RIVERVIEW GARDENS
SCHOOL DISTRICT

Alternative Methods of Instruction Plan (AMI)
2023-2024

Dr. Joylynn Pruitt-Adams
Superintendent of Schools

Dr. Stacey Nichols
Assistant Superintendent of Curriculum and Instruction

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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 the school year 2020-21, a local education agency (LEA) can make up school hours lost or canceled 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 students will be provided hotspots for internet access in grades Pre K-through 12. Technology devices will be distributed by the teacher and/or school administrator. In addition, to providing online instruction, 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, and 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 and Google Suite 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 and technology resources will be provided to students and teachers.

Remote Learning
If schools are closed for one day and/or 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 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 school closure, 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 students 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 students. 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 students motivated so that they will remain highly engaged and keep up 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, teachers will provide training for students on the use of Google Classroom and the process for logging in on the Chromebooks.

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 during data team meetings, review lesson plans, and review all assignments 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 students

to plan their week. If the unit spans several weeks, teachers will need to provide weekly updates with assignment checkpoints to ensure students are progressing and not falling behind with the work.

This process will provide teachers an opportunity to inform students 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. Students need to be informed of the big picture for their learning and not just what they need to know in the present.

It is <u>MANDATORY</u> *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 students 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 students 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 (grades 8-12)? 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 (virtually) 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 teacher provides weekly 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. Please ensure that your learning expectations are clear and serve students in this unique moment. 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 and 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	*Google Classroom Update:* ● Overview of the lesson	● Post an update in Google Classroom
	● Objectives & connections to prior lessons/learning ● Quick Attendance Check (to ensure students are present and following along)	● Google Suite
Prepare	*Google Classroom Assignment:* ● Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc.	● Create/Post content: upload audio, video, screencast, text, links to docs, images. ● Access existing content

Engage	*Google Classroom Assignment:* ● Reflective writing, journaling, guided note taking ● 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	*Asynchronous Tools:* ● Google Classroom ● Google Suite (docs, slides, forms/surveys, sheets) *Synchronous Tools:* ● Google Hangout

Rubrics and 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:

- Set clear expectations for students
- 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.

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 students 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 periods daily. Parents will inform the teacher of their preference for contact.

Communication

Teachers should provide evidence that they have communicated with students and families at least <u>twice per week</u> (and/or more as determined by the teacher and families) via Tyler SISK12, and other forms of evidence that the student and/or parent has responded. Student participation in a virtual meeting must be documented. Teachers will share this information with their principal. Principals will report the information to the Superintendent 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 weekly during PLC and Data Team meetings. Teachers will provide feedback to students and families regarding the academic progress of students. This process will allow teachers and administrators to know where each scholar is performing academically in order to personalize instruction for students 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 All Teachers Should Be Using Lessons Aligned to Standards

The expectation is that teachers continue to keep their classes engaged and 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 students 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. Teachers are expected to implement Google Platform skills acquired during Professional Development and instructional apps to effectively deliver online instruction.

Workload

Students should be engaged daily in class work, 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, and Dual Credit 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.

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 the 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 Technology 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)?

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](#)
- [Technology Usage Policy (safety)](#)

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 students 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. 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 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 need.

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. However, if needed a limited number of hotspots are available to provide Internet access.

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 RGSD tags. Additionally, once the devices are set up and registered, a quick start guide with sign in instructions is place 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.

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 the specific school OU to the Google Admin console.

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. They will provide information, as well as address 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.

Attendance
Attendance is tied into the completion of work assigned to students. Therefore, teachers must collect all assignments from students daily and/or the next school day via email, google suite, and/or hard copies. Thus, teachers must assign work daily for each day that students 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 daily. It will be the responsibility of the teacher to record attendance in SIS based on their Google Classroom participation.

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 schedule for their building. 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 and will have access to 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, and virtual instruction. Also, the Google Suite Platform (Google Classroom, Google Meet, etc.) will be used to deliver instruction.

