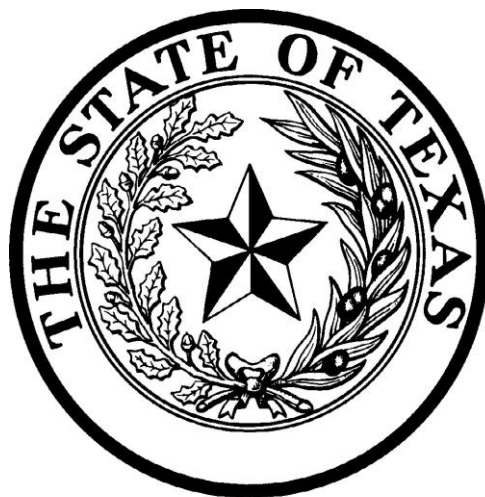


Board Information Item

	<div>Information Packet</div> <div><input type="checkbox"/></div>	<div>Board Agenda Information</div> <div><input type="checkbox"/></div>	<div>Board Agenda Action</div> <div><input type="checkbox"/></div>	<div>Board Agenda Consent</div> <div><input checked="" type="checkbox"/></div> <div>06/16/2025</div>
Subject:	Approve the TEA Optional Flexible School Day Program (OFSDP) Application for 2025-2026			
Contact Person:	Dr. Shiela Shiver, Chief Academic Officer Dr. Kalee McMullen, Executive Director of Instructional Leadership			
Policy/Code:				
Board Goal:	Priority 1: Student Achievement and Post-Secondary Readiness Objective 1.1: Academic Growth and Development			
Summary:	<p>Bridges Accelerated Learning Center, the Hope Academy (GHS), and the Panther Academy (CHHS) offer credit recovery opportunities for students at risk of not completing high school. In addition, the Collegiate Academy operates on a non-traditional schedule, one that is regulated by Tarrant County College. All middle schools have also been included in the application to allow us to serve students in extenuating circumstances. The Optional Flexible School Day Program (OFSDP) allows more flexibility in the attendance taking process to correspond with the unique learning needs of the participating students. In order to receive funding, GCISD must renew its application through the TEA Optional Flexible School Day Program. The Board previously approved this program for the 2024-2025 school year, and we are seeking renewal for the upcoming school year. Once accepted into the program again, the District will continue to receive partial funding for part-time students.</p>			
Attachments:	2025-2026 TEA OFSDP Application			
Recommendation:	The recommendation is for the Board of Trustees to approve the TEA Optional Flexible School Day Program Application for the 2025-2026 school year.			

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

Grapevine-Colleyville Independent School District

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

located at

3051 Ira E. Woods Avenue
Grapevine, Texas 76051

(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:

- [X] Appendix One, Assurances
- [X] Appendix Two, Board Approval
- [X] Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- [X] Appendix Four, District Contacts
- [X] 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 opfex@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: opfex@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 Dr. Bradley Schnautz

Authorized Signature

Typed Title Superintendent

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.

Shannon Braun, President of the Board of Trustees, 817-251-5501

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Dr. Bradley Schnautz, Superintendent, 817-251-5501

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: 16

Year: 2025

Time: 5:30 p.m.

Location: GCISD Board Room

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

Shannon Braun, President of the Board of Trustees

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Dr. Bradley Schnautz, Superintendent, 817-251-5501

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.
 - d. **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.*
 - e. 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.
 - f. 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](#).
 - g. 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:	Dr. Bradley Schnautz
Mailing Address:	3051 Ira E. Woods Avenue
City, State, Zip Code:	Grapevine, TX 76051
Telephone Number:	817-251-5501
Email Address:	bradley.schnautz@gcisd.net

District PEIMS Coordinator:	Robin Ballard
Email Address:	robin.ballard@gcisd.net

OFSDP Contact Name:	Holly Ray
Email Address:	holly.ray@gcisd.net

OFSDP Contact Name:	
Email Address:	

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

The definition of terms of the application applies to this 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. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission.

1. *Describe the program goals and objectives.*

The Optional Flexible School Day Program (OFSDP) is a program at GCISD that offers flexible hours and days of attendance for students. A student 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
- the student is attending a school implementing an approved innovative campus plan
- the student is attending a school with an approved early college high school program designation,
- the student is attending an online dropout recovery education program, as defined by the TEC, §29.081 (e-2)244, 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 and/or parent agree in writing to the student’s participation.

