Alternative Method of Instruction (AMI) Guidance & Expectations

In the event of inclement weather or any other unplanned school closure, Saint Louis Public Schools 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 Elementary and Secondary Education (DESE) for the day to count as an instructional day. Student attendance for the virtual learning day will be based on:

- Participation in online live (synchronous) instruction via Microsoft Teams,
- Completion of independent (asynchronous) assignments and learning activities online, **or**
- Turning in completed assignments and activities on the next day of attendance if students do not have access to technology at home.

General Microsoft Teams Expectations

Microsoft Teams is the district's learning management system.

- All teachers of record, including related arts teachers, are expected to have a Class team in Microsoft Teams for each section taught. At the elementary level, related arts teachers may have a channel within a class team. Each team should be maintained and updated regularly (weekly).
- All students have access to the teacher's Team for the classes/periods the students are rostered to access up-to-date assignments, digital files, Class Notebook, online curriculum-based learning platforms (e.g., Savvas, Amplify, StudySync), etc.

Logistical Expectations on AMI Days

- **Microsoft Teams** is the application used for virtual instruction on AMI days.
- All students will have access to a device to take back and forth from school to home.
- Follow the school's instructional schedule (e.g., homeroom, related arts, instructional blocks). This schedule should be communicated to families. This provides continuity and prevents the need to create several alternative schedules.
- Schedule all synchronous class meetings via Microsoft Teams in the General channel based on the schedule. At the end of the meeting, the teacher leaves last. Click **"end for all"** to ensure students cannot stay in the meeting without the teacher present.
- Teachers are to **post at least one assignment in Teams** no later than the start of the instructional day to be completed on the AMI day. (See general virtual learning expectations below. Click here for step-by-step Teams tutorials for educators.)
- Special education, ELL, gifted, and all other support services will be maintained virtually.
- Support staff who directly support students and classrooms (e.g., 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:** Create a "Professional Learning Community" Team. See specific guidance and schedule in Virtual folder in the PreKindergarten channel in the Academic Division Resources Team.

Instructional Best Practices for AMI Days

- Use this time for enrichment and review of content taught previously.
- Use non-tech assignments in combination with virtual instruction.
- Model online etiquette and be prepared to teach as if in-person, with a prepared lesson that includes a visual presentation.
- Implement digital activities to encourage active student participation. Useful tools include Whiteboard, Reflect, Gimkit, and Kahoot.

- Say phrases like, “Grab your notebook and take notes along with me.” Or pause a video clip and ask students, “What do you think is going to happen next?”
- Record class meetings and post in the class Microsoft Team for any students who missed instruction. For the safety and protection of both staff and students, recorded lessons with students present can only be posted on the class team and should not be shared on websites, in email, via ParentSquare, etc. Teachers should utilize the “spotlight” feature during recording (in the Teams meeting, go to Meeting participants > select yourself > click the ellipses > select Spotlight for everyone).
- Use the virtual learning 50/50 schedule guidance with the gradual release model (see sample schedules below).
    - 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 remains in the Teams meeting to provide interventions or individualized support as needed.

Instructional Expectations for Non-Tech Students on AMI Days

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.)

- Non-tech work should be prepared in advance of AMI Days and provided to students who do not have access to technology at home.
- 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).
- Students should turn in the completed non-tech assignments on the next attendance day for a grade.
- 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 Teaching and Learning team for content area support.)
- Teachers should set up office hours and a communication plan to support students and families engaging in non-tech work.

