the Student-Centered Coaching model. While coaching expectations are listed in the Instructional Coach handbook, the following are additional supports for teachers during unplanned school closures:

Provide resources for all subject areas: In conjunction with resources received from the RGSD Curriculum, Instructional Coaches can provide support to teachers by utilizing a Late Start Wednesday to share and model resources for digital learning.

Provide feedback on videos, activities, and other resources before they are uploaded and shared with students: When providing feedback on videos and activities teachers are considering, instructional coaches may consider the following supports:

1. Make sure there is an ease in accessibility for students. That means that students can complete tasks across multiple devices such as cell phones, tablets, and computers.
2. Model and guide teachers through a process that demonstrates evidence of differentiation.
3. Model processes or provide support with read-aloud capability built-in for students whose first language is not English and students with special needs.
4. Support teachers in creating opportunities for students to respond in multiple ways such as using Flip grid to record a video response or a video note to record an oral response?
5. Support and provide feedback in developing learning target and teaching points, which are explicitly stated.
6. Ensure that activities align to our learning targets and standards.

Consult with support staff on differentiating tasks for Digital Learning Days

During virtual learning days, the instructional coaches may invite ESOL, SPED, and gifted teachers who support their grade levels for joint professional learning. This will allow the teams to partner with instructional support staff to devise plans for differentiating digital learning and providing individualized instruction. Examples may include a science lesson on electrical circuits with video and audio support for English learners and multimedia poster boards created by gifted learners after researching the presidential election process.

Assist with pre-recorded videos for lessons

The instructional coach may assist with prerecorded lessons or videos. Essentially, the instructional coach would model lessons as if they were in the classroom, following the “I-do, we-do, you-do” method of gradual release. We may model actions such as stopping in the “we do” section of the lesson and asking for a verbal response from the students, even though the video is not live and there won’t be any students to respond. The coach could also model or provide feedback on how to encourage students to do turn-and-talk, perhaps doing so with a sibling, parent, or toy since they do not have immediate access to classmates.

Co-plan and co-teach lessons

The sudden and complete switch to digital learning came with a steep learning curve for many of our teachers. To promote positive risk-taking and help scaffold the transition to online teaching, the instructional would continue to partner with teachers to co-plan synchronous and asynchronous lessons and to co-teach synchronous lessons using platforms like Google Meet.

Professional Development: Personalized Learning

Meaningful growth in teacher practice comes when we invest in teacher-led, inquiry-based collaborative models where teachers get to roll up their sleeves and study what is really going on in classrooms. All staff will begin a process in which they engage in reflection on an area in their practice in which they want to investigate or improve. They will utilize the school year to personalize their learning by engaging in an educational action research project. The action research model may include a single teacher, a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. After the staff member has identified the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

Resources for Personalized Learning

A comprehensive list of on-line websites and suggested resources will be available for all staff. This list will be found under the professional development tab on the district website.

EARLY CHILDHOOD

Early Childhood Director Role and Expectations

The Early Childhood Director will be responsible for the development, support and administration of the early childhood programming including early childhood special education. The director reports to the Assistant Superintendent for Curriculum and Instruction.

Parents as Teachers Program Expectations

To implement and/or administer the Parents as Teachers (PAT) program following guidelines developed by the PAT National Center.

Staff Expectations

- You must have a passion for working with preschool children.
- Organized with lesson and unit planning.
- Must be willing to collaborate and team teach daily with your partner.
- Communicate with parents via newsletter twice a month.
- Must be a team player with a willingness to grow and learn professionally.
- Need to have the willingness to learn the Project Construct Curriculum.
- Excellent communication skills with children, parents, and colleagues.
- Effectively collaborate with co-team teacher and colleagues.
- Communicate with parents via newsletters, email, phone calls.
- Must be a team player with a willingness to grow and learn professionally.
- Abide by the state licensing requirements and school policies and procedures.
- Attend meetings and perform duties as assigned by the director.

STUDENT SERVICES

Special Education Services

Overall Plan

Special education staff will determine which plans and resources will be modified and will identify areas that require supplemental or additional planning for students with disabilities once the district has determined the following for all students:

- The overall district/school plan for AMI days.
- The standards, activities, technology, etc. used by teachers.
- The methods of instruction to be used.
- The expectations for rigor and lesson quality.
- The level of completion expected to count as an instruction day, how many hours should these lessons take, how long do the students have to return the lessons.
- The plan for parent communication.

