

Marshfield R-1 School District

Safe Return to In-Person Instruction and Continuity of Services Plan (SRCSP)



2021-2022

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

The Marshfield R-1 School District in collaboration with local stakeholders and the Board of Education has collaboratively developed the following guidance in an effort to define the district's Safe Return to In-Person Instruction and Continuity of Services Plan (SRCSP). Information contained in this document is designed to meet the requirements associated with the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds. Section 2001 of ARP places certain requirements on LEAs as a condition of receiving funds. Any LEA receiving funds must publish a Safe Return to In-Person Instruction and Continuity of Services Plan.

Community and stakeholder feedback was attained through multiple surveys during the spring and fall of the 2020-2021 school year as well as open session Board of Education Meetings.

Regularly Scheduled Review and Revision Cycle

The Marshfield R-1 School District recognizes that no plan of this nature is ever final and that a continuous review and revision cycle is necessary. The district will gather stakeholder and community feedback bi-annually in the months of June and December for plan modifications and revisions. Stakeholder feedback will be gathered via district-wide feedback surveys and open community forums. The next review of this plan is scheduled for December 2021.

SRCSP Plan Development

Under the guidance of the Missouri Department of Elementary and Secondary Education (DESE) The Marshfield R-1 School District developed both COVID-19 Re-entry and Alternative Methods of Instruction (AMI/AMI-X) plans during the summer and fall of 2020 to define the District's plans for a safe return to school and for continuity of instruction in the event of COVID-19 related closures. The SRCSP combines the contents of these two existing plans in an effort to communicate the district's complete response to the COVID-19 pandemic and to articulate specific actions being taken to guarantee a continued safe learning environment and continuity of instruction in the event of closure.

Availability of Plan in Other Languages

The Marshfield R-1 District will provide a copy of the SRCSP in other languages including orally upon request. Requests should be made to the District's Central Office. 170 State Highway DD, Marshfield, MO 65706.

SRCSP Plan Contents

Safe Return To In-Person Instruction Plan (Re-entry)

The SRCSP Plan addresses the following areas as it related to student/staff safety:

- a. Universal and correct wearing of masks;
- b. Physical distancing (e.g., including use of cohorts/podding);
- c. Handwashing and respiratory etiquette;
- d. Cleaning and maintaining healthy facilities, including improving ventilation;
- e. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
- f. Diagnostic and screening testing;
- g. Efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- h. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Continuity of Services Plan (AMI/Continuity of Services)

The SRCSP Plan addresses the following areas as it relates to continuity of services:

- a. Continued delivery of instruction to students in the event of short or long-term closure
- b. Special education provisions for continued services in the event of closure
- c. Support for student and staff social, emotional, and mental well-being

Safe Return to School Plan

(Re-Opening of Marshfield School District)

The purpose of this document is to help provide families an understanding of the challenges and changes taking place as our school district responds to the COVID-19 pandemic. This document is meant to be a guide and is not all inclusive of the plans in place, but is intended to help families understand the procedures in place to ensure students are able to learn in a classroom environment while maintaining their health. None of these measures are guaranteed to prevent exposure to COVID-19 and in-person learning is inherently a greater risk to contracting an illness. Below are general guidelines that our school district will be taking to help our students and staff to stay safe. It also includes more restrictive measures based on our local response to positive cases. It is important to note that all of the contact tracing will be completed by the Webster County Health Unit to determine exposure to a positive case. Marshfield R-I School District will assist in that process wherever possible. Mandatory home isolation/quarantine situations will be determined by the Webster County Health Unit. Many resources and local authorities have been used to help formulate the best plan for Marshfield R-I.

Green: General Procedures/Protocols- These measures will be the least restrictive guidelines and will continue on a daily basis throughout the pandemic

Yellow (1): Increase in Restrictions/Safety Protocols-All “green” measures and these additional measures will be in place when there is a spike in cases in our school system or our community.