Teachers must evidence and document their contact with students. Teachers should provide opportunities each week for students to respond (document via Tyler SIS). Attending virtual classes via Meet, posting to discussion boards (Ex: a question posted in Classroom, a shared Google doc), email, submitting assignments, 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 Meet, an email with a response, or *67 from a personal phone, and document using the Parent/Student Contact Log in SISK.   They must indicate 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.

In addition, feedback will be provided via: Email: 2-3 times per week, Messaging/chat: 2-3 times week; Phone calls: 2-3 times a week; Messaging through other electronic means: 2-3 times a week; and Teleconference (Google Meet, Zoom, etc., as scheduled and determined by parent and teacher).

INSTRUCTIONAL SCHEDULES FOR REMOTE LEARNING

Early Childhood AMI Building Schedule

Monday	Sign in classroom ClassTag virtual account and Google Classroom (8:15am) ● 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	Sign in classroom ClassTag virtual account and Google Classroom (8:15am) ● 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 -2:30pm - Committee Meeting

Early Childhood AMI Building Schedule

Wednesday	Sign in classroom ClassTag virtual account and Google Classroom (8:15am) ● 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 ● Zoom PLC Meetings (Noon-2:30pm)
Thursday	Sign in classroom ClassTag virtual account and Google Classroom (8:15am) ● 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	Sign in classroom ClassTag virtual account and Google Classroom (8:15am) ● 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 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	Class Bathroom Break/ Phonics and Calendar				
10:25 - 10:50	Class Bathroom Break/ 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	Class Bathroom Break/ Writing				
1:30 - 2:00	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 AMI Building Schedule

Danforth Elementary - 2nd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:50 - 8:10	Arrival					
8:10 - 8:30	Breakfast & Morning Meeting					**Instructional Expectations**
8:35 - 9:40	ELA & Phonics					
9:45 - 10:15	Writing					**ELA/Writing –** **90 minutes**
10:20 - 11:10	Specials					**Math - 90 minutes**
11:20 - 12:05	Silent Reading and Bathroom Breaks					**Science/Social Studies -** **30 minutes**
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					

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					**Instructional Expectations**
9:00 - 10:00	Reading					
10:00 - 10:30	Writing					**ELA/Writing - 90** **minutes**
10:45 - 11:15	Lunch					**Math - 90 minutes**
11:20 - 12:10	Specials					**Science/Social Studies -** **30 minutes**
12:20 - 2:00	Math					
2:00 - 2:30	Recess					
2:45 - 3:00	Clean and sanitize					
3:05	Dismissal					

Danforth AMI Building Schedule

Danforth Elementary - 4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday		
7:50 - 8:10	Arrival						**Instructional Expectations**
8:10 - 8:30	Breakfast & Morning Meeting						
8:40 - 9:10	Writing						**ELA/Writing - 90 minutes**
9:15 - 10:15	Phonics and ELA						**Math - 90 minutes**
10:20 - 10:45	Recess						**Science/Social Studies - 30 minutes**
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						
1:50 - 2:40	Specials						
2:45	Pack up						
2:50	Dismissal						

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						**Instructional Expectations**
9:45 - 10:15	Independent Reading (Potential Bathroom Break)						
10:15 - 10:20	Brain Break						**ELA/Writing - 90 minutes**
10:20 - 11:20	Math						**Math - 90 minutes**
11:20 - 11:30	Brain Break (Potential Bathroom Break)						**Science/Social Studies - 30 minutes**
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						

