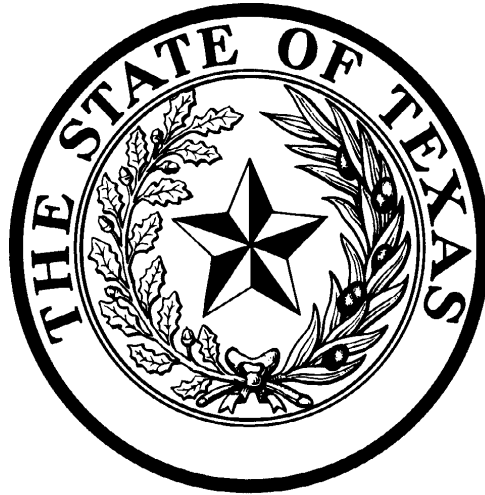


Texas Education Agency



APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

__2025-2026__ School Year

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.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the [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 must include the OFSDP as an item on a regular agenda for a board meeting. The 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). Please note that, pursuant to [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.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Lewisville Independent School District

(Legal Name of School District or Open-Enrollment Charter School)

located at

1565 W. Main St, Lewisville, TX 75067

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, 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.**

Article III – Purpose of Agreement

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

Article IV – 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.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- ☒ Appendix One, Assurances
- ☒ Appendix Two, Board Approval
- ☒ Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- ☒ Appendix Four, District Contacts
- ☒ Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name	<u>Lori Rapp</u>	_____
Typed Title	<u>Superintendent</u>	Authorized Signature

Appendix One **Assurances**

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

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 agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt 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]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

8. to comply with all reporting requirements established by the TEA;
9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Jenny Proznik, School Board President, 469-713-5200

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Lori Rapp, Superintendent, 469-713-5200

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

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Two Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

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: June
Day: 9
Year: 2025
Time: _____
Location: 1565 W. Main St, Lewisville, TX 75028

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Jenny Proznik, School Board President, 469-713-5200

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Lori Rapp, Superintendent, 469-713-5200

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

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three

Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. 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.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. 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.
- c. How will the district 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.

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
 - e. 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](#).
 - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, 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.
9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
- a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
 - b. Indicate how students will be offered or provided referrals for mental health services.
10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
- a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student's progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
 - e. Provide the location and a brief description of the in-person student engagement center.

Appendix Four District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	Lori Rapp, Superintendent,
Mailing Address:	1565 W. Main St.
City, State, Zip Code:	Lewisville, TX, 75067
Telephone Number:	469-713-5200
Email Address:	rappl@lisd.net

District PEIMS Coordinator:	Cathy Bray
Email Address:	brayc@lisd.net

OFSDP Contact Name:	Sarah Fitzhugh
Email Address:	fitzhughsr@lisd.net

OFSDP Contact Name:	Angie Deaton
Email Address:	deatona@lisd.net

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five

Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

***All file names should include the district/charter school’s name**

Appendix Three

Attendance and Compliance Procedures of Proposed Program

1. To provide flexible school hours in the evening with additional support and interventions to 9th-12th grade LISD students at the Lewisville Learning Center to increase successful course completion, high school graduation, and transition to post-secondary education and/or career of choice.
2. Students can attend three class periods Monday - Friday from 2:05 PM to 7:20 PM.
3. Staff positions and resource personnel associated with the program include 4 full-time core teachers, 1 part-time counselor, 1 full-time office assistant/registrar, 1 full-time administrator, 1 part-time nurse, 2 part-time SPED teachers, and 2 part-time ESL teachers. Additional adjunct teachers will be used as needed.
4. Students are identified by a drop-out recovery list provided by the district. Teachers attempt to call the students identified on the list to encourage them to return to school. In addition, the faculty and staff will send periodic emails, personalized postcards, and informational flyers to the students that are unable to be reached by phone. Additional students are referred to OFSDP by their LISD home campus based on individual needs to prevent student dropout which include but are not limited to advancement and remediation. The OFSDP counselor obtains and reviews all school records such as transcripts, ESL supports, discipline history, attendance and special education and 504 documentation. In addition, the counselor screens applicants to ensure they meet the age criteria.

Once applicants have been screened, the OFSDP counselor schedules an in-person interview with the potential student and a parent or guardian. During the interview, the OFSDP counselor reviews the program requirements and expectations. The potential student and parent consent and the OFSDP counselor meets with all drop-out recovery students and parents/guardians to obtain consent for OFSDP participation.

In addition, home campus counselors identify students who could benefit from additional courses taken at the OFSDP. Home campus counselors meet with these students and a parent or guardian, discuss the option of taking additional courses, and sign to agree to the rules and procedures of the OFSPD before attending.

5. On average the OFSDP maintains a 15:1 student to teacher ratio.

6. For full-time students attending the OFSDP program, staff monitor the needs of the students and hire adjunct staff members to fulfill the requirements specified in the student's programmatic paperwork (IEP, LPAC, 504, etc.) Staff providing adjunct services hold the appropriate certifications as determined by TEA to provide the services needed. Adjunct teachers providing specialized services based on student needs report minutes according to the Student Attendance Accounting Handbook via service logs.