Yellow (2): Continued increase in Restrictions/Safety Protocols-All “green” and “yellow 1” measures and these additional measures will be in place when there is an increase in cases/quarantines in a building or the community (Yellow 2 can be building specific)

Orange: Continued Increase in Restrictions/Safety Protocols and Change in Schedule-All “green” and “yellow” measures and these additional measures will be in place with a significant number of cases in the district and will be used in order to prevent a school closure. Part time student attendance

Red: School Closure: AMI Plan Implementation/Continuity of Services-These measures will be taken if the district is not able to operate safely with students on campus. Students NOT on campus

Marshfield R-I School District

Preparing each student for a successful future

General Guidance for School in the Fall

General Guidelines	Below are the general guidelines and protocols that will be followed in order to take extra precaution to prevent the spread of COVID-19 while having a face-to-face K-12 educational experience
Goal	Our goal is to keep our students and staff healthy while providing a safe and effective learning environment to the best of our ability. In order for this goal to be achieved, we will need a concerted effort from staff, students, families, and our community.
Staff Health	<ul style="list-style-type: none">• All staff members will be provided with multiple masks. They are encouraged to wear the district provided mask or wear their own mask• Staff members are expected to monitor their health daily prior to beginning their work day-checking for temperature and calling their building administrator for a substitute if COVID-19 symptoms are present• Employees will be notified if there has been a possible exposure to COVID-19 at work• Ensure employees are routinely washing their hands for at least 20 seconds and regularly sanitizing their work space• Employees will be reminded to not touch their eyes, nose, and mouth• If an employee becomes sick at work, the employee will be sent home and the workspace will be disinfected. The employee may return to work with one of the following: 24 hour fever free without fever reducing medication, a doctor's note, a negative COVID-19 test or after a health unit mandated quarantine• Promote good hygiene and social distancing practices with all employees• Students will all be offered a cloth washable mask and encouraged to wear it in a high traffic/transitional setting
Student Health	<ul style="list-style-type: none">• As a result of DHSS/CDC guidance, washable masks will be offered and available to all students• Students will be encouraged to wear a mask/face covering when social distance cannot be maintained• If parents prefer for their child to wear a mask at school, they are asked to teach appropriate use prior to the start of school. If mask usage becomes disruptive in the educational environment, the principal may contact parents/guardians• Student temperatures will be monitored every time a student goes to the nurse's office. If a student's temperature is above 100 degrees, the student will be provided a mask and parents called for immediate pick up• If a student becomes sick at school, the student will be sent home and the workspace will be disinfected. The student may return to school with one of the following: 24 hour fever free without fever reducing medication, a doctor's note, a negative COVID-19 test or after a health unit mandated quarantine• Students who exhibit cough, shortness of breath, new loss of taste/smell or multiple of the following symptoms will be sent home:

	<ul style="list-style-type: none"> ○ Chills/Fever ○ Headache ○ Sore throat ○ Fatigue ○ Runny nose/congestion ○ Nausea/vomiting/diarrhea ● Staff will be trained on healthy hygiene practices so they can teach students ● Staff will work to promote handwashing is done regularly with soap and water for at least 20 seconds during the following: <ul style="list-style-type: none"> ○ After going to the bathroom ○ After playing outside ○ Before eating ○ After blowing your nose, coughing, or sneezing ● If soap and water are not available, students/staff will use an alcohol-based hand sanitizer ● Elementary students will continue to have recess, but will be limited on their interactions with students outside of their classrooms ● Staff will continue to teach/train students not to touch their eyes/nose/mouth and to stay out of one another's personal space ● Students will be reminded to not share utensils, cups, food/drink ● Personal water bottles will be encouraged. Drinking fountains will be limited to water bottle filling stations only
Building and Grounds Operations	<ul style="list-style-type: none"> ● Ensure adequate supplies (soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices throughout all facilities ● Routinely clean/disinfect surfaces and objects that are frequently touched throughout the day <ul style="list-style-type: none"> ○ Doorknobs ○ Light switches ○ Sink handles ○ Counter tops ○ Shared tables ○ Lockers ● Use all cleaning supplies according to label directions ● Meal times will be more socially distanced with tables/seating continuing to be disinfected between usage ● Playground equipment will be routinely disinfected ● Increase airflow/ventilation as weather allows ● Post signs encouraging good hygiene practices
School Bus	<ul style="list-style-type: none"> ● Encourage parents to bring/pick up students to/from school ● Before/After School Program will be provided at our three elementaries to give parents an option other than the school bus beginning at 7:00 am and ending at 5:00 pm. ● All drivers/students will be allowed to wear masks on the school bus ● All students will be in assigned seats in all school buses ● Masks will be optional on the school buses for students ● Parents will be asked to check for symptoms before each school day ● All school buses will be disinfected following each day

