



# New Virtual or Hybrid School Application

Application Deadline: May 20, 2022



# New Virtual or Hybrid School Approval Application | SY22-23

Please submit completed applications to [remote.learning@tea.texas.gov](mailto:remote.learning@tea.texas.gov) by May 20, 2022

## Overview

This application is for LEAs seeking a new CDCN (County District Campus Number) for a full-time virtual campus or a hybrid campus delivering remote instruction under Senate Bill 15 for the school year 2022-2023. TEA defines a full-time virtual campus as one where 100% of instruction is provided via remote learning, whereas a hybrid campus provides instruction via a combination of both face-to-face and remote learning.

The application process will have two key components:

1. Submit this virtual or hybrid school application demonstrating evidence of meeting all key requirements. This includes evidence of **LEA board approval** of the request for a new CDCN and virtual or hybrid school plan.

Note: This application will be scored against key rubric criteria (see link on the [remote learning webpage](#)).

2. Upon TEA approval of the application in Step #1 – Complete this [CDCN Request Form](#) and submit it to AskTED@tea.texas.gov.

Note: A CDCN approved for a virtual or hybrid school is only valid until September 1, 2023, the expiration date of Senate Bill 15. Further use of the CDCN is contingent upon legislative action to provide LEAs an avenue to receive remote ADA to operate virtual or hybrid schools beyond September 1, 2023.

## Why offer a virtual or hybrid school model?

For the overwhelming majority of students, the best place to learn is in the classroom every day. However, some families and students have thrived when choosing to participate in specialized virtual and hybrid learning environments created by their school systems – those that are 100% virtual, partially in person, and partially virtual, with specific supports and curricular adjustments to ensure efficacy.

Virtual models can improve flexibility and customization of school, making it more accessible for learners by:

- giving students some control over the place, path, or pace at which they learn;
- crafting student schedules to offer more targeted learning options such as small group sessions and tutoring on campus;
- facilitating personalized, self-directed learning through which students build self-efficacy and time management skills; and
- leveraging educational technology tools to deliver instruction and engage students by practicing concepts through fun, feedback-rich, interactive programs.

## What qualifies as a virtual or hybrid school under SB 15?

All new virtual or hybrid school proposals must meet the following criteria to be considered for approval:

### Key Operational Requirements and Allowances

- Comply with all SB 15 criteria.
- Attain board approval to launch a new virtual or hybrid school.
- Create a dedicated new virtual or hybrid campus with a new County District Campus Number (CDCN) and dedicated school leader.
- LEAs may co-locate two CDCNs in the same facility, including virtual or hybrid schools.

### Remote Learning School CDCN Requirements

Below are the requirements for requesting a new County District Campus Number to establish a virtual or hybrid new campus.

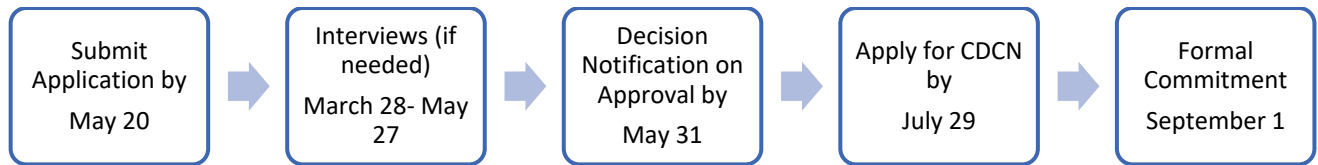
- Overall district-wide performance rating of C or higher in the school year 2018-2019, or the most recent rating received.
- Include at least one STAAR-assessed grade level among the grade levels for which local remote learning is offered or include a complete high school program, including each course for which an end-of-course assessment is required to be administered.
- The number of students receiving remote instruction is capped at 10% of all enrolled students within a given LEA.
- Provide families with an on-campus option. Local remote learning may not be the sole option offered to families, in general, or for any given day that remote instruction is offered.
- Meet the needs of and comply with all relevant federal and state laws and policies with respect to students with disabilities and English learners who are enrolled in a remote program.

Note: An LEA may not use or repurpose an existing CDCN for a new virtual or hybrid school. And further, an LEA may not phase out an existing CDCN by moving students over to a new CDCN granted through this process for a virtual or hybrid school.

