

Long Range Planning Meeting # 1



Agenda

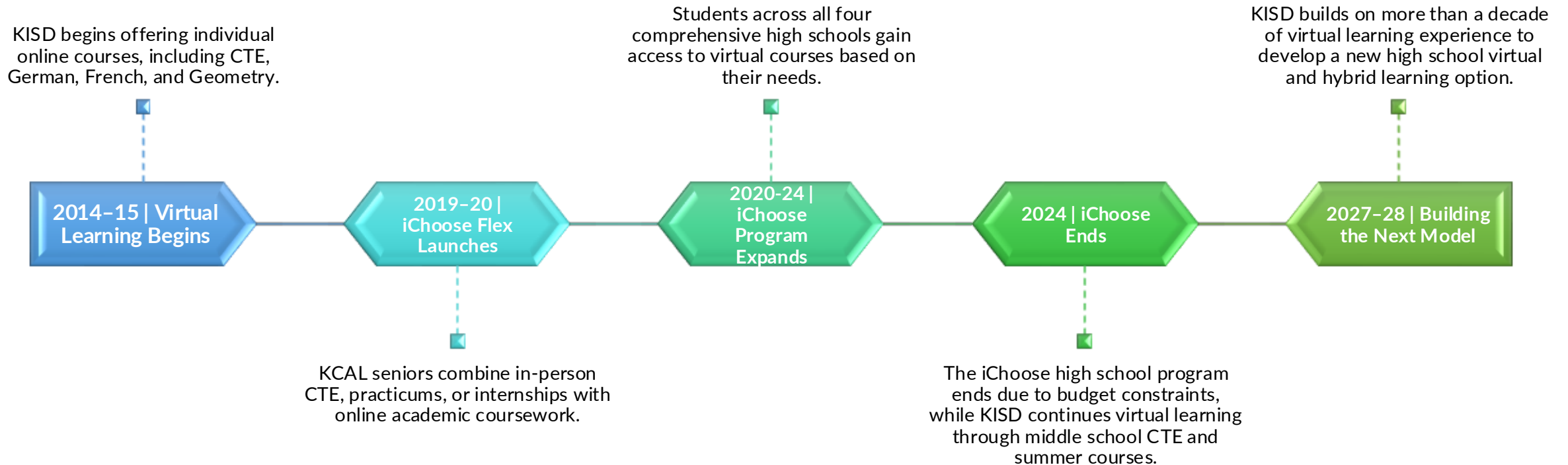
- Welcome and Introductions
- Overview of Virtual Hybrid Program
- Profile of a Successful Virtual Learner
- Virtual Learner Safety Net
- Outcomes
- 3 Year Strategies Goals



Overview of Virtual Hybrid Program



Virtual Learning in Keller ISD: Building on Our Experience



What Changed: SB 569 and TEC Chapter 30B

SB 569 establishes three delivery options for virtual and hybrid learning and simplifies the requirements for districts to offer these programs.



- **Individual courses**
 - Districts may offer individual virtual or hybrid courses. Courses must cover the TEKS, provide appropriate academic rigor, and meet state quality standards.
- **Full-Time Virtual Programs and Full-Time Hybrid Programs**
 - Districts may offer full-time virtual or hybrid programs within existing campuses without TEA authorization when program enrollment is less than 50% of the campus enrollment.
- **Full-time Virtual Campuses and Full-Time Hybrid Campuses**
 - Districts may create a full-time virtual or hybrid campus, but the campus must be authorized by TEA through an application process and is subject to additional accountability requirements.

Greater local
control and
flexibility

Equal funding
as in-person
instruction

District-driven
implementation



What Virtual Learning Is – What It Isn't

IT IS	IT IS NOT
Planned online instruction designed for virtual learning	COVID-era emergency remote teaching
Teacher-led learning with instruction, feedback, and support	Students simply working through online content on their own
Rigorous, TEKS-aligned instruction with high academic expectations	An easier way to earn course credit
Taught by teachers prepared for online instruction	Traditional classroom instruction simply moved online
A mix of online and in-person learning	A 100% virtual school
Courses for initial credit toward graduation	A credit recovery program



Why a Virtual Learning Hybrid Program?

A hybrid model gives KISD a flexible option while keeping students connected to their schools.