Social Distancing Practices	<ul style="list-style-type: none"> ● Modify field trips, assemblies, and other large gatherings for student/staff safety ● Modify classes where students are likely to be in very close contact. For example, students in PE may have an additional teacher used to prevent excessive student interactions ● Increase space between desks/workspaces where possible ● Facing students in the same direction in classrooms wherever possible ● During recess, classes will stay together and limit contact/exposure to other students in other classes ● Avoid mixing students in common spaces. Adjust meal times to minimize student mixing. Adjust class dismissal times to avoid larger student gatherings when possible. Travel hallways using the right side (similar to vehicle traffic) ● Teachers will continue to teach students about maintaining personal space and effective social distancing practices
Visitors	<ul style="list-style-type: none"> ● Any necessary outside visitors (contractors/vendors) will be required to wear a mask during their time in the school ● Minimize non-essential visitors- volunteers, special guest readers, etc. ● Eliminate lunch with parents/guests ● Promote/encourage virtual parent meetings when possible ● Parents are expected to drop off their child in the carline. <ul style="list-style-type: none"> ○ Parents/guardians will not be allowed to walk their child to the classroom/inside the building. Please call ahead if an appointment is necessary
Attendance	<ul style="list-style-type: none"> ● Attendance will be reviewed to monitor absenteeism patterns in students and staff ● Report symptoms/absenteeism trends to Webster County Health Unit ● Encourage students and staff to stay home when sick, even without documentation from doctors ● Suspend the use of attendance awards and incentives ● Identify critical job functions/positions, and plan for alternative cross-training of staff. ● Determine level of absenteeism that will disrupt the continuity of teaching/learning
Virtual Option	<ul style="list-style-type: none"> ● Marshfield R-I School believes that the most effective way for a child to be educated is in-person and socially active in the way that a typical school is set up. However, our district recognizes that COVID-19 has changed what is best for some students based on health and wellness concerns. ● IF a student has a need to attend virtual learning, a best-educational interest determination will be necessary ● This option will involve an application process or this option will apply if a need arises for a student to be quarantined for a time period ● If a family chooses and is selected for this type of learning, there will be a significant workload and expectations placed on the student and family ● This virtual commitment will be made for a minimum of 1 semester in secondary coursework and 1 quarter in elementary courses

Action Plan if Confirmed Case	<ul style="list-style-type: none"> • Continue to communicate with the Webster County Health Unit on recommendations • Help identify student/staff exposure in relation to direct contact with others and facility exposure • Address possible students/adult exclusions using best practices • Follow Health Unit guidance on recommended quarantine of students/staff based on known exposure to positive COVID 19 case • Perform targeted cleaning and disinfection of expose/infected area(s) • Inspect areas to determine readiness for re-entry • Consult with Health Unit prior to re-entry • Working together with the Webster County health unit to communicate if there has been a confirmed case in a particular classroom/building • Monitor exposure, absenteeism, and symptoms within a classroom/building to determine further action • If a student is quarantined, the student will be allowed (if health allows) to temporarily transition to a virtual platform to keep from falling behind in an academic setting. • If a staff member is quarantined, the staff member will (if health allows) continue to work with students in their classroom in a virtual setting
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Additional Threat/Exposure Leveled Response

Yellow(1)-Safety Measures

Yellow-Additional Precautions	Below are the additional measures that will be taken if there is an increase in community and/or school COVID-19 cases. All “green” precautions will continue to be followed
Staff Health	<ul style="list-style-type: none">• Strongly recommend masks for staff when social distancing (<3 feet) is not possible.
Student Health	<ul style="list-style-type: none">• Strongly recommend masks for all students when social distancing (< 3 feet) is not possible.• Masks will not be expected when outside or during PE classes or when students are asked to be physically active
Transportation	<ul style="list-style-type: none">• Masks <u>will be</u> required for all on the school bus
Building and Grounds Operations	<ul style="list-style-type: none">• Isolated deep cleaning of exposure areas
Action Plan if Confirmed Case	<ul style="list-style-type: none">• Direct communication with the Webster County Health Unit of the school related cases• Communication with staff and families of exposure possibilities• Transition quarantined students/staff into a temporary virtual setting• Follow modified quarantine guidance from Webster County Health Unit when possible.

