LEA INSIGHTS

Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Sheridan School District (2705000)

School Year 2021-2022

⚠ New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.
NOTE: The approved application must then be posted on the district website - State Required Information.

District:

LEA #:	2705000
Superintendent:	Jerrod Williams
Email:	jerrodwilliams@sheridanschools.org
Phone:	(870) 942-3135 Ext. 222
Duration Requested (not to exceed five years):	5 Years (School year 2021-2022 to 2026-2027)

The proposed waiver(s) will apply to the following schools:

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2705018 - East End Elementary School 2705024 - East End Intermediate School 2705026 - East End Middle School 2705019 - Sheridan Elementary School 2705021 - Sheridan High School 2705023 - Sheridan Intermediate School 2705020 - Sheridan Middle School	All	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				WAIVER REQUESTED A student in a blended or remote environment who is not physically present on campus will be marked present if the student stays engaged in the learning. Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. For Grades K-6 In order to monitor student attendance in the Sheridan Virtual Academy, the following strategies will be utilized: -Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. -Virtual Teachers will provide daily reports to the District Connection Coach/Sheridan Virtual Academy Administrator for school data entry in eSchool. -Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software. For Grades 7-12 In order to monitor student attendance in the Sheridan Virtual Academy, the following strategies will be utilized: -Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. -Virtual Teachers will provide daily reports to the Sheridan Virtual Academy Campus Administrator for school data entry in eSchool. -Virtual Teachers will monitor student time and pace with the Canvas learning management

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized?

system.

District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan.

For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator and virtual teacher will work with the District Connection Coach/Sheridan Virtual Academy Administrator to create a personalized student success plan.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				GRADES K-6 - NO WAIVER REQUESTED The class size waiver will not be needed in K-6. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms. GRADES 7-12 -WAIVER REQUESTED Grades 7-12 Only Teachers who have period(s) dedicated to fully digital learning can have more than the DESE rules governing approved class size. This may occur in cases such as master schedule conflicts. No classes where students meet solely onsite will surpass the class size determined by DESE. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load requirements would not apply as per DESE Rules Governing Class Size and Teaching Load.
Teaching Load	1-A.5	DESE	6-17-812	

Waiver Topic	Standard for Accreditation	Rules Governing Division Class Size Rules and Teaching Load	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.				WAIVER REQUESTED Grades 7-12 Only No classes where students meet solely onsite will surpass the class size determined by DESE. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load requirements would not apply as per DESE Rules Governing Class Size and Teaching Load. Grades K-6 We are not requesting additional waivers for the teaching load for grades K-6. Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	WAIVER REQUESTED Research shows students benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.
Clock Hours	1-A.2			WAIVER REQUESTED Students learning remotely through synchronous and/or asynchronous means will learn in their own time, place, and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	WAIVER REQUESTED We request the waiver for Recess however, we strongly feel that daily physical activity is important to child development and mental health. We will still schedule 40 minutes of recess daily. We will also provide resources and ideas for how students may spend this time. Parents will be required to sign assurances stating that they will facilitate recess for their child.

Digital Model

Please complete the following application with responses describing the school and district digital programming.

Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.

GRADES K-6
The Sheridan School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our Sheridan School District Virtual Academy.   ARESC will hire the Virtual Staff and the Sheridan School District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The Sheridan School District will identify a staff member to work as the Connection Coach: https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing that will serve as the liaison for virtual families, ARESC, and the District. The Sheridan School District will work hand-in-hand with ARESC to serve the needs of every virtual student.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Virtual Paraprofessionals: https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVIfq_A2AN3ER3UlYfE/edit?usp=sharing will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for

instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the Virtual Campus Coordinator: https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing and the District Connection Coach: https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing
 On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.

Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

Whole group

Small group

One-on-one

Hands-on projects

Cooperative learning

Collaborative projects

Independent projects

Choice of assignments

Activities that encourage student's voice

Daily and weekly progress monitoring

Science of reading

Point-in-time intervention

Enrichment opportunities

Math quest

Grasping phenomenal science

Virtual office hours for support

Educational games

Interactive online quizzes

GRADES 7-12

The Sheridan School District will utilize our existing staff and resources to support the Sheridan School District Virtual Academy for grades 7-12. A campus administrator has been designated to be responsible for the Sheridan Virtual Academy and will also serve as the Connection Coach for our partnership with ARESC in grades K-6.

A blend of high-yield asynchronous and synchronous methods will be utilized for virtual teachers and students to interact with digital content. In addition to digital content and resources, students will have access to lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives) to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum.