The goal of the program is to target students who are unable to attend school in a traditional setting. Students participating in an OFSDP may attend on a fixed or flexible schedule that does not meet the traditional 75,600 minutes, 5-days-per-week requirement. The program is offered to GCISD students at no charge and typical OFSDP instructional arrangements include the following:

- Weekend or night classes
- Extended day classes
- Classes offered throughout the year
- Flexible schedules

2. *Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times.*

A student may receive instruction and earn minutes of attendance in both:

- 1) classes held during the regular school day
- 2) classes specifically designed for the OFSDP

The student must not be simultaneously enrolled in the OFSDP and the traditional attendance program, in terms of how the student's attendance is reported in the Student Information System (SIS).

For every 4 hours or 240 minutes of eligible instruction a student receives, the student earns one eligible day present. The maximum number of instructional minutes allowed each school day, including any instructional time, accounted for in traditional courses toward graduation requirements, is 600 minutes, or 10 hours. A student may not use more than 10,800 minutes per course.

Schedules

- ECHS campus will offer minutes aligned with classes offered by the college campus. Scheduled hours are Monday through Friday and begin as early as 6:30 a.m. (particularly for final exams) and go as late as 10:00 p.m.
- Traditional campuses will schedule students for Panther/Mustang Academy or the like during the school day, Monday through Friday, at some point between 7:10 a.m. and 6:00 p.m. Panther/Mustang Academy is housed on the respective campuses in a classroom designated for students needing individual or small group instruction. Most students in this program will use our LMS and work with the teacher of record to recover credit(s).

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.*

Administrators will oversee the program at their campus to ensure all staff involved are properly trained and knowledgeable of their responsibilities. This will include training and reporting to the board as needed. This will require approximately 8-16 hours each 6-week reporting period, depending on the time of year.

Counselors are responsible for identifying students that meet the criteria and demonstrate a need to participate in the OFSDP. They are also responsible for all communication with the parent/guardian and must ensure all of the required permissions and documents are collected. Counselors are continually evaluating student needs and schedules as part of their

responsibilities. When potential students are identified, they move forward with the OFSDP approval process.

There is at least one full-time teacher assigned to support and oversee the students that are participating in the OFSDP program, according to their individual needs. Depending on the number of students participating in the OFSDP in a given year, additional teachers may be added.

Support staff, namely the campus attendance clerk, will collect the required documentation and record the minutes of attendance into the SIS on a regular basis. They will ensure that every student accumulates at least 45 minutes of instruction/instructional support for each day that attendance is recorded. This depends on the number of participants. An estimate is between 30 minutes to an hour entering student information.

4. *Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtaining student and parental consent for OFSDP participation.*

Campus Responsibilities

The campus administrator and/or individual recommending student participation in the OFSDP must ensure the student meets one of the following criteria:

- the student is at risk of dropping out of school, as defined by the TEC, §29.081,
- the student is attending a school implementing an approved innovative campus plan,
- the student is attending a school with an approved early college high school program designation,
- the student is attending an online dropout recovery education program, as defined by the TEC, §29.081 (e-2)244, 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

Campus Staff

Each traditional campus has at least one full-time teacher assigned to the Mustang/Panther Academy classes overseeing the OFSDP. Additionally, the campus administrator and/or designee must:

- Obtain the student's and/or parent's agreement in writing to the student's participation. (See Appendix A)
- Ensure there is documentation stating the student received at least 45 minutes of instruction **per day** of participation.
- Ensure all minutes of instruction are documented to record all minutes of instruction the student has received
- Ensure the Data Secretary/Attendance Secretary receives the documentation

- Ensure the minutes are recorded **by day** in the SIS
- Ensure at least 43,200 minutes of instruction have been offered to the student each school year
- Ensure the programs are able to track and report the number of minutes accrued by an eligible student in each course and that minutes do not exceed the 10,800 minutes maximum allowed per course.
 - Students enrolled in a traditional campus will be taught utilizing the online LMS in a campus classroom with support from the teacher of record.
 - Students enrolled at Bridges Academy, which is an AEC, may access the online LMS off-site.
- Ensure record retention will be in accordance with the requirements outlined in the SAAH and outlined in our local procedures for the required 5-year retention period.

5. *Indicate the estimated number of OFSDP students that will be served per teacher.*

The Campus staff will ensure the number of OFSDP students served per teacher will not exceed 25 students.

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.*

A universal CTE path will be selected for the OFSDP program and students will be able to complete coursework with an approved online vendor and receive support from a certified instructor within the selected CTE field. A case manager/Texas Certified special education instructor will be staffed and will be responsible for executing the required indicators mandated in the students' individualized education plan (IEP). In addition, Texas Certified Bilingual education personnel will be utilized to address the needs of OFSDP students in the content learning labs. The OFSDP program will solicit the assistance from the central administration departments (Special Education and Bilingual Education) for further program design, oversight, and evaluation to ensure that these students are being serviced accordingly.