Yellow (2)-Safety Measures

Yellow (2)-Additional Precautions	Below are the additional measures that will be taken if there is an increase in community or school COVID-19 cases. All “green” and “yellow 1” precautions will continue to be followed.
Staff Health	<ul style="list-style-type: none"> • Required masks for staff when indoors and social distancing is not possible
Student Health	<ul style="list-style-type: none"> • Required masks for 4th-12th grade students when indoors and social distancing is not possible • Masks strongly recommended for K-3 students when indoors
Building and Grounds Operations	<ul style="list-style-type: none"> • Isolated deep cleaning of exposure areas
Action Plan if Confirmed Case	<ul style="list-style-type: none"> • Direct communication with the Webster County Health Unit of the school related cases • Communication with staff and families of exposure possibilities • Transition quarantined students/staff into a temporary virtual setting • Follow modified quarantine guidance from Webster County Health Unit when possible.

Orange-Safety Measures

Orange-Additional Precautions	Below are the additional measures that will be taken if there is a significant increase in community COVID-19 cases or a building/district spike in student/staff exposure. All “green” precautions will continue to be followed
Staff Health	<ul style="list-style-type: none"> Required masks for staff
Student Health	<ul style="list-style-type: none"> Required masks at all times for all students (K-12)
Building and Grounds Operations	<ul style="list-style-type: none"> Part-time In-person schedule (Mon/Tues & Thurs/Fri). This will be used to reduce class size and student/staff exposure Isolated deep cleaning of exposure areas All meals (breakfast/lunch) will be served in the classrooms Pick up meals will be available for students not in school
School Bus	<ul style="list-style-type: none"> Meal delivery will be available during the district off day Buses will be used to pick up scheduled students
Virtual Option	<ul style="list-style-type: none"> All students would be responsible for both virtual and seated coursework <ul style="list-style-type: none"> Example: <ul style="list-style-type: none"> ■ M/T: Face-to-Face ■ W/Th/Fri: Virtual ■ This schedule would include ½ of our student population with the other ½ operating on the opposite schedule
Action Plan if Confirmed Case	<ul style="list-style-type: none"> Direct communication with the Webster County Health Unit of the school related cases Communication with staff and families of exposure possibilities Transition quarantined students/staff (if health allows) into a temporary virtual setting

Red-Safety Measures

Red-Additional Precautions	Below are the additional measures that will be taken if there is a state, county, or local board of education decision to close the school district due to unsafe conditions or inability to operate school due to COVID-19
Staff Health	<ul style="list-style-type: none"> • Mandatory masks for staff in the building • Staff would be asked to work and continue to teach in a virtual setting
Student Health	<ul style="list-style-type: none"> • Student check-in's would be made on a weekly basis for academic progress, well-being, and mental health
Building and Grounds Operations	<ul style="list-style-type: none"> • The district would not be open to students for academic or extra-curricular use • Isolated deep cleaning of the district and standard cleaning/disinfection on a daily basis • Pick up meals will be available for students
School Bus	<ul style="list-style-type: none"> • School buses will be used for meal delivery and school work delivery/pick up for students without internet access
Virtual Option	<ul style="list-style-type: none"> • If the county/state were to issue a mandated closure, the Marshfield R-I School District will implement our AMI/Continuity of Services Plan for virtual learning • Below is a brief explanation of our district's learning plan

Other Important Items

Safety Accommodations for Students With Disabilities

The Marshfield R-1 School District recognizes that the safety guidance provided above may not meet the unique needs of all students. The District will make necessary efforts to make accommodations for students with disabilities.

Continued Vaccination Efforts

The Marshfield R-1 School District is committed to taking any and all necessary steps to promote the safety and well-being of all staff and students. The district, in partnership with local health agencies, has offered multiple on-site vaccination clinics. The District is committed to continued promotion of vaccination opportunities for both staff and students.

Social/Emotional/Mental Health

The Marshfield R-1 School District recognizes the mental and emotional toll the COVID-19 pandemic and surrounding circumstances have had on both staff and students. In addition to extensive efforts taken by our counseling and health-related services staff to support students and teachers, the District has partnered with Burrell Behavioral Health to provide additional layers of social, emotional, and mental health support on and off campus at no cost. To the greatest extent possible services in these areas will be extended throughout any closures experienced during the school year.