Communication with families and staff

All staff will require training before implementation of AMI days.

All parents and students will require training before implementation of AMI days.

- Reiterate the availability of assistance so students and parents can contact a teacher during AMI days.
- Schedule “check-in” times for each student and/or general “office hours.”
- Focus on communication with parents and caregivers early and often in the planning process.

Accommodations and technology support

Special education staff will determine the following:

- How specially designed instruction would be provided for students with disabilities on the AMI days and the required pre-implementation training needs.
- The extent of how technology be used
 - Consider the use of online resources available for both general and special education students.
 - Plan lessons which incorporate assistive technology if the student is using AT in everyday lessons.
- Supports students will need including technology and assistive technology needs.
- Additional skills students with disabilities may need (i.e., self-regulation skills for independent learning, use of technology to access material).
 - Prepare students ahead of time by thoroughly explaining the concept of AMI days and teaching prerequisite skills.
 - Use social stories for students who have difficulty with change or new expectations.
- Parent training on how to make accommodations or modifications, what is expected of the students in the coursework, and how to access the necessary technology, if appropriate.

Instruction delivery methods and monitoring student academic progress

Special education staff will ensure students with disabilities receive a free appropriate public education (FAPE) and will determine the following:

- Standards to be addressed
- Expectations for rigor and quality
- How quality will be monitored
- Alternative activities for lessons when students will not be able to independently complete them in the typical format (i.e., independent living activities like cooking or transition planning activities like job searches)?
- How lessons/activities will be differentiated
 - Create modules/lessons with accessibility in mind.
 - Save modules/lessons in multiple formats (i.e., pdf, google).
- Accommodations or modifications needed
- How individualized education program (IEP) goals will be incorporated into the lessons
- The students need for direct instruction from a teacher for these lessons and how it will be accessed

IEP Development

After Missouri determines how AMI information will be documented in the IEP and revises the state's model forms, IEP teams will determine the following:

- How to meet each student's needs for AMI day assignments at the beginning of the school year (i.e., consider sensory impairment needs, availability of support needed, available technology access, etc.).
- Method of participation.
- Goal(s) to be addressed.
- Accommodations/modifications, including how documented.
- Related Service needs, including how documented.
- Technology needs, if appropriate.
- *Level of support available from those at home.*
- Direct Instruction needs and how delivered.
- Communication with the teacher, if needed.
- What and how compensatory services will be delivered if it is determined AMI lessons are not appropriate.

Related Services

IEP teams may need to consider drafting flexibility into the IEP by stating the amount of services to be delivered with language that allows for flexibility. (i.e., instead of writing 30-minute sessions three days per regularly scheduled week, consider writing, 90 minutes delivered in sessions lasting at least 30 minutes every regularly scheduled week.)

Staff Expectations (teachers, area coordinators, assistants, ISS)

Employees who are identified as “essential staff” by the superintendent will be required to report to work locations on an as needed basis during the closure.

Administrative, Instructional, Student Services and Clerical staff will be expected to review and respond to emails and voicemails remotely each day during the closure.

Instructional and Student Services staff are required to follow the district’s mandated requirements for student instruction and family communication during the closure.

Employees responsible for submission of mandated reports and/or data to local, state or federal organizations must comply with timelines and requirements for submissions during the closure.

Safety and Security

The Expectations and Roles of the Safety and Security Department along with the Districts SRO’s (if deployed by St. Louis County P.D.) will be to continually ensure the Safety and Security of Riverview Gardens School District by monitoring the district's school buildings, offices and other premises. This will be accomplished by conducting perimeter and interior building checks to assist in preventing theft, vandalism and other threats to the district.

Safety and Security will be in operation during “normal” school days from 6:00am until 11:00pm

Staff needing access to their building during a closing, should contact their building Administrator for approval. The Administrator will then advise Safety and Security by contacting, Command at 314 869-4700 ex 22161 or Mr. Kirksey ex 22162/314-229-0202 or email at ykirksey@rgsd.k12.mo.us or Mr. Newton at 314-575-0525 or email at wnewton@rgsd.k12.mo.us

Additional support requests can be requested and approved by the Superintendent and/or Assistant Superintendent of School Support Services.

