Welcome to the LRSD Secondary Virtual Academy!

Overview

The LRSD Secondary Virtual Academy will provide students in grades 6-12 with a virtual learning experience that allows for school choice. Students enrolled in the LRSD Virtual Academy will have flexible, personalized learning options, and enriching learning experiences.

Instruction will be provided through pre-designed digital coursework using Imagine Learning “Edgenuity” Platform. Hybrid students will also be able to attend classes on-site at Hall STEAM Magnet. All classroom instruction will be accessed through the Edgenuity App in ClassLink. All students will be issued a Chromebook to use for instructional purposes.

LRSD Secondary Virtual Academy students will attend school online and complete learning activities that hold to the same standards, concepts/skills and mastery requirements as students in traditional classrooms.

Secondary Virtual Academy students will have learning support opportunities provided by their LRSD teacher of record should they begin to struggle with their academic work. Teachers will coordinate with parents in advance to receive this support.

Enrollment & Admissions

Virtual Entrance Criterion Rubric

Students need to meet the minimum rubric score of 75 points for entrance into the program.

<table>
<thead>
<tr>
<th>Attendance (days)</th>
<th>25 points</th>
<th>20 points</th>
<th>15 points</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 days</td>
<td>20 or less days school calendar year</td>
<td>21 - 30 days school calendar year</td>
<td>31+ days school calendar year</td>
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<table>
<thead>
<tr>
<th>Grades (GPA, D/F)</th>
<th>25 points</th>
<th>20 points</th>
<th>15 points</th>
<th>10 points</th>
</tr>
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<tbody>
<tr>
<td>3.00+</td>
<td>2.50 - &gt;3.0</td>
<td>2.0 - &gt;2.5</td>
<td>Below 2.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades - Previous</th>
<th>25 points</th>
<th>20 points</th>
<th>15 points</th>
<th>10 points</th>
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<tbody>
<tr>
<td>No F in any classes</td>
<td>No F in core classes without</td>
<td>No F in core classes with</td>
<td>*Number of Fs in core classes</td>
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<tr>
<td>school year</td>
<td>recovered credits</td>
<td>recovered credits</td>
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<tr>
<td>Assessment</td>
<td>Proficient and</td>
<td>Proficient in at</td>
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<td>ACT Aspire</td>
<td>above in 2+ areas</td>
<td>least one area</td>
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<tr>
<td>scores or</td>
<td>Basic and above</td>
<td>Basic and Below</td>
<td></td>
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<tr>
<td>equivalent:</td>
<td>in 2+ areas</td>
<td>basic</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>No score</td>
<td></td>
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**Additional Selection Process Information**

Only students who meet eligibility criteria may participate in the virtual academy selection process. Students must select an instructional option -- asynchronous (self-paced courses) or hybrid (attending in-person for designated classes). If the student does not meet criteria for placement, the student will be assigned to the school in their attendance area.

Sibling preference for assignment to the virtual program will still be based on the student meeting the eligibility criteria. Once that student is deemed eligible, the student(s) with siblings who are currently enrolled in and attending the virtual program will be given preference.

Staff preference for assignment to the virtual academy may be granted to a student with a parent who is employed full-time. (This applies to children of the employee only; extended family does not apply.) Students must still apply and participate in the application process and meet eligibility requirements.

TNT is an intradistrict transfer for students wishing to transfer from one attendance zone school to another attendance zone school. All Applications will be considered on a first-come, first-served basis and seat availability. You will not receive a response if your choice was not granted.

All Little Rock School District policies regarding tardies and attendance must be followed or the TNT may be ended and your child will be transferred back to his/her attendance zone school. Ample seats must be available at the requested school (a certain number of seats are set aside for attendance zone students). A student is allowed one (1) TNT transfer per school year.

**Attendance Eligibility**

The Little Rock School District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at the July and December regularly scheduled board meetings.
Tier 2 Review and Placement

All students enrolled in the virtual program that do not meet the expectation of maintaining a grade of 60% or higher in all classes will be subject to starting the process detailed in the exit policy below. This includes parent notification, an Academic Review Conference, Student Success Plan, and Academic Probation.

