Marshfield R-I

AMI/Continuity of Services

2021-2022

"Preparing each student for a successful future"
Lead ~ Learn ~ Inspire ~ Serve

Beginning in school year 2020-21, a local education agency (LEA) will not be required to make up school hours that are lost or cancelled due to exceptional or emergency circumstances (up to 36 hours) if the LEA implements an Alternative Methods of Instruction (AMI) Plan that is approved by the Department of Elementary and Secondary Education (DESE) (see Section 171.033, RSMo). This document outlines the Marshfield R-1 School District's AMI Plan for the 2021-2022 school year. With this being the second year of implementation, the plan should be considered fluid, as it could be changed as additional information is made available by the Department of Elementary and Secondary Education (DESE).

Going into school closures, district administrators understand the District may be faced with three different scenarios: intermittent/short term closures (e.g., water main breaks, flu days, etc.), long-term closures which may be consecutive days which the district knows in advance (e.g., severe health related issues, storm damage, etc.), or a modified reduced capacity schedule. The way to approach these three scenarios is different, due to the needs and time-frame. Intermittent/short term closures and extended long-term closure scenarios are outlined in this document for each building within the district, followed by information related to a reduced capacity schedule.

Additionally, federal requirements set forth in the American Rescue Plan (ARP) require districts to have a Safe Return to In-Person Instruction and Continuity of Services Plan (SRCSP). The *Continuity of Services* requirement is similar to DESE's previously required AMI-X Plan, which describes the district's plan for continuity of services in the event of district closure related to the COVID-19 pandemic. Therefore, this plan will continue to contain information on extended closure procedures even though the AMI portion of the plan is exclusively for short-term closures as set for by 171.033, RSMo.

Roles and Responsibilities: Overview	
District Office	**Prior to Implementation** ● Create a video or voice over video which can be shared with families so all hear the same information **During Closure** ● Create and distribute the Alternative Methods of Instruction Plan AMI/SCRSP Plan ● Support faculty and students/families shifting to a distance learning environment ● Help teachers develop and share instructional materials and lessons. ● Update district AMI website as needed
Central Office Classified Staff	● Classified staff at the Central Office will follow their normal routine and expectations ● Enrollment procedures will continue as normal ● Secretaries will monitor and respond to phone messages and emails and either answer them or forward to the appropriate party ● Should food services be provided, the central office secretaries will maintain a spreadsheet keeping track request and pick-up locations ● Maintain social media updates to ensure all patrons are aware of the latest information related to school closings
Technology Department	● Plan and assist with device distribution ● Support faculty and students/families shifting to a distance learning environment ● Provide support to assist faculty with using district identified resources
Principals	● Support communication between teachers and their students ● Support faculty and students/families shifting to a distance learning environment ● Support teacher development of Instructional Resources ● Monitor teacher completion of pre-, during, and post-AMI implementation ● Check on social/emotional health of teachers ● Ensure all teachers are aware of their duties during the closure
Teachers	● Follow the plan outlined later in this document based upon whether or not it is a short-term/intermittent closure or an extended closure
Librarians	● Support faculty and students/families shifting to a distance learning environment ● Other duties assigned by the building principal ● Provide tech support for families and kids
Special Education	● Follow the plan outlines later in SPED section of document
Early Childhood	● Follow the plan outlines later in SPED section of document

Teachers	
Instructional Coaches	● Regularly check in with subject and classroom teachers to identify ways to support their design of learning experiences ● Provide vetted online resources for their content area specialties ● Be available for teachers and students as needed for support and respond to identified instructional needs
Certified Interventionist Teachers	● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Collaborate with classroom teachers and support as needed ● Provide supplementary learning activities for students as needed ● Communicate with parents as appropriate and as directed by the building principal ● Schedule at least one Google Meet meeting with their students who are being pulled out for reading or math interventions weekly
EL Teacher	● Communicate regularly with the subject or classroom teachers who teach EL students ● Collaborate with classroom teachers and support as needed ● Provide supplementary learning activities for students as needed ● Communicate with parents as appropriate and as directed by the building principal
Counselors	● Serve as a liaison for communication with students/families in crisis ● Monitor backpack program supplies and requests. Respond accordingly. ● Provide resources for students and families to support them while they are away from school.

Parents as Teachers	● Respond to families
	● Offer currently scheduled site visits as virtual visits.
	● Email parent hand-outs for visits.
	● Connect with families
	   ○ Check-in with families and schedule virtual family visits
	   ○ Email parent hand-outs and parent child activities
	   ○ Phone conference with families as appropriate to discuss materials
	● PAT educators will keep the MR-1 PAT FB page up-to-date with current information
	● Be on call during regular work hours
	● Participate in approved virtual PD
	● Stay current with DESE PAT guidelines

Paraprofessionals	*Special Ed Paraprofessionals* ● Support special education teachers and classroom teachers as directed. ● Other duties assigned by the building principal or special services department.