Nurses

The department of Health Services will serve as an off-site health resource liaison for students and families for health and medical complexities. In addition, support by connecting families with provider services to ensure their health and well-being is continuously supported during alternative situations.

During times of working at home, School Nurses will perform the following:

- Home “office” work hours 10:00 am - 2:00 pm
- At the beginning of every workday, checking the following reputable websites for updates on COVID-19. Considering phoning/email/texting a nurse colleague to meet in small group to discuss/research best practices and develop plans
 - CDC: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
 - WHO: <https://www.who.int>
 - Missouri Health & Senior Services: https://health.mo.gov/living/healthcondiseases/communicable/noel_____coronavirus/
 - St. Louis County Department of Health: <https://www.stlouisco.com/YourGovernment/County-Executive/COVID-19>
- Considering phoning/email/texting a nurse colleague to meet in small group (zoom meeting) to discuss/research best practices and develop plans
- Attend health services weekly staff zoom meetings

- Contact new parents for scholars who need health care plans
- Immunization follow-up
- Create a symptom questionnaire based on diagnosis/disease process, record: temperature checks, travel survey, known parent contact, physician information, etc. for each scholar
- Perform proactive “wellness checks” via telephone calls/text message through google voice to families of students with chronic medical health conditions and documenting in SISK in Parent/Student Contact. Emailing emergent medical concerns to Lead Nurse ermitchell@rgsd.k12.mo.us
- Conduct/attend virtual meetings (504 meetings)
- Obtain and send requested health/medical data for building SSD case managers
- Refer and/or coordinate acute visits to the SBHC Care STL
- Update care plans, according to scholar health care needs.
- Collaborate with physician medical offices to obtain pertinent information for school health records, as deemed necessary.
- Inform school administration regarding “need to know” information regarding individual scholars.

Additional tasks for Health Services Staff

- Health Services staff is required to have CPR certification. If your CPR will be expiring prior to the end of your school year, please do CPR renewal online to update your Basic Life Support (BLS) status. Once we return, we will schedule the hands off check off. Professional Development will be required to support in this area.
- Attend professional development virtual meetings

School Counselors/School Social Workers Schedule

The Department of Professional School Counseling and School Social Work will serve as the primary academic support and resource liaison for students and their families. In addition to ensuring adequate support for students who are receiving services via 504/IEP, Professional School Counselors and School Social Workers will:

Guidance Counselors

K-5 Guidance Counselors

- *Online “office hours” from 10:00am - 2:00pm each day
- Record online lessons or groups, as appropriate
- Virtual Individual Counseling Sessions via zoom
- *Google Voice, Block iPhone Calls or *67 can be used to make calls without giving out personal numbers
- *Serve as a resource for families
- *Academic calls if students have not been engaged in learning for the week to check for resources/need
- Call home and check for resources (Meals and Internet Access)
- Newsletters, emails, or written correspondence to parents
- *Schedule proactive “mental health” checks with identified high need students
 - Call home and check on these students at least once
 - Coordinate this with social workers
- *Schedule proactive “family” checks with high need families
 - Call home and check on these families at least once
 - Coordinate this with social workers

6-8 Guidance Counselors

- *Online “office hours” from 10:00am - 2:00pm each day
- Record online lessons or groups, as appropriate
- *Serve as a resource for families
- Individual Virtual Counseling Sessions via zoom
- *Google Voice, Block iPhone Calls or *67 can be used to make calls without giving out personal numbers
- *Academic calls if students have not been engaged in learning for the week to check for resources/need
- Newsletters, emails, or written correspondence to parents
- *Schedule proactive “mental health” checks with identified high need students
 - Call home and check on these students at least once
 - Coordinate this with social workers
- *Schedule proactive “family” checks with high need families
 - Call home and check on these families at least once
 - Coordinate this with social workers

9-12 Guidance Counselors

- *Online “office hours” from 10:00am - 2:00pm each day
- Record online lessons or groups, as appropriate
- Individual Virtual Counseling Sessions via zoom
- *Google Voice, Block iPhone Calls or *67 can be used to make calls without giving out personal numbers
- *Academic calls if students have not been engaged in learning for the week to check for resources/need
- *Work on student schedules for next year
- *Provide supports for students asking about ACT and college
 - *Serve as a resource for families
- *Schedule proactive “mental health” checks with identified high need students
 - Call home and check on these students at least once
 - Coordinate this with social workers
- *Schedule proactive “family” checks with high need families
 - Call home and check on these families at least once
 - Coordinate this with social workers