Program Overview

Course Offerings

Core Virtual Courses

- English I, II, III, IV
- AP Eng Lit
- AP Eng Lang
- Algebra I, II, III
- Geometry
- Statistics
- Environmental Science
- Chemistry
- Physical Science
- Biology
- AP Chemistry
- AP Environmental Science
- World History
- US History
- Civics
- Economics
- AP Human Geography
- AP United States History
- AP World History

Virtual Elective Offerings

- Healthy Living with CPR
- Lifetime Fitness
- Oral Communications
- Art Appreciation
- Art History
- Personal Finance
- Spanish I, II
- French I, II

Hybrid Elective Offerings

- Health w/CPR
- PE
- Spanish I, II, III, IV
- French II
- Choir I, II
- Band I, II
- Music Appreciation
- Art I, II
- Drawing I
- Mobile Apps I, II
AP Computer Science Principles  Principles of Engineering (Level 2)
Programming I  Tier 2 Critical Reading
Survey of Business  Tier 3 Critical Reading
Robotics I, II  Tier 3 Enrichment
E.A.S.T I, II  ELD Level 1
Principles of Bio/Med (Level 1)  ELD Level 2
Human Body Systems (Level 2)  ELD Level 3
Intro to Engineering (Level 1)  
ELD Level 4  

Program Options

Fully Online Asynchronous Instructional Program

A Fully Online Asynchronous Program is a digital learning platform where all course content, interactions, and assessments occur without real-time, live engagement between instructors and students. Students access materials, complete assignments, and engage in discussions on their own schedules, without specific, synchronized meeting times. This format provides maximum flexibility for learners.

Hybrid Instructional Program

A hybrid program combines both online and in-person learning experiences, allowing students to benefit from the flexibility of digital coursework while still engaging in face-to-face interactions for certain sessions or activities. This blended approach provides students with the opportunity to gain hands-on experience, collaborate in real-time, and access online resources and assignments. By merging the strengths of both online and traditional classroom settings, hybrid programs aim to enhance learning outcomes and adaptability for diverse learners.

Duration & Structure of the Academic Year

The academic year 2023-2024 will begin on August 21st, 2023 and last until May 30, 2024. There are two semesters and four quarters.

Standardized Assessment

Students will have to attend in person for designated state and district assessments. Information on when and where to attend will be provided by Hall STEAM Magnet.
All students will be required to take ACT, PSAT, Cambium, ELPA21, ALT ELPA, AP, and DLM assessments/screeners onsite at the Hall STEAM Academy with other virtual students during scheduled testing sessions. Dates and times of the required onsite assessments/screeners will be shared in advance at the beginning of the year.

Academic Calendar
Students will follow the 2023-24 Academic Calendar for the LRSD School District.

Technology

Technology Distribution & Return
Every student at the LRSD Secondary Virtual Academy will use a Chromebook to support their learning. It is a requirement that all virtual students are issued an LRSD-owned Chromebook for virtual instruction. It is encouraged that parents purchase insurance to cover accidental damage for Chromebooks. Students may pick up Chromebooks from Hall STEAM Magnet located at 6700 H St.

LRSD has an inventory system for devices. If your student has a district device already checked out in our district inventory system, we will not be able to issue another device until the one in the system is returned or your student’s account is cleared by their technology/media specialist at their 2022-2023 school assignment.

Device FAQ:
What if my student has a district-issued iPad and does not have a Chromebook?
If your student has a district-issued iPad, you will need to return and swap out the district-owned iPad/charger for a district Chromebook/charger during one of the two device distribution events listed below.

What if my student has a district issue Chromebook that is no longer in working order?
If your student has a district-owned Chromebook that is not in working order, you will need to bring the Chromebook/charger with you to one of the two device distribution events listed so that we can swap it out for you.
Attention, all 9th-grade parents

If you have a 6th or 9th grader that kept their Chromebook/iPad that was issued from his/her elementary/middle school, you will need to return that device and pick one up from Dunbar or Hall STEAM Magnet.

Device distribution, swap out, and/or collection will take place at Hall High School on

Wednesday, August 9
2:00-4:00

Thursday, August 10
9:00-12:00

Joel Spencer, 501-447-1927, joel.spencer@lrsd.org

Roles & Responsibilities

Student Expectations

Students will be expected to:
- Attend Parent Orientation with your parent (or guardian) virtually.
- Adhere to the Virtual Student Contract.
- Use district issued devices for attending instructional sessions.
- During instructional sessions: dress appropriately and limit distractions in the learning environment.
- Submit all coursework on time.
- Respond to the weekly email check-ins.
- Communicate with your teachers when you need help.

