

# Legacy Preparatory Charter Academy Virtual School FAQs

## **How and when can I enroll my child in the LPCA Virtual School?**

Families had the opportunity to enroll in the LPCA Virtual School through Skyward during the summer. Students who elect to participate in Virtual School may not switch to on campus learning until the completion of the 9-week grading period. Parents are required to contact the Campus Director 2 weeks prior to the end of the 9 week grading period (during the 7th week of the grading period), by email to request the change. There will be no exceptions to this policy.

Students may switch to Virtual Learning at any time with 24-hour notice by emailing the Campus Director. Once the student transitions to Virtual School, they may not switch back to on campus learning until the end of the 9 weeks grading period (and must do so 2 weeks in advance). If the student moved to Virtual School in week 8 of the grading period, they must wait until the end of the next grading period to transition back to on campus learning.

**Note:** virtual scholars from outside of our geographical boundaries are not permitted to attend on campus learning.

## **Is there a limit on how many times parents can change their mind from in person to virtual?**

No. However, according to Texas Education Agency guidelines, scholars may only change from on-campus to virtual learning at the end of a grading period (9 weeks).

## **How long will Legacy offer a Virtual School option?**

At this time, the Texas Education Agency has authorized a virtual learning model for the entire 2020-2021 school year. We do not know if the state will allow this option beyond next year.

## **What school supplies does my scholar need for Virtual School?**

Legacy Preparatory Charter Academy has a rigorous, project-based curriculum that requires each student to have a technology device. LPCA can provide each scholar with a school issued device at no charge if requested. Grades K-3 are issued an IPAD, grades 4-12 are issued a Chromebook or Laptop. Other required supplies are listed here:

<https://www.legacypreparatory.com/2020-2021-supply-lists/>

## **What time do scholars have to log in daily?**

Scholar schedules and log-in times will vary; however, scholars will be required to log in at specific times during the regular school day hours. Scholars have until 11:59 pm each day to be counted present with completed daily engagement.

LPCA Virtual School attendance is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 still requires students to attend at least 90% of their classes to receive credit and be promoted.

## **How do you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day?**

Students are expected to interact with academic content for the same amount of time as a regular school day. Students receive an agenda in the Learning Management System (LMS) that outlines daily schedules, expected learning activities, and assignments for completion.

- For K-5, students will learn both synchronous and asynchronous, participating in **180+** total minutes of learning across core content daily. Students will engage in 75+ minutes of synchronous academic instruction daily during small groups/prime time, along with 30 minutes of synchronous community circle/morning routines time. The remainder of the day, approximately 180+ minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and TEKS-based materials.
- For 6-12, students will participate in more synchronous and asynchronous learning time than in K-5. Students will complete approximately **300+** minutes of instruction daily: 180 synchronous academic instruction (small group/ intervention/tutorials), 15 synchronous community circle/daily routines, and 180 asynchronous across all subjects.

## **What are the expectations for daily student interaction with academic content?**

Daily tasks are identified as either synchronous or asynchronous.

- For synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction and work in pairs, small groups, and /or all together.
- During asynchronous learning, students are able to progress at their own pace through the content. The degree of flexibility is tailored to the grade level (e.g., K-5 schedules may be more prescriptive than 9-12, which may allow for more student agency).

All students are expected to engage in both synchronous and asynchronous instruction within the scheduled times. Students engage with the learning materials on their own time, interacting intermittently with the teacher via the computer, other electronic devices, or over the phone. The student will be able to communicate with the teacher and will also receive some two-way, real-time, live, instruction during assigned synchronous times.

## **Are teachers teaching live during class time or are they just available?**

There will be a combination of both synchronous and/or asynchronous instruction each day from the teacher along with other types of online instruction. It will vary according to grade level, type of course, curriculum etc.

## **Do scholars have one-on-one instruction with their teachers?**

Tutorials are conducted on Tuesday and Thursday from 3:45 pm -4:30 pm. Teachers are also available at multiple times throughout the day for small group instruction, to help students/parents, and to answer questions. Teachers are available for Late Office Hours once a week, from 4:30 pm - 6:30 pm. Please contact your teacher for the assigned day.