	Library Aides/Paraprofessionals ● Support faculty and students/families shifting to a distance learning environment ● Other duties assigned by the building principal *Title Paraprofessionals* ● Support faculty and students/families shifting to a distance learning environment ● Other duties assigned by the building principal *Pre-K Paraprofessionals* ● Support faculty and students/families shifting to a distance learning environment ● Other duties assigned by the building principal
Nurses	● Respond to parents as necessary if they contact the nursing staff ● Daily temperature checks for all food service staff ● Medicine redistribution to parent
Secretaries	● Secretaries will follow their normal routine and expectations for intermittent daily closures, e.g., if they normally would not come in, they would not be expected to come in
Custodians	● If a short-term closure is due to health related issues, custodians will do a deep cleaning of all areas of potential exposure. Other duties may be assigned as well by their supervisor. ● During a long-term extended closure, all custodial staff will be moved from their normal shifts to working day shifts, as much as possible. ● A deep cleaning will take place for the entire building, with subsequent cleanings taking place in any rooms where staff may be working during the closure. ○ This may require select night staff to maintain their nightly schedule as opposed to going to days ● Other duties may be assigned by their supervisor to work on additional items which need to be completed.

Communication Overview	
Email	**Hubble, Webster and Shook Elementaries** ● Weekly **Junior High and High School** ● Weekly ● Email communication will be with both parents and students initially, and will then move to primarily student communication in order to provide more dedicated feedback and assistance as needed
Learning Management System (LMS)	**Hubble, Webster and Shook Elementaries** ● Daily and or after assignments, as appropriate **Junior High and High School** ● Daily or after assignments, as appropriate
Phone Communication	**Hubble, Webster and Shook Elementaries** ● Initial communication with parents will be by phone call ● Subsequent phone calls may be utilized as appropriate, depending on individual needs of family and student **Junior High and High School** ● Initial communication with parents will be by phone call ● Subsequent phone calls may be utilized as appropriate, depending on individual needs of family and student
Teleconferencing	**Hubble, Webster and Shook Elementaries** ● Daily **Junior High and High School** ● Daily

PRE - KINDERGARTEN AMI PLAN

AMI IMPLEMENTATION
AMI/Continuity of Services days begin on the second unscheduled day of closure. For clarity's sake, the day numbers mentioned from this point forward make reference to the specific day of the AMI/Continuity of Services Implementation plan once remote instruction begins.

TEACHER EXPECTATIONS PRIOR AND DURING AMI IMPLEMENTATION
- Teachers should be aware of any accommodations or modifications for the students in the classroom. These accommodations and modifications **MUST BE FOLLOWED** when assigning classroom activities. If the teacher has any questions related to how to implement the accommodations or modifications they will need to contact the student's case manager (if an IEP student) or the high school designee in charge of 504 Plans.
- Assignment & Activities Creation
  - Paper copies MUST be made available to students needing to come in and pick them up from their teacher.
  - All digital/electronic formats should be built in the Seesaw platform. It is encouraged to develop materials using the Seesaw platform where possible, but other digital tools may and should be used. Additionally, it is imperative web accessibility criteria be addressed in development based on individual student needs.
  - Each day, activities will focus on the preschool grade card learning standards in the domains of social-emotional, motor, math, and language/ literacy. The focus on learning will require minimal materials or common materials found around the house. We want to provide you and your child more flexibility in completing the activities. Activities can be completed at each family's own pace. Classroom teachers are available for support.
  - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction

Classroom Expectations:
- Teachers should review SISK12 for identifying which families may have limited access and let families know they can pick up paper material at school should they need to do so.
  - Internet access is documented in SISK12 under Programs & Services for easy retrieval when needed.
  - Keep in mind some students may spend time between two different households
- Share information with parents related to SeeSaw access, passwords, etc. at the beginning of the school year and again at beginning of closure.

AMI CLOSURE DAYS
When implementing an AMI closure day, the Superintendent (when notifying local agencies regarding school closure) will state that we are utilizing AMI Day #X. This will serve as the first notification to parents that students should log into Seesaw and complete the assignments and activities for that specific day. Remember that the first day of closure is NOT an AMI day.

Revised January 2022

Teacher Expectations During AMI Closure Days
- School day requirements are "on-call" hours 8:00am - 3:00pm (minus 30 minutes for lunch)- Teachers will be available to interact with students and respond to communications.
- "On call" activities would include:
    - Hourly checking email
    - Checking in with students/families (answering questions, checking in on students, providing feedback)
        - Teachers may use their own phone or go through the GS Wave app
        - Log all communication attempts in the Communication Log within Classroom360
        - Scheduling a Google Meet where the teacher is available for students and parents to ask any questions.
    - Creating at-home activities/online resources for families
    - Engaging in virtual PLC meetings
    - Planning for future instruction
    - Participate in virtual meetings, as determined by the administration.
    - Push out in-home lessons for families delivered/shared weekly to ensure there is one assignment each day that parents can access how they choose.
    - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction

Teacher Expectations After AMI Closure Day
- All work completed during the AMI day should be given feedback within a timely manner as defined by each building's administrator.
- Grade-level teams should begin the work of creating additional AMI day activities as soon as possible.
    - Numbering of the AMI Daily Folders should continue progressing, e.g., once AMI Day 1 has been used, teachers will create AMI Day #2 and so forth
- Classroom teachers should meet to plan and create the next AMI activities.