*If a student contract is not upheld, then the student may be required to return to onsite learning at their home school.

Daily Instructional Schedule

Asynchronous and hybrid students will complete assigned work in the online platform and submit it by appointed deadlines. All required assignments must be completed by 11:59 p.m. on the day it is due.
Parent Expectations

Ensuring the success of virtual learning takes a partnership between students, teachers and parents.

Parents will be expected to:
- Attend Parent Orientation with your student virtually.
- Adhere to the Virtual Student Contract.
- Review weekly progress reports with your student.
- Communicate with your student's teachers if your student needs help.
- Provide a learning environment that is appropriate for all students in the instructional session.

The first week of the school year is important for building classroom culture and teaching routines and procedures. Virtual learning is no different. Online learning expectations and routines will be taught and reviewed at the Virtual Parent Orientation on Thursday, August 15 at 7:00 pm.

Teacher/Facilitator Expectations

LRSD Virtual Academy is committed to providing support for online students through:
- Weekly grade and attendance checks
- Timely grading and feedback of assignments within a 72-hour period
- Teachers will update grades a minimum of once per week in the Edgenuity
- Academic tutoring, RTI (Response to Intervention)/Intervention time through one-on-one time during teacher office hours
- Academic meetings with parents, teachers and administration when needed

As soon as a student drops below 70%, the parent will be contacted and the student will be required to participate in intervention support, which may include reporting to the Academy for face-to-face time with teachers. If academic progress does not improve, a meeting will be held with an administrator, parent and teachers to determine if the Digital Learning Academy is the best instructional option for the student.

Attendance & Participation

Definitions of Attendance and Participation

Attendance is measured in the following ways:
- Engagement Tracking: Attendance often refers to a student's engagement with the online platform. This could be determined by logging into the system, viewing lesson materials, participating in live sessions, or submitting assignments.
• Time Spent: Some platforms might measure attendance based on the amount of time a student spends logged into the system or actively working on course materials.

• Check-ins: Attendance might also be gauged through regular check-ins, where students are required to signify that they're present and actively engaged in their learning.

Participation can be measured in the following ways:

- Discussion Posts: Participation is students' active engagement in discussion boards or forums. This includes posting initial thoughts on prompts, responding to peers, or engaging in group discussions.

- Assignment Completion: Submitting assignments on time and fulfilling all the requirements is also seen as a form of participation.

- Interactive Activities: Engaging in quizzes, interactive simulations, group projects, or peer reviews.

- Feedback and Communication: Regularly communicating with instructors, peers, or group members and providing/receiving feedback can be a crucial aspect of participation.

• Attending Live Check-In Sessions: Participation is measured by actively taking part in these sessions, such as asking questions.

Consequences for lack of participation or attendance

Due to ADE guidelines and district attendance policies, students who are taking online classes are still required to follow attendance expectations for all online classes. Students who are enrolled in the hybrid program for the virtual academy are subject to district and building attendance policies and expectations.

Exit Policy for Attendance

<table>
<thead>
<tr>
<th>Steps</th>
<th>Teacher Actions</th>
<th>Program Actions</th>
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</thead>
<tbody>
<tr>
<td>Parent notification</td>
<td><strong>Upon the 3rd missed check-in:</strong>&lt;br&gt;In regularly scheduled virtual meetings with their student(s), the teacher will conference with and create a plan of action with</td>
<td>Program will support established plans created by student and teacher. Program will monitor student attendance based on school-wide form.</td>
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</table>
that student that includes a timeline for monitoring.
*Parents will be given the outcomes of the created plan.