- Meets changing student needs
 - Provides flexibility for students balancing academics with CTE, athletics, fine arts, work, health needs, and other commitments.
- Keeps students connected to KISD
 - Students remain part of their home campus with access to KISD teachers, counselors, programs, activities, and support services.
- Provides another choice for families
 - Creates a KISD option for families who need more flexibility and may otherwise consider homeschool, charter, or other virtual programs.
- Builds on what we know
 - Uses KISD's previous virtual learning experience while creating a more structured and sustainable model.



Who Would We Serve?

- Current grades 9–12 students who need or prefer a flexible learning environment.
- Students balancing high-level athletics, fine arts, CTE, practicums, internships, work-based learning, or other significant commitments.
- Students with medical or personal circumstances who benefit from increased flexibility but remain connected to campus.
- Students who thrive with independent, structured online learning.
- Students who might otherwise leave the district for homeschool or another virtual option.
- Potentially, homeschooled students within district boundaries who want to re-enroll while maintaining a flexible schedule.



Proposed Model at a Glance

Grades 9–12

A small full-time hybrid program operating within the district's five existing high schools.

Home Campus

Students remain enrolled at their existing/home high school

Enrollment Commitment

One-semester commitment to support instructional consistency, scheduling, and state reporting.

Earlier return to full in-person instruction may be approved through committee review.

Virtual Instruction

Primarily asynchronous, TEKS-aligned coursework with pacing, deadlines, teacher support, and progress monitoring.

District Teachers

District educators teach/monitor virtual coursework and provide feedback, intervention, and grades.

Campus Connection

Students retain access to counseling, testing, CTE, athletics, fine arts, clubs, activities, and graduation.

Two Participation Levels:

1–3 virtual courses: combined with a traditional campus schedule; late arrival or early dismissal may allow coursework to be completed at home.

4+ virtual/hybrid courses: full-time hybrid program with an in-person instructional component.

Transportation: Students/parents provide transportation to and from required in-person courses, testing, and campus activities.



Student Examples

CTE:

Virtual Courses: AP Literature and Composition, AP Calculus AB

On Campus/KCAL Courses: Dual Enrollment Government/Dual Enrollment Economics, Anatomy & Physiology Honors, Pathophysiology Honors, Practicum Health Science: CNA, Pharmacology

Fine Arts:

Virtual Courses: English 2, World History, Spanish 2, Algebra 2 Honors

On Campus Courses: Chemistry Honors, Show Choir, Varsity Mixed Choir, Madrigal

Athletics:

Virtual Courses: Principles of Business, Marketing & Finance, World Geography, Art 1

On Campus Courses: English 1 Honors, Algebra 1, Biology, 9th grade Football



Students Stay Connected to Keller ISD

Virtual does not mean disconnected. Students retain full access to the Keller ISD experience.



Athletics and UIL



Fine Arts Programs



CTE Pathways



AP Courses



**Student
Organizations**



**Counseling
Services**



Campus Traditions



**Graduation
Ceremonies**



Key Requirements for the KISD Model

Key permissions and guardrails for the proposed model.

Allowed

- ✓ Provide synchronous or asynchronous instruction primarily over the internet
- ✓ Offer virtual options to support credit recovery, CTE, and advanced coursework
- ✓ Track attendance via LMS progress, teacher interaction, or assignment completion
- ✓ Choose to provide home computer equipment or internet access to students

Not Allowed

- ✗ Require a teacher to provide simultaneous (concurrent) virtual and in-person instruction
- ✗ Mandate student enrollment in a virtual or hybrid course — it must be optional for families
- ✗ Deny a parent's request for virtual courses that align with the student's graduation plan
- ✗ Be required by the state to provide home computer equipment or internet access