QUARTERLY REVIEW
At the end of each quarter, teachers will review the daily AMI assignments they have created to determine whether or not they need to be updated due to the coverage of more material as we progress through the school year. If the assignments are no longer appropriate, then the assignments in place should be discarded and new assignments should be created and published in place of the discarded ones. Replacement assignments should take on the number of the assignment being replaced (e.g, if AMI Assignment #3, 4, and 5 are no longer appropriate, create new assignments labeled as #3, 4, and 5 and remove the original ones). Additionally, building reviews of AMI plan success should be incorporated at this time.

GRADING AND FEEDBACK EXPECTATIONS
- ALL student work is expected to either be graded and or have feedback provided

- Students will continue to be monitored for progress during virtual instruction; however, normal progress monitoring practices may be revised due to variances in the assignments and assessments as compared to traditional, seated instruction.
- Students utilizing paper material MAY take pictures of their work and submit them in Seesaw.
- Teachers will update grade information in Seesaw or Classroom360 regularly in order to provide updates to parents.
    - Up-to-date progress are expected to be shared with parents in a manner that is easily understood and accurately reflects student progress towards mastery
- If an IEP student receives all the instruction from the IEP teacher, then the feedback will come from the IEP teacher.

Revised January 2022

HUBBLE ELEMENTARY AMI PLAN

AMI IMPLEMENTATION

AMI/Continuity of Services days begin on the second unscheduled day of closure. For clarity's sake, the day numbers mentioned from this point forward make reference to the specific day of the AMI/Continuity of Services Implementation plan once remote instruction begins.

TEACHER EXPECTATIONS PRIOR TO AMI IMPLEMENTATION
- Teachers should be aware of any accommodations or modifications for the students in the classroom. These accommodations and modifications **MUST BE FOLLOWED** when assigning classroom activities. If the teacher has any questions related to how to implement the accommodations or modifications they will need to contact the student's case manager (if an IEP student) or the high school designee in charge of 504 Plans.
- Assignment & Activities Creation
  - If closure happens, teachers should collaboratively create lessons for all content areas, including Art, Music, and Physical Education/Health
  - These assignments/activities should meet the following criteria
    - Be available for use in both digital/electronic formats as well as paper/pencil formats
      - Digital and print format. Paper copies should be made available for students to come pick up from their classroom if they do not have internet access.
      - All digital/electronic formats should be delivered through the Seesaw platform. It is encouraged to develop materials using the Seesaw platform where possible, but other digital tools may and should be used. Additionally, it is imperative web accessibility criteria be addressed in development based on individual student needs.
    - Be focused on district determined priority standards.
    - Be consistent across all teachers in the grade level (i.e., all teachers should be assigning the same activity or assignment)
    - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction
  - For each AMI day, a folder should be created which contains all of that day's activities.
- Classroom Expectations
  - Teachers should review SISK12 for identifying which families may have limited access and let families know they can pick up paper material at school should they need to do so.
    - Internet access is documented in SISK12 under Programs & Services for easy retrieval when needed.
    - Keep in mind some students may spend time between two different households
  - Share information with parents related to accessing the AMI plans within Seesaw
    - Make sure parents know any usernames and passwords which they may need in order to access Seesaw
  - Discuss with students Seesaw, its purpose, and how to access the different assignments housed within the platform at the beginning of the school year.

Revised January 2022

AMI CLOSURE DAYS

When implementing an AMI closure day, the Superintendent (when notifying local agencies regarding school closure) will state that we are utilizing AMI Day #X. This will serve as the first notification to parents that students should log into Seesaw and complete the assignments and activities for that specific day. Remember that the first day of closure is NOT an AMI day.

Teacher Expectations During AMI Closure Days
- Ensure the given day's AMI folder has been assigned to all students
- Regular classroom teachers will check-in on each student through phone call or email to the child's parent/guardian
    - Teachers may use their own phone or go through the GS Wave app
    - Log all communication attempts in the Communication Log within Classroom360
- ALL teachers should be "on-call" from 8:00 AM to 3:00 PM (minus 30 minutes for lunch). On-call activities which the teacher should be engaged in during this time include
    - Hourly checking of email
    - Scheduling at least 1 hour of Google Meet where the teacher is available for students to log-in and ask any questions they may have regarding the daily work
- IF there is a strong indication of school being canceled the next day (usually due to weather forecasts of significant snowfall), teachers should make sure they review with students what it means to have an AMI day.

Teacher Expectations After AMI Closure Day
- All work completed during the AMI day should be given feedback or a grade within a timely manner, as defined by each building's administrator.
- Grade-level teams should begin the work of creating additional AMI day activities to replace the ones utilized.
    - Numbering of the AMI Daily Folders should continue progressing, e.g., once AMI Day 1 has been used, teachers will create AMI Day #6 and so forth
- Classroom teachers should meet to plan and create the next set of AMI activities.
    - Each grade-level team should, as much as possible, always have **five** daily AMI folders ready to go at a moments notice

QUARTERLY REVIEW

At the end of each quarter, teachers will review the daily AMI assignments they have created to determine whether or not they need to be updated due to the coverage of more material as we progress through the school year. If the assignments are no longer appropriate, then the assignments in place should be discarded and new assignments should be created and published in place of the discarded ones. Replacement assignments should take on the number of the assignment being replaced (e.g, if AMI Assignment #3, 4, and 5 are no longer appropriate, create new assignments labeled as #3, 4, and 5 and remove the original ones). Additionally, building reviews of AMI plan success should be incorporated at this time.