| SBIT | Upon the 6th missed check-in: An SBIT will be scheduled to determine root cause and create a Student Success Plan with the following staff:  
- Teacher  
- Student  
- Parent  
- Administration/counselor  
- Other support staff based on need | Program will provide necessary interventions based on findings of the SBIT and documented in the student success plan. Also, a follow up date will be determined for progress monitoring during the SBIT. Based on outcomes, this follow up may be designated as an Review Conference for attendance. |
| Review Conference for Attendance | In the instance that no improvement has been made from the Student Success Plan and/or the 9th missed weekly check-in, a Review Conference will be scheduled by the counselor. This Conference will include revising the Student Success Plan with the following staff:  
- Teacher  
- Student  
- Parent  
- Administration/counselor  
- Other support staff based on need | Team: Revise the Student Success Plan  
Teacher: document and notify team of weekly progress  
Counselor/Other appropriate staff: provide additional supports based on individual needs designated in the student success plan  
Administration: review the terms of the contract with the parent, schedule the progress monitoring conference based on established timeline, determine possible reassignment based on lack of progress. |
| Students who have a 9th missed check-in: The team will review the outcomes of the success plan and determine the changes that will be made. Students who have made no progress at the end of the established timeline may be placed on Probation for the following nine weeks. Probation includes:  
- the execution of a revised Student Success Plan  
- weekly, documented | In the instance that a Review Conference has been held, students who have made no progress based on the established timeline will be placed on Probation and their behavior will be monitored on a weekly basis. Based on these collected outcomes, the student may be |
progress monitoring by teacher and appropriate staff
● Family/Program contract

| EXIT | Students who have missed 12 or more check-ins will be subject to an immediate recommendation for reassignment by administration. |

Student Behavior & Code of Conduct

LRSD Code of Conduct

Students will be responsible for following the LRSD Code of Conduct.

Exit Policy for Behavior

<table>
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<tr>
<th>Steps</th>
<th>Teacher Actions</th>
<th>Program Actions</th>
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| Parent notification | **Upon the 2nd incident of Category 1 or the 1st incident of Category 2:**
In regularly scheduled virtual meetings with their student(s), the teacher will conference with and create a plan of action with that student (based on violation) that includes a timeline for monitoring. This behavior will be submitted as a referral in eschool.
*Parents will be given the outcomes of the created plan. | Program will support teacher plans and document student behavior as a referral based on teacher submission in eschool. |
| SBIT        | **Upon the 3rd incident of Category 1, the 2nd incident of Category 2 or the 1st** | Program will provide necessary interventions based on findings of the SBIT     |
incident of Category 3a:
An SBIT will be scheduled to determine root cause and create a Student Success Plan with the following staff:
- Teacher
- Student
- Parent
- Administration/counselor
- Other support staff based on need
and documented in the student success plan. Also, a follow up date will be determined for progress monitoring during the SBIT. Based on outcomes, this follow up may be designated as a Review Conference for behavior.

<table>
<thead>
<tr>
<th>Review Conference for Behavior/Probation</th>
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<tbody>
<tr>
<td>In the instance that no improvement has been made from the Student Success Plan and/or the 4th incident of Category 1, a Review Conference will be scheduled by the counselor. This will be determined by interim or nine weeks grades. This Conference will include revising the Student Success Plan with the following staff:</td>
</tr>
<tr>
<td>- Teacher</td>
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<tr>
<td>- Student</td>
</tr>
<tr>
<td>- Parent</td>
</tr>
<tr>
<td>- Administration/counselor</td>
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<tr>
<td>- Other support staff based on need</td>
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<tr>
<td>Students who have a 4th incident of Category 1: The team will review the outcomes of the success plan and determine the changes that will be made. Students who have made no progress at the end of the established timeline may be placed on Probation for the following nine weeks. Probation includes:</td>
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<tr>
<td>- the execution of a revised Student Success Plan</td>
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<tr>
<td>- weekly, documented progress monitoring by teacher and appropriate staff</td>
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<tr>
<td>- Family/Program contract</td>
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<tr>
<td>Team: Revise the Student Success Plan</td>
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<tr>
<td>Teacher: document and notify team of weekly progress</td>
</tr>
<tr>
<td>Counselor/Other appropriate staff: provide additional supports based on individual needs designated in the student success plan</td>
</tr>
<tr>
<td>Administration: review the terms of the contract with the parent, schedule the progress monitoring conference based on established timeline, determine possible reassignment based on lack of progress.</td>
</tr>
<tr>
<td>In the instance that a Review Conference has been held, students who have made no progress based on the established timeline will be placed on Probation and their behavior will be monitored on a weekly basis. Based on these collected outcomes, the student may be recommended for reassignment by administration.</td>
</tr>
</tbody>
</table>
Students who have a 5th incident of Category 1, a 3rd incident of Category 2 behavior, 2nd incident of Category 3a, or 1st incident of Category 3b will be subject to an immediate recommendation for reassignment by administration.

Special Education & Accommodations

Students receiving special services will attend a support meeting with their parents and team members to determine the accommodations and services needed for the child to be successful in the digital environment.

