

# Green Forest R-II School District

## Alternate Method of Instruction Plan

2021-2022

- A. If school is cancelled due to an emergency or exceptional circumstance such as a contagious disease outbreak or utility outage, how will the district determine if the school closure will be an Alternative Method of Instruction Day (AMI) or a make-up day?

Any regular school days missed before AMI packets/resources are sent home and/or the AMI plan has not been fully communicated will be make-up days.

If special conditions exist that might prevent the majority of the students from completing AMI assignments (e.g.-pandemic, multi-day power outage), the Administration will determine if meaningful teaching and learning can still take place. If it appears that meaningful teaching and learning cannot take place, the Administration will declare the day(s) to be make-up days/hours up to the maximum scheduled in the academic calendar.

- B. AMI assignments and materials used will support learning for the benefit of the students and effectively facilitate teaching. AMI packets must be available online or have been sent home prior to designation of an AMI Day.

The Green Forest R-II 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.

The plan contains a variety of instructional methods with printed packets, Virtual instruction and delayed virtual instruction. Technology will be used when available. 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.

Learning material packets will contain projects, assignments, and activities that focus on project-based learning which is engaging and consistent with district curriculum and expectations.

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

Green Forest R-II K-2 students/parents will complete assignments in a packet. Assignments for AMI days will be posted in the packet and will be communicated by the classroom teacher. The packet with assignments for a total of 5 AMI days will be sent home by the classroom teacher.

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

Green Forest R-II 3-5 students/parents will complete assignments in a combination of packets and on-line assignments. Assignments for AMI days will be delivered in the packet and communicated by the classroom teacher in a

variety of methods. Technology will be utilized as much as possible to supplement the learning of students who have internet access. The classroom teacher will be available by phone to offer assistance for the student to complete the lesson on that day.

Packets will have assignments for a total of 5 AMI days and will be delivered by the bus driver. If the first 5 AMI days have been used, a second packet will be posted online and/or delivered home. There will be assignments in math, reading, English language arts, science, history, 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 3-5.

### Grades 6-8

Green Forest R-II 6-8 students/parents will complete assignments in a combination of packets and online assignments. Assignments for AMI days will be delivered in the packet and will be communicated by the classroom teacher in a variety of methods. Technology will be utilized as much as possible to supplement the learning of students who have internet access. The classroom teacher will be available by phone to offer assistance for the student to complete the lesson on that day.

Packets will have assignments for a total of 5 AMI days and will be delivered by the bus driver. If the first 5 AMI days have been used, a second packet will be posted online and/or delivered home. There will be assignments in math,

reading, English language arts, science, history, 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 6-8.

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

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 AMI 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.

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

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

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.

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.

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.

C. 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 will be sent home to parents.
- The AMI plan will be posted on the district website.
- The AMI plan will be sent home with students during the first week of student attendance.
- The use of the plan will be communicated through School Facebook.  All parents will utilize phone calls to receive communications from classroom teachers if Internet access is not available.

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 regard to the plan will be communicated through the School All Call system.

### Student Roles and Responsibilities

o 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.

o Prepare a daily schedule, keeping in mind that all teachers will be readily accessible from 9:00-2:00 each day, at a minimum. Plan your learning schedule to include roughly the hours you would normally be in school and/or doing homework.

o 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.

o If you're going to participate in a video session, please dress appropriately for school and make sure there is nothing behind you that you don't want others to see.

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 readily accessible from 9:00-2:00 each day, at a minimum. Your student's learning schedule should include roughly the hours normally committed to school and/or doing homework.

o Establish active time for movement/physical exercise and quiet time for reflection, away from technology.

o Ensure that your child has necessary learning materials and tools.

Stay actively informed and engaged by regularly checking your email and or text for School Messenger communication from the school.

Proactively communicate with school staff if there are academic or technology concerns/needs.

o 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.

For Questions about	Go to or Contact
Internet Classes	Mrs. Katie Mahurin <a href="mailto:kmahurin@gfr2.k12.mo.us">kmahurin@gfr2.k12.mo.us</a> Mrs. Melissa McCarter <a href="mailto:mmccarter@gfr2.k12.mo.us">mmccarter@gfr2.k12.mo.us</a>
Individual Education Plan (IEP) Concerns 504 Plan	Mrs. Katie Triplett <a href="mailto:ktriplett@gfr2.k12.mo.us">ktriplett@gfr2.k12.mo.us</a>
Title I Assistance	English Language Arts Miss Kim McClanahan <a href="mailto:kmccclanahan@gfr2.k12.mo.us">kmccclanahan@gfr2.k12.mo.us</a> Math Mrs. Christine Boardman <a href="mailto:cboardman@gfr2.k12.mo.us">cboardman@gfr2.k12.mo.us</a>
Classroom Assignments	The classroom teacher
School Counselor	Mrs. Tammy Westrup <a href="mailto:twestrup@gfr2.k12.mo.us">twestrup@gfr2.k12.mo.us</a>
All other issues or concerns	Superintendent: Mr. Conrad Prugh <a href="mailto:cprugh@gfr2.k12.mo.us">cprugh@gfr2.k12.mo.us</a>  Principal: Mrs. Kriste Crocker <a href="mailto:kcrocker@gfr2.k12.mo.us">kcrocker@gfr2.k12.mo.us</a>