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 AMI Building Schedule

Master Schedule	Kindergarten	First	Second	Third	Fourth	Fifth	Specials
7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Entrance & Halls
7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Entrance & Halls
8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Entrance & Halls
8:05	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Planning
8:10							
8:15							
8:20	ELA	ELA	ELA	Math	Math	Math	
8:25	Alphabet Chart	Mini Lesson	Mini Lesson	Building Fact	Building Fact	Building Fact	
8:30							
8:35	Phonics			Mini Lesson	Mini Lesson	Mini Lesson	
8:40		Reader's Workshop	Reader's Workshop				
8:45							
8:50	Shared Reading			Math Workshop	Math Workshop	Math Workshop	
8:55							
9:00							
9:05	Interactive Writing						
9:10						Transition	
9:15	Mini Lesson					Specials	Fifth Grade
9:20							
9:25	Reader's Workshop						
9:30							
9:35							
9:40							
9:45							
9:50	ELA Intervention	ELA Intervention	ELA Intervention	ELA Intervention			
9:55					RR Break		
10:00							
10:05					Specials	Transition	Fourth Grade
10:10							
10:15							
10:20	Science / SS	Science / SS	Science / SS	Science / SS			
10:25							
10:30							
10:35							
10:40							
10:45							
10:50	Transition	Writing/ Phonics	Transition	Transition		ELA	
10:55	Lunch / Recess	Mini Lesson	Lunch / Recess	Specials	ELA	Mini Lesson	Third Grade
11:00					Mini Lesson		
11:05		Writers Workshop					
11:10						Reader's Workshop	
11:15					Reader's Workshop		
11:20							
11:25							
11:30	RR Break		RR Break				
11:35	RR Break	Lunch / Recess	RR Break				
11:40	Writing/ Phonics		Writing/ Phonics				
11:45	Mini Lesson		Mini Lesson	ELA			LUNCH
11:50				Mini Lesson			
11:55	Writers Workshop		Writers Workshop				
12:00							
12:05							
12:10		RR Break	Transition	Transition	Transition		
12:15			Specials	Lunch / Recess	Lunch / Recess		Second Grade
12:20	Math	Math				Writing/ Phonics	
	Building Fact	Building Fact					
	Fluency/ Numeracy	Fluency/ Numeracy					
12:25	Routines	Routines				Mini Lesson	
12:30							
12:35	Mini Lesson	Mini Lesson				Writers Workshop	
12:40						Transition	
12:45				RR Break	Transition	Lunch / Recess	
12:50							
12:55	Math Workshop	Math Workshop		ELA			
1:00		Transition		Reader's Workshop			
1:05		Specials					First Grade
1:10					Writing/ Phonics		
1:15					Mini Lesson		
1:20			Math			RR Break	
			Building Fact				
			Fluency/ Numeracy				
1:25			Routines		Writers Workshop		
1:30							
1:35			Mini Lesson				
1:40							
1:45							
1:50	Transition				ELA Intervention	ELA Intervention	
1:55	Specials	Transition	Math Workshop				Kindergartem
2:00		Math					
2:05							
2:10				Writing/ Phonics			
2:15				Mini Lesson			
2:20					Science / SS	Science / SS	
2:25				Writers Workshop			
2:30							
2:35							
2:40							
2:45							
2:50	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:55							
3:00							
3:05							

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Glasgow Elementary AMI Building Schedule

Glasgow Late Start Schedule	Kindergarten	First	Second	Third	Fourth	Fifth	Specials
7:50	Late Start	Late Start	Late Start	Late Start	Late Start	Late Start	Late Start
7:55							
8:00							
8:05							
8:10							
8:15							
8:20							
8:25							
8:30							
8:35							
8:40							
8:45							
8:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:05	ELA	ELA	ELA	Math	Math	Morning Meeting	Specials Plan Varies**
9:10						Morning Meeting	
9:15						Specials	Fifth Grade
9:20							
9:25							
9:30							
9:35							
9:40							
9:45							
9:50							
9:55							
10:00					Transition		
10:05					Specials	Transition	Fourth Grade
10:10						Math	
10:15							
10:20							
10:25							
10:30				ELA Intervention			
10:35	ELA Intervention	ELA Intervention	ELA Intervention				
10:40							
10:45							
10:50	Transition	Writing/ Phonics	Transition	Transition			Third Grade
10:55	Lunch / Recess		Lunch / Recess	Specials	Transition		
11:00							
11:05							
11:10							
11:15							
11:20							
11:25							
11:30	RR Break	Transition	Transition		ELA	ELA	
11:35	RR Break	Lunch / Recess	Writing/ Phonics				
11:40	Writing/ Phonics			ELA			LUNCH
11:45							
11:50							
11:55							
12:00							
12:05							
12:10		RR Break	Transition		Transition		
12:15			Specials	Lunch / Recess	Lunch / Recess		Second Grade
12:20	Math	Math					
12:25							
12:30							
12:35							
12:40						Transition	
12:45				RR Break	RR Break	Lunch / Recess	
12:50							
12:55				ELA			
1:00		Transition					
1:05		Specials	Transition			First Grade	
1:10			Math				
1:15							
1:20						RR Break	
1:25						ELA	
1:30							
1:35							
1:40							
1:45							
1:50					Writing/ Phonics		
1:55	Transition	Transition				Writing/ Phonics	
2:00	Specials		Writing/ Phonics				Kindergartem
2:05							
2:10							
2:15							
2:20							
2:25							
2:30					ELA Intervention	ELA Intervention	
2:35							
2:40							
2:45							
2:50	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:55							
3:00							
3:05							

