

OFSDP Application Guide - 2026-2027

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 opflex@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](#).

School System Overview	
School System Name:	Brazosport Independent School District
School System CDN (6-Digit):	020905
Mailing Address:	301 W. Brazoswood Dr.
City:	Clute
State:	TX
Zip Code:	77531
Superintendent's Name:	Danny Massey
Superintendent's Email Address:	dmassey@brazosportisd.net
School System Phone Number:	(979) 730-7000
District PEIMS Coordinator Name:	Patty Wyatt
Email Address:	pwyatt@brazosportisd.net
OFSDP Contact Name:	Ron Redden
Email Address:	jredden@brazosportisd.net
OFSDP Contact Name:	Jay Whitehead
Email Address:	jwhitehead@brazosportisd.net

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).

On-site OPFLEX Program:

The goal of the On-site Optional Flexible School Day Program is to graduate greater than 70% of participants in six years or less. The objective of the program is to provide flexible attendance opportunities for qualifying at-risk students who are recovered dropouts, working, pregnant, have children, who need only to complete state testing, no longer need to attend school full- or half-time since they need three or fewer credits to graduate, or who have other extenuating circumstances requiring flexible attendance.

Online OPFLEX Program:

The goal of the Online Optional Flexible School Day Program is to graduate ten or more recovered dropouts each year. The objective of the program is to re-engage students who left high school without a diploma, or students at-risk of dropping out, by providing them with an opportunity to complete their graduation requirements and earn a high school diploma from the district.

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.

On-site OPFLEX Program:

Students can be assigned a class schedule at times that meet their individual needs during the traditional school day. Students can attend classes Monday - Friday 8:05 am until 3:00 pm.

Online OPFLEX Program:

Students are able to access their courses based on their available time, 24 hours, 7 days a week, and can receive support from teachers during scheduled meetings and via email and chat and between 8 am and 8 pm CST for Academic Coaches and Local Advocates. Furthermore, students have access to live tutor support 24 hours a day, 360 days a year.

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.

On-site OPFLEX Program:

Resource personnel:

- Principal
- Counselor
- Pregnancy Related Services Coordinator
- Credit Recovery paraprofessional

Staff Positions;

- ELAR teacher - contact hours = 376 minutes/6.3 hours
- Math teacher - contact hours = 376 minutes/6.3 hours
- Science teacher - contact hours = 376 minutes/6.3 hours
- History teacher - contact hours = 376 minutes/6.3 hours
- Credit Recovery teacher - contact hours = 360 minutes/6 hours during the summer period. (The summer period is conducted at the same time as the campus summer school program, which is 360 minutes per day.)

Online OPFLEX Program:

In addition to the On-site resources indicated above, the district is utilizing a contractor to provide certain functions related to the program, including the following:

- TX certified teachers are available to meet with students during scheduled meetings and via email and chat.
- Academic Coaches are available to students and families between 8 am and 8 pm CST.
- Local Advocates are available to students and families and between 8 am and 8 pm CST.
- Students have access to tutor support 24 hours a day, 360 days a year.

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)

On-site OPFLEX Program:

Identification of students for the on-site program -

- A. Students who have attendance issues due to homelessness, work, or other extenuating circumstances and who need the flexibility afforded by the Optional Flexible School Day Program will be recommended for the program.
- B. Students who meet the criteria for being at-risk and who have erratic attendance will be identified for the program.
- C. Students who enter the final six weeks of school and who lack only the completion of three or fewer face-to-face classes will be added to the program since their number of ADA minutes will drop below 180 minutes per day. For example, a student who has recovered all of the credits they were lacking, and who are completing their final face-to-face courses for graduation are assigned to the OPFLEX program for 180 to 240 minutes depending on the number of courses they need to complete.

Confirmation and documentation of student eligibility -

- A. The student's at-risk status is confirmed since he/she is enrolled in the dropout recovery school or in the online dropout recovery program.
- B. Documentation will include enrollment/withdrawal records, attendance records, transcripts, state testing history reports and report cards.

Obtaining student and parental consent for OFSDP participation -

- A. On-site OFSDP students over the age of 18 would be required to sign an agreement in writing to participate at the time that they meet with the Principal about their participation in the OFSDP.
- B. The parents of on-site OFSDP students who are 18 years old or younger will be required to sign an agreement in writing to participate at the time that they meet with the Principal about their child's participation in the OFSDP.