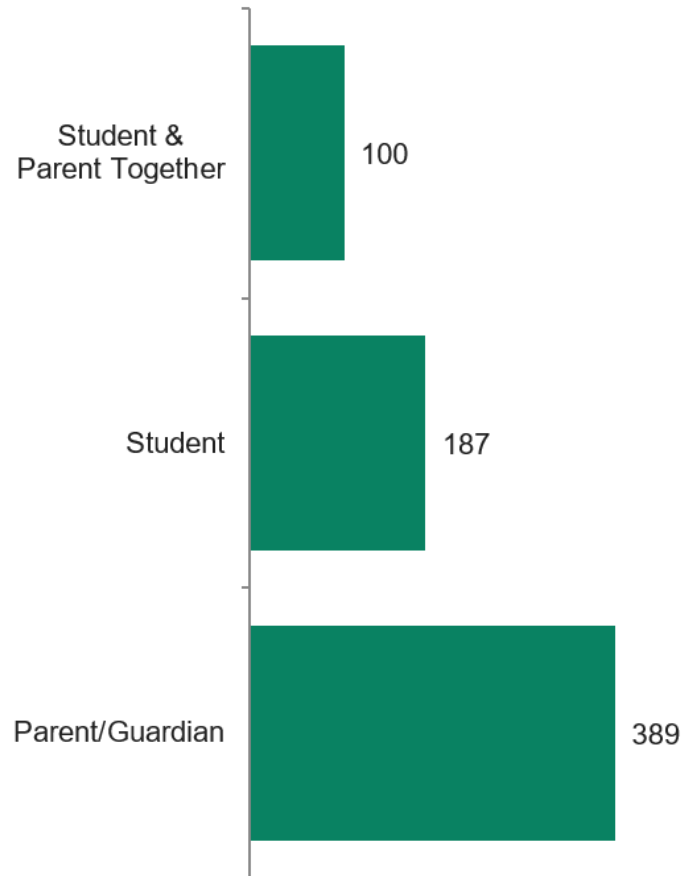
Additional guardrails: courses must meet TEKS, rigor, and applicable online-course quality standards; teachers must meet Chapter 30B virtual/hybrid training or experience requirements (TEA to create a training for online teachers)



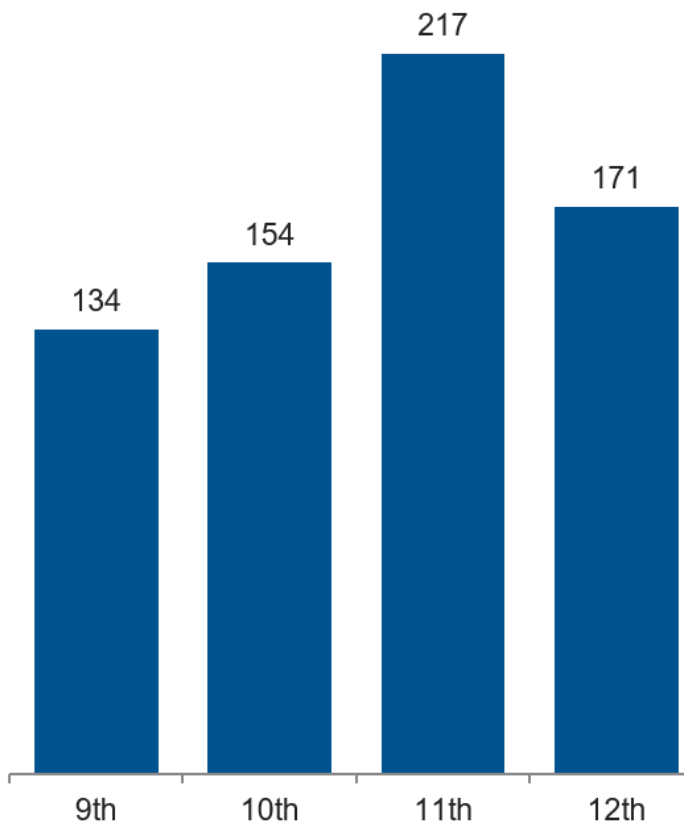
Survey Results Overview

676 total responses across current Keller ISD families and boundary-resident families whose students attend school elsewhere.