Synchronous methods will include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday - Friday). Students in grades 7-12 will be required to attend one synchronous session each week, for every course they are enrolled in through the Sheridan Virtual Academy. Virtual teachers and students will interact in live virtual sessions through small groups, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by their Student Success Plans. Special services will be coordinated between the SSD Virtual Academy Administrator and the SSD Director of Special Services.

Students in grades 7-12 that are enrolled in the Sheridan Virtual Academy may also participate in some courses, especially electives, in a blended learning environment. These virtual students may attend some classes virtually through synchronous instruction for part of the time while coming on campus on specified days to benefit from hands-on experiences in the physical classroom.

The Sheridan School District uses a physical data wall to monitor student achievement. Virtual students will be monitored through the use of the Virtual Academy data wall. By implementing a data wall, teachers are able to securely and confidentially capture their students' data at hand to make evidence-based decisions. Data walls in our district are physical displays that have note cards for each student. They also include the student's picture. This supports our culture of support for each student as a real child, and not just a number. These walls are displayed in private staff rooms that are not accessible to students. The note cards are color-coded and marked with symbols to reflect levels of achievement on state and local assessments, participation in classwork, behavior, attendance, and other important data. The cards updated as data is collected and are physically moved by the teacher as progress is made. When progress does not occur as expected, this physical display allows for teachers and administrators to quickly see patterns and make decisions for individuals, small groups, or whole groups as needed.

small groups, or whole groups as needed.

Virtual teachers will also have access to real-time data on student engagement and achievement within our LMS (Canvas). Virtual teachers are expected to monitor each child daily and communicate concerns immediately. This data will also be used to schedule additional synchronous sessions when needed.

Virtual teachers are expected to interact with the digital content and individual students on a daily basis. Virtual teachers for grades K-6 will meet with each child in synchronous sessions at least three times per week. In grades 7-12, virtual teachers will meet with each child in synchronous sessions at least once per week. These sessions may be on an individual, small group, or whole group level. Virtual teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual teachers will utilize the Student Success Plans to personalize instruction for each student. Virtual teachers will foster a learning community that engages students and encourages student leadership and student voice at all levels. Virtual teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within the building classroom. Others may be specific to an effective virtual classroom.

Virtual teachers will utilize and participate in:
Whole group, small group, and one-on-one instruction
Hands-on projects
Cooperative learning
Collaborative projects
Independent projects
Student choice of assignment types as appropriate
Activities that encourage student voice
Daily and weekly progress monitoring
Science of Reading instructional practices
Point-in-time intervention
Enrichment opportunities
Virtual office hours

ALL GRADES
Remote learners are expected to:
Attend Parent Orientation with parent or guardian
Attend required instructional sessions
During all synchronous instructional sessions:
Actively engage and participate in instructional activities
Dress appropriately
Limit distractions in the learning environment
Keep video camera on (face visible to teacher) and audio volume on, do not mute teacher
Be prepared for class
Work in an appropriate area for learning
Have instructional materials available (may have to provide simple household materials for certain courses)
Submit all coursework on time
Complete the weekly Grade Checks

Complete the Weekly Grade Checks
Communicate with teachers when help is needed
Read and interact with messages in their courses on a daily basis during the school week
Adhere to all Sheridan School District policies

What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.	**GRADES K-6** As a member of the ARESC K-6 Virtual Academy Consortium, the Sheridan School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned. **GRADES 7-12** Teachers and students will engage in virtual learning primarily through asynchronous and synchronous methods. Teachers and students are not in the same place. For specific courses or learning activities, it may be necessary for teachers and students to engage in virtual learning through synchronous methods. **ALL GRADES** Students in need of additional support will interact with the instructor individually or in small groups, synchronously as determined by their individual IEP, 504, ELL, and/or RTI plan. This support will be scheduled during the school day. Students that choose to learn remotely are still Sheridan Yellowjackets. The Sheridan School District will ensure that remote learners and their families will have equal access to the same opportunities as students learning onsite. Examples include but are not limited to the following: Parent Nights / STEM Nights / PTO Activities Book Fairs Parent / Teacher Conferences Athletics / Extracurricular Activity Participation Club Meetings / Competitions Guest Speakers Award Ceremonies / Graduation School Pictures

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

GRADES K-6
As a member of the ARESC K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.

