

**Appendix Three**  
**Narrative Description of Proposed Program**  
**The Phoenix Program at Live Oak Academy**

The proposed Optional Flexible School Day Program (OFSDP) Live Oak Academy High School (LOA), who are at risk of dropping out or did not complete high school on a Hays CISD campus within four years of initial enrollment into the ninth grade and want to return to complete the work needed to earn a diploma. The program is housed on the Live Oak Campus and served by teachers and staff at Live Oak. By providing flexible hours and a self-paced curriculum for students to attend we hope to accomplish the following goals and objectives:

1. The goals and objectives of the OFSDP at Live Oak include providing a flexible school day to meet the needs of the non-traditional students who work to support themselves or their families, have children, are behind in credits and have been unsuccessful at their previous campus. We hope this option will keep them enrolled in school, our small environment will keep them engaged in their work, and focused on their graduation requirements.
2. The schedule for students will be 8:50am until 4:20pm on Monday thru Friday.
3. The staff at Live Oak will support all OFSD students. This includes one full-time teacher that will support all students in the OFSDP. The Principal, Academic Coordinator, and a Counselor will oversee this program and support it as needed. The Counselor will meet with all students for current academic support and that will be for about 1 hour a month in an ongoing basis. Certified teachers will rotate into the classroom throughout the day to support students' academic needs for about 2 to 3 hours a day. A college and career counselor will also be available at least two days a week to help students with testing and registration for future academic endeavors, each meeting will last thirty minutes to one hour.
4. Students are identified by the counselors at their home campus and referred to LOA for enrollment. We determine individually who meets the criteria and set up a meeting with the student and parent to offer the services and deliver information about the program to the parents. If all criteria are met, students are then enrolled, and the program is started.
5. Each teacher in the OFSDP will serve no more than 25 students at one time.
6. Serving SPED, CTE, PEP, and Bilingual services for OFSD students will be by certified teachers.
  - Students who are SPED are served by the LOA sped certified teacher. This teacher is assigned to the lab for multiple periods in the morning and afternoon to ensure that they

have the opportunity to work with all sped students no matter what hours they attend the program.

- A CTE certified teacher is assigned to the lab and all CTE courses that are available to LOA students is also available to the OFSD students.
- Parenting Education services are offered through the PEP program at LOA. The PEP teacher with a family and consumer science certification, will serve students and they will be scheduled into the PEP class at LOA.
- Bilingual services are offered through the Hays CISD bilingual department. Bilingual staff will participate directly with students who need services or request services.
- In addition to the services above, the OFSD program will also provide effective transition services to post-secondary education and/or career of choice through continued monitoring of course progress, attendance, and assessment performance.

7. Tracking Attendance for those students participating in the OFSDP:

Students participating in the optional flexible school day program can attend classes on campus at any time between 8:50 a.m. and 4:20 p.m., Monday through Friday.

- a) The classroom teacher will keep track of the number of minutes students attend each day on the daily attendance log. The teacher will verify the minutes daily with their signature and then again weekly to ensure proper accounting of minutes served.
- b) If a student does not attend for a minimum of 45 minutes, no data is recorded. The teacher can review log in times, check video if needed to ensure proper accounting of time is logged. This is verified at the teacher level, and also again by the attendance clerk when the attendance log is turned in for reporting.
- c) At the district level, attendance is audited on a six-week basis and the minutes that are entered into the SIS are verified against the paper logs mentioned above. The SIS department does not allow the end user to save minutes a total less than 45 a day. In order to meet the ADA requirements, no student can have their code changed within a six-week period. This ensures that not student can generate more ADA than allowed. This is also audited at the district level each six-weeks. No student receive more than 10,800 minutes per course and students will not be simultaneously enrolled in OFSDP and traditional programs.
- d) In order to meet the ADA requirements, no student can have their code changed within a six-week period. This ensures that not student can generate more ADA than allowed. This is also audited at the district level each six-weeks. No student receive more than 10,800 minutes per course and students will not be simultaneously enrolled in OFSDP and traditional programs.
- e) Compliance with Section 2.2.3 of the SAAH  
Hays CISD utilizes an electronic attendance accounting system. Each staff member has a unique login ID and confidential password to sign in to the system for attendance taking. The system has an automatic log out after 20 minutes of no activity. The system includes audit tables and reports that allow the SIS Department to view changes to student attendance, IP addresses of the locations where staff

