

Optional Flexible School Day Program Application

Fields marked with an asterisk (*) are required.

This is the official Optional Flexible School Day Program (OFSDP) Application Form. All required fields must be completed, and all attachments must be included in this submission. **Emailed documents will not be accepted.**

Applications should be submitted 30 days prior to the start of the program. Start date(s) listed in the spreadsheet upload should be at least thirty (30) days after the application is submitted.

For questions or assistance regarding this application, email opflex@tea.texas.gov or visit the [OFSDP website](#).

School System Name *

Canutillo Independent School District

School System CDN *

Enter your 6-Digit CDN (no dashes)

071907

Mailing Address *

7965 Artcraft Rd

City *

El Paso

State *

TX

Zip Code: *

79932

Superintendent's Name: *

Dr. Josue Borrego

Superintendent's Email Address: *

✉ jborrego@canutillo-isd.org

School System Phone Number: *

▼ +1 (915) 877-7444

District PEIMS Coordinator Name: *

Karina Anchieta

Email Address: *

✉ kanchieta@canutillo-isd.org

OFSDP Contact Name: *

Dr. Debra Kerney

Email Address: *

✉ dkerney@canutillo-isd.org

OFSDP Contact Name: *

Dr. Monica Reyes

Email Address: *

 mreyes@canutillo-isd.org

Attendance and Compliance Procedures of Proposed Program

1. What type of OFSDP program is the school system applying for? (Select all that apply)

At-Risk Students

The student is at risk of dropping out of school, as defined by TEC, §29.081.



Minimum Attendance

Students that do not meet the attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled without retaking the class. Funding for attendance is limited to that which is necessary for the student to recover class credit.



Early College High School

The student is attending a campus that has been designated by the Texas Education Agency (TEA) as an Early College High School (ECHS), as defined by the TEC, §29.908, Pathways in Technology Early College High School (P-TECH), as defined by the TEC, §29.553, or Industry Cluster Innovative Academy (ICIA).



Campus Turnaround Plan

The student is attending a campus implementing an approved innovative campus plan, as defined by TEC, §39A.107.



Credit Recovery

Credit recovery classes may be offered during the summer recess for students who have not earned a full ADA during the regular school year. For an eligible OFSDP student attending summer OFSDP classes for credit recovery, funding for attendance is limited to that which is necessary for the student to recover class credit.



Campus Dropout Recovery

The student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081 (e-1), in which courses are offered on-campus 100% of the time. To be eligible for this designation, the campus will be designated by TEA as an Alternative Education Campus (AEC) of Choice - Dropout Recovery School. More information can be found on the Performance Reporting Division website.



Remote/Hybrid Dropout Recovery

The student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081 (e-2). A dropout recovery program can be offered for students to work in a remote or hybrid setting, only if the campus is designated by TEA as an Alternative Education Campus (AEC) of Choice - Dropout Recovery School and meets the requirements of TEC, §29.081 (e-2). More information can be found on the Performance Reporting Division website.



Please ensure that all questions below are addressed for each selected program type and for each campus listed in the OFSDP spreadsheet.

2. Describe the program goals and objectives. (The goals and objectives must align with the type of OFSDP program that is planned to be offered). *

The purpose of the Opportunity Academy (TOA) is to accommodate our dropout students that may have the following:

- challenges in a traditional educational setting
- are now parents and need to work
- at-risk students that have been denied credit for classes due to failed attendance requirements in a traditional setting
- did not complete high school within their graduation cohort
- have not succeeded in obtaining the academic credits required to graduate

The Opportunity Academy (TOA) offers an innovative instructional model, which will provide students:

- a flexible schedule to work independently
- earn high school credits
- prepare for state exams and
- graduate

Students are responsible for their own learning; however, students are provided one-on-one assistance when necessary. Students take an active role in setting their personal goals when interviewed for The Opportunity Academy through the Student Success Team. This approach is also self-paced with clear quantifiable objectives. TOA implements Computer Based Instruction and employs the Edmentum Learning Online Curriculum Program that has been aligned to state and national learning standards. Students will be accessing the online curriculum at Canutillo High School (Room K113), under the instruction of the teacher of record.

