

# Optional Flexible School Day Program

June 15, 2026

## Program Requirements

The Optional Flexible School Day Program (OFSDP) allows districts to provide flexible hours and days of attendance for students who meet at least one of the requirements of the Texas Education Code §29.0822(a). The goal of the program is to improve graduation rates for students who are in danger of dropping out of school, have dropped out, or are behind in core subject courses.

## Eligible Students

A student is eligible to participate in an optional flexible school day program (OFSDP) authorized under the Texas Education Code (TEC) §29.0822, if:

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, 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;
- the student is attending a school with an approved early college high school program designation; or
- the student is attending an academically unacceptable campus implementing a campus turnaround plan approved by the commissioner under TEC 39A Subchapter C; or
- the student is attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2).

And

2. the student, if less than 18 years of age and not emancipated by marriage or court order, and the student's parent, or person standing in parental relation to the student, agree in writing to the student's participation.

## Assessment

The student must take the required state assessments specified under the TEC, §39.023, during the regularly scheduled assessment calendar.

## Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the TEC, §29.0822, may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

## Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in attendance for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. Students in enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.

## Board Approval

The Board of Trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. Board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP. (see Appendix Two).

## Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

2025-2026  
Student Participation  
in OFSDP  
at  
Falls Career  
High School

**Falls Career High School**

No students participated in Optional Flexible School Day Program in the 2025-2026 school year. All students were able to attend a full school day.

2025-2026  
Student Participation  
in OFSDP  
at  
Marble Falls  
High School

**Marble Falls High School**

No students participated in Optional Flexible School Day Program in the 2025-2026 school year. All students were able to attend a full school day.

2026-2027  
OFSDP  
Application

Next Steps

- Board of Trustees Approval
- Board Signature Page
- Submission to TEA
- Approval from TEA

## OFSDP Application Guide - 2026-2027

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**ELIGIBLE APPLICANTS:** The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

**This application guide template is provided for planning purposes only.** The final application must be submitted through the linked Smartsheet form available on the [OFSDP website](#).

### Definition of Program Provisions

The school district or open-enrollment charter school, hereinafter referred to as the “district.”

#### Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the Texas Education Code, (TEC), §29.0822, if the student is:

- at-risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

#### AND

There must be 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.

#### Board Approval

The board of trustees of a school district or open enrollment charter school must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district or charter school must discuss the progress of the program before approving the program and applying to operate an OFSDP. Please note that, pursuant to 19 Texas Administrative Code [\(TAC\) §129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

#### Attendance Credit

A student attending an OFSDP under the [TEC, §29.0822](#), may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the**

**traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

## Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

## Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the [TEC, Chapter 39](#); the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

## Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

## Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

## Application Process

- For questions or assistance regarding this application, email [opfex@tea.texas.gov](mailto:opfex@tea.texas.gov).
- 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.

- Submit the application and all attachments through the OFSDP Smartsheet form posted on the OFSDP website.

### OFSDP Application

**This application guide template is provided for planning purposes only.** The final application must be submitted through the linked Smartsheet form available on the [OFSDP website](#).

<b>School System Overview</b>
School System Name:
School System CDN (6-Digit):
Mailing Address:
City:
State:
Zip Code:
Superintendent’s Name:
Superintendent’s Email Address:
School System Phone Number:
District PEIMS Coordinator Name:
Email Address:
OFSDP Contact Name:
Email Address:
OFSDP Contact Name:
Email Address:

### 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 the [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).



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.)

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.

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.



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](#).

## 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.

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 \(e-2\)](#)?

Yes

No

- If yes, what type of community-based dropout recovery education program will be implemented?  
District operated dropout recovery education program  
  
Contracted dropout recovery education program with an education management organization
- If education management organization services are contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.

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 \(e-2\)](#)?

Yes

No

If yes –

- Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.



## Board Approval

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

## Signed Authorization

18. Attach a copy of the [OFSDP agreement](#), signed by all required parties.

## 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:

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](#).

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\(a-1\)](#)).

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.

Appendix Three  
2026-2027 OFSDP  
Marble Falls Independent School District  
Falls Career High School

1. This program will concentrate on the at-risk population of Falls Career High School who are unable to meet the regular attendance criteria and are at-risk of dropping out of school as defined by TEC 29.0822. Students will be required to spend no less than 45 minutes at the campus on their designated days. Falls Career High School already provides some flexibility in regards to classes and accepts students from Marble Falls High School who are struggling to graduate on time or who wish to graduate early due to life circumstances.