Online OPFLEX Program:

The district develops a list of students who meet the eligibility criteria of the program, pursuant to Texas Education Code § 29.081(d)(1), and who are no longer participating in the district's traditional and campus-based alternative programs. Admission to the district's online dropout recovery program is not determined based on age, race, color, religion, gender, sexual orientation, national origin, disability, or veteran status. An enrollment team works with students identified by the district to complete the appropriate enrollment paperwork, including obtaining and maintaining written student and/or parental consent forms for participation in the online dropout recovery program prior to placement.

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.)

On-site OPFLEX Program:

Four students per teacher will be served by the On-site OPFLEX Program.

Online OPFLEX Program:

The typical student: teacher ratio is 20:1, but at no time will exceed 28:1.

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.

On-site OPFLEX Program:

- A. Special education services will be provided in accordance with the student's IEP by a certified classroom teacher. For students assigned to the Optional Flexible School Day Program by a duly constituted ARD committee and as documented in the student's Individualized Education Program (IEP), the teacher to whom the student is assigned will be required to document the minutes of instruction they are providing to the student following the campus' Optional Flexible School Day Program attendance documentation procedures.
- B. Career and Technical Education opportunities will be offered on a student-by-student basis according to the student's individualized program. Through an agreement with the traditional high schools, students may continue to take classes at those campuses. The certified CTE teacher to whom the student is assigned will be required to document the minutes of instruction they are providing to the student following the campus' Optional Flexible School Day Program attendance documentation procedures.
- C. Pregnancy related services (CEHI) will be provided to students on an as-needed basis. For the period in which the student is receiving pregnancy related services, the student's instructional code will be transitioned to the appropriate traditional coding for the duration of the CEHI placement. Therefore, the student will not be reported as participating in the Optional Flexible School Day Program at any time while CEHI services are being provided.
- D. Students who are served as Emergent Bilingual students will receive instruction from an English-as-a-Second-Language (ESL) teacher who will be required to document the minutes of instruction he is providing to the student following the campus' Optional Flexible School Day Program attendance documentation procedures.

Online OPFLEX Program:

The district online dropout recovery program intends to serve students with a variety of needs and interests. A brief description of the special education services and accommodations, career and technology education programming, and bilingual education services is provided below.

How Services Will Be Provided

Students who are in need of special education services in order to be successful in their schoolwork will obtain services through the district. The administrators of the online dropout recovery program will cooperate with district special education personnel in providing information and data about courses and student performance, as required. To ensure that students referred for placement in the district's online dropout recovery program have a skill set which will allow them to be successful, the following process is implemented :

- A. All students will be referred to building level district points of contact.
- B. District points of contact will send all names to the Special Education Department to screen for special education services.
- C. If a student has an IEP or 504, further evaluation of the student's likelihood for success will occur in the Special Education Department.
- D. The Admissions, Review and Dismissal (ARD) Team, inclusive of the parent or guardian and student, will determine if the online dropout recovery placement is appropriate.
- E. As determined by the ARD Team:
 - a. The district point of contact will refer students to the online dropout recovery program for re-engagement.
 - b. The ARD Team including one or more teachers from Graduation Alliance will review IEPs for any ongoing needs or changes that may need to occur.
 - c. Students will continue to receive specially designed instruction from the district, during school hours online. Students will not receive a combination of on and off campus instruction.

Required Teacher Certifications

Appropriately licensed special education personnel providing special education services will be provided by the district.

Texas state licensed general education teachers will provide instruction in their area(s) of certification in the online dropout recovery program.

Career and Technology Education (CTE)

The online dropout recovery program offers several courses aligned to TX CTE standards, including Child Development, Health Science and Technology, Medical Terminology, Principles of Allied Health, Anatomy and Physiology and Human Disease, Principles of Information Technology, Social Media Marketing, Digital Photography, Nutrition and wellness, Banking and Financial Services, and Web Design. These courses are taught by Texas CTE-certified teachers. This coursework prepares students for job readiness if they select electives that align with their post-secondary employment interests.