Glasgow Elementary AMI Building Schedule

Glasgow Related Arts Schedule					
PE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:25	Morning Duty	Morning Duty	LSW	Morning Duty	Morning Duty
8:25-9:15	Plan	Plan	LSW/Duty	Plan	Plan
9:15-10:05					
10:05-10:55					
10:55-11:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:45-12:15					
12:15-1:05					
1:05-1:55					
1:55-2:45					
2:45-3:20					
LIBRARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:25	Morning Duty	Morning Duty	LSW	Morning Duty	Morning Duty
8:25-9:15	Plan	Plan	LSW/Duty	Plan	Plan
9:15-10:05					
10:05-10:55					
10:55-11:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:45-12:15					
12:15-1:05					
1:05-1:55					
1:55-2:45					
2:45-3:20					
ART	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:25	Morning Duty	Morning Duty	LSW	Morning Duty	Morning Duty
8:25-9:15	Plan	Plan	LSW/Duty	Plan	Plan
9:15-10:05					
10:05-10:55					
10:55-11:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:45-12:15					
12:15-1:05					
1:05-1:55					
1:55-2:45					
2:45-3:20					
MUSIC	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:25	Morning Duty	Morning Duty	LSW	Morning Duty	Morning Duty
8:25-9:15	Plan	Plan	LSW/Duty	Plan	Plan
9:15-10:05					
10:05-10:55					
10:55-11:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:45-12:15					
12:15-1:05					
1:05-1:55					
1:55-2:45					
2:45-3:20					
Schedule will change quarterly*****					

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 AMI Building 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	Specials		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	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 AMI Building Schedule – Specials

TIME	A	B	C
3rd Grade	Art	Art	Art
8:10 – 9:00 a.m.	Music	Music	Music
	PE	PE	PE
4th Grade	Art	Art	Art
9:05 – 9:55 a.m.	Music	Music	Music
	PE	PE	PE
5th Grade	Art	Art	Art
10:00 – 10:50 a.m.	Music	Music	Music
	PE	PE	PE

Koch Elementary AMI Building Schedule - Specials

Kindergarten	Art	Art	Art
11:00 – 11:50 a.m.	Music	Music)	Music
	PE	PE	PE
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	Art	Art
1:00 – 1:50 p.m.	Music	Music	Music
	PE	PE	PE
2nd Grade	Art	Art	Art
1:55 – 2:45 p.m.	Music	Music	Music
	PE	PE	PE