Mental health services include, but are not limited to the following:

- On campus licensed counselor support for staff and students
- On campus Burrell Behavioral Health supports for students
- Off campus staff mental health services provided by Burrell Behavioral Health

In addition to the aforementioned social, emotional, and mental health supports, the Marshfield R-1 School District will utilize COVID-19 relief funding to employ a district social worker.

Marshfield R-I School District Learning Plan

Green and Yellow: Schools fully open

- School will be in session per the approved district calendar
- Parents/students may choose to attend in person classes or participate in the MVP (initial decision in effect for entire semester)
- Students under Health Department quarantine will be temporarily served using MVP resources/platform
- Restrictions on school activities may be in place
- Capacity and attendance limits may be established for events or school activities

Orange: Blended Learning

- Classes may take place online for one or more days due to a rapid increase in number of local cases and/or higher than normal absence rates due to COVID-19
- Restrictions on school activities will be in place
- Capacity and attendance limits will be established for events or school activities

Red: At-Home Learning

- All classes are online and will follow the district's Emergency Alternative Methods of Instruction/Continuity of Services Plan
- Classwork done independently
- School buildings will be closed and only designated staff can enter
- All activities will be canceled or rescheduled

MVP

In the case that a family does not feel comfortable reentering Marshfield R-1 schools under the current measures being taken to protect student safety, they may pursue enrollment in our district's virtual instruction program. More information and enrollment interest forms can be found on our website at mjays.us.

Continuity of Services Plan (Alternative Methods of Instruction)

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 2020-2021 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., snow days, water main breaks, flu days, etc.), long-term closures which may be five or more 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	<p>Prior to Implementation</p> <ul style="list-style-type: none"> • Create a video or voice over video which can be shared with families so all hear the same information <p>During Closure</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Follow the plan outlines later in SPED section of document
Early Childhood Teachers	<ul style="list-style-type: none"> • Follow the plan outlines later in SPED section of document
Instructional	<ul style="list-style-type: none"> • Regularly check in with subject and classroom teachers to identify ways to

Coaches	<p>support their design of learning experiences</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Respond to families • Offer currently scheduled site visits as virtual visits. • Email parent hand-outs for visits. • Connect with families <ul style="list-style-type: none"> ○ 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	<p><i>Special Ed Paraprofessionals</i></p> <ul style="list-style-type: none"> • Support special education teachers and classroom teachers as directed. • Other duties assigned by the building principal or special services department. <p><i>Library Aides/Paraprofessionals</i></p> <ul style="list-style-type: none"> • Support faculty and students/families shifting to a distance learning environment • Other duties assigned by the building principal <p><i>Title Paraprofessionals</i></p>

	<ul style="list-style-type: none"> • Support faculty and students/families shifting to a distance learning environment • Other duties assigned by the building principal <p><i>Pre-K Paraprofessionals</i></p> <ul style="list-style-type: none"> • Support faculty and students/families shifting to a distance learning environment • Other duties assigned by the building principal
Nurses	<ul style="list-style-type: none"> • Respond to parents as necessary if they contact the nursing staff • Daily temperature checks for all food service staff • Medicine redistribution to parent
Secretaries	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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	<p>Hubble, Webster and Shook Elementaries</p> <ul style="list-style-type: none"> • Weekly <p>Junior High and High School</p> <ul style="list-style-type: none"> • 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)	<p>Hubble, Webster and Shook Elementaries</p> <ul style="list-style-type: none"> • Daily and or after assignments, as appropriate <p>Junior High and High School</p> <ul style="list-style-type: none"> • Daily or after assignments, as appropriate
Phone Communication	<p>Hubble, Webster and Shook Elementaries</p> <ul style="list-style-type: none"> • 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 <p>Junior High and High School</p> <ul style="list-style-type: none"> • 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	<p>Hubble, Webster and Shook Elementaries</p> <ul style="list-style-type: none"> • Daily <p>Junior High and High School</p> <ul style="list-style-type: none"> • 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.

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.

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.

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

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.

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

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.

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

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.

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.

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

MARSHFIELD HIGH SCHOOL 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 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.

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.

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

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:
 - 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.
 - 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 include
 - 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.

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

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