GRADES 7-12
The SSD Virtual Academy grades 7-12 teachers will have dedicated periods to provide virtual instruction to only students who are remote.   The number of periods will depend on the number of students and courses to be served. Teachers will then have a daily preparation period that is dedicated to planning and preparing for the virtual classes only.   The remaining periods of the day will be used to teach onsite students. An additional daily preparation period will be provided for the teacher to plan and prepare for their onsite students and courses.

Some courses offered to the SSD Virtual Academy students may be provided through Virtual Arkansas, in the same way that we offer those courses to students participating onsite.

Describe the expectation for teacher instruction, interaction, and frequency with virtual students.

During the school day, virtual teachers will use real-time data, as well as asynchronous and synchronous communication methods for the following:

GRADES K-6

Virtual Teachers employed by ARESC will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely.

Virtual Teachers will also have office hours where students may receive additional support or ask questions.

GRADES 7-12

Virtual teachers employed by the Sheridan School District will have the following expectations:

-Plan, organize, and provide appropriate learning experiences for remote learners, following the SSD curriculum

-Actively participate in scheduled Professional Learning Community activities with their colleagues to discuss student learning. This includes virtual teachers as well as those that are providing the same instruction to onsite students.

-Participate in the support provided by district curriculum specialists as appropriate

-Communicate with parents regarding course expectations, student progress, etc.

-Provide interventions for students earning grades that average below 70% or not meeting grade-level standards

-Report to a designated location in the Sheridan School District during the regularly required times and for additional duties as assigned to ensure the safety of students

-Update student grades for the previous week's assignments by 9:00 a.m. every Friday

-Schedule live (synchronized) meetings with students once a week to provide support

-Respond to parent or student requests submitted through school email or the Canvas Learning Management System within 24 hours during the business week

-Maintain a contact log for all interactions with students and parents

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

GRADES K-6

We are not requesting additional waivers for class size.
The Virtual Teacher provides virtual instruction to only students who are remote.   The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

GRADES 7-12

Teachers responsible for remote learners will have access to the Canvas Learning Management System (LMS) with digital coursework through District-created instructional units, Edgenuity, Lexia, Reading A-Z, Benchmark Workshop, Heggerty, Illustrative Mathematics, Mystery Science, Generation Genius, Science A-Z, Discovery Education, and Virtual Arkansas. Ongoing, job-embedded, and customized professional development will be provided for teachers. This includes support from District staff, Team Digital, and our partners at Arkansas River Educational Cooperative.

Teachers will be provided additional support to monitor and provide student services.
-A counselor and administrator will be assigned to support virtual learning and remote students.
-For teachers with class sizes that exceed the class size limit, a paraprofessional will be provided to assist.

The district will monitor the effectiveness of supports and the need for additional supports through the Professional Learning Community process as well as by monitoring student progress using coursework and assessments.

Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load requirements would not apply as per DESE Rules Governing Class Size and Teaching Load.

If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

GRADES K-6
We are not requesting additional waivers for the teaching load.
Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

GRADES 7-12
Teachers responsible for remote learners will have access to Canvas Learning Management System with digital course work through District-created instructional units, Edgenuity, Lexia, Reading A-Z, Illustrative Mathematics, Mystery Science, Generation Genius, Science A-Z, Discovery Education, and Virtual Arkansas. Ongoing, job-embedded, and customized professional development will be provided for teachers. This includes support from District staff, Team Digital, and our partners at Arkansas River Educational Cooperative.

Teachers will be provided additional support to monitor and provide student services.
-A counselor and administrator will be assigned to support virtual learning and remote students.
-For teachers teaching more than the onsite teaching load, a paraprofessional will be provided to assist.

The district will monitor the effectiveness of supports and the need for additional supports through the Professional Learning Community process as well as by monitoring student progress using coursework and assessments.

Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load requirements would not apply as per DESE Rules Governing Class Size and Teaching Load.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)

GRADES K-6
The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.

The learning management system will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach/SSD Virtual Academy Administrator will have access to these reports and use them to provide praise, encouragement, support, and resources.

GRADES 7-12
The Sheridan School District will use the Canvas Learning Management System for students in grades 7-12.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.