Pregnancy-Related Services

While students who are pregnant or parenting may be offered the opportunity to participate in this program, they will not be receiving CEHI through this program, since the unique nature of the program provides ongoing educational access 24 hours a day, 7 days a week, and therefore will not be coded as receiving Pregnancy Related Services.

Bilingual Education

The district will maintain responsibility for the assessment, identification, placement, and required services for Emergent Bilingual (EB) students in accordance with state law, including, where necessary, translation and interpretation services. Bilingual/ESL services for Emergent Bilingual students will be provided by appropriately certified district personnel in accordance with LPAC recommendations and state requirements.

The online dropout recovery program administrators will work with the district to implement the program as a support to students gaining more fluency in English vocabulary. These supports include curriculum supports, accommodations, communication, and mentoring support for students and families.

Curriculum Supports

The curriculum selected for this program was developed in alignment with the rubric for k12 online learning developed by Quality Matters, a national third-party validator of best practices in online learning. In addition to putting its curriculum team through the Quality Matters training and using the rubrics to inform design, the curriculum is in the process of being reviewed by Quality Matters evaluators to review and evaluate both its approach to instructional design and individual courses' alignment to standards. Evaluators reviewing content assess for and confirm accuracy of content, freedom from bias, and accessibility of design following the principles of Universal Design of Instruction.

Curriculum design practices, inclusive of Universal Design for Learning (UDL) principles, as they relate to accessibility for students with disabilities and limited English proficiency include:

Multiple Means of Engagement

- Each course includes a Course Success Strategies lesson with support resources and helpful instructions to help students engage with the material and assignments.
- Learning objectives are clearly stated in terms accessible to the students.
- Lessons include various displays of information and auto graded activities for students to practice for example: flash cards, compare and contrast card sorting, tabbed information, videos, pop-up questions, etc.
- Assignments are written by our teachers to be authentic to our population.
- Courses include class discussions for students to reflect and respond to each other.
- Students are introduced to their instructor at the beginning of the course.

Multiple Means of Representation

- Course content is provided using lesson text, images, videos, and articles.
- Images are tagged with alternate text for accessibility with screen readers.
- Videos include closed captions or alternate text is made available for students to access information.
- Course content is scaffolded for students to build application of skills.
- New terms and concepts are explained in the lesson or with interactive hover-over tooltips.
- Diverse avatar characters and other imagery of diverse learners appear throughout the courses.

Multiple Means of Action & Expression

- Lessons include multiple options for navigation between pages.
- Students receive immediate feedback for in-lesson pop-up questions as well as auto-graded quizzes.
- Students demonstrate various applications of skills by completing assignments that include essay writing, presentations, role-playing, audio and/or video recordings, and class discussions.

Communications and Mentoring Supports

Additional supports families of Emergent Bilingual students include translations of outreach materials in languages identified by the district. Bilingual outreach counselors and Academic Coaches are available to support Spanish speaking students and families.

Student Attendance Accounting Handbook Compliance

All services will be provided, documented, and reported in full compliance with the Texas Student Attendance Accounting Handbook (SAAH), including all applicable requirements for attendance accounting, PEIMS coding, and program-specific documentation.

- A. For special education services, instruction and related services will be delivered in accordance with each student's Individualized Education Program (IEP) as determined by the ARD Committee. Service delivery will be documented through detailed schedules, service logs, and progress monitoring aligned to IEP goals. Attendance and service coding will reflect the instructional setting, service minutes, and frequency, ensuring accurate reporting of special education contact hours and alignment with SAAH requirements for funding and compliance.
- B. For Career and Technical Education (CTE), all courses will be staffed by appropriately certified teachers and aligned to approved TEKS. Student participation, course completion, and contact hours will be documented and reported in accordance with SAAH guidelines. CTE course sequences, coherent programs of study, and work-based learning experiences (where applicable) will be coded and reported through PEIMS to ensure compliance with funding and accountability requirements.
- C. For emergent bilingual (EB) students, services will be provided in alignment with LPAC determinations and documented language program models. Instructional supports, accommodations, and progress in language acquisition will be documented and reported in accordance with SAAH and PEIMS requirements. Attendance and program coding will accurately reflect EB participation, service delivery, and compliance with state requirements for bilingual or ESL programs.
- D. Across all programs, the school will maintain clear and auditable documentation, including service schedules, attendance records, program eligibility, and coding accuracy. Internal monitoring processes will be implemented to ensure ongoing compliance with SAAH requirements, support accurate funding, and maintain audit readiness.

