



AMI Instructional Guidance & Expectations:

In the event of inclement weather or any other unplanned school closure, the St. Louis Public School district may elect to have an AMI day (Alternative Methods of Instruction) in lieu of cancelling classes and instruction. **The primary method for instruction on AMI days is virtual learning.**

Attendance Expectations on AMI Days

All students are expected to attend classes and/or complete assignments on AMI days to meet the daily attendance threshold established by the Missouri Department of Education for the day to count as an instructional day.

- Student attendance will be based on participation in online live (synchronous) instruction via Microsoft Teams and completion of independent (asynchronous) learning activities for the virtual learning day.
- All students will have access to a device to take back and forth from school to home.

Instructional Expectations on AMI Days: Virtual Learning

- **Microsoft Teams:** All virtual class meetings for the AMI day should be scheduled and added to the student calendar via Teams, and all assignments posted no later than the start of the instructional day. (See general virtual learning expectations below. [Click here](#) for step-by-step Teams tutorials for educators.)
 - All live class meetings should take place on **Microsoft Teams only**.
 - Class meetings should be recorded (for the safety and protection of both staff and students) and posted on the class Microsoft Team for any students that missed instruction. (Recorded live lessons with students present can only be posted on the class team and should not be shared on websites, email, Dojo etc.) Teachers should utilize the “spotlight” tool during recording (on Teams meeting go to: people, select yourself, click ellipses, and select spotlight for everyone.)
 - After the class meeting be sure to click “**end for all**” (to ensure students are not able to stay in the meeting without the teacher present.)
 - All teachers of record, including related arts teachers, are expected to have a Microsoft Team’s page or a channel.
- All teachers and buildings are expected to maintain their regular instructional schedule. (i.e. homeroom, related arts, instructional blocks.) This provides continuity in instruction and prevents the need to create several alternative schedules.
- Teachers should follow the virtual learning 50/50 scheduling guidance in alignment with the gradual release model (see sample schedule in additional resources). Classes should be divided: 50% of the time for synchronous live lessons (I do, we do), and 50% of the time for asynchronous independent work.
 - For example, for a 60-minute class, 30 minutes would be a whole class Teams meeting with cameras on, and 30 minutes would be independent worktime for students.
 - During the independent portion of the learning time, the teacher will remain on Teams to provide interventions or individualized support as needed.
- Special education, ELL, gifted, and all other support services will be maintained virtually.
- Support staff that directly support students and classrooms (i.e., ICAs, ILAS, BLAs and TAs) should attend live virtual sessions with their assigned classes/students. Support staff assignments are at the discretion of the school leader to best support all students and families during AMI days.
- **Pre-K Teachers Only:** [Click here](#) for specific PK Virtual Learning Guidance. Pre-K virtual will vary slightly.

Instructional Expectations on AMI Days: Non-Tech Student Work

- Students who do not have access to technology outside of the school day must be provided with non-tech work to ensure continuous learning occurs on AMI days. (The goal is that 100% of students are taking home devices. Non-tech work should only be used as a last resort.)
- Teachers may choose to use non-tech work in combination with virtual instruction.
- Non-tech work should be prepared in advance of AMI Days and provided to students at each school site.
- Non-tech instructional content, assignments, projects, or activities should be developed and aligned with the current instructional pacing of the classroom. Non-tech work should be a direct extension of the current classwork (no random busy work.)
- Expectations for completion of non-tech assignments should be provided with student work and communicated to families.
- Teachers may utilize their online printable resources from Savvas/Pearson, workbook pages, or any other relevant, standards-aligned instructional materials.
- All content specific curriculum materials and pacing documents can be accessed on the Microsoft Teams curriculum pages. (If support with planning is needed, reach out to the office of Curriculum and Instruction for content area support.)
- Teachers should set up office hours and a communication plan to support students and families engaging in non-tech work.
- **All non-tech student work must be graded.**

Additional Resources and Guidance Tools

General Teacher Expectations to Support Virtual Learning and Technology Integration

- Teachers/classrooms should maintain a daily schedule. Updated course/classroom schedules should be posted on teacher webpages and maintained building wide.
- All teachers of record are facilitators of standards-based instruction utilizing a Gradual Release instructional framework.
- All teachers of record are required to maintain an online classroom presence utilizing the district platform **Microsoft Teams**. Assignments, digital files, and the Class Notebook should always be up to date. All TEAMS classes and online curriculum-based learning platforms (i.e. Savvas) should be set up, and students should have access to all logins and passwords. ([Click for Teams tutorials.](#))
- All teachers must have an up-to-date webpage. Webpages MUST minimally include
 - a “meet the teacher” page (welcome video is optional but highly recommended)
 - an up-to-date daily/weekly class schedule
 - classroom expectations
 - a link to the teachers/classroom Teams page under the assignments tab
 - links to curriculum resources and online textbooks
 - information on how to contact the teacher (email, Class Dojo, Remind etc.)

Sample Virtual Learning Schedule (Elementary)

Time	Sample Schedule for Virtual Teacher	Sample Schedule for Virtual Student
8:00 AM – 8:30 AM	Login, virtual clock-in, check email, launch welcome messages and instruction for the day	Eat breakfast, get materials and technology ready for the day. (Make sure your device is charged!)
8:30 AM – 9:00 AM	Virtual Instructional Block: ELA <ul style="list-style-type: none"> • Live lesson: 8:30 – 9:00 • Intervention/Small Group: 9:00 – 9:55 • Set up for next session: 9:55 – 10:00 	Virtual Instructional Block: ELA <ul style="list-style-type: none"> • Live lesson: 8:30 – 9:00 • Independent work time/or small group instruction/additional support: 9:00– 10:00
10:00 AM – 10:30 AM	Virtual Instructional Block: Math <ul style="list-style-type: none"> • Live lesson: 10:00 – 10:30 • Intervention/Small Group: 10:30-11:25 • Set up for next session: 11:25-11:30 	Virtual Instructional Block: Math <ul style="list-style-type: none"> • Live lesson: 10:00 – 10:30 • Independent work time/ or small group instruction/additional support: 10:30 – 11:30
11:30 AM – 12:00 PM	Lunch Break	Lunch time and movement break!
12:00 PM – 1:30 PM	Virtual Instructional Block: Science/S.S. (can be split into two 45 min blocks) <ul style="list-style-type: none"> • Live lesson: 12:00 – 12:30 • Intervention/Small Group: 12:30 – 1:20 • Student check-ins (as needed): 1:20 – 1:30 	Virtual Instructional Block: Science/S.S. <ul style="list-style-type: none"> • Live lesson: 12:00 – 12:30 • Independent work time/or small group instruction/additional support: 12:30-1:30
1:30 PM – 1:45 PM	Office hours for family/student support Check student work and engagement	Recess Break!! No screens. Get up and move
1:45 PM – 2:35 PM	Teacher Plan Time	Related Arts Live Lesson & Activities
2:35 PM – 3:22 PM	Office hours for family/student support Check student work and engagement	Independent work/study time