

SPRING BLUFF R-XV



ALTERNATE METHOD OF INSTRUCTION PLAN (Virtual/Distance Learning) 2023-2024

Board Approved 5.18.23

This document is subject to change as more guidance becomes available and best practices are established for each learning scenario.

TABLE OF CONTENTS

TABLE OF CONTENTS	2
ALTERNATE METHOD OF INSTRUCTION (AMI) PLAN	3
WHEN WILL AMI BE USED?	3
ASSIGNMENTS	3
ATTENDANCE	4
INDIVIDUALIZED EDUCATION PLANS	5
COMMUNICATION	5
STUDENT ROLES AND RESPONSIBILITIES	6
PARENT/GUARDIAN ROLES AND RESPONSIBILITIES	7
TEACHERS ROLES AND RESPONSIBILITIES	8
RESOURCES	9
HOW TO WORK OFFLINE USING A CHROMEBOOK	10
PARENT CHOICE OPTION	11
SPECIAL EDUCATION AMI	12
MONITORING THE AMI PROCESS	12
WHAT SCHEDULE DO I FOLLOW?	13

ALTERNATE METHOD OF INSTRUCTION (AMI) PLAN

2023-2024 (Inclement Weather Use only)

WHEN WILL AMI BE USED?

- I. **If school is canceled due to an emergency or exceptional circumstance such as inclement weather or utility outage, how will the district determine if the school closure will be an AMI or make-up day?**
 - A. After the fifth missed school day due to inclement weather or an emergency circumstance, **enacting the AMI plan will be considered** to continue student learning.
 - B. If special conditions exist that might prevent the majority of the students from completing AMI assignments (e.g.-severe weather conditions, multi-day power outage), the Superintendent will determine if meaningful teaching and learning can still take place before notifying families of enacting the AMI plan.

ASSIGNMENTS

- II. **AMI assignments and materials used will support learning for the benefit of the students and effectively facilitate teaching. Where parents locate AMI packets must be available on-line or have been sent home prior to designation of an AMI Day.**
 - A. The Spring Bluff R-XV School District will use a variety of alternative instructional methods on AMI days that are suited to the grade levels within our school. Plans will be made available to parents and students within the first week of each school year.
 - B. The plan contains a variety of instructional methods with technology embedded as the main delivery method by the teacher. Devices will be provided for all students in grades **K-8**. Paper packets will be made available for those with limited or no internet access. To ensure all students will be engaged during an AMI day, materials will be sent home beforehand or available online. Teachers will openly communicate with students and parents each AMI day.
 - C. Learning material packets could contain projects, assignments, and activities that focus on project based learning which is engaging and consistent with online learning.
 - D. All alternative methods of instruction will be to accomplish one or all of the following: support previous learning, extend previous learning or to remediate deficient skills. Assignments will be differentiated for students according to grade level, instructional needs, and individual education plans.

Grades K-2

- E. Spring Bluff K-2 students/parents will be given a choice to either complete assignments online or receive the assignments in a packet. Assignments for AMI days will be posted in Google Classroom. If the student and parent choose to receive a hard copy of the packet, the packet with assignments for a total of 5 AMI days will be sent home by parent/teacher conferences in October. For 2023-2024, AMI plans will be reviewed with parents during the first week of school.
- F. If the first 5 AMI days have been used, a second packet will be posted online and/or sent home. There will be assignments in math, English language arts, and one special area (P.E., music, art, computer/library, and guidance). Assignments will include review or remediation assignments along with the introduction of new skills as appropriate for grades K-2.

Grades 3-5

- G. Spring Bluff 3-5 students will be expected to complete assignments online. Assignments will be posted through Google classroom. For 2023-2024, AMI plans will be reviewed with parents during the first week of school.
- H. There will be assignments in math, English language arts, science and/or social studies and one special area (P.E., music, art, computer/library, and guidance). Assignments will include review or remediation assignments along with the introduction of new skills as appropriate for grade 3. Grades 4 & 5 will continue instruction using online instructional methods including assessing students for understanding.

Grades 6-8

- I. 6-8 students complete assignments online through Google classroom. For 2023-2024, AMI plans will be reviewed with parents during the first week of school.
- J. There will be assignments in math, English language arts, science, social studies and one special area (P.E., music, art, computer/library, and guidance). Assignments will include review, remediation, or new skills using online instructional methods including assessing students for understanding.