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)

On-site OPFLEX Program:

The teacher of each on-site OFSDP student will use the Optional Flexible School Day Program (OFSDP) Daily Contact Register to record the student's contact minutes for the day. If a student is served by more than one OFSDP teacher, then one designated teacher will record the combined contact minutes of service provided for the student on the Optional Flexible School Day Program (OFSDP) Daily Contact Register. At the end of the week, the teacher will sign and submit the Optional Flexible School Day Program (OFSDP) Daily Contact Register to the Brazos Success Academy Principal or designee. The weekly minutes will be recorded on the Optional Flexible School Day Program Student Minutes tracking spreadsheet by the Principal or her designee, and a copy of the OFSDP Daily Contact Register will be provided to the PEIMS/Attendance clerk for use in entering contact minutes into the Student Information System.

Online OPFLEX Program:

A student will be counted as in attendance for 60 minutes each school day of membership, as defined by SAAH 11.6.4, for each course they are taking and ultimately complete online. Each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two- through four-hour rule.

- Graduation Alliance will provide attendance records to the district monthly. Due to the recent passage and implementation of SB 569, it is anticipated that additional guidance and potential updates to attendance and instructional minute reporting may be defined in the 2026 -2027 Student Attendance Accounting Handbook (SAAH). The district and program will fully adhere to any newly established requirements, definitions, and reporting parameters upon release, ensuring continued compliance with TEA expectations.
 - Classroom teachers validate and document daily attendance through a combination of student engagement and academic progress measures within the Learning Management System (LMS). Attendance is verified based on evidence of course participation, including completion of assignments, assessments, or other instructional activities aligned to the student's course progression.
 - In addition to coursework completion, teachers monitor and document meaningful two-way communication with students, which may include virtual meetings, phone calls, messaging within the LMS, or other documented interactions that demonstrate active engagement in the learning process. These interactions support both instructional progress and compliance with attendance validation requirements.
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.

On-site OPFLEX Program:

The Principal or designee will review each teacher's Optional Flexible School Day Program (OFSDP) Daily Contact Register each week and identify students who did not meet the minimum of 45 minutes on a particular day. The campus Principal or designee will enter zero (0) minutes for any day in which a student did not accrue the minimum 45 minutes on the Optional Flexible School Day Program Student Minutes tracking spreadsheet.

Online OPFLEX Program:

Per SAAH 11.6.4 students enrolled in an Online Dropout Recovery OFSDP are considered scheduled for and receive instruction for 60 minutes each day for each virtual course enrolled. Each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two through-four-hour rule.

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)

On-site OPFLEX Program:

Working with the district PEIMS Coordinator, the Principal or her designee will record the exact number of instructional minutes each student entering the OFSDP has accrued up to the date of admittance for both overall minutes and the minutes for each class to which the student is being assigned. Based on the number of accrued minutes, a student will be assigned either a code 7 or code 8 by the PEIMS Coordinator to identify funding eligibility. The Optional Flexible School Day Program Student Minutes tracking spreadsheet will be shared in Google Drive with the PEIMS Coordinator and Assistant Superintendent of Administrative Services for monitoring purposes. Both the campus and the PEIMS Coordinator will monitor minutes being accrued by students each week to ensure that if both the 10,800 and 43,200-minute limits for funding are exceeded, the student's code will be changed from 07 to 08. The PEIMS Coordinator will alert the campus when a student's funding has changed.

Online OPFLEX Program:

A student who transfers into the OFSDP online dropout recovery program from the traditional program will be reported for no more than 1.0 total ADA for the year, with traditional program hours generated taking priority in the calculation and reporting. The district will use the TEA-recommended formula to determine ADA generated by students transferring from traditional programming to the OFSDP online dropout recovery program: (District Calendar Days - Traditional Days) x 240 minutes = maximum allowable OFSDP attendance minutes. This process ensures students do not generate more than 10,800 instructional minutes per course or exceed allowable ADA limits for the school year.

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](#).