The SSD Virtual Academy will have access to all SSD content.
For grades K-6, available digital content will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding. For grades 7-12, available content will include all core subjects and graduation requirements as well as electives that are most appropriate for digital learners. The content will be available to students within a platform that provides creation, publication, and student progress tracking. The content is grounded in research and aligned to state standards. Students will have access to age-appropriate, engaging lessons, and tools that support learning including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

In addition, the following digital content will be provided:
ELA
K-5 Reading Benchmark Workshop program
K-5 Lexia Reading Supplement
Reading A-Z
K-2 My Heggerty curriculum videos
Math
K-12 Illustrative Mathematics digital platform
Science
K-5 Mystery Science
K-8 Generation Genius
3-5 Science A-Z
3-8 Discovery Education
Digital Support Tools
Kami
EdPuzzle
Canvas Support Tools
Edulastic
Securely (Security Tools)

The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual teachers and virtual paraprofessionals will have ongoing support from the district content specialists and Arkansas River Education Service Cooperative Content Specialists.

The district will engage in a Plan, Do, Check model to determine necessary digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students as well as state and district expectations.

of students as well as state and district expectations.

What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.	**GRADES K-6** Students will be issued a device with access to Zoom software. Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. **GRADES 7-12** Students will be issued a device with access to all the required video communication software through the Canvas Learning Management System. BigBlueButton is a web conferencing system designed for online learning. It enables students and instructors to collaborate in real-time. This collaboration includes sharing one or more audio, video, slides, chat, screen, emojis, and responding to polls.
Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.	The District will provide Chromebooks for all digital learning students. Internet connectivity will be available to each digital learning student through on-campus connectivity, drive-up WiFi, hotspots, local business partners, churches, and restaurants.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.

Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.

A Sheridan School District counselor will intervene when students and/or families are struggling with non-academic factors.

The Sheridan School District offers breakfast and lunch pickup for virtual students per USDA guidelines.

Sheridan School District Health and Wellness Plan - https://drive.google.com/file/d/1wVZcl1Du0nNrCC1LQQn9B9lKsGld-e5N/view?usp=sharing

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.

Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in.

GRADES K-6

To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the Sheridan School District staff and Virtual Staff will partner to provide solutions and support.

GRADES 7-12

Virtual staff will use tools within the Canvas Learning Management System to monitor student learning and engagement. Students dropping below a 70% average in a course will be required to participate in intervention support. If academic progress does not improve then a meeting will be held with an administrator, the parent/guardian, and the student to determine the best instructional option for the student.

ALL GRADES

Academics will be monitored based on formative and summative assessments. Based on academic progress, the virtual teacher will analyze a student's formative assessments and performance to determine what type of response is needed.

Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.

Virtual students will be monitored academically and socially through multiple measures including the following: student engagement on daily assignments; student achievement on classwork; and student achievement on the classroom, District, and State assessments. When a student is not making the necessary progress in any of these areas the virtual teacher will utilize a tiered system of supports.

Tier I interventions will be provided within the regular classroom instruction by the teacher and may include flexible grouping, and progress monitoring while providing instruction that is aligned to the State Standards.
If Tier I instruction is not supporting progress for the student, Tier II interventions will be provided by the virtual classroom teacher, paraprofessional, or another staff member. Tier II interventions will use evidenced-based intervention resources in a small group or individual setting based on the need of the student. Progress will be monitored by the SSD Campus Coordinator / SSD Virtual Academy Academy Administrator.

If a student is not making academic progress or is not engaging consistently the Student Intervention Team (SIT) will create a Response to Intervention (RTI) plan to meet the needs of a virtual student not making adequate progress. The SIT team may consist of: virtual teacher, parent, counselor, administrator, content specialists, mental health support, and/or educational cooperative staff. The plan will require synchronous and/or asynchronous interventions depending on the student's needs.   If Tier III interventions are determined to be necessary for student success the interventions will be provided by trained school or contracted personnel. Evidenced-based, intensive instruction will be provided in addition to the regular instruction. Progress will be monitored at least once a week. Tier III interventions will be provided by well-trained staff members including teachers, specialists, and/or outside service providers if needed.

SSD Student Intervention Referral Form - https://drive.google.com/file/d/1rV0PVljvoT9hnQ8B_8R7XspX3QGfyghs/view?usp=sharing

Describe the district or school's formative assessment plan to support student learning.

Virtual teachers will formatively assess student learning and provide interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle.

Virtual teachers will also formatively assess students during the synchronous sessions very similar to the formative assessments administered by the on-site classroom teachers.

Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints.

Progress will be closely monitored using data from assessments which will determine the teacher's next steps with the students. Students will receive support such as one-to-one tutoring, peer groups, and additional tiered support as needed. Each student will be closely monitored to see if progress is being made. Teachers and students will meet virtually or face-to-face to determine a weekly goal.