- The Campus staff will ensure special education, career and technology education, pregnancy related services and bilingual education will be offered through the OFSPD program, provided students meet eligibility requirements. The teachers providing instructional services to these special populations will meet the appropriate state certification requirements for the grade level that he/she is teaching.

- Any students receiving pregnancy-related services that are placed on CEHI (Compensatory Education Home Instruction) will be removed from the OFSDP attendance accounting process during that time.
- Bridges students will utilize an online learning management system (LMS). Embedded in our LMS are post-secondary planning curricula designed to meet the learning needs of our students. The students will be assigned an advisory teacher who will support the academic needs of the student by monitoring progress, answering curriculum questions, and supporting post-secondary discussions. Students will participate in a weekly goal-setting discussion with their advisor. Each week students will set learning goals for the following week. GCISD will use Edgenuity and Canvas to support student learning outside of the school day.
- Administrators will also ensure all additional program requirements are met, as outlined in the Student Attendance Accounting Handbook (SAAH).

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.

The teacher of record must record the actual number of students' instructional minutes on any given day.

For Bridges, Grapevine Middle School, Colleyville Middle School, Heritage Middle School, and Cross Timbers Middle School, daily attendance is recorded and certified with a signature by the teacher of record.

At Collegiate Academy, daily attendance will be recorded by the teacher of record in the College's attendance reporting system. This information will then be sent to Collegiate Academy weekly and entered in our SIS by the campus data secretary.

For our internal accountability tool with the student, the OFSDP students will check in on their home campus on their way to their respective classes. The official amount of attendance in class is provided to us from the attendance taken online at Tarrant County Community College. We do NOT use this sign-in record to capture the amount of time in attendance.

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.

If less than 45 minutes of attendance are reported by the teacher of record, the attendance for that date will not be recorded in the SIS as the student did not meet the minimum daily requirement.

The teacher will indicate in the daily instructional minute recording that the student's day will be excluded. The site supervisor, OFSDP department data staff, and the program administrator will monitor this process.

- 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.***
- d. ***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.***

To ensure students transferring from the traditional program to the OFSDP will not generate more than one ADA in total for the school year and that students do not receive more than 10,800 minutes per course, the district will apply the following formula to determine the maximum OFSDP minutes a student is eligible (173 – Traditional Days Present x 240).

Additionally, the district will have written student attendance accounting security procedures; have written documentation procedures; verify attendance minutes every six weeks; submit yearly OFSDP attendance minutes via PEIMS; conduct internal effectiveness and compliance audits yearly.

- e. ***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.***

The OFSDP department data controller will lead the process for generating the Campus Summary report daily to verify that students are not coded in the traditional program and the OFSDP simultaneously. Staff from the district's PEIMS department will lead professional development for OFSDP staff to ensure that days and times for students are accurate for reporting to TEA.

- f. ***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***

To comply with Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook, the OFSDP department data controller will lead the process for generating the Campus Summary report.

The teacher of record enters attendance in an approved district record keeping system where he/she must log in with their district credentials, the form will time out, and capture the credentials of the person entering or changing information. If paperless attendance accounting is recorded through our SIS, the district will ensure the SIS setup complies with TEA requirements as outlined in Sections 2.2.3 and 11.6 of the Student Attendance Accounting Handbook.

Additionally, the district will have written student attendance accounting security procedures; have written documentation procedures; verify attendance minutes every six weeks; submit yearly OFSDP attendance minutes via PEIMS; conduct internal effectiveness and compliance audits yearly

The OFSDP central staff will ensure the accuracy and completeness of the data for this program. At the end of the program year will have a final review of all days/minutes entered. The teachers and OFSDP program officials will sign off on final Campus Summary and Student Detail documents.

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

Every six weeks, the Student Detail Report, the Campus Summary Report, the Campus Contact Hours report and the District Summary report will be generated, reviewed, and certified.

Student Detail Audit Reports will be reviewed by the teacher of record, site supervisor, and department data staff. The report is submitted to the OFSDP program administrator for certification and submitted in alignment with the district's PEIMS submission within the six-weeks periods already established.

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.

GCISD ISD does not offer credit recovery programs to OFSDP students during the summer months. Credit Recovery operates within the school year calendar only or through the traditional summer school opportunities. Therefore, this question will not be addressed in the application.