Pre-K 2025-2026 Virtual Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	**Get ready for the day**	**Get ready for the day**	**Get ready for the day**	**Get ready for the day**	**Get ready for the day**
8:15-8:30	*Morning Meeting/ Attendance*	*Morning Meeting/ Attendance*	*Morning Meeting/ Attendance*	*Morning Meeting/ Attendance*	*Morning Meeting/ Attendance*
8:30-9:00	Pretend Play	Pretend Play	Pretend Play	Pretend Play	Pretend Play
9:00-9:20	Music and Movement	**Art**	Music and Movement	**Art**	Music and Movement
9:25- 10:15	**Story Time**	**Story Time**	**Story Time**	**Story Time**	**Story Time**
10:15- 10:45	Learning Apps/ Assignments	Learning Apps/ Assignments	Learning Apps/ Assignments	Learning Apps/ Assignments	Learning Apps/ Assignments
10:45-11:15	*Literacy*	*Literacy*	*Literacy*	*Literacy*	*Literacy*
11:15- 12:00	Fine and Gross Motor Skills	Fine and Gross Motor Skills	Fine and Gross Motor Skills	Fine and Gross Motor Skills	Fine and Gross Motor Skills
12:00-12:30	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
12:30-1:00	**Recess**	**Recess**	**Recess**	**Recess**	**Recess**
1:00- 2:00	**Rest**	**Rest**	**Rest**	**Rest**	**Rest**
2:00- 2:30	*Math*	*Math*	*Math*	*Math*	*Math*
2:30- 3:15	Independent Activity/ Math	Independent Activity/ Math	Independent Activity/ Math	Independent Activity/ Math	Independent Activity/ Math

Key	*Online synchronous lesson in Teams*	Independent work or Assignments	**Technology Break**

Sample 50/50 Instructional Schedule (60 minutes)

Time	Activity
3 minutes	Do Now (written)
2 minutes	BBC Review – Communicate learning targets, agenda, and tasks to be completed to earn a grade for the day.
10 minutes	I Do – Direct/Focused Instruction from the teacher (content, model, think aloud)
10 minutes	We Do – Guided Practice, Discussion, Nearpod, Progress Monitoring (Checks for Understanding)
30 minutes	You Do – Independent Work Time (teacher provides interventions/instructional support)
5 minutes	Close/Wrap up the lesson – revisit learning targets, exit slip, preview what's next

Sample Virtual Learning Schedule (Elementary)

Time	Sample Schedule for Virtual Teacher	Sample Schedule for Virtual Student
8:00-8:30	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!)
8:30-9:00	Virtual Instructional Block: ELA • 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 • Live lesson: 8:30-9:00 • Independent work time/or small group instruction/additional support: 9:00-10:00
10:00-10:30	Virtual Instructional Block: Math • 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 • Live lesson: 10:00-10:30 • Independent work time/ or small group instruction/additional support: 10:30-11:30
11:30-12:00	Lunch Break	Lunch time and movement break!
12:00-1:30	Virtual Instructional Block: Science/S.S. (can be split into two 45-min blocks) • 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. • Live lesson: 12:00-12:30 • Independent work time/or small group instruction/additional support: 12:30-1:30
1:30-1:45	Office hours for family/student support Check student work and engagement	Recess Break!! No screens. Get up and move
1:45-2:35	Teacher Plan Time	Related Arts Live Lesson & Activities
2:35-3:22	Office hours for family/student support Check student work and engagement	Independent work/study time

Sample Synchronous Schedule (45 minutes)

Time	Activity
5 minutes	Do Now (written)
3-5 minutes	BBC Review – Communicate learning targets, agenda, and tasks to be completed to earn a grade for the day.
15 minutes	I Do – Direct/Focused Instruction from the teacher (content, model, think-aloud)
10-15 minutes	We Do – Guided Practice, Discussion, Nearpod, Progress Monitoring (Checks for Understanding)
5-10 minutes	Close/Wrap up the lesson – revisit learning targets, exit slip, preview what's next

Sample AMI Day Schedule (Block Schedule)

Time	Period
7:30-8:15	1st/5th Period
8:25-9:10	2nd/6th Period
9:20-10:05	3rd/7th Period
10:15-11:00	4th/8th Period
11:00-12:00	Lunch/Respond to email/messages
12:00-2:30	Independent Work Time & Virtual Office Hours (teachers open a link for students to pop in for help)