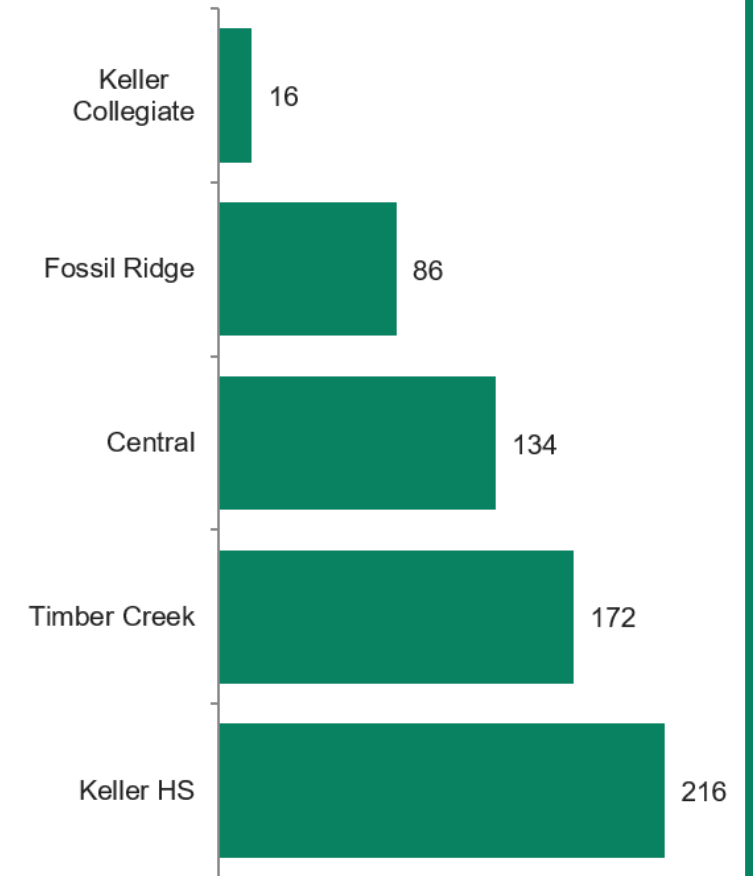
Who is completing this survey?



What grade will the student be in 2027-28 school year?



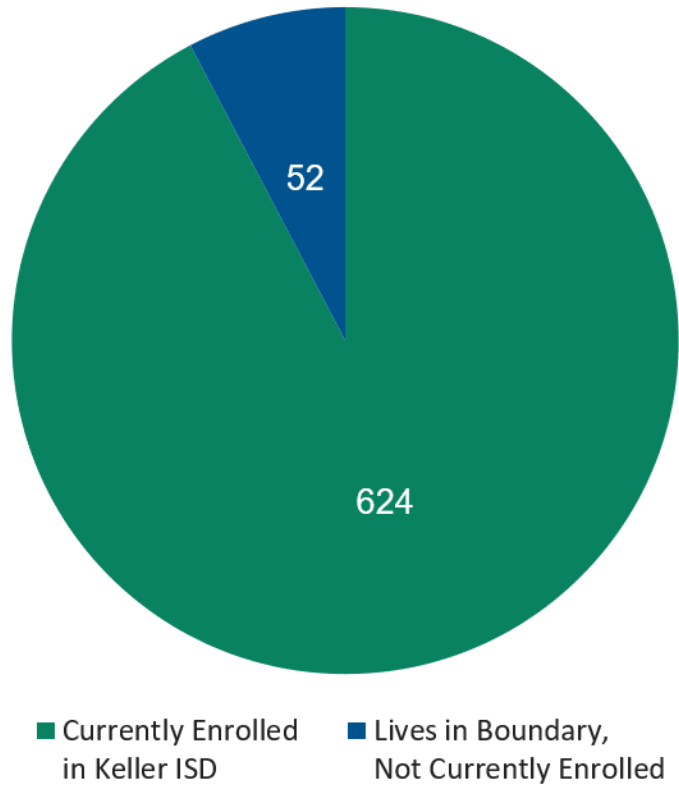
Which high school does the student attend?



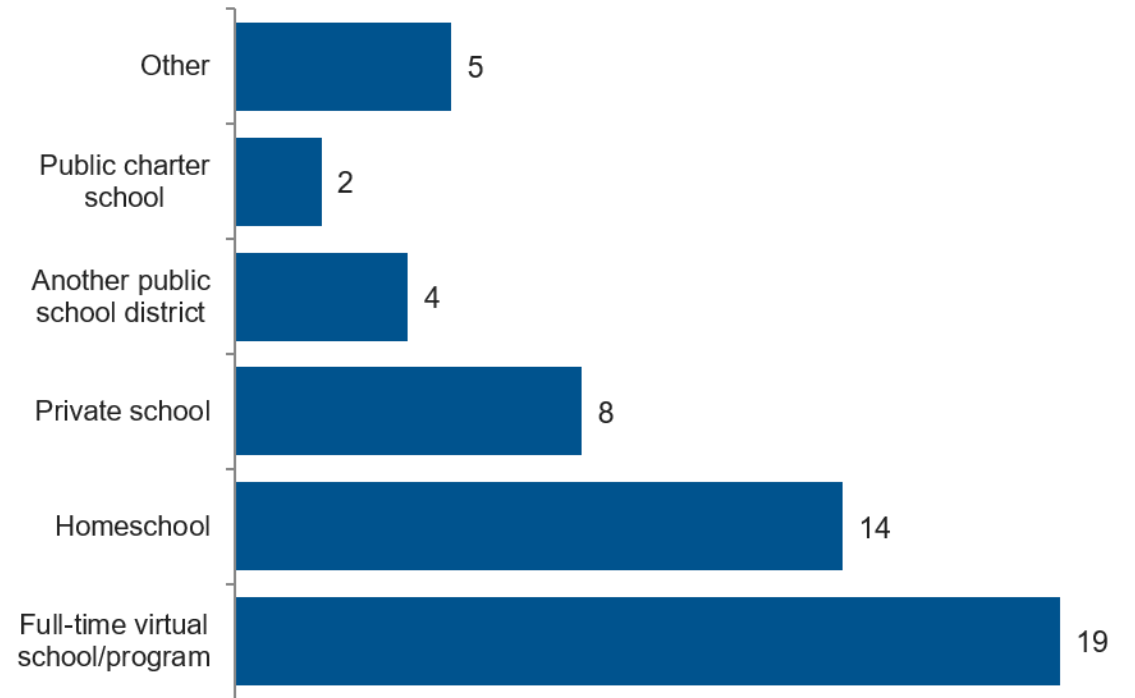
Survey Results:

Enrollment Status & Current Educational Setting

Which statement best describes the student?



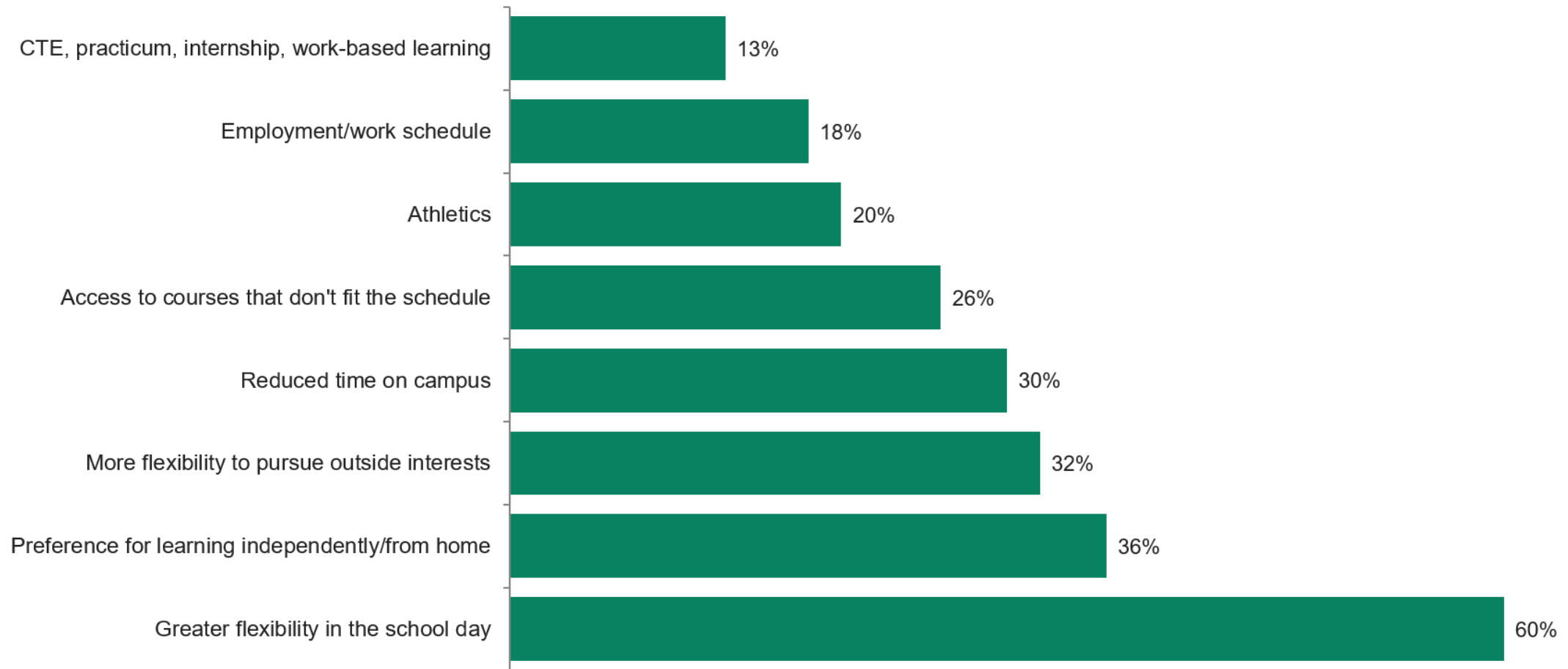
Which best describes the student's current educational setting?



