Appendix Three – ECISD Optional Flexible School Day Program (OFSDP) 2025–2026

1. Program Goals and Objectives

The ECISD OFSDP is designed to increase high school completion by offering flexible instructional options for students who are at risk of dropping out or not graduating on time. The program aims to serve students identified as homeless, in foster care, pregnant or parenting, military-connected, overage/under-credited, or experiencing chronic absenteeism. Objectives include:

- Improving graduation rates among high-need student populations.
- Increasing daily engagement through personalized and flexible scheduling.
- Enhancing college and career readiness via targeted support and acceleration opportunities.

2. Proposed Schedule

 OFSDP schedules vary by site:

- *Ector Acceleration Academies (EAA)*: Monday–Friday, 8:00 AM–4:30 PM. Students attend as needed per individualized plan. Ector Acceleration Academies offers some remote instruction. Accommodations outside regular hours are arranged according to student needs.
- *Community Outreach Center (COC)*: Open Monday–Friday, 8:00 AM–5:00 PM. Students attend in-person in half-day shifts (morning or afternoon), on a flexible schedule. *Campus-based Site*: Flexible schedule during regular school hours. Accommodations outside regular hours are arranged according to student needs.

3. Staff Positions and Contact Hours

- Community Outreach Center Grad Lab Supervisor and Director of Ector County Acceleration Academies
  - Responsibilities: Oversee program implementation at respective site, coordinate with staff and stakeholders, monitor progress.
  - Contact Hours: M-F 8:00-5:00
- School Administration
  - Responsibilities: Refer students to the OFSDP sites, review student records to confirm eligibility, monitor progress.
  - Contact Hours: M-F 8:00-5:00
- Classroom Teachers at each OFSDP site
  - Responsibilities: teaching assigned subjects, assessing student learning, monitoring progress and course completion, providing feedback, supporting all students (including those with disabilities), adapting the curriculum as needed, and collaborating with general education teachers.
  - Community Outreach Center and Campus-Based Sites Contact Hours: M-F 8:00-5:00

- Ector Acceleration Academy Contact Hours: M-F 8:00-4:30

- Counselors
  - Responsibilities: Provide academic and emotional support, conduct assessments, guide students on future paths, review transcripts to ensure that the students are in the correct classes, monitor and confirm progress on graduation requirements.
  - Community Outreach Center and Campus-Based Sites Contact Hours: M-F 8:00-5:00
  - Ector Acceleration Academy Contact Hours: M-F 8:00-4:30
- Support Staff
  - Positions:
    - Office Staff: Handle administrative tasks, enrollment, communication, and data entry.
    - Social Service Specialists/Life Coaches: provide social service support for students when needed to ensure success in the program.
    - Graduate Candidate Advocates (Ector Acceleration Academy): meet with students day to day to ensure progress, communicate with guardians, advocate for students
    - IT Support: Manage technology resources, troubleshoot issues.
    - SPED Coordinator: Works with campus SPED department to ensure students are receiving all Special Education Services on their ARD. SPED Coordinator is available at the Ector Acceleration Academy site only.
  - Contact Hours: M-F 8:00-5:00

4. Identification and Consent Procedures

- Counselors, Administrators, and Drop Out Specialists identify eligible students based on criteria in the Student Attendance Accounting Handbook (SAAH) and submit a referral form to the OFSDP sites.
- Students who have dropped out receive phone calls, electronic messages, emails, and home visits to inform them of the OFSDP programs.
- Student eligibility and intent to participate are confirmed via an intake process and documented in the Student Information System.
- Parent/guardian and student sign a program consent and acknowledgment form.

5. Student-to-Teacher Ratio
Estimated 15–20 OFSDP students per teacher across sites. Adjustments are made based on student need and program capacity.

6. Special Populations Services

- Teacher Certification Standards:

- - Special Education students can be served at Ector Acceleration Academy OFSDP, as they employ a certified Special Education Teacher in accordance with the State Board of Educator Certifications (SBEC). This ensures Ector Acceleration Academy has staff equipped with the skills to assess student needs, implement appropriate interventions, and collaborate with families and other professionals.
- Service Provision:
  - Before any special education students transition to the OFSDP program, the campus must call for an Admission Review Dismissal (ARD) to determine if placement is appropriate considering the student's needs. During this process, the Admission Review Dismissal (ARD) Facilitator provides guidance on students' special needs and accommodations.
  - Individualized Education Programs (IEP) will be tailored to meet students' needs.

Career and Technology Education (CTE)

- Teacher Certification Standards:
- Students can continue to attend their previously enrolled CTE courses. Instruction will be provided by a CTE instructor certified in the specific field in accordance with the State Board of Educator Certifications (SBEC).
- Coordination of Services
  - Arrangements are made through the CTE campus coordinator. The campus counselor will ensure that the student's schedule in the SIS includes the student's course to ensure that the student receives credit for attending and passing the course.