Social Workers

- Online “office hours” from 10:00am - 2:00pm each day
- Serve as a resource for families
- Participate in team meetings (Admin, Counseling, Social Work, SSD etc.)
- Coordinate for continuous support along with community partners
- Support the food distribution daily meal program
- Identify internet access needs
- Schedule proactive “mental health” checks with identified high need students
 - Call home and check on these students at least once (weekly)
 - Coordinate this with counselors
- Schedule proactive “family” checks with high need families
 - Call home and check on these families at least once
 - Coordinate this with counselors

Students in Transition (SIT)

The SIT Coordinator and Students in Transition Department coordinates with designees, social workers and school staff in the district to assist students in transition (homeless, displaced families, unaccompanied youth and foster care) with obtaining and providing documents and other pertinent materials necessary to enter school and to benefit families and to ensure there are no disruptions to accessing the delivery of instruction and any other school/district related events.

The Coordinator will assist and provide direct service to unaccompanied youth, mentor and provide supplies, resources, and case management to support students toward high school graduation and utilize youth services, runaway and HUD programs for housing. Resources and case management will include, but is not limited to the following:

- Access to instruction and academic materials and resources
- Technology
- Transportation
- School/district

The SIT Coordinator will perform casework service with parents to increase the parents’ understanding, their constructive participation in resolving their child’s problems, and their knowledge and use of appropriate resources available.

The SIT Coordinator and Students in Transition Department will utilize crisis intervention skills, case management and community resources to assist the families we serve and to help them move toward greater family stabilization for better school performance when possible as well as monitor attendance and truancy of homeless and foster care students.

The SIT Coordinator and Students in Transition Department will:

- Monitor attendance and truancy of homeless and foster care students as well as assist with medical needs i.e., glasses, immunizations, dental and mental health that impairs school performance
- Check on enrollment records, and identify support needs and assist with uniforms and clothing for SIT Scholars
- Supply parent rights, backpacks, so that scholars can socially blend in with other students in their school

- Assist with placing children in tutoring, mentoring or after school programs
- Assist parents in motels or doubling up with referrals for food, clothing, and shelter
- Network with community agencies to provide appropriate referrals to agencies, organizations, housing, and health care as well as assist families with resources and services to overcome homelessness
- Supervise the referral of students and families to, and serves as liaison with, such outside agencies as the Welfare Department, Child Placement Bureau, and Juvenile Court, as appropriate as designated by law and school board policy
- Makes home visits for the purpose of gathering helpful information on a student's background
- Serves as liaison between home and school when considerable follow-up is necessary, as in welfare cases, foster-home children, and disadvantaged students
- Keep sufficient records of cases for use by school staff members and outside agencies when appropriate

SIT Department

- Online "office hours" from 10am-2pm each day
- Serve as a resource for families
- Participate in team meetings (Admin, Counseling, Social Work, SSD etc.)
- Coordinate for continuous support along with community partners
- Support the food distribution daily meal program
- Schedule proactive "mental health" checks with identified high need students
 - Call home and check on these families at least once

Facilities

Custodians & Other facility staff

It is the expectation that when school is not in session due to an unexpected event, the Facilities Department will continue to provide cleaning, sanitizing and maintenance to all district buildings and grounds. Pending State, Federal, or local mandates staff will be on call as needed. Facilities will install wall mounted hand sanitizer for each classroom. Staff will continue to complete work orders and maintain the district's grounds. Facilities Department are following CDC and MSBA guidelines for reopening guidance for cleaning classrooms.

Food Service

It is the expectation of the Food Service to provide meals to scholars in the event school is not in session for an extended period. CDC and USDA guidance will be followed on how meals can be provided whether in buildings or in a mobile setting (situation of closure could dictate the method of distribution of meals). Reopening guidance has been speculated that no gathering/eating in cafeterias which means eating in classrooms for breakfast and lunch which will require additional custodial staffing for clean-up of meal services to include trash removal, additional packaging for food products for food safety, possible additional hours or staffing for production of a meal service outside of the cafeteria. DESE Food Service Guidance will also be followed.

Communication

School Website

Individual School websites will include contact information for all building teachers and building leadership. All individual school websites can be accessed through the district website. The website will also include remote learning plan documents and relevant links.