## **Will the Virtual School hours be flexible to accommodate parents' work schedules?**

Scholars enrolled in the LPCA Virtual School follow a regular schedule during normal school hours. Scholars may complete work outside of class time, but they may check in with their teachers at scheduled times to meet the instructional minutes and attendance requirements set by the Texas Education Agency.

**Do assignments that are asynchronous have to be completed between 8 am - 3:45 pm or can they be completed at any time the child chooses during the day?**

Daily asynchronous assignments must be submitted by 11:59 pm on the day that they are due.

**Are parents able to check their scholar's progress to know whether he/she is keeping up with the class-time requirements?**

Parents are able to follow their child's grades through Skyward Family Access. Parents of scholar's in grades K-5 can also request to receive summary emails through Google Guardian. Parents of scholar's in grades 6-12 can use Echo to observe their scholar's progress. Detailed instructions for monitoring your scholar are in the LPCA Virtual School handbook. Please note that teachers should reach out to families if there is a lack of progress or problems with attendance.

**Are Virtual School scholars behind or ahead of on-campus scholars in the curriculum?**

All scholars will follow the same scope and sequence for the curriculum, regardless of whether they are on-campus or virtual.

**How many kids will a teacher have when virtual?**

Class sizes will vary, just as they do for on-campus learning. Charter schools are not subject to TEC Sections 25.111 and 25.112 that state such guidelines for districts. Per LPCA's charter, K-4th will have (at maximum) a 1/25 teacher/student ratio and all other grade levels have (at maximum) a 1/30 ratio.

**Are special education scholars eligible to enroll in the Virtual School?**

Special education scholars are eligible to sign up for LPCA Virtual School. An ARD will be held to develop an IEP that can be implemented in a virtual environment and that addresses the same needs as the scholar's current IEP. Parental input at that ARD will be critical as the parent will have to help determine what supports are available in the home environment.

**How are inclusion services implemented during virtual learning?**

Special education facilitators and paraprofessionals will work collaboratively with the general education facilitators to provide support per the scholar's IEP. They will promote student engagement in the virtual classroom, and/or develop virtual activities with the general education facilitator.

### **What will special education resource classes look like during virtual learning?**

The schedule for classes will parallel the schedule for scholars receiving on-campus instruction as much as possible. The instruction will be appropriate for the scholar's grade/curriculum content. Direct instruction may be supplemented with activities to be completed by the scholars. The special education staff will utilize different learning programs to ensure effective implementation during virtual learning.

### **How are scholars who receive speech therapy and related services provided these services during virtual learning?**

Speech and related services will range from utilization of virtual instruction platforms to collaboration and consultation facilitators to real-time, multimedia interaction with scholars and families. The service providers will work with general education and special education facilitators regarding the expectations for presentation of instructional materials. They will also assist families to understand how to implement appropriate accommodations in the online environment.

### **How are scholars with Dyslexia served through the Virtual School?**

Scholars receiving dyslexia intervention will meet on a regular basis with the Dyslexia Strategist during school hours. The district offers a dyslexia program to students who meet the eligibility criteria. The Multisensory Teaching Approach (MTA) coupled with the best practices from Alphabetic Phonics and Situational Learning are used as the intervention model. The Dyslexia Strategist coordinates what is assigned to your child. If any accommodations are required, those will be communicated; however, you as the parent can always communicate directly with the Dyslexia Strategist.

### **Can 504 scholars be served through the Virtual School?**

Scholars who qualify for Section 504 services are eligible to sign up for LPCA Virtual School. A Section 504 meeting will be held to develop an accommodation plan that can be implemented in a virtual environment and addresses the same needs as are addressed by the current accommodation plans. Parental input at that meeting will be critical as the parent will have to help determine what supports are available in the home environment.

### **Can GT scholars be served through the Virtual School?**

Scholars identified to receive gifted and talented services will continue to receive those services in both learning environments through differentiated instruction tailored by their teachers with the aid of the Renzulli Learning Platform. We will also continue to facilitate the GT rotations. As the year progresses, we will continue to offer the GT Saturdays during the 2nd semester, and the GT Summer Camp.

### **With STAAR testing coming back, how will virtual scholars take STAAR?**

The Texas Education Agency has not yet provided details about how STAAR testing will be handled for virtual learning; however, STAAR testing will be required for all scholars.