

**Dunklin R-5 School District  
Parent and Student Guidance for  
Alternative Methods of Instruction (AMI)**



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## Why does this document exist?

In an effort to set standards for online learning as well as to be prepared in the event of any future long term closures of the district or individual building the Dunklin R-5 School District is creating a contingency plan for learning to continue through Alternative Methods of Instruction (AMI).

## So what will happen if we experience another school closure?

Should Dunklin R-5 School District determine the need to close the district or specific schools, district certified staff will implement what is called Alternative Methods of Instruction (AMI). Our instruction, monitoring, and assignment completion will shift to online for the defined period of time. This AMI plan has been developed with the help of The Back at it Blackcat AMI committee. AMI learning will be more rigorous than previously implemented due to the closure in the Spring of 2020 and expectations are further explained in this document.

If these unexpected circumstances affect the school district and school is closed for an extended period, this document will provide guidance to teachers during the closure. Students will be able to access assignments via the internet or other specially-prepared learning materials. This alternative will help parents, guardians, and school employees continue the academic progress of students. The technology we already have in place and provided by the school system will enhance teachers' abilities to communicate with students while being away from the school structure.

## How will we know we are moving to AMI?

In the event of a closure, all district staff will receive an email from their respective district personnel and/or principal. Additional information regarding the AMI Days can be found on the Dunklin R-5 District website and social media.

## Communication Expectations during AMI

- Utilize district-wide communication tools to communicate with parents, families, and students.
- Google Classroom will be the main method of communication for all staff.

## Grading and Feedback Expectations during AMI

### Grades K-5

Elementary teachers are expected to enter grades into Infinite Campus on a weekly basis in English Language Arts and Mathematics and every two weeks for science or social studies. By the end of the work day on Wednesday of the grading week all grades should be up to date in Infinite campus.

### Grades 6-12

Secondary teachers are expected to keep grades updated on a weekly basis in Infinite Campus. By the end of the work day on Wednesday all grades should be up to date in Infinite campus.

- During times of AMI, grades will not be hold-harmless; student grades will matter.
- Teachers will provide feedback to students on their assignments and progress during AMI.
- Teachers will communicate with students on what assignments will be added to *Infinite Campus* during a closure.
- When using paper copies of work, have parents take pictures of the work when something can not be submitted digitally. Feedback can still be given on the photos.
- If closure is 2 weeks or less, then no formal assessments will be given until students return to the building and have appropriate time to review the content.
- If closure is beyond two weeks, formative and summative assessments will take place and grades will be given. Circumstances beyond the students control need to be advocated to the teacher and will be worked through on an individual basis.

### Special Education

- Individual IEP providers will be responsible for collecting data on IEP goals

## Daily Schedules Expectations during AMI

Instructional lessons will be an asynchronous style of learning day for students. This means that students will receive instructional material and information virtually, through Google Classroom. Teachers will be available during normal school hours by email, Phone call, or Google Meet.

### Google Meet Expectations during AMI

Google Meets can be presented in both small and whole group delivery depending on instructional and social emotional needs of students and/or your classroom culture. Teachers should develop and communicate Google Meet norms and expectations with their students and families. These should be discussed and practiced in the classroom and throughout AMI.

## Social Emotional Learning Expectations during AMI

Developing a safe and welcoming classroom helps all students feel valued. Transition into AMI should have the same feeling. It will be important for teachers to address SEL with students in a virtual classroom. Teachers can do this by but not limited to:

Virtual greetings and morning meetings

Stating class virtual mission statement

Virtual expectations

Virtual goal reviews

Virtual celebrations

Virtual questions of the day

If teachers are concerned about a student's health and wellness it is important to reach out to the following resources; Building Administrator, Counselor, Social Worker, SRO

Remember, all staff are mandated reporters even during AMI.

## Grade Span Expectations

Below are required daily instructional times and suggestions for how AMI may look. Keep in mind that some students may not be able to work or join in Google Meets during the normal school day due to parent work schedules.

While sticking with the overall weekly instructional time requirements, teachers have flexibility to determine how time is spread throughout the week in order to accommodate parent/guardian schedules.

The Daily Instructional Time has been communicated with parents and is the expectation for each grade level. The 'AMI Could Be' column are suggestions made by the task force grade level subcommittees.

Grade Level	Daily Instructional Time Expectations	AMI Instruction Could Be...
PreK	<ul style="list-style-type: none"> <li>● Approximately 20 minutes</li> <li>● 5-10 minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>● Provide Benchmark math activity 2 times per week online and paper options.</li> <li>● Provide Benchmark literacy 2 times per week.</li> <li>● Provide 5 min letter activities daily</li> <li>● Provide weekly hands on creative expression activities.</li> <li>● Plan a Google Meet with students once a week.</li> <li>● Additional time as desired for special areas per SeeSaw</li> <li>● Provide activities that will specifically address IEP goals</li> </ul> <p style="text-align: center;"><i>Below is what parents will receive in the parent document in the 'What AMI Could Be' column of the Daily Instructional Time</i></p> <ul style="list-style-type: none"> <li>● Being read to &amp; engaging in texts</li> <li>● Counting/math literacy</li> <li>● Letter identification</li> <li>● Creativeness (building, drawing, etc.)</li> <li>● Virtual Meeting one time per week</li> <li>● Additional time as desired for special areas per SeeSaw</li> <li>● Social Emotional Learning</li> </ul>
K-2	<ul style="list-style-type: none"> <li>● Approximately 60-75 minutes</li> <li>● 10-15 minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>● Daily Reading lessons recorded to view. (K-1)</li> <li>● Daily read aloud with writing built in.</li> <li>● Daily math lesson recorded.</li> </ul>