Revised January 2022

GRADING AND FEEDBACK EXPECTATIONS
- ALL student work is expected to either be graded and or have feedback provided
- Students will continue to earn grades during virtual instruction; however, normal grading practices may be revised due to variances in the assignments and assessments as compared to traditional, seated instruction.
- Students receiving paper material MAY take pictures of their work and submit them in Seesaw.
- Teachers will update grade information in Seesaw or Classroom360 regularly in order to provide updates to parents.
  - Up-to-date grades are expected to be shared with parents in a manner that is easily understood and accurately reflects student progress towards mastery
- If an IEP student receives all the instruction from the IEP teacher, then the grade will come from the IEP teacher.
  - This may require some IEP teachers to have their own Seesaw classroom
  - If the student is working on completing grade level work with accommodations, case manager and classroom teacher will need to collaborate.
  - Typically the lower students who have modifications, these are done by the sped teacher, except in science and social studies, sometimes a para or collaboration between teachers.
- Feedback provided should be informative and should help guide students to mastery of standards and expectations
  - Be specific and focus on the standard to which the assignment is aligned

WEBSTER ELEMENTARY AMI PLAN

AMI IMPLEMENTATION

AMI/Continuity of Services days begin on the second unscheduled day of closure. For clarity's sake, the day numbers mentioned from this point forward make reference to the specific day of the AMI/Continuity of Services Implementation plan once remote instruction begins.

TEACHER EXPECTATIONS PRIOR TO AMI IMPLEMENTATION

- Teachers should be aware of any accommodations or modifications for the students in the classroom. These accommodations and modifications **MUST BE FOLLOWED** when assigning classroom activities. If the teacher has any questions related to how to implement the accommodations or modifications they will need to contact the student's case manager (if an IEP student) or the high school designee in charge of 504 Plans.
- Assignment & Activities Creation
  - If closure happens, teachers should collaboratively create lessons for all content areas, including Art, Music, and Physical Education/Health
  - These assignments/activities should meet the following criteria
    - Be available for use in both digital/electronic formats as well as paper/pencil formats
      - Digital and print format. Paper copies should be made available for students to come pick up from their classroom if they do not have internet access.
      - All digital/electronic formats should be delivered through the Seesaw platform. It is encouraged to develop materials using the Seesaw platform where possible, but other digital tools may and should be used. Additionally, it is imperative web accessibility criteria be addressed in development based on individual student needs.
    - Be focused on district determined priority standards.
    - Be consistent across all teachers in the grade level (i.e., all teachers should be assigning the same activity or assignment)
    - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction
  - For each AMI day, a folder should be created which contains all of that day's activities.
- Classroom Expectations
  - Teachers should review SISK12 for identifying which families may have limited access and let families know they can pick up paper material at school should they need to do so.
    - Internet access is documented in SISK12 under Programs & Services for easy retrieval when needed.
    - Keep in mind some students may spend time between two different households
  - Share information with parents related to accessing the AMI plans within Seesaw
    - Make sure parents know any usernames and passwords which they may need in order to access Seesaw
  - Discuss with students Seesaw, its purpose, and how to access the different assignments housed within the platform at the beginning of the school year.

Revised January 2022

AMI CLOSURE DAYS

When implementing an AMI closure day, the Superintendent (when notifying local agencies regarding school closure) will state that we are utilizing AMI Day #X. This will serve as the first notification to parents that students should log into Seesaw and complete the assignments and activities for that specific day. Remember that the first day of closure is NOT an AMI day.

Teacher Expectations During AMI Closure Days
- Ensure the given day's AMI folder has been assigned to all students
- Regular classroom teachers will check-in on each student through phone call or email to the child's parent/guardian
  - Teachers may use their own phone or go through the GS Wave app
  - Log all communication attempts in the Communication Log within Classroom360
- ALL teachers should be "on-call" from 8:00 AM to 3:00 PM (minus 30 minutes for lunch). On-call activities which the teacher should be engaged in during this time include
  - Hourly checking of email
  - Scheduling at least 1 hour of Google Meet where the teacher is available for students to log-in and ask any questions they may have regarding the daily work
- IF there is a strong indication of school being canceled the next day (usually due to weather forecasts of significant snowfall), teachers should make sure they review with students what it means to have an AMI day.

Teacher Expectations After AMI Closure Day
- All work completed during the AMI day should be given feedback or a grade within a timely manner, as defined by each building's administrator.
- Grade-level teams should begin the work of creating additional AMI day activities to replace the ones utilized.
  - Numbering of the AMI Daily Folders should continue progressing, e.g., once AMI Day 1 has been used, teachers will create AMI Day #6 and so forth
- Classroom teachers should meet to plan and create the next set of AMI activities.
  - Each grade-level team should, as much as possible, always have **five** daily AMI folders ready to go at a moments notice

QUARTERLY REVIEW

At the end of each quarter, teachers will review the daily AMI assignments they have created to determine whether or not they need to be updated due to the coverage of more material as we progress through the school year. If the assignments are no longer appropriate, then the assignments in place should be discarded and new assignments should be created and published in place of the discarded ones. Replacement assignments should take on the number of the assignment being replaced (e.g, if AMI Assignment #3, 4, and 5 are no longer appropriate, create new assignments labeled as #3, 4, and 5 and remove the original ones). Additionally, building reviews of AMI plan success should be incorporated at this time.