*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

	KDG	1st	2nd	3rd	4th	5th
7:50 - 8:50	(Students) Breakfast at home (Staff) Plan and publish content on google classroom					
9:00 - 9:30	ELA	ELA	Science/ S.S.	ELA	ELA	ELA
9:30 - 10:00	ELA	ELA	Specials	ELA	ELA	ELA
10:00 - 10:30	Writing/Phonics	Specials	Writing/Phonics	Math	Math	Math
10:30 - 11:00	Specials	Math	ELA	Math	Math	Math
11:00 - 11:30	Science/ S.S.	Math	ELA	Specials	Writing/Phonics	Science/S.S.
11:30 - 12:00	Math	Writing/Phonics	Math	Writing/Phonics	Specials	Writing/Phonics
12:00 - 1:00	Lunch					
1:00 - 1:30	Math	Science/S.S	Math	Science/S.S.	Science/S.S	Specials
1:30 - 2:00	Guided Math Groups (Specials Teachers push in to assist classroom teachers)					
2:00 - 2:30	Guided Reading Groups (Specials Teachers push in to assist classroom teachers)					
2:30 - 3:00	Wednesday teachers will engage in scheduled data teams from 9:00 am - 12 pm and PLC meetings from 1:00pm - 2:00pm 2:00 - 3:00 - Mandatory Staff Meeting Students will engage in Asyncronous Learning					

Lewis and Clark Elementary AMI Building Schedule

Grade	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
KG	8:10-9:45 ELA	9:45-10:35 Specials	10:40-11:25 Lunch	11:35-12:00 ELA Continued	12:00-12:35 Science	12:35-1:00 writing	1:00-2:20 Math	2:20-2:50 Teacher Intervention
1st	8:10- ELA	9:45-10:35 Specials	10:40-11:25 Lunch	11:35-12:00 ELA Continued	12:00-12:35 Science	12:35-1:00 writing	1:00-2:20 Math	2:20-2:50 Teacher Intervention
2nd	8:10 ELA	10:00 ELA	9:55-10:45 Writing	10:45-11:30 Science	11:30-12:15 Lunch /Recess	12:05-12:55 Specials	1:00 2:20 Math	2:20-2:50 Teacher Intervention
3rd	8:10 ELA	10:00 ELA	10:00-10:45 Writing	10:45-11:30 Science	11:30-12:15 Lunch /Recess	12:05-12:55 Specials	1:00-2:20 Math	2:20-2:50 Teacher Intervention
4th	8:10 ELA	10:00 ELA	10:10-11:30 Math	11:30-12:15 Writing	12:15-12:55 Lunch/ Recess	12:55-1:45 Specials	1:45-2:30 Science	2:30-3:00 Teacher Intervention
5th	8:10- ELA	10:00 ELA	10:10-11:30 Math	11:30-12:15 Writing	12:15-12:55 Lunch/ Recess	12:55-1:45 Specials	1:45-2:30 Science	2:20-2:50 Teacher Intervention

Meadows Elementary AMI Building Schedule

		9:00-10:10 (70 Minutes)	10:10-10:50 (40 Minutes)	10:50-11:50 (60 Minutes)	11:50-12:20 (30 Minutes)	12:20-1:10 (50 Minutes)	1:10-2:00 (50 Minutes)	2:00-3:05 (65 Minutes)
	8:00-9:00							
KG	Plan	ELA: Phonemic Awareness, Phonics, Writing	Science	Math	Lunch	Social Studies & ELA	Elective	Freckle/Teachers reach out to Parents

		9:00-10:10 (70 Minutes)	10:10-10:50 (40 Minutes)	10:50-11:50 (60 Minutes)	11:50-12:20 (30 Minutes)	12:20-1:10 (50 Minutes)	1:10-2:00 (50 Minutes)	2:00-3:05 (65 Minutes)
	8:00-9:00							
1st	Plan	ELA: Phonemic Awareness, Phonics, Writing	Science	Math	Lunch	Elective	Social Studies & ELA	Freckle/Teachers reach out to Parents

		9:00-10:10 (70 Minutes)	10:10-10:50 (40 Minutes)	10:50-11:50 (60 Minutes)	11:50-12:20 (30 Minutes)	12:20-1:10 (50 Minutes)	1:10-2:15 (65 Minutes)	2:15-3:05 (50 Minutes)
	8:00-9:00							
2nd	Plan	ELA: Phonemic Awareness, Phonics, Writing	Science	Math	Lunch	Social Studies & ELA	Freckle/Teachers reach out to Parents	Elective