7. OFSDP requires a teacher of record to record the actual number of students' instructional minutes on each day. Please explain the following:

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

Each teacher will record the number of minutes students attend class daily on a class roster and will certify the student's minutes with their signature on the roster. This attendance record with the teacher's signature is provided to the attendance clerk as a record of the instructional minutes for the student.

b. How will the district make sure that minutes for students who did not attend a minimum of 20 minutes on a particular day are not reported for funding.

The teacher of record will keep track of the number of minutes students are present in class each day, and they will certify the student's minutes with their signature daily. Students that did not attend a minimum of 20 minutes on a particular day are not reported for funding, as they are counted absent for the day. Times are reported each year with the submission of attendance data. Attendance reports are run each term and at the end of the year with all OFSDP minutes reported by grade and student.

c. 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.

The student is withdrawn from their home campus and enrolls at the Lewisville Learning Center- Night High School program. The ADA/entry code is adjusted when the student enrolls into the Night High School program. Students will not receive more than 10,800 minutes per course.

d. How the district will ensure that students are not coded in a traditional program on the same day that they are accumulating OFSDP instructional minutes.

The SIS system will not allow students to have multiple codes. The PEIMS office monitors to ensure no duplication occurs as well.

e. 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.

LISD requires all attendance clerks to attend trainings regarding the Student Attendance Accounting Handbook. The OFSDP attendance clerk attends the same trainings as all attendance clerks in LISD and is provided a copy of the Student Attendance Accounting Handbook.

f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six week attendance reporting period.

The OFSDP is offered at the Lewisville Learning Center (061902005) campus in LISD. LISD has assigned an attendance clerk to track and balance OFSDP attendance at Lewisville Learning Center. The OFSDP attendance clerk balances and runs a Detail Report and integrates the data with the Lewisville Learning Center attendance data. The six week reports are both reviewed and certified accordingly. *NOTE: Absences and days present do not exist in the OFSDP*

8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the students to recover credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.

The OFSDP program does not operate through the summer. If an OFSDP student participated in a credit recovery program through the summer, the attendance is recorded as a traditional program. Therefore, there is not an opportunity to accumulate OFSDP instructional minutes.

9. If students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:

a. Will the district operate the dropout education program or utilize an education management organization? If services will be contracted, please provide the accreditation status and the name of the accrediting agency.

LISD will operate the dropout recovery program.

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

Edgenuity is the program platform utilized by LISD and provides a flexible, online curriculum which aligns to the state standards and supplements in person classes which results in preparing students for employment with a high school diploma. Faculty and administrators employed will be persons with baccalaureate or advanced degrees and will provide an academic coach and local advocate for each student; a teacher and a counselor. Individual learning plans will be created and monitored by the counselor for each student's progress. Requirements for the weekly progress of students will be monitored by the counselor and will meet individually with students to ensure success. The third Monday of each month of the school year a progress report will be provided to the counselor by the academic coach and reviewed by the counselor for any student enrolled in online courses. Students will meet satisfactory requirements of 70% or above at the monthly progress check if a student is not meeting satisfactory progress in person sessions with the mentor teacher will be required.

c. Describe the individual learning plan or process used to monitor each student's progress.

Students that need to take one or two courses due to a schedule conflict will be determined by the counselor based on their individual learning plan and the student's need for graduation requirements.

d. Indicate how students will be served by an academic coach and local advocate.

Students will be assigned a Night High School teacher as their academic coach to provide student needed support and a counselor as their advocate.

e. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.

The third Monday of each month of the school year a progress report will be provided to the counselor by the academic coach and reviewed by the counselor for any student enrolled in online courses.

f. Describe the educational software utilized and explain how the software will track and certify the number of instructional minutes each student receives each day.

Teachers, counselors, and administrators can view the amount of time a student is actively engaged in Edgenuity. Edgenuity's attendance log displays the daily hours and minutes a student spent logged in and on assessments. Attendance will not be reported for funding purposes unless the course is successfully completed, per SAAH 11.6.4.

g. Provide the location and a brief description of the in-person student engagement center.

The program will be located at the Lewisville Learning Center (1602 S. Edmonds Ln, Lewisville, Texas 75067), which is a campus that serves students who are at-risk.

h. Indicate how students will be offered or provided referrals for mental health services.

LISD has multiple programs that address the social and emotional needs of students. Through the CHOICES program, students and parents have access to the Family Center, a free counseling program. Parents can contact the office by phone or complete an interest form online. In addition, group counseling programs such as ADAPT and HOPE are offered to support responsible choices and parent support of student behaviors. Topics covered in ADAPT include self-awareness, self-management, and relationship skills. HOPE is another program offered by the district and is similar to ADAPT. HOPE, however, focuses on illegal substance, tobacco, nicotine, and alcohol use and abuse. Students can be provided referrals to these programs by their campus counselor or administrator.