In addition to the 4 ½ week progress reports, teachers will update grades weekly and provide feedback to parents and students through the Canvas Learning Management System.

Describe how dyslexia screening and services will be provided to digital learning students.

The Sheridan School District will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and will update our plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented through the virtual staff to ensure services are received.

During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.
Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.
After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by Sheridan School District Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.

Grades 3-12 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with Sheridan School District interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding all screener results, progress monitoring, and student engagement in dyslexia services.

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. The Sheridan School District5 will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing.

Sheridan School District interventionists will deliver Tier II and III interventions.

Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the RTI process. The Virtual Teacher will monitor how the student is doing on grade level work. This will be communicated with the interventionist. Sheridan School District interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer the Level II. Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous ZOOM sessions will be scheduled when interim and progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student.

Interventionists will serve both virtual and onsite students as their schedule will allow (See SSD Dyslexia Handbook below.)

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors.

handwriting and spelling errors.

Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature— as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes.

Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions. All equipment and resources needed to provide services to virtual students will be provided by the District.

All dyslexia law requirements will be met for virtual learners.

SSD Dyslexia Handbook - https://drive.google.com/file/d/1m1ecpfNyZZqm6gM1pho_weMNYGnt_A_Q/view?usp=sharing

Describe how Gifted and Talented supports and
services will be provided to digital learning
students.

If a virtual student has already been identified as needing gifted and talented support and services, the plan of services will be implemented to ensure services are received.

For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the Sheridan School District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

For 3-6 identified students, Virtual Staff will collaborate with Sheridan School District Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the Sheridan School District and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

District Gifted & Talented Program Approval Application - https://drive.google.com/file/d/1jztZXPseLJHoHAEbzdUEgTgDaiOGZ2hN/view?usp=sharing

Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.

The Sheridan School District will ensure that all requirements of the Sheridan School District English Learner plan are met for on-site and remote learners. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the Sheridan School District ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

During virtual learning, students who have been identified as needing ESOL/ESL supports will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges) teachers can enable robust language-support features within Edgenuity or other digital content that is provided. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Students who have been identified as needing ESOL/ESL supports will also have access to the Ellevation Platform. Sheridan School District uses Ellevation, a supplemental instructional technology software solution designed to assist in informing instruction, improving productivity, and enhancing collaboration. Using the Ellevation platform allows the district to provide consistent services throughout each of the seven campuses by:
• Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
• Improving the instruction of limited English proficient children by providing for the acquisition or development of educational technology or instructional

the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication.

Ellevation's ELL Student Plan allows teachers to develop an individualized student plan to support each students course of study therefore helping teachers know their students better.

The Ellevation Goal Center gives ELL teachers the ability to assign goals for each of their students aligned to the standards, and then track progress collaboratively with mainstream classroom teachers. This instructional enhancement enables improved instruction and collaboration between educators.

The Goals Report helps teachers implement differentiated, research-based instructional practices in classrooms. In this way, classroom teachers, and not just ELL teachers, can learn to support ELLs with standards-based instruction.

Ellevation Collaborate provides classroom educators with tools to identify their ELL students, learn about their language acquisition needs, and collaborate with all stakeholders to ensure instructional success. Collaborate works seamlessly with the Ellevation Platform to provide all educators with the data, insight and strategies they need. Classroom teachers use Collaborate to see ACCESS results and proficiency levels, students' year-by- year progress, and what students should be able to demonstrate in each language domain. Further, teachers use Ellevation to collaborate easily, sharing tips and advice with the other teachers working with ELLs.

Ellevation supplements existing processes and data systems to drive greater insights into student performance, efficiency, and needs. The tools enhance ELL instruction by providing an additional layer of support. In this respect, Ellevation supplements but does not supplant the work of ELL programs. Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.

The ESOL/ESL plan will be followed by the Sheridan School District Virtual Academy. The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners.

Remote learners will be required to come to campus in order to participate in screeners and / or be assessed each year with ELPA21.

SSD ESOL 2020 Program Guide -n Plan (IEP) supp
https://drive.google.com/file/d/1zCRZsXf09MsTJSpOlPXrvqOcetgOiB83/view?usp=sharing

Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.