**Informational resources:** [Remote learning webpage](#), [TAA\\_SB15](#), [SB15FAQ](#), [SAAH Language for Virtual Instruction](#), [Remote Learning Eligibility Listing](#)

## Timeline

To launch a new virtual or hybrid campus for SY2022-2023, LEAs must apply and complete the approval process outlined below. This option will entail a rigorous application review to establish a new virtual or hybrid school. Approval will be provided to only those LEAs with robust plans and many preparation components, including board approval. **The application will be released, followed by an informational webinar on March 24, 2022.**



## Important Dates

Date	Item
March 24	<b>Informational Webinar:</b> Interested LEAs may learn more by registering for and attending a webinar.
March 24	<b>Application Release Date:</b> The application will be available on the <a href="#">Remote Learning Webpage</a> .
May 20	<b>Application Deadline:</b> LEAs submit completed applications to <a href="mailto:remote.learning@tea.texas.gov">remote.learning@tea.texas.gov</a> . These will be processed on a rolling basis until the application deadline.
March 28 – May 27	<b>Virtual Interviews (if needed):</b> TEA staff may conduct virtual interviews with LEA leaders to add context to the written application and make an approval decision.
May 31	<b>Approval Notification:</b> LEAs receive notification on a rolling basis no later than May 31 if their application for a new virtual or hybrid school was approved to apply for a CDCN.
July 29	<b>Deadline to apply for a County District Campus Number (CDCN):</b> To apply, LEAs must have received approval notification and contact the TEA AskTED administrator at <a href="mailto:askted@tea.texas.gov">askted@tea.texas.gov</a> and refer to the instructions available on this <a href="#">webpage</a> .
September 1	<b>Formal Commitment:</b> LEAs provide a formal commitment to launch the new virtual school.

# New Virtual or Hybrid School Application | SY2022-2023

Please complete this application for each new virtual or hybrid school.

## 1. School Information

**Proposed School/Campus Name**

**Grades**

**School District**

**Address of Identified Facility**

Note: Co-location of a virtual or hybrid and fully on-campus school at the same facility is permitted

**Select an Instructional Program**

100% Virtual Model

Hybrid Model

**Projected Student Enrollment Number**

**Number of Students who meet SB 15 Eligibility Requirements**

**Projected Demographic Information**

% EcoDis:

% SpEd:

% EL:

**Name of the Proposed Principal**

**Current Employment**

**Phone Number**

**Email**

## 2. School Schedule

In this section, you may type the responses in the text boxes and/or include links to other documents with an explanation.

1. **Attachment 1:** Submit a master **schedule** that meets the virtual or hybrid school criteria.

**Attachment 1 Included?** Yes No

If a link, enter here:

### Approval criteria

- Instruction may not be delivered concurrently (i.e., in the same class period, teachers may not instruct remote and on-campus students simultaneously).
- Includes at least one STAAR-assessed grade level among the grade levels for which local remote learning is offered or includes a complete high school program, including each course for which an end-of-course assessment is required to be administered.
- Denotes learning modality for all courses (i.e., on-campus synchronous, on-campus asynchronous, remotely synchronously, or remotely asynchronously)
- For high school programs, there are course offerings for all required courses for a complete high school program.

2. **Attachment 2:** Provide a **week at a glance** for each grade level or course with a **summary table** of instructional components that take place remotely (denote synchronous or asynchronous) and on-campus (for *hybrid only*).

**Attachment 2 Included?** Yes No

If a link, enter here:

3. **Attachment 3:** Provide a **summary table** that adds up instructional minutes from the master schedule and calendar combined to show how the plan meets instructional minutes requirements.

**Attachment 3 Included?** Yes No

If a link, enter here:

4. Provide a brief description and rationale for the master and grade level schedules.

### 3. Education Program and Professional Development

In this section, you may type the responses in the text boxes and/or include links to other documents with an explanation.

#### Academic Plan

1. Provide an overview of the education program and a plan that shows how curriculum, core instructional practices, and assessment strategies will drive academic achievement.

\*Note: LEAs may attach or link additional artifacts and explain how the criteria below are met

#### **Approval Criteria**

##### Curriculum and Instructional practices

- The program guarantees a viable curriculum with high-quality instructional materials (HQIM). HQIM are content-rich, TEKS-aligned, accessible resources that educators use to engage all students in rigorous learning through sound pedagogical practices. HQIM embed assessments for progress monitoring and include implementation support for teachers.
- The plan describes how teachers will execute the curriculum with high fidelity within a virtual or hybrid model.
- The plan provides examples of how curricular resources and materials will be used in various modes of instruction (asynchronous, synchronous, on-campus, and remote) to provide a cohesive learning experience for students.
- The plan showcases research-based methods proven to increase student learning and are developmentally appropriate for the students in the given grade levels.
- At a high level, the plan addresses how teachers adjust instruction based on learning modality and, if applicable, align on-campus instruction and remote learning activities to provide a cohesive student experience.

##### Assessments strategies

- The plan shows how the LEA will administer assessments to students enrolled in local remote learning in the same manner as students learning on campus.
- The plan shows when LEAs will periodically assess students in the remote learning program to assess progress.
- Formative and summative assessments are designed to function in different learning modes (i.e., virtual, on-campus, asynchronous, synchronous).