ATTENDANCE

III. How will student attendance be determined for an approved AMI day?

- A. Student attendance for a particular day will be determined by the completion of work assigned. A student will be counted present if all work assigned for a particular period or subject is completed. If the student does not complete all of the work assigned for these time periods, students will have until the 2nd school day the district is back in session after the inclement weather day(s) missed to hand in all assignments. Failure to turn in assignments will result as a "0" for the assignment. Administration will have the final say on extending circumstances relating to an absence being counted as excused or unexcused.

- B. Teachers will communicate with students and parents in a timely manner on all missing assignments.

INDIVIDUALIZED EDUCATION PLANS

IV. Describe how the district will ensure implementation of Individual Education Plans (IEPs) for students with disabilities on AMI days.

- A. In designing the implementation of an AMI plan, it is expected that students will perform at least as well as they do on traditional school days and on traditional assignments. In designing AMI day assignments, teachers will follow the modifications that are prescribed on a student's IEP. Special education teachers will work collaboratively with classroom teachers to assist in assignment development as they pertain to a student's IEP.
- B. Provisions will also be made for any AMI assignments that cannot be completed by an IEP student on AMI days. IEP students will be provided with guided instruction on any part of the AMI assignment that is not completed on AMI days when the student returns to the school.
- C. Online support will be provided to students on all remote (AMI) learning days. Special education teachers will be responsible for ensuring student modifications are implemented in all subject areas and offer support to students and classroom teachers to support students' IEP goals.

COMMUNICATION

V. How will the district communicate with parents and students the purpose and expectations for an AMI day?

The district will share the information about AMI days in a variety of on-going ways:

- ☐ AMI packets, if needed, will be sent home with parents during parent/teacher conferences in October
- ☐ The AMI plan will be posted on the district website: www.springbluffpirates.com
- ☐ The AMI plan will be reviewed with parents during annual conferences, fall and spring.
- ☐ The use of the plan will be communicated through School Messenger and Facebook.
- ☐ Students and parents will access Google Classroom for daily assignments and submit completed work here as appropriate.

The AMI plan will be communicated to students, parents and school staff at the beginning of each quarter. Once communicated and the plan is operational, students, parents, and school staff will be notified through the district's School Messenger system when an AMI day is to be used. Any additional instructions in regards to the plan will be communicated through the School Messenger system.

STUDENT ROLES AND RESPONSIBILITIES

- Follow appropriate online “netiquette” expectations, outlined in the Digital Citizenship Contract for Students
- Stay informed by checking your Google Classroom account and district email daily, as appropriate
- Establish your learning routine and prepare a space where you can work effectively and successfully. This should include having a quiet space in your home where you can participate in video conversations with others, for live lessons or two-way communication with teachers.
- Prepare a daily schedule, keeping in mind that all teachers will be online and readily accessible from **10 a.m.-2 p.m. each day through email or Google Meet**. Plan your learning schedule to include roughly the hours you would normally be in school and/or doing homework.
- Be an active learner, proactively communicating with teachers if you need additional support or may not be able to meet assigned deadlines.
- Whenever possible, create balance in your day so that you’re not sitting and/or online for hours at a time.
- If you’re going to participate in a **Google Meet** video session, please dress appropriately for school and make sure there is nothing behind you that you don’t want others to see. When using Google Classroom, only submit audio/video files that are appropriate.
- Engage in all learning with academic honesty and integrity. Do not falsify information about yourself or impersonate others online.
- Ask questions, be persistent, and work to solve problems that may occur. Nothing about this experience is normal, so we must be patient and accept there will be challenges and missteps along the way. Be kind to your teachers and your family members. Don’t be afraid to tell others when you’re frustrated or upset, but know that you can’t simply give up, either. We will be better when we support each other.

PARENT/GUARDIAN ROLES AND RESPONSIBILITIES

Help your child prepare a space for effective learning. When your student's learning space is separate from the bedroom and distanced from a television or gaming area, it sets the expectation and tone that the space is for work and not play. In addition, learning in shared areas allows parents/guardians to readily support students, as needed, while also monitoring online activity. This may not always be possible, but it's worth considering.