District Website

The website will also include remote learning plan documents and relevant links, including student, teacher, and parent expectations. Additionally, the district website will have a section devoted to the essential needs of our families, including food distribution events and utility assistance. The information will be prominently displayed on the district homepage.

Parent, Staff, and Community Communication Expectations

Parents, staff, and community members are expected to visit the district website to access all key remote learning information.

Communication Plan

The communication plan will include initial emails and automated phone calls that include information about how to access the remote learning plan, teacher contact information and an overview of expectations. On a monthly basis, reminder emails and automated phone calls with the same information will be shared.

Posting information and videos expectations

Depending on a teacher's preference, comfort level, and grade level/subject matter taught, instruction may look differently in a teacher-led hybrid instructional model which includes synchronous and asynchronous student learning opportunities (i.e. live classroom instruction with the students and teachers vs. offline assignments, recorded instruction, etc.). Teachers do not need to secure any photo/video releases to share photos or videos they take of themselves to enhance the learning process. However, teachers are encouraged to avoid using any copyrighted music in videos. They also should not include students in any recorded educational videos unless they have received a completed photo/video release document from the student's parents. Videos can be shared with students via educational social media. In addition, all district staff must adhere to the district's expectations regarding social media and/or video posts that are put in place by the Director of Communication and/or board policy.

FINANCE

Federal Programs Expectations

It is the expectation of Federal Programs to continue to provide support to district schools with grant implementation, program continuations, and adaptations to achieve expressed district goals and meet student needs.

Budget Expectations

The District is preparing the annual operating budget with the assumption that students and staff will return for the 2020-2021 school year. Contingency plans to address online learning in the event the students and staff do not return will be addressed as a budget amendment.

The general operating budget will be adopted per the usual state prescribed schedule. The federal programs budget will be adopted as the awards and carryover are known through budget amendments.

The Proposition R Capital Projects budgets will be adopted through budget amendments.

Staff Expectations

It is the expectation that when school is not in session due to an unexpected event, the finance staff will work remotely where possible. If working remotely is not possible, the finance team will work on Tuesdays and Thursdays from 8:00am - 4:00pm (or some modified schedule) using social distancing and safety precautions.

The new Tyler Technologies Financial and Human Capital Management software is Internet based and paperless. The software applications have vendor and employee self-service modules. The vendor self-service modules facilitate invoice submission and payment tracking by the vendor as well as a fully automated bid process for RFP's. The employee self-service module will allow staff to change banking relationships (direct deposit and loan payments) as well as to make changes to benefit selections.

Payroll Expectations

All payroll processes will continue to be processed on the regular pay dates and time frames if the Board instructs and funding is approved. We will process all changes as approved by the Board and submitted by HR for processing. Our office continues to respond to all emails and voicemails. If we have remote access with technology and building access as needed there will not be an interruption with any payroll procedures.

Accounts Payable Expectations

All accounts payable processes will continue to be processed on the regular scheduled dates and time frames if the Board instructs, and funding is approved. The mail for the central office will be picked up from the post office on Tuesdays and Thursdays. We will process all invoices with approved purchase orders. Our office continues to respond to all emails and voicemails. If we have remote access with technology and building access as needed there will not be an interruption with any accounts payable procedures.

HUMAN RESOURCES DEPARTMENT

Staff Expectations

If the District should have to close and enact the AMI, all employees will be expected to follow the same code of conduct and performance expectation outlined in District policy. Staff will follow the AMI guidelines and any additional directives communicated to them by their supervisor. Human Resources will be available via email to respond to the needs of staff.

Negotiations Process expectations during school closure

The event that the District should have to close schools during the negotiation period, the negotiations leadership teams will decide when and how negotiations will proceed. Tele meetings will be explored as an option.

Communication Plan with public and district staff

The Cabinet Level will meet on a regular basis to determine the information that will be shared with the staff and community. The Communications Department will capture that information and share it with the staff and community via. District E-mail, website, text messages, Facebook and the automated calling system.

Professional Staff Conduct Expectations for Staff

Administrators will determine which positions lend itself to remote work or could be temporarily modified to integrate short-term remote work. Staff members that are required to work remotely or in the physical environment will follow all District policies regarding Technology Usage ([Policy-EHB](#)), Staff Conduct ([Policy-GBCB](#)), and Staff/Student Relations ([Policy-GBH](#)). Staff will follow the AMI guidelines, CDC guidelines and any additional directives communicated to them by their administrator.