3. Provide the proposed schedule offered to students participating in the OFSDP, specifying days of the week and times courses are available. If the program is proposed at more than one campus, include the full proposed schedule for each campus location. *

-180 School Instructional days, August 3, 2026 - May 27, 2027 (Monday through Friday, 8:00 am - 4:30 pm)

-Summer Credit Recovery classes (Monday through Friday, 8:00 am - 4:30 pm)

4. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program. *

- Co-facilitate meetings with parents, staff, and students. Prepare student data, review transcripts, and evaluate credit criteria.
- Calculations of credit loss due to attendance.
- Meet with students during the intake process and throughout their continued participation in the program.
- Facilitate access rights to curriculum program.
- Maintain student online curriculum program data.
- Communicate students' progress with stakeholders such as counselors and administration, systematize credits earned.
- Enter grades in Gradebook for Progress Report and Report Card based on specified criteria.
- Implement and monitor procedures. Actively monitor TOA students assuring that all students remain on task within their assigned lessons.
- Provide academic intervention to students as needed in appropriate subject areas.
- Provides services to include individual and/or group tutoring.
- Administering of checking out and in of lab supplies from students: headphones, calculators, etc.
- Responsible for developing various interesting teaching methods and instructional methods that are beneficial to the students.
- Facilitate access rights to curriculum program. Maintain student online curriculum program data. Communicate students' progress with stakeholders such as counselors and administration, systematize credits earned. Enter grades in Gradebook for Progress Report and Report Card based on specified criteria.

Lluvia Rivera, At-Risk Aide 8:00 am – 4:30pm, Monday – Friday

- Take attendance daily. Document and inform SES supervisor of excessive tardiness and absences.
- Provide essential supervision to the students in educational requirements.
- Provide life skills to integrate into the community to become successful and self-sustained both inside and outside of the educational setting.
- Provide academic intervention to students as needed in appropriate subject areas.
- Provides services to include individual and/or group tutoring.
- Facilitate access rights to curriculum program.

Canutillo High School Counselors, 8:00 am - 4:30 pm, Monday - Friday

- Refer students to TOA program
- Examine transcripts and provide classes needed.
- Michelle Belli- Last names A-E
- Robert Radecki- Last names F-L
- Susana Elias- Last Names M-Q
- Luz Rojas- Last Names- R-Z

Immanuel Lothamer, Intervention Specialist 8:30 am – 4:30 pm, Monday – Friday

- Interview and refer students to TOA.
- Facilitate meetings with students, parents, counselors, and TOA staff.
- Meet with students during the intake process and throughout their

5. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation. (Student or parental consent is required in writing) *

Counselors identify students that are behind on credits, having difficulty attending traditional school hours and environment. A referral to the Intervention Specialist is made. At-risk checklist and documentation is reviewed. Intervention Specialist, Counselor, and campus administrator, then meet to make a decision. At that point parent and student speak with the Intervention Specialist to offer options.

Eligibility/Consent Student/Parental Consent

The Opportunity Academy holds a Student Study Team (SST) meeting for all referred students to the program. Students that attend the Academy and are eighteen and over the age of eighteen will provide self-consent. Those students under eighteen will need to have a parent consent form signed. Student and parent (when applicable) will go through possible Social/Behavioral, Health and Academic strengths and deficiencies intake to meet the student's needs. Program regulations and contracts are also provided to students and parents. The SST committee determines the student's credits and goals during the meeting while participating in the TOA program.

6. Indicate the estimated number of OFSDP students that will be served per teacher. (The student-teacher ratio for in-person dropout recovery programs must not exceed 28:1. For elementary grade levels, the ratio is limited to 22:1. Districts of Innovation campuses may be eligible for applicable exceptions.)

*

The teacher for The Opportunity Academy (TOA) will serve approximately 70 students within the school year, with no more than 1:28 teacher student ratio.

7. Describe the district's plan for serving students in the OFSDP should the need arise for special education, career and technical education (CTE), pregnancy-related services, and/or bilingual/ESL education. The response must include: *

- How services will be provided;
- Required teacher certifications in each program area; and
- How services will comply with the Student Attendance Accounting Handbook.

Special Education

Students who receive special education services will be given instruction and services according to the Individual Education Plan (IEP). As developed through the Admission, Review and Dismissal (ARD) meetings, the TOA teacher who serves as the general education teacher to ensure the IEPs for students are followed. As outlined in the Student Attendance Accounting Handbook, mainstreamed special education services are not reported to generate special education funding.

Career and Technology Education (CTE)

TOA implements computer-based instruction and employs the Edmentum Learning Online Curriculum which is aligned to the state and national standards. TOA students are able to take career and technology education courses offered within the Edmentum system to receive course credit. We do not generate contact hours as there is no regularly scheduled direct instruction by a certified CTEA teacher in TOA program.