- Establish routines and expectations for at-home learning, then do your best to hold all family members accountable for meeting these. You may consider beginning and ending your day with a check-in.
- Assist your child in creating a daily schedule, keeping in mind that all teachers **will be available online through email or Google Meet from 10:00 a.m.-2:00 p.m.** each day. Your student's learning schedule should include roughly the hours normally committed to school and/or doing homework.
- Establish active time for movement/physical exercise and quiet time for reflection, away from technology.
- Review appropriate online "netiquette" expectations with your student. These are outlined in the Digital Citizenship Contract for Students.
- Ensure that your child has necessary learning materials and tools, recognizing that not all tasks/assignments will be completed online.
- Stay actively informed and engaged by regularly checking your email for updates from Google Classroom, the latter of which (if linked to a student account) will give you access to assignments, student work, and communication/feedback from teachers. Some teachers may also create groups in Google Classroom, sharing additional information this way.
- Proactively communicate with school staff if there are academic or technology concerns/needs.
- Remain mindful of your child's stress and/or social-emotional wellness, recognizing that varied levels of worry/anxiety are likely in this unprecedented time.

TEACHERS ROLES AND RESPONSIBILITIES

- Model online “netiquette” and digital citizenship expectations, and ensure adherence to the Spring Bluff Google Chromebook Policy.
- Communicate with parents and students through district approved methods as stated in policy GBH.
- Maintain student and parent information in Google Classroom through daily updates as needed and through email as appropriate.
- Adhere to the AMI schedule to establish a routine for all students and prepare a space where you can work effectively and successfully. If working from home, have a quiet space in your home where you can participate in video conversations with others, for live lessons or two-way communication with students.
- During a Modified Schedule, all certified staff are expected to be online and readily accessible from 10 a.m.-2 p.m. each day. AMI work days should reflect a typical work day. Certified staff are expected to use their time prior to 10:00 a.m. to prepare for the AMI day.
- Provide daily feedback to students through a variety of methods. Student grades will be recorded in PowerSchool, Monday morning each week by 7:30 a.m.
- Differentiate learning as necessary, providing accommodations and modifications as necessary and in the best interest of the individual student.
- Communicate with students and parents in a timely manner.
- Whenever possible, create balance in your day so that you’re not sitting and/or online for hours at a time.
- If you’re going to participate in a **Google Meet** video session, dress appropriately for school and make sure there is nothing behind you that you don’t want others to see. When using Google Classroom, only submit audio/video files that are appropriate for student use and align with instruction.

RESOURCES

For Questions about	Go to or Contact
Google Meet	Google Meet Mrs. Williams lwilliams@springbluffpirates.com
Google Classroom	Parents Guide to Google Classroom *All things Google can be viewed through smartphones as well as chromebooks.
Individual Education Plan (IEP) Concerns	Mrs. Binsbacher hbinsbacher@springbluffpirates.com
Title I Assistance	Mrs. Williams lwilliams@springbluffpirates.com
Online programs	Classroom Teacher
a technology related problem or issue	Mrs. Williams lwilliams@springbluffpriates.com
504 Plans a personal, academic, or social-emotional concern	Mrs. Dugger cdugger@springbluffpirates.com
other issues related to online learning	Mrs. Jenkins jjenkins@springbluffpirates.com
<p><i>*Local wifi hotspot parking lots: Spring Bluff School, Compass Health, Fidelity, Scenic Regional Library, & Fairgrounds</i></p> <p><i>Spring Bluff R-XV Wifi Password: sbpirates</i></p>	

HOW TO WORK OFFLINE USING A CHROMEBOOK

Save and open Google Docs, You must be connected to the internet.

You must use the [Google Chrome](#) browser.

Don't use private browsing.

Install and turn on [Google Docs Offline Chrome extension](#).

Make sure you have enough available space on your device to save your files.

Open Google Docs, Sheets, and Slides offline

1. Open Chrome. Make sure you're [signed in to Chrome](#).
2. Go to drive.google.com/drive/settings.
3. Check the box next to "Sync Google Docs, Sheets, Slides & Drawings files to this computer so that you can edit offline."

Save Google Docs, Sheets & Slides for offline use

1. On your computer, go to drive.google.com.
2. Right click the Google Docs, Sheets, or Slides file you want to save offline.
3. Turn on "Available offline."