GRADING AND FEEDBACK EXPECTATIONS
- ALL student work is expected to either be graded and or have feedback provided
- Students will continue to earn grades during virtual instruction; however, normal grading practices may be revised due to variances in the assignments and assessments as compared to traditional, seated instruction.
- Students receiving paper material MAY take pictures of their work and submit them in Seesaw.
- Teachers will update grade information in Seesaw or Classroom360 regularly in order to provide updates to parents.
  - Up-to-date grades are expected to be shared with parents in a manner that is easily understood and accurately reflects student progress towards mastery
- If an IEP student receives all the instruction from the IEP teacher, then the grade will come from the IEP teacher.
  - This may require some IEP teachers to have their own Seesaw classroom
  - If the student is working on completing grade level work with accommodations, case manager and classroom teacher will need to collaborate.
  - Typically the lower students who have modifications, these are done by the sped teacher, except in science and social studies, sometimes a para or collaboration between teachers.
- Feedback provided should be informative and should help guide students to mastery of standards and expectations
  - Be specific and focus on the standard to which the assignment is aligned

SHOOK ELEMENTARY AMI PLAN

AMI IMPLEMENTATION

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TEACHER EXPECTATIONS PRIOR TO AMI IMPLEMENTATION
- Teachers should be aware of any accommodations or modifications for the students in the classroom. These accommodations and modifications **MUST BE FOLLOWED** when assigning classroom activities. If the teacher has any questions related to how to implement the accommodations or modifications they will need to contact the student's case manager (if an IEP student) or the high school designee in charge of 504 Plans.
- Assignment & Activities Creation
  - If closure happens, teachers should collaboratively create lessons for all content areas, including Art, Music, and Physical Education/Health
  - These assignments/activities should meet the following criteria
    - Be available for use in both digital/electronic formats as well as paper/pencil formats
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    - Be focused on district determined priority standards.
    - Be consistent across all teachers in the grade level (i.e., all teachers should be assigning the same activity or assignment)
    - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction
  - For each AMI day, a folder should be created which contains all of that day's activities.
- Classroom Expectations
  - Teachers should review SISK12 for identifying which families may have limited access and let families know they can pick up paper material at school should they need to do so.
    - Internet access is documented in SISK12 under Programs & Services for easy retrieval when needed.
    - Keep in mind some students may spend time between two different households
  - Share information with parents related to accessing the AMI plans within Seesaw
    - Make sure parents know any usernames and passwords which they may need in order to access Seesaw
  - Discuss with students Seesaw, its purpose, and how to access the different assignments housed within the platform at the beginning of the school year.

Revised January 2022

AMI CLOSURE DAYS

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    - Hourly checking of email
    - Scheduling at least 1 hour of Google Meet where the teacher is available for students to log-in and ask any questions they may have regarding the daily work
- IF there is a strong indication of school being canceled the next day (usually due to weather forecasts of significant snowfall), teachers should make sure they review with students what it means to have an AMI day.

Teacher Expectations After AMI Closure Day
- All work completed during the AMI day should be given feedback or a grade within a timely manner, as defined by each building's administrator.
- Grade-level teams should begin the work of creating additional AMI day activities to replace the ones utilized.
    - Numbering of the AMI Daily Folders should continue progressing, e.g., once AMI Day 1 has been used, teachers will create AMI Day #6 and so forth
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GRADING AND FEEDBACK EXPECTATIONS
- ALL student work is expected to either be graded and or have feedback provided
- Students will continue to earn grades during virtual instruction; however, normal grading practices may be revised due to variances in the assignments and assessments as compared to traditional, seated instruction.
- Students receiving paper material MAY take pictures of their work and submit them in Seesaw.
- Teachers will update grade information in Seesaw or Classroom360 regularly in order to provide updates to parents.
  - Up-to-date grades are expected to be shared with parents in a manner that is easily understood and accurately reflects student progress towards mastery
- If an IEP student receives all the instruction from the IEP teacher, then the grade will come from the IEP teacher.
  - This may require some IEP teachers to have their own Seesaw classroom
  - If the student is working on completing grade level work with accommodations, case manager and classroom teacher will need to collaborate.
  - Typically the lower students who have modifications, these are done by the sped teacher, except in science and social studies, sometimes a para or collaboration between teachers.
- Feedback provided should be informative and should help guide students to mastery of standards and expectations
  - Be specific and focus on the standard to which the assignment is aligned

JUNIOR HIGH AMI PLAN

AMI IMPLEMENTATION

AMI/Continuity of Services days begin on the second unscheduled day of closure. For clarity's sake, the day numbers mentioned from this point forward make reference to the specific day of the AMI/Continuity of Services Implementation plan once remote instruction begins.