Pregnancy Related Services (PRS)

Our district offers PRS once students are identified. Support services include Compensatory Education Home Instruction (CEHI) during prenatal and postpartum periods, childcare, transportation, counseling services, health services and government referrals in accordance with the Student Attendance Accounting Handbook. The TOA teacher serves as the CEHI teacher for all TOA students identified needing pregnancy related services. On the first day of CEHI instruction, the High School Registrar will remove the student from the TOA Calendar 2 with ADA code 7.

English Language (EL) Services

Our district offers English Language (EL) services within our TOA program. However, the TOA program is not considered an ESL program. The TOA teacher provides services through the English Language Proficiency Standards (ELPS) strategies while delivering content instruction to TOA EL students. The TOA teacher has an ESL certification.

- ☒ The district assures that if a student participating in the OFSDP is receiving Compensatory Education Home Instruction (CEHI, homebound instructional services) for pregnancy, the student's instructional code will be transitioned from OFSDP to the appropriate traditional coding for the duration of the CEHI placement. The student will not be reported as participating in OFSDP during any period in which CEHI services are provided. *

8. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on any given day. Explain how the classroom teacher verifies the number of instructional minutes a student receives each day. (Absences and days present do not exist in OFSDP) *

TEAMS, by the TOA classroom teacher for all students enrolled. The teacher of record keeps daily attendance logs with the actual number of students instructional minutes. The classroom teacher will certify the student's minutes by signing the logs daily. The TOA classroom teacher and aide serve approximately a total of 70 students within the entire school year. To comply with the Texas Education Code, at no time are there more than 28 students enrolled in the classroom and served at The Opportunity Academy.

If a student attends less than 45 minutes a day, the student will not be reported for funding to the attendance clerk and not be reported to TSDS for that day. The TOA teacher records the student not present in the records to ensure cross-checking.

The High School Registrar enrolls students into TOA Calendar 2 with ADA code 7. The instructional minutes are recorded into TEAMS Optional Flexible School Program Attendance Worksheet by the district PEIMS Specialist. The students will not receive more than 10,800 minutes per course and the maximum OFSDP minutes a student is eligible for is outlined in the following formula $[175 - (\text{Traditional Days Present}) \times 240]$.

To ensure students are not coded in both a traditional and OFSDP instructional program, the High School Registrar enrolls students into TOA Calendar 2 with ADA code 7.

Every six weeks, student daily reports are generated by the district PEIMS Specialist and verified by the Canutillo High School Attendance Clerk and Principal in compliance with Section 11.6 of the Student Attendance Accounting Handbook. Daily phone calls are made to students that are absent. Students sign a contract of expectations when they begin to attend TOA. After ten consecutive absences and repeated efforts to locate the student have been unsuccessful, the student may be dropped (FEA local).

Each six weeks the OFSDP records will be reviewed and certified by the teacher.

9. Describe how the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding. *

If a student attends less than 45 minutes a day, the student will not be reported for funding to the attendance clerk and not be reported to TSDS for that day. The TOA teacher records the student not present in the records and spreadsheet to ensure cross-checking.

10. Explain how the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. (Note: It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240) *

The High School Registrar enrolls students into TOA Calendar 2 with ADA code 7. The instructional minutes are recorded into TEAMS Optional Flexible School Program Attendance Worksheet by the district PEIMS Specialist. The students will not receive more than 10,800 minutes per course and the maximum OFSDP minutes a student is eligible for is outlined in the following formula $[175 - (\text{Traditional Days Present}) \times 240]$.

To ensure students are not coded in both a traditional and OFSDP instructional program, the High School Registrar enrolls students into TOA Calendar 2 with ADA code 7. A spreadsheet will be shared between district, program and high school campus to maintain current and accurate

11. Describe how the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook. *

Student Attendance Accounting Handbook

Daily attendance is recorded in the district's student management system TEAMS, by the TOA classroom teacher for all students enrolled. The teacher will use a digital sign-in attendance tracking system to provide a real-time, time-stamped digital audit trail to enforce state attendance rules. The teacher also keeps daily attendance logs with the actual number of students instructional minutes. The classroom teacher will certify the student's minutes by signing the logs daily.

Credit Recovery Program Offered in the Summer

12. Will eligible OFSDP students participate in a credit recovery program offered in the summer? *

Credit recovery classes may be offered during the summer recess for students who have not earned a full ADA during the regular school year. For an eligible OFSDP student attending summer OFSDP classes for credit recovery, funding for attendance is limited to that which is necessary for the student to recover class credit. The Summer Period of Agreement (Credit Recovery) section should only include dates after the regular school year, should not exceed 30 days, and may not extend past July 31st. A student cannot earn more than the equivalent of one ADA in a year.