Each Administrator will discuss with their team communication expectations. For example:

- How often they expect you to communicate with them (daily, every few days, weekly)
- How often they expect you to check email, voicemail, etc.
- Whether they need to be available via a messenger program (e.g. Skype, IM, Google Hangouts, Zoom, Microsoft Office Teams, etc.)
- The use of your personal cell or home phone and text messaging

Staff will need to have basic computer skills for email, internet browsing, productivity software (Microsoft and Google Suite software programs), District programs (SISk12, Keystone, Aesop, Nova Time, Microsoft Teams, etc.) and be able to commit to working productively from a remote location for the duration identified.

Consider testing remote work prior to needing to use it. This will allow the administrator and staff to identify glitches, challenges, unanticipated questions, etc. and adjust accordingly. This reduces the amount of logistical challenges during an urgent situation as well.

Equipment

In general, employees are strongly urged to use a District computer, laptop, or other device when working remotely whenever possible. If the only option is to use a personally owned computer, laptop, or other device, the employee is still responsible for following all District practices and policies to maintain security on their device. Personally, owned devices are not insured by district. Employees are required to have their own internet and phone access.

Interviewing Expectations/Protocol

Remember that this is probably an extremely nervous time for the candidate. It is the interviewer's responsibility to make candidates feel comfortable enough to present their real selves. Try not to let initial judgements influence your overall opinion.

- Use a Video Conferencing Platform (Zoom, Skype, Google Hangouts, etc.) to conduct interviews.
- Make sure that the interview team is proficient with the video conferencing platform that you choose.
- Select an interview team.
- Use the Applicant Tracking System (TalentED) to screen applications.
- Only applicants that meet the qualifications shall be interviewed.
- Schedule the interviews.
- Determine who will ask interview questions. You must ask all candidates the same questions.
- Stick to the list of approved questions to ensure the integrity of the interview process.
- Inform the candidate of the interview structure.
- Allow 5 – 10 minutes at the end to allow the candidate to share additional information and ask questions.
- Follow District and CDC Guidelines if a second in-person interview is conducted.
- Check References.
- Inform candidate that you will be making a hiring recommendation to Human Resources
- Human Resources will make the employment offer to the candidate and follow hiring protocols.
- Once a candidate has been approved for hire by the Special Administrative Board, follow-up with the candidates that were not selected.

Look Fors

- The quality of the cover letter and resume.
- Candidate's knowledge of RGSD and the position that they are interviewing for.
- If the candidate will be a good fit for RGSD.
- Did they take the interview seriously and find a quiet location and dress professionally?
- Candidate's communication skills (verbal), emotional intelligence, soft skills, and whether they are terribly excited to work for RGSD.

Protocol for reporting Sickness and Absence for Teaching Remotely

If an employee is unable to work remotely due to an illness, he or she must notify their supervisor and record that absence in Frontline (formerly Aesop). If the illness is COVID-19 related, the administrator shall inform the employee of their rights under The Families First Coronavirus Response Act (FFCRA Act) by sharing the following link: <https://www.dol.gov/agencies/whd/pandemic/ffcra-questions> and direct the employee to contact the Human Resources Manager.

Communicating with staff on FMLA

Human Resources will administer leave that qualifies for Family and Medical Leave Act (**FMLA**) protection in accordance with federal law. [RGSD Policy GBBDA - Family Medical and Leave](#) provides guidance on FMLA, if any new laws are passed, that information will be emailed to District staff and posted on the RGSD website.

Use of vacation days for 12-month employees

District policy regarding the use of annual leave and vacation days will be followed. However, the Special Administrative Board has the authority to evaluate the situation and waive or change policy.

REMOTE LEARNING TERMINOLOGY

Asynchronous: Class interactions happen via Learning Management System (Google Classroom) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. If you are comfortable using Google Classroom, you are already totally capable of running your classes fully online.

Synchronous: Class interactions happen in real-time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. We have Google Hangouts for synchronous meetings. Most online courses are a blend of synchronous contact and asynchronous study/work. In describing their experience of shifting school completely online, educators explained that *asynchronous* instruction worked best for deep learning, whereas *synchronous* instruction was essential for maintaining relationships.

Video Conference: A virtual meeting in which participants in different locations can communicate with each other with audio and video. We will use Google Classroom for this function.