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.*

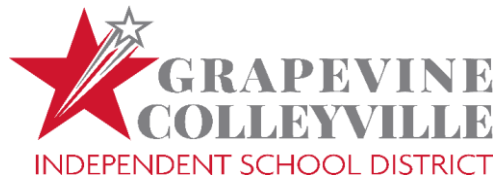
GCISD ISD does not have any campuses that have been designated community-based dropout recovery education nor do any have separate Alternative Education Accountability (AEA) designations. Therefore, these questions will not be addressed in the application.

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.*

GCISD ISD does not offer a fully remote or hybrid setting dropout recovery program therefore these questions will not be addressed in the application.

Appendix A



Optional Flexible School Day Program (OFSDP) Agreement/Authorization

20____/20____ School Year

Grapevine Colleyville ISD (GCISD) offers flexible hours and days of attendance for students unable to attend school in a traditional setting through a program called the Optional Flexible School Day Program (OFSDP). Students participating in the OFSDP may attend on a fixed or flexible schedule that does not meet the traditional 75,600 minutes, 5-days-per-week requirements. The program is offered to GCISD students at no charge and includes credit recovery courses offered during summer school. A student may receive instruction and earn minutes of attendance in classes held during the regular school day and/or classes specifically designed for the OFSDP such as weekend or night classes, extended day classes, classes offered throughout the year, flexible schedules, credit recovery classes, including summer school and online credit recovery courses. Students must receive a minimum of 45 minutes of instruction on any given day to accrue eligible OFSDP minutes for attendance.

_____ (student name) is eligible to enroll in the OFSDP because he/she meets one or more the following eligibility requirements:

- the student is at risk of dropping out of school, as defined by the TEC, §29.081,
- the student is attending a school implementing an approved innovative campus plan,
- the student is attending a school with an approved early college high school program designation,
- the student is attending an online dropout recovery education program, as defined by the TEC, §29.081,
- 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

Teachers must account for student attendance (face to face meeting) while on campus. Other campus requirements to record attendance may be required. This could include but is not limited to:

Parent Agreement and Authorization to Participate

I, _____, parent/guardian of _____ understand the requirements for my student to participate in the Optional Flexible School Day Program for the purpose of attendance. I understand that my student will lose this privilege if they do not follow the requirements.

Parent Name (Printed)

Parent Signature

Date

Student Agreement and Authorization to Participate

I, _____, attending _____, understand the requirements to participate in the Optional Flexible School Day Program for the purpose of attendance. I understand that I will lose this privilege if I do not follow the requirements.

Student Name (Printed)

Student Signature

Date

Optional Flexible School Day Program (OFSDP) - Appendix 5

220906

GRAPEVINE-COLLEYVILLE ISD

School Year 2024-2025

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4		Eligibility Designation								School Year Period of Agreement				Summer Period of Agreement			
		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								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.				Reported in TSDS PEIMS Extended Collection 4 **Credit Recovery - Designation 5 Summer period of agreement should not exceed 30 days or extend past July 31st.			
Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day
220906001	GRAPEVINE H S	1							20	8/15/2025	5/23/2026	MTWTHF	440				
220906004	COLLEYVILLE HERITAGE H S	1							20	8/15/2025	5/23/2026	MTWTHF	440				
220906008	GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE	1		3					100	8/15/2025	5/23/2026	MTWTHF	440				
220906006	THE BRIDGES ACAD ALTER	1							10	8/15/2025	5/23/2026	SUMTWTWFS	470				
220906041	GRAPEVINE MIDDLE	1							3	8/15/2025	5/23/2026	MTWTHF	360				
220906042	COLLEYVILLE MIDDLE	1							3	8/15/2025	5/23/2026	MTWTHF	440				

Optional Flexible School Day Program (OFSDP) - Appendix 5

220906

GRAPEVINE-COLLEYVILLE ISD

School Year 2024-2025

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4		Eligibility Designation 1 = TEC §29.081 At-Risk Students 2 = TEC §25.092 Minimum Attendance 3 = TEC §29.908 Early College High School 4 = TEC §39A.107 Campus Turnaround Plan 5 = Credit Recovery** 6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program 7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program								School Year Period of Agreement Reported in TSDS PEIMS Summer Collection 3 Program start date must be 30 days after application submission. Program end date must not exceed the last day of the regular school calendar.				Summer Period of Agreement Reported in TSDS PEIMS Extended Collection 4 **Credit Recovery - Designation 5 Summer period of agreement should not exceed 30 days or extend past July 31st.				
		Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS
220906043	HERITAGE MIDDLE	1								3	8/15/2025	5/23/2026	MTWTHF	440				
220906044	CROSS TIMBERS MIDDLE	1								3	8/15/2025	5/23/2026	MTWTHF	440				
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