☒ Yes

☐ No

If yes, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding. *

During the summer credit recovery offering, the TOA classroom teacher will serve students needing to regain course credit that was lost due to insufficient attendance. Daily attendance is recorded in the district's student management system TEAMS, by the TOA classroom teacher for all students enrolled. The teacher will use a digital sign-in attendance tracking system to provide a real-time, time-stamped digital audit trail to enforce state attendance rules. The teacher will also keep daily attendance logs with the actual number of students instructional minutes. The classroom teacher will certify the student's minutes by signing the logs daily. The TOA classroom teacher will serve a maximum of 28 students during the summer TOA program.

Campus Dropout Recovery Education Program

13. Will the school system offer a community-based dropout recovery education program as defined by TEC, §29.081(e-1) or (e-2)? *

TEC, §29.081(e-1) or (e-2).

☐ Yes

☒ No

Remote/Hybrid Dropout Recovery Program

14. Will the district offer a dropout recovery program in a remote or hybrid setting, as defined by TEC, §29.081 (e-2)? *

TEC, §29.081 (e-2).

☐ Yes

☒ No

Participating Campuses, Student Eligibility, and Period of Agreement

15. Attach a completed OFSDP campus designation spreadsheet that includes all participating campuses. *

OFSDP Campus Designation Spreadsheet

Guidance: Use form attachment section below to attach file. This section is immediately after question 18 in the form.



Board Approval

16. Attach a copy of the local school board's official minutes showing approval to operate an OFSDP program. *

Guidance: Use form attachment section below to attach file. This section is immediately after question 18 in the form.



17. Summarize the information presented to the board during the OFSDP approval meeting regarding program operations and compliance with 19 TAC §129.1027(h), including performance indicators, disaggregated student data, annual performance goals reviewed in an open meeting, and data-driven continuation decisions. *

The Opportunity Academy (TOA) serves as a dedicated, student-first alternative pathway within Canutillo ISD, designed to close missing credit gaps, support credit recovery, and guide non-traditional students toward high school graduation. Driven by a core belief in giving 100% effort, TOA delivers educational equity through flexible scheduling, small class sizes, and a supportive, collaborative environment.

Performance Goals focus on increasing total annual course completions for the 2026–2027 school year while maintaining high academic fidelity, establish individualized instructional timelines of student enrollment to reduce time-to-credit completion for students with multi-course deficits, and maintain an annual graduation-to-enrollment yield (including summer completers) across each school year to ensure program retention, student pacing, and completion standards remain high.

Program data from 2021 through 2026 demonstrates an extraordinary surge in student productivity, driven by knowledgeable faculty and staff teamwork. Course completions grew by over 117%, jumping from 146 completed courses in 2022 to 317 courses in 2026. This rise reflects a growing trend of enrolled students entering the program with larger credit deficits, requiring them to complete more courses per person and spend increased instructional time in the TOA lab. Despite these heavier academic workloads, student retention and academic progress have remained exceptionally strong across all subject areas and summer school offerings.

The program's overall effectiveness is highlighted by its strong completion and stable graduate output over time. The percentage of graduates relative to total TOA enrollment has consistently increased in recent school years, reaching up to 53%. Even with annual fluctuations in overall enrollment and Individual Graduation Committees (IGCs), graduate numbers have remained steady—consistently yielding between 17 and 26 total graduates, to include summer completers each year. Looking ahead, TOA continues to focus on refining operational efficiencies, transforming staff collaboration, and maximizing educational resources to ensure every enrolled student achieves their graduation goals.

Signed Authorization

18. Attach a copy of the OFSDP agreement, signed by all required parties. *

OFSDP Agreement

Guidance: Use form attachment section below to attach file.



Files Attachment Section:

You will upload the following attachments here:

1. **OFSDP Campus Designation Spreadsheet**
2. **Board Approval**
3. **OFSDP Agreement**

File Upload *



Drop your files here

Browse

OFSDP Assurances

The applicant shall check all assurances below to confirm awareness of and understanding of responsibilities established herein.