Students at Falls Career High School are offered drop out recovery, drop out prevention on campus. FCHS is limited to 50 students and the staff consists of the principal, behavior coordinator, counselor and 4.5 certified teachers. FCHS is located at the same location as the district's DAEP and share some certified staff. Each student is assigned a teacher mentor and has an individual education plan for graduation which states what classes are needed for graduation.

2. The start date will be August 19, 2026. End date will be set as May 27, 2027. Specific times are not designated for OFSDP as each student's situation is worked on individually and the student's OFSDP schedule is set according to each student's unique circumstance to maximize when they can attend school. At this time, students must attend their hours during the regular school hours for Falls Career High School. MFISD is exploring options for an evening schedule, but these plans have not been finalized for the 2026-2027 school year.

3. Falls Career High School consists of approximately 4.5 certified teachers, a MTSS Coordinator/Administrator, and a Counselor. Each student who will participate in OFSDP will be assigned a teacher mentor. The teacher mentor will have no more than 3 student mentees. The mentor teacher meets with the student, communicates with other staff and the parents on student progress, and tracks student success and access to programming.

4. FCHS serves students at risk of dropping out as well as enrolls students who have dropped out of school who hope to graduate. Upon enrollment at FCHS, students are evaluated for need of OFSDP. Students at FCHS are high need, many live in volatile situations, or have very limited resources available. A majority of students work to help support themselves or their family. Upon enrollment the counselor determines with the principal and student if OFSDP is a viable option. Students who were not identified upon enrollment may be identified if their attendance drops or grade fall. FCHS constantly monitors all students enrolled and is quick to identify student who need extra support. Many students who participate in OFSDP are 18 years of age, live on their own, and thus do not need parental consent. A meeting is held with the parent for those students who are under the age of 18 or are in the fourth year of high school for the parents to participate in the decision for if OFSDP is best for the student. All students on OFSDP sign a commitment form and are aware if they do not fulfill the requirements set forth then they will be removed from OFSDP. FCHS has been able to retain all students in OFSDP.

5. Each teacher will serve no more than 10 students at a time under OFSDP.

6. OFSDP students will have access to special education, career and technical education, bilingual education and pregnancy related services. The FCHS Counselor will work to ensure that students have access to the services listed above. Some of the services listed above are available FCHS and some at Marble Falls High School. The Counselor works to make sure that student access is not a barrier while on OFSDP. Students who are receiving pregnancy related services and are placed on CEHI will be removed from the OFSDP attendance accounting process.

7. a. How the classroom teacher will verify the number of instructional minutes a student receives each day.

Falls Career High School attendance accounting for OFSDP students includes students signing in and out at the front office every day they are in attendance. In addition, Skyward is the software used to track the number of minutes each student receives each day in attendance on campus. Teachers enter the number of minutes they serve OFSDP students each period. Teachers enter

the number of minutes they served OFSDP students each period as well assign a paper copy certifying they served the students a certain number of minutes.

b. Every day the Principal and registrar review the OFSDP students who attended and did not attend school and verify that the OFSDP student attendance was entered correctly by the teachers. Weekly attendance reports are also reviewed by the MTSS Coordinator, the lead counselor, and the registrar. In addition, every six-weeks a detailed student report is printed out, signed by the campus principal and turned in to the curriculum and instruction department for audit purposes. Students with less than 45 minutes on their attendance card for any given day will not be included in the total minutes reported to TSDS.

c. The MFISD District PEIMS Coordinator will monitor reporting of attendance to ensure OFSDP students do not receive more than 10,800 minutes per course. The MFISD district PEIMS coordinator will participate in the audit every six weeks to review attendance and progress of all OFSDP students. Students will not be simultaneously enrolled in OFSDP and traditional programs.

d. The campus registrar at FCHS will verify each day a log is turned in that an OFSDP student was in class that day and that they were coded correctly. In addition, the District PEIMS Specialist will review all OFSDP student attendance records every three weeks verifying students were coded to the correct program each day they were in attendance at school.

e. MFISD will require the registrar at Falls Career High School to generate and retain paper copies of attendance reports and records in addition to the usage of the Skyward program for all OFSDP students. Additionally, every day the Principal and registrar review the OFSDP students who attended and did not attend and verify that the OFSDP student attendance was entered correctly by the teachers on the paper reports. Teachers will sign the paper reports daily. Weekly attendance reports are also reviewed by the principal and the registrar. Every six-weeks, a detailed student report is printed out, signed by the campus principal, and turned in to the

curriculum and instruction department for audit purposes. The Assistant Superintendent of Curriculum & Instruction and the PEIMS Coordinator review the submitted materials and conduct the audit every six-weeks.

f. Every six-weeks a detailed student report is printed out, signed by the campus principal, and turned into the curriculum and instruction department for audit purposes. The Assistant Superintendent of Curriculum & Instruction and the PEIMS Coordinator review the submitted materials and conduct the audit every six weeks.