Survey Results:

Why Families Are Considering Virtual Learning

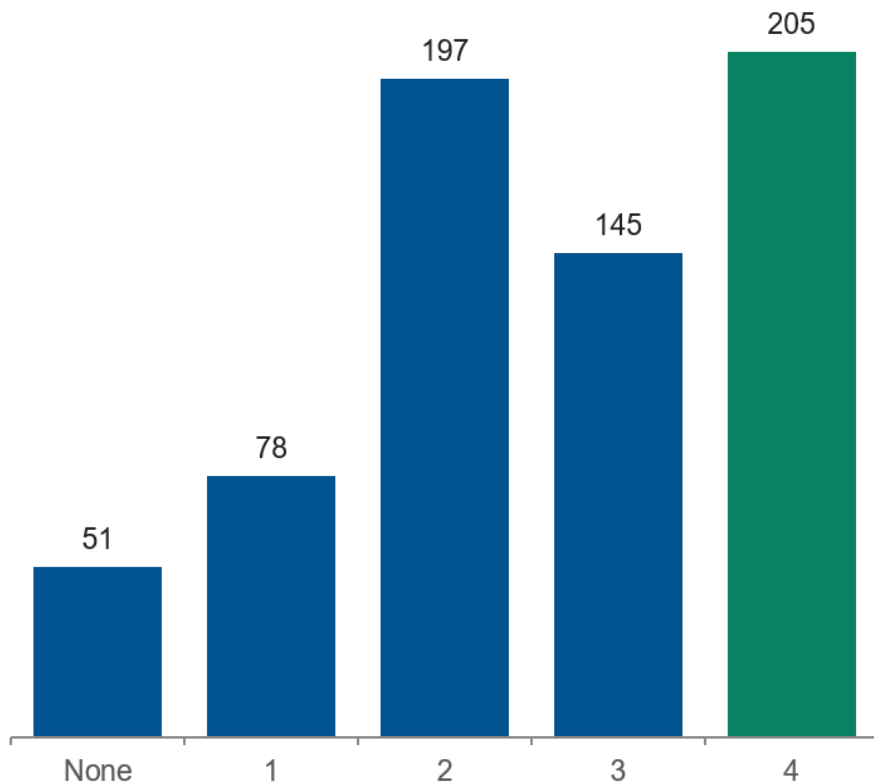
Respondents could select all reasons that applied — percentages are of all 676 responses.



Survey Results:

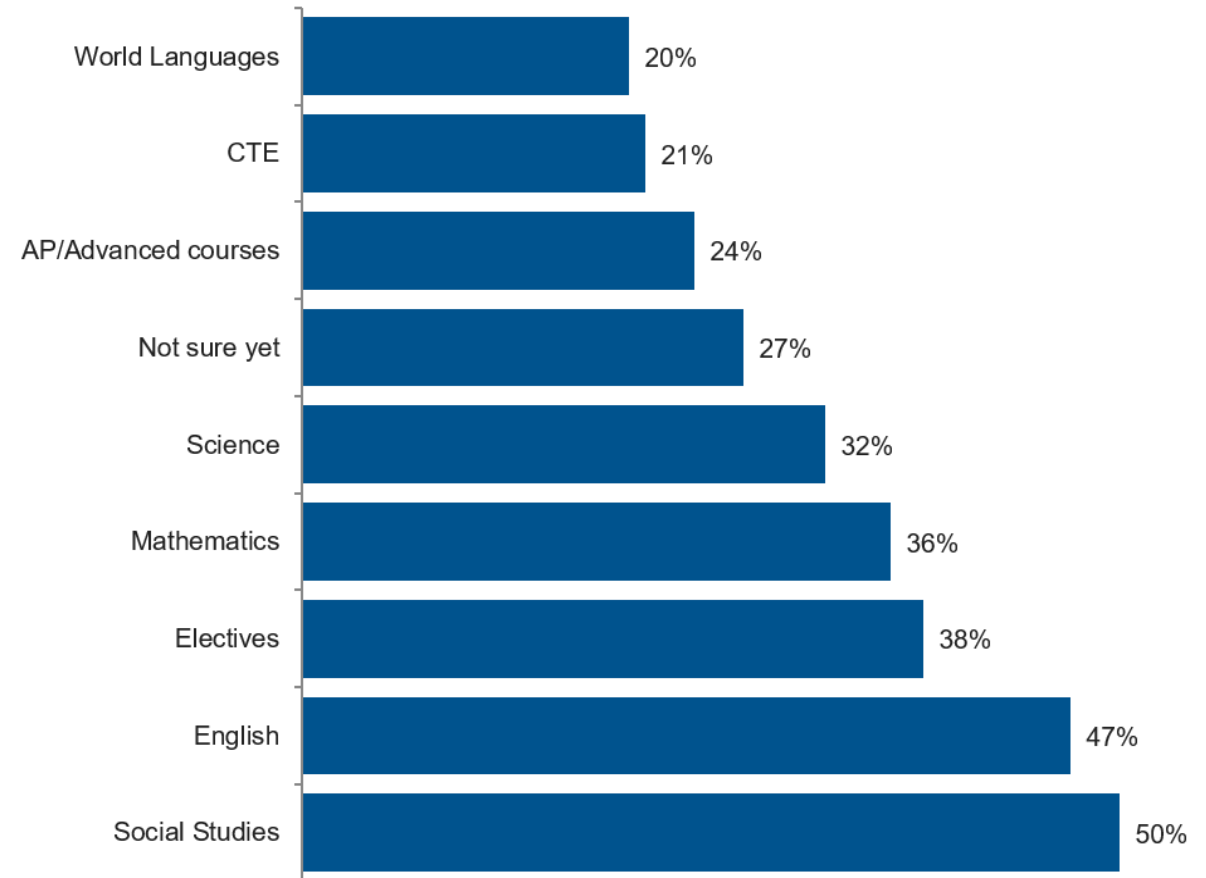
Preferred Course Load & Course Areas

Approximately how many courses would the student be interested in taking virtually during a semester?



Which course areas would you be interested in taking virtually?

Respondents could select all areas of interest — percentages are of all 676 responses.



Survey Results

Summary of open-ended responses on survey.

- Family Concerns and Requests:
 - Scheduling and Logistics: College-style model with flexibility, not a schedule that requires students to move back and forth between home and campus throughout the day.
 - Student Support: Teacher-led and relationship-based instruction, not independent online modules. Meeting the needs of unique learners who are struggling in traditional settings.
 - Quality of Instruction: Different from COVID learning. Prioritize teacher support and interactions with students.
 - Extracurriculars: Preserve opportunities to participate in athletics, fine arts, and CTE programs.



Profile of a Virtual Learner

Step 1: Table Talk and Poster Creation

- What characteristics or traits are important to be a successful virtual learner?
 - Ex: intrinsically motivated, independent, communicative etc...
- Create a list of these characteristics on your table's poster.
- Hang your group's poster on the wall when finished.



Profile of a Virtual Learner

Step 2: Review and Evaluate

- Grab a marker
- Move around the room to review other groups' lists.
- Use the table below to evaluate and mark their characteristics:

How to Mark the Poster	What it Means
✓	This characteristic is essential for a virtual learner.
?	This characteristic could be taught or developed within the virtual learning program.
✗	This characteristic is NOT important for a virtual learner.



Virtual Learner Safety Net

Level 1: Monitor	Level 2: Intervention	Level 3: Offboard
One or more missing assignments Declining grades Slower-than-expected progress Reduced communication	Multiple missing assignments Significant pacing concerns Failing or near-failing grades Repeated lack of engagement	Persistent lack of meaningful engagement Continued academic failure Failure to meet program expectations Inability to demonstrate independence required for virtual learning



Roadmap KISD Virtual Learning

SUMMER 2027

Teacher Training
Student Onboarding
Program Launch

SPRING 2027

Continue work with LRPC
Recruit/Hire Staff
Parent/Student
Information Sessions

FALL 2026

Continue work LRPC
Information Sessions
Virtual Course Catalog is
published
Registration begins

AUG-SEPT. 2026

Interest Surveys
Work with Long Range
Planning Committee-
proposals, logistics,
restriction, feedback

JULY-AUG. 2026

Present to Board of
Trustees
Begin Committee Work

Three Year Priorities

- Student Success
- Staff Recruitment and Retention
- Safe-Learning Environments
- Family and Community Engagement
- Financial Stewardship
- Systematic Approach