		<ul style="list-style-type: none"> <li>● Benchmark literacy lesson</li> <li>● Small group instruction (Use of paras for possible small groups)</li> <li>● Whole group instruction</li> <li>● Writing could be modeling for kindergarten, model and guided practice for 1st grade, 2nd grade can be completed through google docs with comments and notes</li> <li>● Record writing lessons that can be integrated into reading.</li> <li>● Use of interdisciplinary lesson to hit science and social studies</li> <li>● Social Emotional activity</li> <li>● Social Emotional Learning</li> <li>● Formative check-ins</li> <li>● Special Areas</li> </ul> <p style="text-align: center;"><i>Below is what parents will receive in the parent document in the 'What AMI Could Be' column of the Daily Instructional Time Chart</i></p> <ul style="list-style-type: none"> <li>● Independent reading, being read to, writing, reading using reading platforms, or other ELA activities (small group time)</li> <li>● iReady platform 3xs per week for both reading and math</li> <li>● math practice sheets, flashcards, or using other math platforms</li> <li>● Science and Social Studies</li> <li>● Special areas</li> <li>● Virtual Meetings</li> <li>● Social-Emotional Learning</li> </ul>
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3-5	<ul style="list-style-type: none"> <li>● Approximately 120-180 minutes</li> <li>● 20 minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>● Daily math lesson recorded.</li> <li>● Benchmark literacy lesson</li> <li>● Small group instruction (Use of paras for possible small groups)</li> <li>● Whole group instruction</li> <li>● Record writing lessons that can be integrated into reading.</li> <li>● Use of interdisciplinary lesson to hit science and social studies</li> <li>● Social Emotional Learning</li> <li>● Formative check-ins</li> <li>● Use of Benchmark Literacy, Math and supplement with additional resources</li> <li>● Google meets (part of the 120-180) - instruction/video/practice (whole or small) required</li> <li>● class meetings</li> <li>● Record instructional lessons (ELA, Math, writing)</li> <li>● Other technology resources</li> <li>● Paper/pencil activities</li> <li>● Google Forms or quizzes (Flip grid)</li> </ul>
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<p><b>6-8</b></p>	<ul style="list-style-type: none"> <li>● Approximately 210 minutes</li> <li>● 20- 30 minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>● When delivering direct instruction, record your lesson for students who are unable to attend at that time.</li> <li>● Two to three times a week have a Google Meet with your students; include instructional goals for the week with a formative question or topic question that students answer (which also provides attendance documentation).</li> <li>● Additional mini lessons and/or small group lessons to support the learning of the previous day.</li> </ul> <p style="text-align: center;"><i>Below is what parents will receive in the parent document in the 'What AMI Could Be' column of the Daily Instructional Time Chart</i></p> <ul style="list-style-type: none"> <li>● Communication Arts-this could include independent reading, being read to, writing, reading using reading platforms, Project Based Learning, or other ELA activities</li> <li>● iReady platform 3xs per week for both reading and math</li> <li>● Math this could include math practice sheets, flashcards, Project Based Learning, or using other math platforms</li> <li>● Science this could include science practice sheets, flashcards, Project Based Learning or instructional strategies</li> <li>● Social Studies this could include flashcards, Project Based Learning or instructional strategies</li> <li>● 30 minutes for each elective classes</li> <li>● Social Emotional Learning</li> </ul>
<p><b>9-12</b></p>	<ul style="list-style-type: none"> <li>● Approximately 210 minutes</li> </ul>	<ul style="list-style-type: none"> <li>● Video instruction should include the following: introduction, statement of goal, lesson with examples, examples of learning</li> </ul>



<ul style="list-style-type: none"> <li>• 30 minute time spans</li> <li>• Dual Credit and AP courses will require time frames as advised by colleges and College Board</li> </ul>	<p>struggles, ties to last lessons, how ties to next lesson, directions on how to turn in. Length of instructional video should be no more than 20-30 min. Guidelines to the students how long the homework should take, if you are on task and understand.</p> <p><i>Below is what parents will receive in the parent document in the 'What AMI Could Be' column of the Daily Instructional Time Chart</i></p> <ul style="list-style-type: none"> <li>• Communication Arts-this could include independent reading, being read to, writing, reading using reading platforms, Project Based Learning, or other ELA activities</li> <li>• Math this could include math practice sheets. Project Based Learning, or using other math platforms</li> <li>• Science this could include science practice sheets, flashcards, Project Based Learning or instructional strategies</li> <li>• Social Studies this could include practice sheets, flashcards, Project Based Learning or instructional strategies</li> <li>• 30 minutes for each elective and other required courses</li> <li>• Social Emotional Learning</li> </ul>

## Individualized Education Plan and/or a 504 plan

The Dunklin R-5 School District assures that the instructional plan for AMI days for students with disabilities is documented in each individual student's individualized education program (IEP) according to the [guidance developed by the Missouri DESE Office of Special Education](#).

Specialized instruction will be provided as stated in each IEP/504 according to State and Federal regulations. Case managers will be in contact with individual families to support student learning. ALL staff will be required to meet the guidelines of the IEP as services are defined in Form G and the Present Level. If you have any questions, please contact Tom Moreland.

Case managers will be the main point of contact for the families