TEACHER EXPECTATIONS PRIOR TO AMI IMPLEMENTATION
- Assignment & Activities Creation
    - All teachers at the Junior High School will be expected to begin the school year with the first week of lessons created within Canvas.
    - These assignments/activities should meet the following criteria
        - Be available for use in both digital/electronic formats as well as paper/pencil formats
        - Should follow the natural outline of the course
            - Teachers should be aware of any accommodations or modifications for the students in the classroom. These accommodations and modifications **MUST BE FOLLOWED** when assigning classroom activities. If the teacher has any questions related to how to implement the accommodations or modifications they will need to contact the student's case manager (if an IEP student) or the junior high school designee in charge of 504 Plans.
        - Be consistent across all teachers in the grade level/course (i.e., all teachers should be assigning the same activity or assignment)
        - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction
- Classroom Expectations
    - Teachers should review Classroom 360 for identifying which families may have limited access and let families know they can pick up paper material at school should they need to do so.
        - Internet access is documented in Classroom 360 under Programs & Services for easy retrieval when needed.
            - Keep in mind some students may spend time between two different households
    - Share information with parents related to accessing the AMI plans within Canvas
        - Make sure parents know any usernames and passwords which they may need in order to access Canvas at the beginning of the school year.
        - This may need to be done through the creation of an AMI Day #0 in order to do a test or trial run
    - Discuss with students Canvas, its purpose, and how to access the different assignments housed within the platform. This should be done on a regular basis to ensure student understanding.
        - Use of Canvas throughout the school year on a regular basis will assist students in this area.

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AMI CLOSURE DAYS

When implementing an AMI closure day, the Superintendent (when notifying local agencies regarding school closure) will state that we are utilizing AMI Day #X. This will serve as the first notification to parents that students should log into Canvas and complete the assignments and activities for that specific day. Remember that the first day of closure is NOT an AMI day.

Teacher Expectations During AMI Closure Days
- Classroom teachers will check-in on each student through phone call or email to the child's parent/guardian
    - Log all communication attempts in the Communication Log within Classroom360
    - Communicate with parents the next assignment which should be viewed and completed in Canvas
- Teachers should be "on-call" from 8:00 AM to 3:00 PM (minus 30 minutes for lunch). On-call activities which the teacher should be engaged in during this time include
    - Hourly checking of email
    - Scheduling at least 1 hour of open Google Meet where the teacher is available for students to log-in and ask any questions they may have regarding the daily work
- IF we are in session, and there is a strong indication of school being canceled the next day (usually due to weather forecasts of significant snowfall), teachers should make sure they review with students what it means to have an AMI day.

Teacher Expectations After AMI Closure Day
- All work completed during the AMI day should be given feedback or a grade within a timely manner.
- Teachers should continue to ensure they have the next week's daily lessons listed in Canvas for student use.

GRADING EXPECTATIONS
- Students will continue to earn grades during virtual instruction; however, normal grading practices may be revised due to variances in the assignments and assessments as compared to traditional, seated instruction.
- Students utilizing paper material MAY take pictures of their work and submit them in Canvas.
- Teachers will update grade information in Classroom360 regularly in order to provide updates to parents.
- Feedback provided should be informative and should help guide students to mastery of standards and expectations
    - Be specific and focus on the standard to which the assignment is aligned
- If an IEP student receives all the instruction from the IEP teacher, then the grade will come from the IEP teacher.
    - This may require some IEP teachers to have their own Seesaw classroom
    - If the student is working on completing grade level work with accommodations, case manager and classroom teacher will need to collaborate.

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SPECIAL CONSIDERATIONS
- In the event of closure Chromebooks and/or iPads will be distributed to all students.
  - Given enough notice, students may download the Canvas documents before they leave school or their wifi connection. The student could complete the work from home without internet connection. The student would post their assignment once they have internet connection

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AMI IMPLEMENTATION

AMI/Continuity of Services days begin on the second unscheduled day of closure. For clarity's sake, the day numbers mentioned from this point forward make reference to the specific day of the AMI/Continuity of Services Implementation plan once remote instruction begins.

TEACHER EXPECTATIONS PRIOR TO AMI IMPLEMENTATION

- Assignment & Activities Creation
  - All teachers at the High School will be expected to begin the school year with the first week of lessons created within Canvas.
  - These assignments/activities should meet the following criteria
    - Be available for use in both digital/electronic formats as well as paper/pencil formats
    - Should follow the natural outline of the course
      - Teachers should be aware of any accommodations or modifications for the students in the classroom. These accommodations and modifications **MUST BE FOLLOWED** when assigning classroom activities. If the teacher has any questions related to how to implement the accommodations or modifications they will need to contact the student's case manager (if an IEP student) or the junior high school designee in charge of 504 Plans.
    - Be consistent across all teachers in the grade level/course (i.e., all teachers should be assigning the same activity or assignment)
    - Teachers can record **short** videos that can be posted to supplement or enrich activities/instruction
- Classroom Expectations
  - Teachers should review Classroom 360 for identifying which families may have limited access and let families know they can pick up paper material at school should they need to do so.
    - Internet access is documented in Classroom 360 under Programs & Services for easy retrieval when needed.
      - Keep in mind some students may spend time between two different households
  - Share information with parents related to accessing the AMI plans within Canvas
    - Make sure parents know any usernames and passwords which they may need in order to access Canvas at the beginning of the school year.
    - This may need to be done through the creation of an AMI Day #0 in order to do a test or trial run
  - Discuss with students Canvas, its purpose, and how to access the different assignments housed within the platform. This should be done on a regular basis to ensure student understanding.
    - Use of Canvas throughout the school year on a regular basis will assist students in this area.