2. Provide a plan for all major digital programs used in core components of instruction and learning.
  - i. Specify which programs will be used remotely and how they connect to either on-campus resources or other digital options to create an aligned, cohesive program.
    - Learning Management System (e.g., Schoology, Canvas, Google Classroom)
    - Content-Specific Digital Programs for Intervention or Personalized Learning (e.g., Imagine Learning, Zearn, Lexia, STMath)
    - Digital Programs for active learning and student engagement (e.g., Zoom, Google meets, Seesaw, Peardeck, Nearpod)
  - ii. Elaborate on how accessible the technology will be for teachers and students.
  - iii. Describe the plan to assess and ensure internet and device access for remote learning for all students. Share any current data and information on the percentage of students with reliable connectivity and devices. Include options for families to solve internet-related problems to ensure that students can succeed on remote learning days.

### Progress Monitoring and Learning Gaps

1. Describe teacher and student-facing systems used to track progress and determine student success within the virtual or hybrid learning model.
  - i. Include the functionality of the learning management software (LMS) and the ease at which teachers assign, grade, and provide quality feedback for students.
  - ii. Explain how teachers can access student data from remote learning tasks to make instructional decisions.
  - iii. Describe the student's role in progress monitoring and achieving their learning goals. Specify how students can readily access their data for on-campus (for hybrid only) and remote assignments.



2. Describe how the school plans to monitor student performance to deliver interventions when students struggle.
  - i. Include a pre-established timeline for routine checkpoints to monitor the student success in a virtual or hybrid model (e.g., audit student progress on learning goals or class grades every 6-weeks or after each summative/ interim assessment).
  - ii. Describe how the LEA plans to partner with families to ensure the best outcomes for students within the virtual or hybrid model. Include how parents are notified of student performance and explain the response plan for students struggling in the virtual or hybrid model, including an option to return fully on-campus.
  - iii. Address how students receive tutoring or acceleration supports within the virtual or hybrid model.

### Professional Development

1. Provide a calendar with learning objectives for ongoing professional development and job-embedded coaching to implement curriculum and instructional strategies within a virtual or hybrid school.



## 5. Student Recruitment and Enrollment

In this section, you may type the responses in the text boxes and/or include links to other documents with an explanation.

1. Describe the enrollment process and selection criteria for students who want to attend the virtual or hybrid school. Please include evidence of sufficient family interest to enroll students in a virtual or hybrid school if available. (e.g., family interest survey results)

\*Note: The virtual or hybrid school must be offered as a choice that students and parents/guardians may opt into (i.e., students cannot be enrolled by default based on their enrollment zone into a virtual or hybrid campus) and must have access to a fully on-campus option (i.e., the new virtual or hybrid school cannot be the only option offered to students/families)

### Approval criteria

- Campus enrollment criteria comply with student eligibility criteria noted here.
- LEA has demonstrated sufficient community need or interest to launch and sustain a virtual or hybrid school

2. How will the LEA ensure that all interested students and families, including those in poverty, struggling academically, students with no device and internet access, students with disabilities, and other youth at risk of academic failure, are equally included in this plan (with consideration of SB 15 constraints)?

3. **Attachment 4**, submit an Enrollment Policy that complies with [state law and](#) ensures the school will be open to all eligible students.

**Attachment 4 Included?** Yes No

If a link, enter here:

## 6. Special Populations and At-Risk Students

In this section, you may type the responses in the text boxes and/or include links to other documents with an explanation.

1. Provide a plan for how the school will meet the needs of diverse learners, including those with disabilities, English learners, and students identified as intellectually gifted. Elaborate on supports offered within various learning modalities (i.e., on-campus, remote, synchronous, and asynchronous).

### Approval Criteria

- Meet the needs of and comply with all relevant federal and state laws and policies with respect to students with disabilities and English learners who are enrolled in a remote program.

## 7. Staffing Plans

In this section, you may type the responses in the text boxes and/or include links to other documents with an explanation

1. As an **attachment**, submit a new virtual or hybrid school staffing plan, including administrative, instructional, and support services staff. Please also include specific details, such as names of the staff members (to the extent possible, as you may be hiring for some positions), certifications, content, grade level, support staff responsibilities, coaching roles, operational and technical support personnel.

### Approval criteria

- A dedicated school leader exclusively for the new virtual or hybrid school
- Qualified teachers and staff members who will thrive in a virtual or hybrid learning model
- Staffing roles have been redesigned to drive learning outcomes within a virtual and hybrid model. The plan includes classes sizes, student to teacher/instructional staff support ratio as it changes based on the mode of learning (e.g., remote synchronous for Alg. 1 will have 30 students with 1 teacher and 1 instructional support staff to provide help in break out rooms)
- Meets SB 15 requirements with respect to teachers delivering instruction
  - o Ensure that teachers delivering instruction in a full-time remote program have not been coerced in any way to take their full-time remote learning instruction position.