8. Marble Falls ISD will not have OFSDP students participate in a credit recovery program offered in the summer.

9. Marble Falls ISD will not be participating in a community-based dropout recovery education program offered online.

10. Marble Falls ISD students are not attending a dropout recovery program in a remote or hybrid setting.

Appendix Three  
2026-2027 OFSDP  
Marble Falls Independent School District  
Marble Falls High School

1. This program will concentrate on the at-risk population of Marble Falls High School who are unable to meet the regular attendance criteria and are at-risk of dropping out of school as defined by TEC 29.0822. Students who are not able to transfer to Falls Career High School, the district's alternative high school, will be prioritized. Students will be required to spend no less than 3 hours at the campus on their designated days. Students at Marble Falls High School are offered a dropout recovery, dropout prevention program at Falls Career High School. However, some students do not wish to transfer to the alternative school and would prefer to stay at MFHS. This option would be available for a limited number of students. The programming at MFHS for Optional Flexible School Day will mirror the established processes that have been in place at the district's alternative high school, Falls Career High School. Each student is assigned a teacher mentor and has an individual education plan for graduation which states what classes are needed for graduation.

2. The start date will be August 19, 2026. End date will be set as May 27, 2027. Specific times are not designated for OFSDP as each student's situation is worked on individually and the student's OFSDP schedule is set according to each student's unique circumstance to maximize when they can attend school. At this time, students must attend three hours during the regular school hours for Marble Falls High School.

3. Marble Falls High School consists of approximately 96 certified teachers, a MTSS Coordinator/Administrator, a Social Emotional Learning Counselor, a lead counselor, and two additional school counselors. Each student who will participate in OFSDP will be assigned a teacher mentor. The teacher mentor will have no more than 3 student mentees. The mentor teacher meets with the student, communicates with other staff and the parents on student progress, and tracks student success and access to programming.

4. The lead counselor will be the main contact for identifying students who may benefit from the OFSDP. Most students at risk of dropping out are referred to Falls Career High School. However, for some students it is best for them to stay at Marble Falls High School. The lead counselor meets with the counseling and administrative team weekly. Students who may benefit from the program will be referred to the lead counselor. He will then evaluate the situation and call a parent meeting to discuss how to get the student on track for graduation. The meeting will have the following stakeholders: student, parent, lead counselor, grade level counselor, grade level administrator, teacher of student. The committee will make a decision regarding placement in OFSDP after considering other viable options. Parental consent will be collected at the meeting.

5. Because MFHS teachers teach a full load, each teacher mentor will serve no more than 3 students at a time under the OFSDP.

6. OFSDP students will have access to special education, career and technology education, bilingual education and pregnancy related services. The Marble Falls High School MTSS Coordinator in coordination with the Marble Falls High School Lead Counselor will work to ensure that students have access to the services listed above. All of the services listed above are available at Marble Falls High School. The student's schedule may have to change to provide all services better when the student begins to participate in OFSDP. The MTSS Coordinator works to make sure that student access is not a barrier while on OFSDP. Once students who receive pregnancy related services are placed on CEHI, they will be removed from the OFSDP accounting process.

7. a. How the classroom teacher will verify the number of instructional minutes a student receives each day. Marble Falls High School attendance accounting for OFSDP students includes students signing in and out at the front office every day they are in attendance. In addition, Skyward is the software used to track the number of minutes each student receives each day in attendance on campus. Teachers enter the number of minutes they serve OFSDP students each period. Teachers will also keep a log to record minutes on and sign each day an OFSDP student is in class. The teacher of record will keep track of the number of instructional minutes students

receive each day and certify the students' minutes with their signature. The MTSS Coordinator will check in with teachers and will monitor if attendance is being taken correctly. All students on OFSDP sign a commitment form and are aware that if they do not fulfill the requirements set forth then they will be removed from OFSDP.