		9:00-10:05 (68 minutes)	10:08-10:58 (50 minutes)	10:58-11:50 (52 Minutes)	11:50-12:20 (30 Minutes)	12:20-1:20 (60 Minutes)	1:20-2:00 (40 Minutes)	2:00-3:05 (65 Minutes)
	8:00-9:00							
3rd	Plan	ELA: Phonemic Awareness, Phonics, Writing	Elective	Science	Lunch	Math	Social Studies & ELA	Freckle/Teachers reach out to Parents

		9:00-9:50 (50 Minutes)	9:50-10:58 (68 Minutes)	10:58-11:50 (52 Minutes)	11:50-12:20 (30 Minutes)	12:20-1:20 (60 Minutes)	1:20-2:00 (40 Minutes)	2:00-3:05 (65 Minutes)
	8:00-9:00							
4th	Plan	Elective	ELA: Phonemic Awareness, Phonics, Writing	Science	Lunch	Math	Social Studies & ELA	Freckle/Teachers reach out to Parents

		9:00-10:08 (68 Minutes)	10:08-11:00 (52 Minutes)	11:00-11:50 (50 Minutes)	11:50-12:20 (30 Minutes)	12:20-1:20 (60 Minutes)	1:20-2:00 (40 Minutes)	2:00-3:05 (65 Minutes)
	8:00-9:00							
5th	Plan	ELA: Phonemic Awareness, Phonics, Writing	Science	Elective	Lunch	Math	Social Studies & ELA	Freckle/Teachers reach out to Parents

Kindergarten AMI Schedule

9:00 AM	Morning Meeting	TASKS/WORK	
9:30 AM	ELA Lesson (phonics)		
10:15 AM	Read Aloud	10:45 AM	Online work (30 min)
11:15AM Lunch (on your own), Recess			
12:00 PM	Math Lesson	12:30 PM	Freckle Math (30 min)
1:15 PM	Specials		

Email your teacher with questions: mgreene@rgsd.k12.mo.us OR kreed@rgsd.k12.mo.us

1st Grade AMI Schedule

9:00 AM	Morning Meeting	TASKS/WORK	
9:30 AM	ELA Lesson (phonics)		
10:15 AM	Read Aloud	10:45 AM	Freckle ELA (30 min)
11:15 AM Lunch (on your own), Recess			
12:00 PM	Math Lesson	12:30 PM	Freckle Math (30 min)
1:15 PM	**Specials**		

Email your teacher with questions: pbarsh@rgsd.k12.mo.us OR kaitlynn.tutt@rgsd.k12.mo.us

2nd Grade AMI Schedule

9:00 AM	Morning Meeting	TASKS/WORK	
9:30 AM	ELA Lesson (phonics)		
10:15 AM	Read Aloud/Writing	10:45 AM	RAZ Kids or Freckle ELA (30 min)
11:30 AM Lunch (on your own), Recess			
12:15 PM	Specials		
1:00 PM	Math Lesson	1:30 PM	Freckle Math (30 min)

Email your teacher with questions: kwhite@rgsd.k12.mo.us OR kimberly.sims@rgsd.mo.us

3rd Grade AMI Schedule

9:00 AM	Morning Meeting	TASKS/WORK	
9:30 AM	ELA: Reading		
10:15 AM	ELA: Writing	10:45 AM	RAZ Kids or Freckle ELA (30 min)
11:30 AM Lunch (on your own), Recess			
12:15 PM	Specials		
1:00 PM	Math Lesson	1:30 PM	Freckle Math (30 min)

Email your teacher with questions: phyllis.cole@rgsd.k12.mo.us OR kathryn.pennell@rgsd.k12.mo.us

4th Grade AMI Schedule

9:00 AM	Morning Meeting	TASKS/WORK	
9:45 AM	Specials		
10:30 AM	ELA: Reading		
11:15 AM	ELA: Writing	11:45 PM	ELA work time, Freckle ELA, or RAZ Kids (30 min)
12:15 PM Recess/lunch (on your own)			
1:00 PM	Math Lesson	1:30 PM	Freckle Math (30 minutes)

Email your teacher with questions: liza.herbig@rgsd.k12.mo.us, krthomas@rgsd.k12.mo.us   OR jewel.wikes@rgsd.k12.mo.us