On-site OPFLEX Program:

The district will train the Principal and staff on attendance recording requirements and on the use of the Optional Flexible School Day Program (OFSDP) Daily Contact Register. Included in that training will be a review of the Commissioner's Rules regarding the Optional Flexible School Day Program, including the expectation that teachers will record the daily contact minutes. The Principal or her designee will review each teacher's Optional Flexible School Day Program (OFSDP) Daily Contact Register each week and identify students who did not meet the minimum of 45 minutes on a particular day. The campus Principal or designee will enter zero (0) minutes for any day in which a student did not accrue the minimum 45 minutes. Optional Flexible School Day Program (OFSDP) Daily Contact Registers are collected each Monday by the campus PEIMS clerk, reviewed for accuracy, and copies are forwarded to the campus attendance clerk for entry into the Student Information System. Once every six-week reporting period, the Assistant Superintendent of Compliance and Data Quality meet with the PEIMS and attendance clerks to review the accuracy of the Optional Flexible School Day Program (OFSDP) Daily

Contact Registers, and compare the SIS entries with the contact registers and the Optional Flexible School Day Program Student Minutes tracking spreadsheet to ensure accuracy. Discrepancies will be corrected to ensure that the minutes recorded in both the SIS and Optional Flexible School Day Program Student Minutes tracking spreadsheet match those recorded on the signed and dated Optional Flexible School Day Program (OFSDP) Daily Contact Registers.

Online OPFLEX Program:

The district administrator overseeing the program will work with the online dropout recovery program administrators to ensure that relevant data is provided securely for the Student Detail Audit reports as applicable and required for online dropout recovery programs.

How will the teacher of record report attendance to the district, electronically or by paper? Through our contracted educational service provider, students are enrolled in asynchronous courses through a proprietary online portal that records attendance and student activities electronically. Teachers of record may verify student attendance data live at any time in the portal.

Will the program provide the student with a secure login that will track participation/progress?

The contracted education service provider will provide students with a secure login to access the online portal by logging in with single-sign on (SSO) credentials with multi-factor authentication. This secure login allows all student participation to be time-stamped and progress to be retained via a live dashboard.

How will records (monthly progress reports or any other documents related to the course) be retained? (monthly progress reports regarding student progress must be part of the record-keeping process)

The online dropout recovery program and district will retain electronic records in accordance with the records retention schedule of the state.

Will the program provide teachers, administrators, counselors log on to the system using distinct secret passwords? Specify who will have access to this information.

All other users (teachers, administrators, counselors, district personnel with an educational need to know, and parents) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically. Each user must have a unique email address and password to access the portal.

Does the system provide a time out (automatic shutoff) feature if the program has not had any activity in an appropriately short period of time (for example, 10 minutes)?

Yes, the online portal has an automatic shutoff feature for inactivity. Notification of a “session expired” will appear on the screen and the system will require the individual to log back into the system.

Does the program have the ability to report the date, time, and identity of the teacher entering the attendance data, upon request? (This would be for the school PEIMS system.)

Yes, the program has the ability to document the date, time, and identity of the teacher of the course.

How will the district ensure security when accessing and monitoring student progress and attendance

throughout the program?

All District users (teachers, administrators, counselors, and district personnel with an educational need to know) access the student portal with an email address and strong password combination. Passwords are stored in an encrypted form and cannot be seen or recovered. Users can request password resets automatically.

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.

Optional Flexible School Day Program students who have not earned a full ADA during the regular school year in a course can do so in the summer for up to the number of hours needed to recover the course, and for not more than for up to 30 hours in total. The student's name, ID number and the course he/she is in the process of completing will be recorded on the Optional Flexible School Day Program Student Minutes tracking spreadsheet, along with the percentage of ADA accrued during the school year, and the needed minutes to earn one ADA in the course (90% attendance). Once the number of minutes is attained, the student will no longer be permitted to work in the course during the summer period, and the student's grade will be recorded for the course.

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.

On-Site OPFLEX Program:

The district's On-site community-based dropout recovery program is housed at the Brazos Success Academy (020905006), which is a TEA approved Dropout Recovery School.