logged in and changes occurred, and the unique login ID that made the changes. The audit tables track the attendance taken for each student, the date and time stamp of when the teacher posted attendance in the system, and whether the teacher used the “all present” option when they took their classroom attendance.

The SIS Department manages access to our student information system where teachers record attendance. Teacher access to attendance is limited to only the classes for which they are a teacher of record. The system provides the ability for teachers to be added as assistant or support teachers to course sections, with the ability to record attendance as needed. The system keeps an audit trail of which staff member recorded the attendance for the students. The only other staff member on campus who has access to modify attendance is the attendance clerk/secretary. The attendance position is responsible for ensuring that all teachers, in all class periods, record attendance on time and accurately. If a teacher has a substitute, the attendance office provides a paper class roster to the sub to record attendance. The sub records who is absent and who is present on the roster. If the entire class is present, the sub is required to write “all present” on the roster. The roster must be signed and dated by the sub and returned to the attendance office before the end of the class period. The attendance office is responsible for verifying the returned roster has all required elements. The attendance staff will update the student attendance in our system, scan and save a copy of the class roster in our secure network drive and file the paper copy of the roster to be saved and stored based on district record retention guidelines.

The SIS Department conducts weekly and six-weeks attendance audits to ensure that attendance is accurate, secure, and meets the requirements outlined in the SAAH. SIS staff verify all attendance posted by attendance staff to confirm that documentation exists from a sub or teacher to support the attendance that was coded in the system. If the attendance staff does not have documentation from a teacher or sub to support the attendance posted in the system, the SIS department marks all students absent and gives the attendance staff a deadline to obtain documentation. The SIS Department also audits the attendance codes used by campus staff to ensure that the required documentation as outlined in the SAAH is on file. Additionally, the campus attendance office is audited by the SIS Department to ensure that attendance documentation is filed and secured as required.

At the start and end of each school year, the SIS department provides training to attendance staff on attendance procedures, SAAH requirements, and processes for preparing for an attendance year and closing it out securely. All staff are required to receive security and confidentiality training and sign an agreement form confirming they understand the security and confidentiality requirements and will follow them or receive the consequences. The security and confidentiality training reviews login credential security, such as: not sharing credentials, not writing them down and leaving them in accessible areas, not logging in and allowing another staff member to work under their credentials, locking their machine or logging out before walking away from their machine, and records management to ensure confidential and secure documents are not left out accessible to non-authorized staff. The SIS Department also maintains an attendance accounting manual that campus staff are required to follow. SIS department audits campus attendance, security processes, and procedures to ensure district attendance procedures and the SAAH are followed.

#### Compliance with Section 11.6 of the SAAH

The campus has an application process and a review committee to ensure students meet the eligibility criteria outlined in the SAAH before students are enrolled into the program. Once a student is selected for the program, an interview is conducted with the student and guardian to review the program participation agreement whereby both the student and parent sign and agree to follow the program expectations and guidelines. Students who are enrolled in the program are still eligible for and receive any special program services such as special education, 504, and emergent bilingual services.

OFSDP teachers are responsible for documenting the minutes for which the student received instructional services. The attendance accounting system is electronic, utilizing the teachers log in credentials as their secure signature each day to post attendance. The attendance accounting system has an attendance entry point designed for the OFSDP that allows the teacher to input minutes by day. The same audit and security procedures are applied to attendance captured for the OFSDP.