If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. In grades K-6, the Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents. For grades 7-12, the SSD Virtual Academy Administrator will work with the SSD Director of Special Services to schedule screening and communication with parents.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file.   All modifications /accommodations will be provided according to student's IEP.   During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to IDEA guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all Sheridan School District protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:
1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language

graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable the robust language-support features of Edgenuity or other digital resources provided. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

All virtual teachers and virtual paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online tools through the LMS. Tools will include interactive whiteboards through Canvas, annotation tools, mirror image setting, text-to-speech translators, text magnification, screen color contrast, speech-to-text transcribers, and other accessibility tools.

Teacher Supports

Describe district and school supports to provide on-going digital content and instructional supports for teachers.

Content-specific professional development will be required for all teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content tools, creating quality digital content, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.

As part of the PLC process, virtual teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need identified, the SSD Virtual Academy administrator will facilitate the support.

On-going and job-embedded support will occur throughout the school year based on student achievement data, and classroom observations. The SSD Virtual Academy administrator will support teachers through daily and weekly monitoring of teacher practices and student needs.

Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

Virtual teachers will be scheduled the required minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. The Sheridan School District will ensure that all Virtual Teachers have access and training related to District pacing guides, essential standards and resources.

GRADES K-6
Prior to the start of school, the ARESC K-6 Virtual Academy Consortium will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district and cooperative staff.
Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

GRADES 7-12
Prior to the start of school, the Sheridan School District will provide virtual teachers with training that includes digital content, guides for recommended pacing, adding supplemental content, and navigating the platform. Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

It is the policy of the Sheridan School District to provide equal opportunities without regard to race, color, national origin, sex, age, qualified handicap, or veteran in its educational programs and activities.

The District will afford the same services and educational opportunities to foster, migrant, military, and/or students in poverty that are afforded other children and youth whether virtual or on-site.

SSD Student Handbook see pages 17-22 and 33-35.
https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/814808/SSD_Student_Handbook_2020-21_UPDATED.pdf

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

The SSD Testing Coordinator will work with the SSD Virtual Academy administrator to coordinate assessments for remote learners.

Teachers and staff will use the learning management system, parent communication documents and virtual meetings to ensure testing expectations are communicated. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement.

Reminders for parents will be included during parent teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications.

Virtual students will be required to participate in the same assessments as on-site students. Virtual students will be required to be onsite for some assessments, such as the NWEA (MAP Growth) assessments, Grade 11 ACT, and ACT Aspire.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The SSD Virtual Academy will be closely monitored for effectiveness by the Sheridan School District Superintendent, District Central Office Staff and Sheridan School District Virtual Academy Administrator in partnership with stakeholders, including parents and students.

We will follow TESS and LEADS for teacher and administrator evaluations with scheduled and non-scheduled virtual classroom visits.

The content in the LMS will be reviewed to ensure the standards are being met.

Student learning will be monitored through formative and summative assessments. The District and SSD Virtual Academy staff will engage in monitoring, assessing, and reflecting on data in order to make decisions regarding the next steps toward continuous improvement.

Parent and staff surveys will be conducted once each semester to monitor the effectiveness of the services. Family and student surveys will be used to measure climate, culture, and family engagement.

We will schedule periodic stakeholder meetings to discuss the effectiveness of the program.

Common district and state assessment data as well as formative and summative assessments will be used to measure academic achievement.

Onsite and virtual students will be held to the same pacing, expectations, and standards. Assessment data will ensure equity between both instructional models.

Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)

Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system.

In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determine anticipated support for families and students.

The SSD Virtual Academy administrator will serve as an advocate and point of contact for students and families.

The SSD Virtual Academy staff will work to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state). Resources may include counseling services, additional training, food pantries, clothes closets, and assistance programs.

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the students' home campuses.

Families will be provided the office hour schedules of teachers, counselor, and administrator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support.

Families will have access to student assignments, a calendar of events, and due dates through the Canvas LMS by becoming peer observers. This will allow parents to support and engage in the day-to-day activities with their child. In addition, staff will keep students and families apprised of school events and clubs in which they may wish to participate (e.g. morning announcements, bulletins from the school).

Teachers will encourage and expect parent and student voice and choice. We will build capacity in students and families to effectively engage in digital learning.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	1) SSD BOARD MEETING AGENDA, MARCH 15, 2021 - https://drive.google.com/file
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	EVIDENCE OF STAKEHOLDER FEEDBACK - https://docs.google.com/document/d/

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	Changes will be recommended to the Sheridan School Board to include specific
Please provide a link (URL) to the discipline policy for digital learning students.	Changes will be recommended to the Sheridan School Board to include specific
Please provide a link (URL) to the grading policy for digital learning students.	Changes will be recommended to the Sheridan School Board to include specific

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