Pregnancy-Related Services

- Service Provision:
  - Students will be referred to the Teen Pregnancy Related Services (TPRS) and will have access to:
    - Prenatal and postnatal health education.
    - Counseling services and academic support tailored for pregnant and parenting students.
    - Flexible scheduling and alternative education options as needed.
    - Free district-provided childcare services.
  - OFSDP program directors will meet with TPRS on a weekly basis to discuss student progress and concerns.
  - If a student qualifies for Compensatory Education Home Instruction (CEHI), their enrollment in the OFSDP will be adjusted to exclude them from OFSDP attendance accounting during the period in which they receive CEHI services.

Bilingual Education

- Teacher Certification Standards:

- ○ Community Outreach Center employs a teacher certified Bilingual/ESL teacher in accordance with the State Board of Educator Certifications (SBEC). Ector Acceleration Academy does not provide bilingual services at this time.
    - ○ Teachers receive continuous training in Bilingual Education policies and procedures.
- ● Service Provision:
    - ○ Bilingual and ESL support is provided based on student needs determined by the LPAC Language Proficiency Assessment Committee.
    - ○ Online learning format provides language support and accommodations.

General Compliance with the Student Attendance Accounting Handbook

- ● Attendance Tracking:
    - ○ OFSDP directors will ensure all staff are trained in accurate attendance reporting and compliance standards and will maintain accurate records of attendance.
    - ○ CTE Teachers will be able to mark the student present or absent, but CTE funding entry will be suspended while the student is on the flexible attendance schedule.
- ● Reporting Requirements:
    - ○ All attendance will be recorded to meet compliance requirements as defined by the Student Attendance Accounting Handbook (SAAH).
    - ○ Staff will regularly review and audit attendance records to ensure district and state requirements are met.
- ● OFSDP directors and other staff will review attendance data to assess program effectiveness and make necessary adjustments.

7. Instructional Minute Verification

A. *Verification*: Teachers log instructional minutes per student daily using district-approved sign-in/sign-out sheets. Each day, the teacher reviews the sheet for accuracy and signs it to verify the actual number of instructional minutes the student was present for instruction

B. *<45 Minutes*: Attendance clerks ensure that days under 45 minutes are not reported for funding by reviewing the verified sign in sheets and calculating the total number of minutes attended. Any students who attended less than 45 minutes will not be reported for funding.

C. *Preventing ADA Duplication*: Each student's cumulative total is reviewed during the intake process and before coding for OFSDP. The district uses this formula:
(Calendar Days – Traditional Days Present) × 240 = OFSDP Eligible Minutes. This calculation ensures that the student does not generate more than one ADA (Average Daily Attendance) for the school year. Staff will monitor time spent on online courses to ensure that they do not exceed 10,800 minutes on an individual course and to verify attendance

D. *No Dual Coding*: SIS blocks dual attendance code entries for traditional and OFSDP on the same day. District Student Analyst monitors to ensure dual coding does not bypass the SIS block.

E. *Compliance with SAAH*: The district uses Focus, a secure, paperless attendance system, to ensure compliance with SAAH Section 2.2.3. Focus requires teachers and staff to log in with unique credentials, automatically logs users out after periods of inactivity, and tracks all attendance entries and changes with timestamps and user IDs. Only authorized personnel have access to attendance functions, and the system maintains a full audit trail for accountability and compliance. For Optional Flexible School Day Program (OFSDP) attendance (Section 11.6), the district:
   - Uses Focus to record actual instructional minutes for each OFSDP student daily.
   - Ensures teachers of record verify and sign attendance sheets.
   - Maintains separate reporting in TSDS PEIMS for OFSDP using the correct entity codes.
   - Tracks OFSDP minutes accurately to ensure no overlap with traditional attendance and adherence to maximum daily (600 minutes) and annual (43,200 minutes) limits.
   - Requires signed agreements for eligible students and maintains documentation for audit purposes.
   - All attendance procedures and safeguards are outlined in the district's OFSDP application and internal protocols to ensure Focus supports a fully compliant, auditable system.

F. *Student Detail Audits*: Reports are reviewed by PEIMS Student Analyst and OFSDP staff every six weeks; certified by campus administrators.

8. Summer Credit Recovery Attendance

- Ector Acceleration Academy Summer Minutes are only reported for students recovering credits. Attendance rosters are cross-checked with academic recovery plans to avoid over-reporting.
- At the Community Outreach Center, summer learning opportunities are limited to students who only need credit recovery.

9. Community-Based Dropout Recovery Programs
N/A

10. Remote or Hybrid Dropout Recovery Programs
 N/A