What will Virtual Learning look like at RCES?

RCES and Bamberg One will offer a 100% virtual learning option for the 2020-2021 school year. Please use the parent link on the website to register your child for this option. Details are outlined below:

Technology:

- Students will receive school-issued Chromebooks during the LEAP week, as well as training on Google classroom.
- Students/parents will be responsible for the device issued.
- Wi-Fi devices will be made available to families as needed.

Daily Instruction:

- Classes will be provided by fully certified RCES teachers.
- Instruction will take place daily (5 days a week) during scheduled designated times provided by the classroom teacher.
- Educational support will be provided to students individually as needed.
- The expectation of student progress and academic success will continue to be maintained as if face-to-face instruction was occurring.
- Teachers will conduct class via Google Classroom and/or Google Meets.
- Teachers will be available as requested for virtual meeting with students and parents via Google Meets.

Student/Parent Responsibilities for Virtual Learning:

- *Attending Class*: Students must attend the required online components of a course just as they would for face-to-face instruction. Class participation is still a critical part of the success in a virtual setting. Attendance is considered to be defined as logging into Google Classroom and/or Google Meets when required and participating in ALL academic activities assigned by the teacher.
- *Organizing Time:* Students and parents will need to be well organized and must pay careful attention to the class schedule and assignment due dates.
- *Academic Honesty*: As with face-to-face classes, academic honesty is extremely important to student success and the understanding of class material.
- *User Names and Passwords*: Students must know and protect the security of their usernames and passwords. Parents are not allowed to login into Google Classroom with their personal email address.
- *Staying in Contact*: Student interaction with peers and the instructor is just as important in a virtual class as it is in a face-to-face class. Students and parents must take advantage of email and discussion boards to facilitate learning and complete projects.

Attendance/Grades

- Students' attendance and timely completion of work will be mandatory and students must adhere to the virtual school's attendance policy.
- Teachers are required to take attendance for each class daily. Attendance will be taken in PowerSchool.
- Students will be 100% responsible for ALL of their assignments and due dates.

Multi-Tiered Systems of Support in a Virtual Environment

Multi-Tiered System of Support (MTSS) is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying levels of intensity. MTSS will be provided to all students including those receiving virtual instruction.

- Varying levels of support (tiers). Students receiving virtual instruction will receive varying levels of support in three tiers depending on their need. Tier 1, or universal supports, typically refers to services available to all students (e.g., wellness/skills promotion and school-wide programs). Tier 2, or targeted supports are available to some students identified as needing some additional services (e.g., small group counseling, tutoring, targeted behavioral skills training). Tier 3 refers to more intensive services for individuals or small groups and is usually limited to a small percentage of students (e.g., individualized instruction, intensive therapy). All tiers of support/interventions will all be delivered virtually via Google Meet.
- Screening. Students receiving virtual instruction will be administered the MAP assessment for reading and math in order to collect baseline data. This data will assist in making informed choices on the level of support a student needs. Students receiving instruction virtually will be administered the MAP assessment virtually via chrome book.
- Progress monitoring. As evidence-based instructional strategies and interventions are implemented virtually based on student need, student achievement is regularly assessed virtually by measuring progress, potentially necessitating a change in future instruction. This data will be gathered through various means (e.g. DRA, curriculum based assessments in reading and math, behavior charts), thus providing many opportunities for students to demonstrate their learning.
- Data-driven decisions. The multi-disciplinary intervention team (parents, student, teachers, administrator, guidance counselor, school psychologist, reading coach, interventionist) will meet via Google Meet in order to analyze data and make data-driven decisions regarding instruction and intervention. Instruction and intervention are provided in increasing intensity (i.e., tiers) based on student needs, which may change over time. Students are placed in these tiers using data, which is collected and analyzed throughout the instruction and intervention times.
- Interventionist (Math and Reading) and/or Teachers will continue to have their roster of students. Virtual students will be served via Google Meets during scheduled times.

Virtual Students with IEP's and 504's

- RCES will continue to provide a free, appropriate, public education to all students including those with disabilities and receiving services under Section 504 or IDEA (with IEPs). IEP teams and 504 teams will convene on each individual child to review these students' educational and functional needs and to develop appropriate educational plans to ensure provision of instructional or related services deemed appropriate to meet their individual educational and/or functional needs.

Grades Level Plans:

- 4K - No virtual students
- 5K, 2nd, 4th, 5th – A virtual teacher identified and a virtual class will be established
- 1st, 3rd, 6th – The virtual students will be divided among the teachers. Teachers will have both face-to-face and virtual students.