- Ensure teachers are not delivering instruction concurrently; concurrent instruction is instruction delivered to both on-campus and remote learners during the same class period, at the same time.

**Attachment 5, submit a staffing plan for the virtual or hybrid school.**

**Attachment 5 Included?** Yes No

If a link, enter here:

## 8. Facilities

1. *[For hybrid schools only]* Will the new hybrid school be co-located with a fully on-campus school?
  - Yes
  - No
2. Describe how the campus has been equipped to support the virtual or hybrid school (i.e., access to instructional technology, increased bandwidth, wireless access points, redesign of classroom spaces). If no physical space is utilized, describe how instructional technology and learning tools (iPad, laptop, software) will be distributed and maintained to operate a virtual school successfully.

## 9. Board Approval

As an **attachment**, submit approval documentation - a copy of the local school board's official minutes that include approval of the launch of the new virtual or hybrid school for SY2022-2023. Please also add the link to the meeting video (if available).

**Attachment 6, submit a copy of the board meeting minutes or agenda that shows approval of a new virtual or hybrid school launch.**

**Attachment 6 Included?** Yes No

If a link, enter here:

*\*Board approval may be submitted after the application window closes. However, approval of the application for a new CDCN is contingent on board approval.*

## 10. Assurances and Operational Criteria

Please complete the following portion as a commitment to meet the criteria for the virtual or hybrid school model and acknowledge the conditions that enable the operation of the virtual or hybrid school.

**Please confirm that the submitted proposal meets all the requirements stated below.**

#### Key Operational Requirements and Allowances

- Comply with all SB 15 criteria.
- Attain board approval to launch a new virtual or hybrid school.
- Create a dedicated new virtual or hybrid campus with a new County District Campus Number (CDCN) and dedicated school leader.
- LEAs may co-locate two CDCNs in the same facility, including hybrid schools.
- A virtual or hybrid school must be offered as a choice that students and parents/guardians may opt into (i.e., students cannot be enrolled into a virtual or hybrid campus by default based on their enrollment zone), and parents must have access to a fully on-campus option (i.e., the new virtual or hybrid school cannot be the only option offered to students/families)

#### Remote Learning School CDCN Requirements

Below are the requirements for requesting a new County District Campus Number to establish a virtual or hybrid new campus.

- Overall district-wide performance rating of C or higher in the school year 2018-2019, or the most recent rating received
- Include at least one STAAR-assessed grade level among the grade levels for which local remote learning is offered or include a complete high school program, including each course for which an end-of-course assessment is required to be administered.
- The number of students receiving remote instruction is capped at 10% of all enrolled students within a given LEA
- Provide families with an on-campus option. Local remote learning may not be the sole option offered to families, in general, or for any given day that remote instruction is offered.
- Meet the needs of and comply with all relevant federal and state laws and policies with respect to students with disabilities and English learners who are enrolled in a remote program option offered to families, in general, or for any given day that remote instruction is offered.
- Meet the needs of and comply with all relevant federal and state laws and policies with respect to students with disabilities and English learners who are enrolled in remote programs.

#### Attendance and Instructional Requirements

- To generate remote instruction funding under SB 15, LEAs must take daily attendance via synchronous, asynchronous, or a mix of methods and meet the instructional requirements outlined in the [SAAH Language on Virtual Instruction](#).

**Please select "yes" to acknowledge that the LEA understands and commits to the criteria for the virtual or hybrid school model**

Yes No

**What are some funding implications for the virtual or hybrid school model?**

LEAs may only count a student toward ADA if that student meets eligibility requirements as outlined in [TAA\\_SB15](#).

**Please select "yes" to acknowledge that the LEA understands the possible financial implications for the virtual or hybrid school model**

Yes No

**What are the conditions for the continuous operation of the virtual or hybrid school?**

A CDCN approved for a virtual or hybrid school is only valid until September 1, 2023. Further use of the CDCN is contingent upon legislative action to provide LEAs an avenue to receive remote ADA to operate virtual or hybrid schools beyond September 1, 2023.

**Please select "yes" to confirm that the LEA acknowledges the conditions that enable the operation of the virtual or hybrid school that is the subject of this application**

Yes No

Superintendent [Type in the name above]

Date

Project Lead [Type in the name above]

Date

**Please submit the completed application with attachments to  
[remote.learning@tea.texas.gov](mailto:remote.learning@tea.texas.gov).**