Special Education

The student’s IEP team will provide a support meeting to determine the services needed for the student to be successful in the digital learning environment. Based on the needs of the student, asynchronous may not be viable to provide the necessary support. In such a case, the student will be required to be a hybrid student.

504

The student’s 504 team will provide a support meeting to determine the accommodations needed for the student to be successful in the digital learning environment. Based on the needs of the student, asynchronous may not be viable to provide the necessary support. In such a case, the student will be required to be a hybrid student.

English Language Learners

The student’s LPAC team will provide a support meeting to determine the accommodations needed for the child to be successful in the digital learning environment. Based on the needs of the student, asynchronous may not be viable to
provide the necessary support. In such a case, the student will be required to be a hybrid student.

**Gifted & Talented**

Students will have the opportunity to participate in designated electives or AP courses if they are a part of the hybrid program.

Students will also have the opportunity to participate in clubs and extracurriculars that enrich the learning experiences of the GT student.

A certified GT Specialist will provide additional support to students. GT students are offered at least a 30 minute monthly affective needs meeting to support them. These monthly meetings can address study skills, college and career planning, and the student’s topics of interest. They further serve to do student progress checks and to make sure that the students are getting the affective needs/social-emotional support needed.

**Dyslexia, Speech, OT/PT**

Students will be scheduled weekly, specific meeting times for online therapy based on their needs.

Students assigned to WRS (Wilson Reading System) classes must attend these classes on site.

**Counseling**

Every student will have access to the home counselor at Dunbar/Hall STEAM Magnet. Counselors are an important piece in ensuring the social and emotional well-being of students and providing guidance on grades and credits for graduation. Because of this, students, parents and teachers will have avenues to request wellness meetings to assist in any of these areas.

**Exit Policy for Academics**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Teacher Actions</th>
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<tbody>
<tr>
<td>Parent notification</td>
<td>In regularly scheduled virtual meetings with their student(s), the teacher reviews grade status and creates a plan of action with that student (based on individual needs) that includes a timeline. *Parents will be given the</td>
<td>Program will monitor students at risk of failure of students who have a grade below 70% based on teacher submissions to school-wide form.</td>
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<tr>
<td>Outcomes of the Created Plan</td>
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<tr>
<td><strong>SBIT</strong></td>
<td>Program will provide necessary interventions based on findings of the SBIT and documented in the student success plan. Also, a follow up date will be determined for progress monitoring during the SBIT. Based on outcomes, this follow up may be designated as an Academic Review Conference.</td>
<td></td>
</tr>
</tbody>
</table>
| Upon the instance that the teacher/student plan fails (no longer than 2 weeks from date of plan), an SBIT will be scheduled to determine root cause and create a Student Success Plan with the following staff:  
  - Teacher  
  - Student  
  - Parent  
  - Administration/counselor  
  - Other support staff based on need |  |
| **Academic Review Conference** | The program will review the outcomes of the success plan and determine the changes that will be made. Students who have made no progress and are below 65% at the end of the nine weeks will be placed on Academic Probation for the following nine weeks. |
| In the instance that no improvement has been made from the Student Success Plan, an Academic Review Conference will be scheduled by the counselor. This will be determined by interim or nine weeks grades. This Conference will include revising the Student Success Plan with the following staff:  
  - Teacher  
  - Student  
  - Parent  
  - Administration/counselor  
  - Other support staff based on need |  |
| **Academic Probation** | Team: Revise the Student Success Plan  
Teacher: document and notify team of weekly progress  
Counselor/Other appropriate staff: provide additional supports based on individual needs designated in the student success plan  
Administration: review the  |
| During the Academic Review Conference, the team will review the outcomes of the success plan and determine the changes that will be made. Students who have made no progress and are below 65% at the end of the nine weeks will be placed on Academic Probation for the following nine weeks. Probation includes:  
  - the execution of a revised Student Success Plan |  |
Contact Us

Student Schedules
Ms. Williamson (Counselor) wanda.williamson@lrsd.org

Chromebooks
Mr. Spencer (Magnet Coordinator) joel.spencer@lrsd.org

Athletics
Mr. McGee (Athletic Director/Hall HS Principal) carlton.mcgee@lrsd.org

| weekly, documented progress monitoring by teacher | Family/Program contract terms of the contract with the parent, schedule the progress monitoring conference mid-quarter, determine possible reassignment based on lack of progress |