5th Grade AMI Schedule

9:00 AM	Morning Meeting	TASKS/WORK	
9:45 AM	Specials		
10:30 AM	ELA: Reading		
11:15 AM	ELA: Writing	11:45 PM	ELA work time, Freckle ELA, or RAZ Kids (30 min)
12:15 PM Recess/lunch (on your own)			
1:00 PM	Math Lesson	1:30 PM	Freckle Math (30 min)

Email your teacher with questions: cajohnson@rgsd.k12.mo.us OR mlove@rgsd.k12.mo.us

Central Middle School AMI Building Schedule

Lunch Schedules
- 6th: 10:55 - 11:25
- 7th: 12:00 - 12:30
- 8th: 1:05 - 1:35

Grade 6

Subject	1st 8:45-9:47 (62)	2nd 9:50-10:52 (62)	3rd 10:55-11:57 (62)	Lunch 12:00-12:30	4th 12:33-1:35 (62)	5th 1:38-2:40 (62)	6th 2:43-3:45 (62)
English	Electives	English	English	Lunch	English	English	English
Math	Electives	Math	Math	Lunch	Math	Math	Math
Science	Electives	Science	Science	Lunch	Science	Science	Science
Social Studies	Electives	Social Studies	Social Studies	Lunch	Social Studies	Social Studies	Social Studies
Writing/Math Lab	Electives	Writing/Math Lab	Writing/Math Lab	Lunch	Writing/Math Lab	Writing/Math Lab	Writing/Math Lab

Grade 7

Subject	1st 8:45-9:47 (62)	2nd 9:50-10:52 (62)	3rd 10:55-11:25 (30)	Electives 11:28-12:30 (62)	4th 12:33-1:35 (62)	5th 1:38-2:40 (62)	6th 2:43-3:45 (62)
English	English	English	Lunch	Electives	English	English	English
Math	Math	Math	Lunch	Electives	Math	Math	Math
Science	Science	Science	Lunch	Electives	Science	Science	Science
Social Studies	Social Studies	Social Studies	Lunch	Electives	Social Studies	Social Studies	Social Studies
Art/Health	Art/Health	Art/Health	Lunch	Electives	Art/Health	Art/Health	Art/Health

Grade 8

Subject	1st 8:45-9:47 (62)	2nd 9:50-10:52 (62)	3rd 10:55-11:57 (62)	4th 12:00-1:02 (62)	LUNCH 1:05-1:35 (30)	5th Electives	6th
English	English	English	English	English	Lunch	Electives	English
Math	Math	Math	Math	Math	Lunch	Electives	Math
Science	Science	Science	Science	Science	Lunch	Electives	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Lunch	Electives	Social Studies
Health/Bus. Ed.	Health/Bus. Ed.	Health/Bus. Ed.	Health/Bus. Ed.	Health/Bus. Ed.	Lunch	Electives	Health/Bus. Ed.

Westview Middle School AMI Building Schedule

WMS 2023-2024 Bell Schedule

Grade 6

Period	Time					
1st	8:45-9:47 (62)	English	Math	Science	Social Studies	Reading/Math Lab
2nd	9:50-10:52 (62)	Electives	Electives	Electives	Electives	Electives
Lunch	10:55-11:25 (30)	Lunch	Lunch	Lunch	Lunch	Lunch
3rd	11:28-12:30 (62)	English	Math	Science	Social Studies	Reading/Math Lab
4th	12:33-1:35 (62)	English	Math	Science	Social Studies	Reading/Math Lab
5th	1:38-2:40 (62)	Electives	Electives	Electives	Electives	Electives
6th	2:43-3:45 (62)	English	Math	Science	Social Studies	Reading/Math Lab