Revised January 2022

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- Feedback provided should be informative and should help guide students to mastery of standards and expectations
  - Be specific and focus on the standard to which the assignment is aligned
- If an IEP student receives all the instruction from the IEP teacher, then the grade will come from the IEP teacher.
  - This may require some IEP teachers to have their own Seesaw classroom
  - If the student is working on completing grade level work with accommodations, case manager and classroom teacher will need to collaborate.

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MARSHFIELD SPECIAL EDUCATION EXPECTATIONS

The district will work in conjunction with the Director of Special Services to ensure that each student's learning needs are addressed. Adjusted instructional plans will be documented according to the guidance developed by the Missouri Department of Elementary and Secondary, Office of Special Education.

SPECIAL EDUCATION TEACHERS
Prior to school closure: Teachers will amend student's IEP to address the following:
- **Form G** and distance learning in the PLAAFP will addressed for each IEP student including related services:
  - Section A - discuss priorities and communication plan (collaboration with related services)
  - Section B - IEP goals (services and supports to be provided during AMI learning)
  - Section C- addresses AMI-X which includes accommodations/modifications, progress monitoring, and other relevant information.
  - Prior Written Notice of the agreed upon changes will be sent to parents for a signature

AMI and AMI-X IMPLEMENTATION
- Teachers will check-in on each student on their caseload through the agreed upon communication plan. Response will be recorded on Form G: Distance Learning Plan Parent Contact/School Closure Log (under Other Forms tab in main student dashboard in Spedtrack).
- Provide specialized instruction via learning packets or electronic postings based on Form G.
- Instruction will continue with lessons for each day of the week. As lessons are prepared for the week, our district is sensitive to the fact that some families may have more time to devote to the instruction and lessons on the weekends due to busy weekday work schedules.
  - Review the teacher expectations of the grade level(s) or content area(s) you serve so that you can provide support.
  - Review with the grade level teacher the needed accommodations/modifications indicated on Form G.
  - Assignments should be focused on building key skills or reviewing content.
  - Assignments should be individualized for students based on IEP goals. Please keep specially designed instruction in mind at all times. Refer back to Form G on the IEP goals being addressed during AMI.
- Check in with students (answering questions, checking in on students, providing feedback).
- Connect with each student/parent/guardian through district approved communication platforms as indicated on Form G.
- 24-hour responses to all communication
- Teachers can provide short videos that can be posted to supplement activities/instruction.
- Enter names of students with whom no contact has been made on a shared sheet for admin/counselor to follow-up.
- School day requirements are "on-call" hours 8:00 am to 3:00 pm- Teachers will be available to interact with students and respond to communication.
- On-call activities would include:

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- - - ■ Hourly checking email
      - ■ Planning for future instruction
      - ■ Participate in any virtual meetings, as determined by the administration.
      - ■ Hold any meetings needed to remain in compliance with timelines (virtually). District will guide acceptable platforms, procedures, and practices.
      - ■ Engage in virtual planning/teaming and special education staffing meetings.
  - ● Grading: Students will continue to earn grades during virtual instruction; however, normal grading practices may be revised due to variances in assignments and assessments as compared to traditional, seated instruction. Students receiving paper packets will take pictures of their work and submit them to individual teachers via email. Teachers will update Seesaw/Canvas regularly in order to provide updates to parents.
  - ● Progress Reports: Teachers and related service providers will collect/maintain data for IEP goals. Provide quarterly IEP progress notes to the greatest extent possible. While we will still provide meaningful feedback on IEP goal progress, it is possible that not all IEP goals will be addressed and some progress will be reliant upon parent reported information.
  - ● Communicate with process coordinators any progress concerns or non-participation.

Related Services: (OT, PT, COTA, Speech)
- ● Review Form G for each student with related services in collaboration with case manager.
- ● Provide specialized therapies to students via learning packets, home exercises, electronic postings, virtually (teletherapy) through approved communication platforms.
  - ○ Therapy activities should be focused on building key skills through IEP goals.
  - ○ Therapy activities should be individualized for students based on the IEP. Please keep specially designed instructions in mind at all times.
  - ○ Therapists can provide short videos that can be posted to supplement activities/instruction
- ● Check in with students (answering questions, checking in on students, providing feedback).
  - ○ Work with the case manager and process coordinator on communicating with families that may have multiple service providers.
  - ○ Responses on Form G: Distance Learning Plan Parent Contact/School Closure Log. List students with limited access on a shared sheet for case managers to follow-up.
  - ○ Participate in any meetings needed to remain in compliance with timelines (virtually).

Speech Pathologists and Assistants:
- ● School day requirements are "on-call" hours 8:00 am to 3:00 pm- SLP and SLP-A will be available to interact with students and respond to communication. Please complete Form G- Distance Learning Plan Parent Contact/School Closure Log
  - ○ On-call activities would include:
    - ■ Hourly checking email
    - ■ Planning for future instruction
    - ■ Participate in any virtual meetings, as determined by the administration.
    - ■ Hold any meetings needed to remain in compliance with timelines (virtually). District will guide acceptable platforms, procedures, and practices.