Online OPFLEX Program:

The district will utilize an Education Management Organization by contracting with Graduation Alliance. Graduation Alliance is accredited by Cognia, which is also the accreditor for public schools across the US. In 2021, based on the review of Cognia's trained evaluators, Cognia presented Graduation Alliance with an Index of Educational Quality of 374 (out of 400), compared to a Cognia Institution Network five year average of 278-283. As a result, in 2021, Cognia named Graduation Alliance a School of Distinction for “effectively implementing high-quality instruction, showing consistent organizational effectiveness, and...demonstrating energetic and sustained commitment to learners.” Graduation Alliance's accreditation with Cognia was renewed in 2026.

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.

Online OPFLEX Program:

The online dropout recovery program curriculum includes foundation career preparation programs and Industry-Based Certification (IBC) preparation programs in business and technology that align with high-demand occupations in Texas and

the TEA 2025 -30 Industry-Based Certification (IBC) List for Public School Accountability and the Texas Workforce Commission (TWC) Report on Texas Growth Occupations - 2025. Available certification preparation opportunities may include Microsoft Office Specialist (Word, Excel), CompTIA Tech+ and A+, ServSafe Manager, Medical Billing and Coding, and other industry-recognized certifications aligned to student career interests and employment opportunities in the state. These programs are available to qualified and interested students.

- Describe the individual learning plan or process used to monitor each student’s progress.

Online OPFLEX Program:

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding graduation requirements, and student interests. The individual learning plan details remaining courses to be taken and a potential sequence that can be changed in consultation with the Academic Coaches, as well as any non-course-based graduation requirements needed to finish high school. The learning plan is available to the student via the Online Portal. Academic Coaches monitor student performance against the individual learning plan at least monthly and adjust it as necessary.

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

Online OPFLEX Program:

The online dropout recovery program includes **Academic Coaches** and **Local Advocates** for each student as part of this program. Each student enrolled in the program will be assigned an Academic Coach and Local Advocate.

- A. The Academic Coach is responsible for monitoring student pace and progress and provides regular contact with the student via phone, email, or IM. During these interactions, the Academic Coach reviews progress with the student, resolves issues, and provides support in case the student is having difficulties with the program. The Academic Coach serves as a mentor and is critical to student success.
 - B. Students work with Local Advocates based in the community who are experts in leveraging local resources to help students address the social needs that must be met if students are going to focus on school success. As necessary, Local Advocates may meet face-to-face and virtually with students to connect students to the programs and services they need to overcome the life obstacles that previously have prevented academic success. Local Advocates develop relationships with community organizations and district support teams and can refer students for mental health services, food pantries, assistance with utilities and housing instability, as well as other government support that may be appropriate.
- Describe the educational software utilized and explain how the software will help track and certify the number of instructional minutes each student receives each day to monitor student progress.

Online OPFLEX Program:

Graduation Alliance utilizes a secure online learning ecosystem designed to support instruction, monitor engagement, and document student participation in alignment with state attendance and accountability requirements. The instructional environment integrates with existing district student information, learning management, and authentication systems to support enrollment, attendance reporting, grading, communication, and instructional delivery. The platform tracks and documents student participation through multiple engagement indicators, including:

Optional Flexible School Day Program (OFSDP)

- Active course participation and login activity
- Participation within instructional activities
- Assignment completion and submission timestamps
- Teacher-student interactions and feedback
- Assessment participation and progress benchmarks
- Participation in live instructional sessions, tutoring, and intervention activities

The system generates timestamped activity records that allow districts to verify instructional participation records and maintain audit-ready documentation for compliance and reporting purposes.

Teachers, Academic Coaches, and district administrators can monitor:

- Daily and weekly student engagement
- Course pacing and completion progress
- Attendance and participation trends
- Academic performance indicators
- Intervention needs and risk alerts for off-track students

Automated alerts and progress-monitoring tools help staff identify students requiring additional support and implement timely interventions, including tutoring, coaching outreach, and individualized academic plans. This integrated technology model provides districts with continuous visibility into student participation, instructional activity, and academic progress while supporting compliance, accountability, and student success in the virtual learning environment. Instructional minutes are certified based on student enrollment in eligible online courses, with each course generating 60 instructional minutes per school day in accordance with OFSDP requirements and the Texas Student Attendance Accounting Handbook (SAAH).

Participating Campuses, Student Eligibility, and Period of Agreement

15. Attach a completed [OFSDP campus designation spreadsheet](#) that includes all participating campuses.

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 [BISD 26-27 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.

Optional Flexible School Day Program (OFSDP)

- 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.