Grade 7

Period	Time					
1st	8:45-9:47 (62)	English	Math	Science	Social Studies	Reading/Math Lab
2nd	9:50-10:52 (62)	English	Math	Science	Social Studies	Reading/Math Lab
3rd	10:55-11:57 (62)	Electives	Electives	Electives	Electives	Electives
Lunch	12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
4th	12:33-1:35 (62)	Electives	Electives	Electives	Electives	Electives
5th	1:38-2:40 (62)	English	Math	Science	Social Studies	Reading/Math Lab
6th	2:43-3:45 (62)	English	Math	Science	Social Studies	Reading/Math Lab

Grade 8

Period	Time					
1st	8:45-9:47 (62)	Electives	Electives	Electives	Electives	Electives
2nd	9:50-10:52 (62)	English	Math	Science	Social Studies	Reading/Math Lab
3rd	10:55-11:57 (62)	English	Math	Science	Social Studies	Reading/Math Lab
4th	12:00-1:02 (62)	English	Math	Science	Social Studies	Reading/Math Lab
Lunch	1:05-1:35 (30)	Lunch	Lunch	Lunch	Lunch	Lunch
5th	1:38-2:40 (62)	English	Math	Science	Social Studies	Reading/Math Lab
6th	2:43-3:45 (62)	Electives	Electives	Electives	Electives	Electives

Electives

- PE - Female
- PE - Male
- FACS
- Art
- Band
- Choir
- Reading Lab
- Math Lab
- Spanish?

Riverview Gardens High School Virtual Instructional Schedule 9th – 12th
Digital Platforms: All School on Edgenuity Online with Google Suites Classroom Support

Virtual A Day

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

Virtual B Day

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

Virtual A Day

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

Virtual B Day

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

Virtual Wednesday Rotating A/B Day

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

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 special circumstances 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.

District's Grading Scale:

O=Outstanding
S=Satisfactory
U=Unsatisfactory
4=Advanced
3=Proficient
2=Basic
1=Below Basic
N=Not Evaluated/Introduced/Observed
X=Not in class long enough to evaluate

@=Modified Curriculum
#=Instructional Adaption

3rd-12th Grade Grading Scale: A=100-90, B=90-80, C=60-70, D=59 and below =F

State Assessments and College and Career Readiness Assessments

The Executive Director of Assessment and High School Principal will communicate expectations regarding the state's assessments and/or college and career readiness assessments to students, district staff, and families if there is a need for students to complete assessments virtually.

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 students and are developmentally appropriate for each grade/age of the student.

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.

Guidance for Professional Learning
Missouri Professional Learning Guidelines for Student Success 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
- 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 & A, 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

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
IEP teams will describe how the student will access their services and supports on days when their school is utilizing alternative methods of instruction (AMI). The IEP team will consider the method of participation, technology needs, instructional materials, instructional supports available in the home, how communication between the family and school/IEP team will occur and any accommodations/modifications that will be needed based on the type of instruction that will be provided.

Special Education Staff Will Determine the Following:
- How specially designed instruction will be provided for students with disabilities.
- 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.

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 7:00am until 6:00pm

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

Mr. Warren Newton, Director of Safety and Security, Ext. 22243, Cell: 314-575-0525 or email at wnewton@rgsd.k12.mo.us. and/or the Chief Financial Officer, Dr. Lavon Singleton at lasingleton@rgsd.k12.mo.us.

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.
- 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 students 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 students.

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.

Schedules for School Counselors and Social Workers

The Office 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 – 12th 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

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 alone 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
  - 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 Office 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 Office 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 Students
- Supply parent rights, backpacks and any assistance needed so that students 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 arid outside agencies when appropriate

SIT Department
- 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
- 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

Food Service
It is the expectation of the Food Service to provide meals to students in the event school is not in session for an extended period. 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) for food safety. DESE's Food Service Guidance will also be followed.

School Website Communication
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 Communication
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

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.

ESSER II and III budgets will be adopted as budget managers submit their annual plans for spending through budget supplements/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.

The 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. 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. 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 District Leadership Team (DLT) 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
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, 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. If employees do not have internet access the district will provide a hot spot.

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 and send an email to Humanresources@rgsd.k12.mo.us and Studentservices@rgsd.k12.mo.us
A contact tracing nurse will reply and provide guidance.

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.

REV 8/4/2023