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- - - Engage in virtual planning/teaming and special education staffing meetings.
  - As therapy activities are prepared, our district is sensitive to the fact that some families may have more time to devote to the instruction and lessons on the weekends due to busy weekday work schedules.
  - Progress Reports: Teachers and related service providers will collect/maintain data for IEP goals. Provide quarterly IEP progress notes to the greatest extent possible. While we will still provide meaningful feedback on IEP goal progress, it is possible that not all IEP goals will be addressed and some progress will be reliant upon parent reported information.
  - Communicate with process coordinators any progress concerns or non-participation.

Process Coordinators:
- Respond to all communication within 24 hours of receiving them.
- School day requirements are "on-call" hours 8:00 am to 3:00 pm- Teachers will be available to interact with students and respond to communications.
  - "On-call" activities would includeL
    - Hourly checking email and other communications
    - Make contact with teachers and related service providers to see what supports may be needed.
    - Continue to hold building staffings.
    - Check-in with first year teachers at least once every week.
    - Attend weekly meetings with the Director.
- Compliance paperwork - adhere to timelines as best you can. Evaluation timelines that require face to face assessment will need to be placed on hold and documented. Follow current state and local guidance.
- Hold virtual IEP and eval meetings to adhere to timelines utilizing district approved platforms, procedures, and practices.
- Continuous planning and preparation: caseload, etc.
- Schedule live support meetings for teachers as needed.
- Oversee teacher collected communication/contact logged in Sped Track: Form G Distance Learning Plan Parent Contact/School Closure Log
- Other duties assigned by the principal or director.

Paraprofessionals:
- School day on-call hours 8:00 am-3:00 pm
- 24 hour response to all communication
- Support special education teachers and classroom teachers as directed.
- Other duties assigned by the building principal or special services department.
- On-line professional learning modules as directed by the special services department.

COUNSELORS (K-12)

- 24-hour response to all communication
- School day requirements are "on-call" hours 8:00 am -3:00 pm
  - Hourly checking email
  - Support Burrell connections with students/families
  - Engaging in virtual PLC meetings as needed.
  - Planning for future programming
  - Participate in virtual meetings, as determined by the administration.
- Contact families that need food support.
- Contact families virtually to do day-to-day school counseling work (scheduling, ensuring FAFSA completion, college search, etc.) with students and provide needed resource information.
- Contact students/families to support their emotional well-being, especially at-risk students.
- Counselors can create videos of counseling lessons that teachers can send out with their lessons.
- Counselors can create videos to support parents/employees on mental wellbeing to support them during this tough time. Supporting parents on scheduling for our students while they are at home.
- Record students that are not participating or communicating, follow-up with SRO for well-check.

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REDUCED CAPACITY SCHEDULE: FIXED BLENDED LEARNING
(ORANGE LEVEL PLAN)

The Reduced Capacity Schedule is a fixed blended learning environment scenario in which students would spend a predetermined number of days on-site, while completing virtual assignments on those days in which they are off-site. This type of flexed blended schedule would be put into place should the district be allowed to remain open, but be restricted on the number of students which can be in attendance each day due to social distancing requirements.

Should this schedule go into effect, the Marshfield R-1 School district would utilize a two/three ratio where students are on-site for two days and off-site for three. Student population would be divided, creating Group A and Group B, so that only half of the students are on campus at any given time during the reduced capacity schedule implementation.

While on-site, student instruction will continue as normal. Teachers will be responsible for maintaining consistency in the curriculum between group A and B. While off-site, students will be engaged in virtual learning through the appropriate Learning Management System. The virtual aspect will follow the plan outlined as part of the Long-Term Extended/Emergency Closure.

Additional components of the Reduced
- Restrictions on school activities will be in place
- Capacity and attendance limits may be established for events or school activities
- No visitors in buildings (includes parents)

APPROXIMATE TIME FRAMES FOR LEARNING: ELEMENTARY GRADES

Kindergarten to Second Grades

20-25 minutes per day	Reading (Science/Social Studies connections as appropriate)
15-20 minutes per day	Writing
20-25 minutes per day	Mathematics
20-25 minutes per day	Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program
Flex Learning	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 1.5 hours per day

Third to Fifth Grades

25-30 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
20-30 minutes per day	Art, Music, PE and Library teachers will provide a range of activities that continue to support the current program
Flex Learning	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 2 hours per day

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APPROXIMATE TIME FRAMES FOR LEARNING: JUNIOR HIGH

Sixth through Eighth Grades

Priorities
- Learning will be focused around priority standards where available per course and should include review of previously taught material.
- The primary tools for communication between teachers and families will be email, the district website and Canvas.

25-30 minutes per day	Reading/English
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
25-30 minutes per day	Science
25-30 minutes per day	Social Studies
25-30 minutes per day	Art, Music, PE and Exploratory teachers will provide a range of activities that continue to support the current program
Flex Learning	Independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Distance Learning Time: approximately 3 hours per day

APPROXIMATE TIME FRAMES FOR LEARNING: HIGH SCHOOL

Ninth through Twelfth Grades

Priorities
- Learning will be focused around priority standards where available per course and should include review of previously taught material.
- The primary tools for communication between teachers and families will be email, the district website and Canvas.

30-35 minutes per day	Each scheduled high school course

Total Distance Learning Time: approximately 3.5 - 4 hours per day

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