The district assures the board of trustees of the school district, or the governing board of the open-enrollment charter school will include the OFSDP as an item on the agenda concerning the proposed application. *



The district assures the board of trustees of the school district, or the governing board of the open-enrollment charter school will discuss the progress of the program before applying to operate an OFSDP. *



The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if: *

TEC, §29.0822

1. the student meets one of the following conditions:

- the student is at-risk of dropping out of school, as defined by the TEC, §29.081; or
- the student is attending a campus implementing an approved innovative campus plan; or
- the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2); or
- the student is attending a campus with an approved Early College High School program designation as defined by the TEC, §29.908; or
- the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.



The district assures that it will administer all mandatory assessment instruments during the regular assessment cycle to students enrolled in the OFSDP. *



The district assures that all instructional materials and facilities provided to students in the OFSDP will be comparable to, or exceed, the required standards for students in similar programs.

*



The district assures that students participating in an OFSDP will not be isolated from other academic and vocational programs and will have access to school counselors for pre-entry and post-entry counseling, academic or personal counseling, and career counseling. *



The district assures that faculty and administrators assigned to the OFSDP will meet all qualification requirements, including holding baccalaureate or advanced degrees, being highly qualified, and possessing appropriate certification as required by TAC, §129.1027. *

TAC, §129.1027



The district assures that it will adopt and implement a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092(a)) or the 75% to 90% rule for class credit (TEC, §25.092(a-1)). *

TEC, §25.092(a)

TEC, §25.092(a-1)



The district assures that it will adopt a policy requiring students to attend regularly scheduled instruction in the OFSDP and will apply penalties for nonattendance, including filing truancy charges when appropriate. *



The district assures that it will accurately track the number of instructional minutes each student receives daily and will comply with all applicable sections of the Student Attendance Accounting Handbook. *



The district assures that it will comply with all reporting requirements established by the TEA. *



The district assures that it will not discriminate on the basis of disability, race, color, national origin, religion, or sex in the operation of the OFSDP. *



The district assures that students participating in an OFSDP will be prohibited from participating in competitions or activities sanctioned or conducted under the authority of the University Interscholastic League (UIL) unless all UIL eligibility requirements are met. *



The district assures that procedures will be implemented to ensure students are not coded as participating in a traditional instructional program on any day for which OFSDP instructional minutes are earned. *



The district assures that Student Detail Audit and related six-week attendance and academic reports for the OFSDP track will be generated, reviewed, and certified during each six-week attendance reporting period. *



The district assures that procedures are in place to offer and provide students with appropriate referrals for mental health services, including access to school-based supports and external community resources, as needed. *



The district assures that when a remote or hybrid dropout recovery program is provided by a third-party provider, monthly student progress reports will be submitted to the student's school district by a designated date each month. *



The district assures that an in-person student engagement center is available to students participating in a remote or hybrid dropout recovery program provided by a third-party provider and that its location and purpose are clearly defined to support OFSDP student instruction, engagement, and access to services. *



Period of Agreement

The period of the agreement, as detailed by participating campuses in the uploaded spreadsheet, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. Note that the agreement term is subject to annual renewal. *



Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations. *



Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program. *



Official Submission

By submitting this document, the applicant acknowledges and affirms that all information and assurances contained in this application are accurate and complete to the best of their knowledge. The applicant further agrees to comply with all applicable laws, regulations, and program requirements associated with this application. This submission shall constitute a binding commitment to uphold the assurances provided.

Upon submission of this application, an authorized representative acknowledges and accepts its terms on behalf of the school district or open-enrollment charter school, with such acceptance becoming effective upon approval by the TEA.

Date Signed: *

08/26/2026



Revision Contact Form

We will need you to provide a valid public school system email below in case your application needs to be revised.

We will not be able to process your application if you do not provide a valid public school system email.

Public School System Email *

 chernandez@canutillo-isd.org

☐ Send me a copy of my responses

Submit

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Optional Flexible School Day Program (OFSDP) - Campus Designation Spreadsheet

071907

School Year 2026-2027

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4		Eligibility Designation 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College High School 4 = TEC §39A.107 Campus Turnaround Plan 5 = Credit Recovery** 6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program 7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program							School Year Period of Agreement Reported in TSDS PEIMS Summer Collection 3 Program start date must be 30 days after application submission. Program end date must not exceed the last day of the regular school calendar.				Summer Period of Agreement Reported in TSDS PEIMS Extended Collection 4 **Credit Recovery - Designation 5 Summer period of agreement should not exceed 30 days or extend past July 31st.				
Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTTHFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTTHFS	Minutes Offered Per Day
071907001	CANUTILLO H S	1				5			70	9/24/2026	5/27/2027	MTWTHF	450	6/1/2027	6/11/2027	MTWTHF	450
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