To save multiple files offline, press Shift or Command (Mac)/Ctrl (Windows) while you click other files.

Preview offline files

1. On your computer, go to drive.google.com.

Make sure you turn on offline access first.

Before you turn on offline access

2. At the top right, click Ready for offline .
3. Click Offline preview.

<https://support.google.com/drive/answer/2375012?co=GENIE.Platform%3DDesktop&hl=en>

PARENT CHOICE OPTION

The Spring Bluff R-XV School District is committed to providing a safe and high quality education for all students. We recognize that each family situation may differ and options need to be made available for circumstances that would require an alternate learning environment. The learning from home option that was used for the 2020-2021 school year and approved through the Department of Elementary and Secondary Education has been removed by DESE for the 2021-2022 school year and beyond.

Parents and students may select the following options for the **2023-2024** regular school year. If a parent elects to enroll their student in full time virtual courses, these services will be provided by an approved MOCAP provider. Providers and course offerings for each can be found [here](#), through the Missouri Course Access and Virtual School Program. Students will remain enrolled as Spring Bluff students but will complete the course work assigned through the vendor. MOCAP approved courses meet the requirements as established in [162.1250RSMo](#).

VIRTUAL LEARNING THROUGH AN APPROVED VENDOR

- Students may select Virtual Learning **before** the school year starts. Student enrollment will be accepted through **August 21, 2023** for first semester and **December 18, 2023** for second semester.
- Students selecting Virtual Learning will be required to remain in Virtual Learning until the end of the semester in which they enrolled.
- Students/parents selecting Virtual Learning will be required to contact the school principal to design class schedules and/or individual learning plans.
- Parents and students must complete and sign the Virtual Learning Request Form.
- Students selecting Virtual Learning **will NOT be eligible** for activities that take place outside the school day (sports, extracurriculars, clubs, etc).

[Virtual Learning Request Form](#)

QUARANTINE STUDENTS

- Any student in quarantine due to a positive COVID-19 result ~~or identified as a close contact of someone testing positive for COVID-19~~, will be placed on homebound learning. According to DESE, homebound students are allowed to utilize **Google Meet** for instruction during their regular class times and/or receive 5 hours of one-to-one instruction in a virtual format.
- Students placed on quarantine will receive instruction using the Google Classroom learning platform and submit all assignments through Google Classroom.
- If a student does not have adequate internet access, paper assignments will be available.
- Parents can request paper copies of all assignments; however instruction will need to be completed virtually.
- Student attendance will be recorded by the time he/she is logged in and participating in their regular class schedule through **Google Meet**.

SPECIAL EDUCATION AMI

- ❑ Students with disabilities who receive instruction in general education classes under indirect services will receive and complete the same AMI assignments as their non-disabled peers with the accommodations written on individual IEPs. Special education teachers assigned to indirect students will check on AMI completion during the required Indirect progress review.
- ❑ Students with disabilities who receive services in a resource room or a self-contained classroom for content area instruction(math, ELA, science, social studies) will receive AMI packets from their special education teachers. The packets will be returned and graded by each special education instructor.
- ❑ Students with disabilities who receive speech language therapy will receive AMI packets from therapists who provide therapy. A parent/helper letter explaining how to practice each skill at home will be provided.

MONITORING THE AMI PROCESS

- ❑ All special education teaching staff will be assigned a time period during AMI days when parents can reach out to ask questions regarding the AMI assignments. In turn, teachers will be communicating with students to the extent possible through Zoom and Google Classroom.
- ❑ Therapy providers (speech, occupational therapy, physical therapy) will complete an informal assessment upon a student's return to school after AMI day(s) to monitor academic achievement. Therapists will provide compensatory therapy when students show regression in skills.
- ❑ The AMI process for students with disabilities will be shared and discussed with parents during parent and teacher conferences annually.

WHAT SCHEDULE DO I FOLLOW?

FOLLOW THE REGULAR SCHEDULE DURING:	FOLLOW THE MODIFIED SCHEDULE DURING:
7:40 a.m.-3:03 p.m.	10:00 a.m.-2 p.m.
Traditional School Setting: In-Person Learning	AMI: Inclement Weather