b. Every day the MTSS Coordinator and registrar review the OFSDP students who attended and did not attend school and verify that the OFSDP student attendance was entered correctly by the teachers. Weekly attendance reports are also reviewed by the MTSS Coordinator, the lead counselor, and the registrar. In addition, every six-weeks a detailed student report is printed out, signed by the campus principal, the lead counselor, the MTSS Coordinator and turned in to the curriculum and instruction department for audit purposes. Students with less than 45 minutes for any given day will not be included in the total minutes reported to TSDS.

c. The MFISD District PEIMS Coordinator will monitor reporting of attendance to ensure OFSDP students do not receive more than 10,800 minutes per course. The MFISD district PEIMS coordinator will participate in the audit every six weeks to review attendance and progress of all OFSDP students. The students will not be simultaneously enrolled in OFSDP and traditional programs.

d. The campus counselor will recommend students to OFSDP based on need. The campus principal will approve and work with the campus registrar to transfer the student to OFSDP records. At that time teachers will be notified of the change of status on the student. The campus registrar will verify each day a log is turned in that an OFSDP student was in class that they were coded correctly. In addition, the District PEIMS Specialist will review all OFSDP student attendance records every three weeks verifying students were coded to the correct program each day they were in attendance at school.

e. MFISD will require the registrar at Marble Falls High School to generate and retain paper copies of attendance reports and records in addition to the usage of the Skyward program for all OFSDP students. Additionally, every day the MTSS Coordinator and registrar review the OFSDP students who attended and did not attend and verify that the OFSDP student attendance was

entered correctly by the teachers on the paper reports. Teachers will sign the paper reports daily. Weekly attendance reports are also reviewed by the principal and the registrar. Every six-weeks, a detailed student report is printed out, signed by the campus principal, and turned in to the curriculum and instruction department for audit purposes. The Assistant Superintendent of Curriculum & Instruction and the PEIMS Coordinator review the submitted materials and conduct the audit every six-weeks.

f. Every six-weeks a detailed student report is printed out, signed by the campus principal, and turned into the curriculum and instruction department for audit purposes. The Assistant Superintendent of Curriculum & Instruction and the PEIMS Coordinator review the submitted materials and conduct the audit every six weeks.

8. Marble Falls ISD will not have OFSDP students participate in a credit recovery program offered in the summer.

9 Marble Falls ISD will not be participating in a community-based dropout recovery education program offered online.

10. Marble Falls ISD students are not attending a dropout recovery program in a remote or hybrid setting.

# Optional Flexible School Day Program (OFSDP) - Appendix 5

027904

MARBLE FALLS ISD

School Year 2026-2027

<p>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</p>	<p><b>Eligibility Designation</b>                  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</p>	<p><b>School Year Period of Agreement</b>                  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.</p>	<p><b>Summer Period of Agreement</b>                  Reported in TSDS PEIMS Extended Collec                   **Credit Recovery - Designation                   Summer period of agreement should exceed 30 days or extend past July :</p>
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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: SUMTWTWHS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWHS
027904001	MARBLE FALLS H S	1	2						10	8/19/2026	5/27/2027	MTWTHF	240			
027904002	FALLS CAREER H S	1	2						30	8/19/2026	5/27/2027	MTWTHF	240			
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## Optional Flexible School Day Program Agreement

This document must be fully completed and signed by the school system’s Board President and Superintendent. The signed document must be uploaded into the OFSDP Smartsheet application. This document is a required component of the OFSDP application submission.

\_\_\_\_\_  
Legal Name of School District or Open-Enrollment Charter School

\_\_\_\_\_  
Physical Address

### Board Agreement

All information requested must be included with this form. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.
2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: \_\_\_\_\_

Day: \_\_\_\_\_

Year: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

The board reviewed the OFSDP program and application and approved the submission on behalf of the school district or open-enrollment charter school by authorized representatives.

\_\_\_\_\_  
Name, Title, and Telephone Number of School Board President

\_\_\_\_\_  
Signature of School Board President

\_\_\_\_\_  
Date

**Authorized School System Official**

On behalf of the school district or charter school, I hereby certify that the district/charter will implement and operate the OFSDP in accordance with Texas Education Code (TEC) §29.0822, 19 Texas Administrative Code (TAC) §129.1027, the Student Attendance Accounting Handbook, and all applicable guidance, forms, and instructions issued by the Texas Education Agency (TEA) for the applicable school year.

I certify that the information submitted in connection with this application is true and correct and the district/charter will fully comply with all application assurances, applicable laws, rules, and TEA guidance governing the Optional Flexible School Day Program.

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Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

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Signature of Person Authorized to Bind the District or Charter School

Date