The SIS Department audits enrollment in the OFSDP to ensure that students are not transferred between the traditional attendance tracks and the OFSDP track within the same six-weeks periods. Student enrollments are adjusted to ensure that a student is not generating both OFSDP attendance and regular attendance. The attendance accounting system used by the district also provides a warning message to the

campus staff moving a student between tracks to ensure a student does not generate two types of attendance within the same six-weeks reporting period.

The campus offers a hybrid dropout recovery program that meets all requirements outlined in SAAH 11.6.4, allowing students to complete courses either online remotely or online at campus. The learning management system used in the program tracks the minutes that students are actively logged in and working on courses. The system includes reports that campus staff can download and save as attendance accounting documentation to document the number of minutes each day that the student was engaged in instruction. These reports are signed off on by the student's assigned teacher and used to enter the minutes into our district's student information system attendance accounting module for PEIMS reporting. The reports are scanned and uploaded to our secure network drive and paper copies of the reports are filed according to our district records retention schedule.

- f) Our SIS department has audit procedures in place and meets every six weeks at the campus with attendance personnel and administration.

#### 8. Credit Recovery Program

- a. Credit recovery students for summer school will have a credit audit performed by a counselor before entering the program. Teachers will assign only the necessary courses to meet graduation requirements based on this audit. Once courses are complete, a second audit will be performed by a different counselor to ensure all requirements are met. No classes other than those needed to graduate will be offered, and students will be dismissed from the program upon completion. For a student who is at summer school to meet the 90% attendance rule, the asst principal will determine the number of hours needed to meet the requirement and submit that to the summer school administrator. The student will attend and attendance will be tracked by the teacher to ensure that the student is only in attendance for the specific number of hours needed. This will be verified by teacher, counselor, and administrator for accuracy.

#### 9. Students attending a community-based dropout recovery program:

- a) This program is operated by Hays CISD and housed at Live Oak Academy. All staff associated with the program are employees of Hays CISD and are fully certified and the appropriate area.

- b) Each student will meet with a counselor at the start of their enrollment into the program. Information and resources about counselor access and services will be discussed. The Phoenix teacher is also a certified counselor and will work closely with the school counselor to monitor student wellness and provide information, intervention and services for students in need of mental health support.

10. Students attending a dropout recovery program offered in remote or hybrid setting:

- a) The purpose and design of the Phoenix program is to meet the student's individual needs and get them a diploma for either college entry, military, or the current job market. Students are offered and have access to CTE courses and certifications that are offered at Live Oak, as well as meeting with our College and Career Path Advisor to chart a path to their intended college, technical school, or career choice.
- b) Students who are in the CBDP are first required to meet with the school counselor to develop an individual graduation plan. This plan is shared and monitored by our Phoenix teacher who monitors and tracks student progress. Regular phone calls and emails are sent to both students and parents to monitor and track progress toward completion.
- c) The Phoenix teacher is the students' academic coach. This person regularly emails and calls both student and parent to keep them updated on students' progress. Other teachers on campus rotate through and provide feedback and support for the students. Parents have a personal login to the online learning platform to see student progress in real time.
- d) Our online learning platform shows real time progress toward completion and the academic coach will send an email at the first of each month showing progress in all subjects. To track attendance, reports of log-in and log-out times will be generated from the system and the academic coach will track this time on the attendance form. If a student does not log-in and actively works on assignments for a less than 45 minutes, no data is recorded. This is again verified at the teacher level, and again by the attendance clerk when the attendance log is turned in for reporting. This data is also included in the progress report sent to the student and parents.
- e) The Phoenix program is located in Live Oak Academy at 4820 Jack C. Hays Trail in Buda, Texas. It is a computer lab with 30-45 desktop computers available for use by students as well as Chromebooks. It has a general work area, a testing area, a silent study area. As many as three teachers and one instructional aide are available at any given time to support student learning in this program.