

Optional Flexible School Day Program Application

Fields marked with an asterisk (*) are required.

This is the official Optional Flexible School Day Program (OFSDP) Application Form. All required fields must be completed, and all attachments must be included in this submission. **Emailed documents will not be accepted.**

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.

For questions or assistance regarding this application, email opflex@tea.texas.gov or visit the [OFSDP website](#).

School System Name *

Killeen Independent School District

School System CDN *

Enter your 6-Digit CDN (no dashes)

014906

Mailing Address *

200 N. WS Young Drive

City *

Killeen

State *

Texas

Zip Code: *

76543

Superintendent's Name: *

Dr. King Davis

Superintendent's Email Address: *

✉ King.Davis@killeenisd.org

School System Phone Number: *

▼ +1 (254) 330-0000

District PEIMS Coordinator Name: *

Angel Wolf

Email Address: *

✉ Angel.Wolf@killeenisd.org

OFSDP Contact Name: *

Central Hicks

Email Address: *

✉ central.hicks@killeenisd.org

OFSDP Contact Name: *

Dr. Susan Buckley

Email Address: *

✉ Susan.Buckley@killeenisd.org

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 [TEC, §29.081](#).

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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.

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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).

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Campus Turnaround Plan

The student is attending a campus implementing an approved innovative campus plan, as defined by [TEC, §39A.107](#).

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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.

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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.

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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.

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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). *

The mission of the district's online dropout recovery program is to provide a flexible, high-quality educational program to the high school-age students in the district who have not yet earned high school diplomas and who, for a variety of reasons, cannot or will not participate in the district's traditional or alternative face-to-face programs. The objective of the program is to re-engage students who left high school without a diploma, provide an opportunity for them to complete their graduation requirements, and earn a high school diploma from the district.

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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. *

As a participant in an online dropout recovery program, the student's schedule is dependent on the student's availability and life responsibilities they must attend to, such as working to provide for family members, childcare obligations, other caregiver obligations, etc. Students are able to access their courses based on their available time and can receive support from teachers during scheduled meetings, 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,

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. *

The district provides the following staff members at the Pathways Academic Campus, Monday-Friday from 8:00am-4:00pm: Counselor -1 Registrar-1. In addition to these resources, the district is utilizing a contractor to provide certain functions related to the program, including the following: • Texas-certified teachers who 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. • 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) *

The district develops a list of students who meet the eligibility criteria of the program 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 the required student and parental consent form 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.)

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The typical student-to-teacher ratio is 20:1.

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.

Special Education Services Students who need special education services 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 that will allow them to be successful, the following process is implemented: 1. All students will be referred to the building-level district points of contact. 2. District points of contact will send all names to the Special Education Department to screen for special education services. 3. If a student has an IEP or 504, further evaluation of the student's likelihood for success will occur in the SPED Department. 4. The ARD Team will determine if the online dropout recovery placement is appropriate. 5. As determined by the ARD Team: ● The district point of contact will refer students to the online dropout recovery program for re-engagement. ● 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. ● 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. Appropriately licensed special education personnel providing special education services will be provided by the district. Texas state-licensed general education teachers with at least a baccalaureate degree will be provided for the online dropout recovery program. Career and Technology Education (CTE) The online dropout recovery program offers several courses aligned to TX CTE standards, including Principles of Allied Health, Health Science and Technology, and Foundation of Education. Additional TX CTE-aligned courses are expected during the 2023-24 school year and include Web Design, Information Technology, Fundamentals of Financial Services, and Medical Terminology. These courses will be taught by CTE-certified teachers. 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 Compensatory Education Home Instruction through this program and, therefore, will not be coded as receiving Pregnancy-Related Services. Bilingual Education The district will maintain its responsibility for ELL assessment, placement, and services required for identifying and serving non-English Language Proficient students in accordance with state law, including, where necessary, translation services. Texas-certified ESL teachers provide services and instruction for non-English Language Proficient students. 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 support, communication, and mentoring support for students and families.

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

- ☐ 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. *
- ❗ 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. is required.

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) *

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 completing online. Graduation Alliance will provide attendance records to the district monthly.

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. *

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. At the end of the year, the students' attendance minutes will be adjusted to reflect attendance minutes only for the courses they successfully completed with a grade of 70% or better.

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) *

A student who transfers into the 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 anticipates using the following 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 = possible number of OFSDP attendance

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. *

[Student Attendance Accounting Handbook](#)

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.

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

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)? *

[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. *

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."

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)? *

[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. *

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 in-demand jobs in Texas and are included on the 2022-25 IBC List for Public School Accountability, including Microsoft Office Specialist (Word, Excel, and PowerPoint), CompTIA IT Foundations, CompTIA A+. Additional certifications that relate directly to employment opportunities in the state include ServSafe Manager and Caregiver (similar to Patient Care Technician). These programs are available to qualified and interested students.

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

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding 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

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

Academic Coaches work with students to develop a written individual learning plan (ILP) based on their past credits, outstanding 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

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. *

Graduation Alliance uses a secure online learning management system. This system is directly connected to their dashboard, which allows for the tracking, in real time, of the number of instructional minutes by each student.

Participating Campuses, Student Eligibility, and Period of Agreement

15. Attach a completed OFSDP campus designation spreadsheet that includes all participating campuses. *

[OFSDP Campus Designation Spreadsheet](#)

Guidance: Use form attachment section below to attach file. This section is immediately after question 18 in the form.

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Board Approval

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

Guidance: Use form attachment section below to attach file. This section is immediately after question 18 in the form.

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17. Summarize the information presented to the board during the OFSDP approval meeting regarding program operations and compliance with 19 TAC §129.1027(h), including performance indicators, disaggregated student data, annual performance goals reviewed in an open meeting, and data-driven continuation decisions. *

Signed Authorization

18. Attach a copy of the OFSDP agreement, signed by all required parties. *

[OFSDP Agreement](#)

Guidance: Use form attachment section below to attach file.

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Files Attachment Section:

You will upload the following attachments here:

1. **OFSDP Campus Designation Spreadsheet**
2. **Board Approval**
3. **OFSDP Agreement**

File Upload *



Drop your files here

[Browse](#)

OFSDP Assurances

The applicant shall check all assurances below to confirm awareness of and understanding of responsibilities established herein.

The district assures the board of trustees of the school district, or the governing board of the open-enrollment charter school will include the OFSDP as an item on the agenda concerning the proposed application. *

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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. *

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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: *

[TEC, §29.0822](#)

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.

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The district assures that it will administer all mandatory assessment instruments during the regular assessment cycle to students enrolled in the OFSDP. *

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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.

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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. *

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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. *

[TAC, §129.1027](#)

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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)). *

[TEC, §25.092\(a\)](#)

[TEC, §25.092\(a-1\)](#)

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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. *

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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. *

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The district assures that it will comply with all reporting requirements established by the TEA. *

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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. *

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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. *

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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. *

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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. *

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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. *

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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. *

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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. *

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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. *

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Purpose of Agreement

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

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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. *

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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.

Date Signed: *

mm/dd/yyyy



Revision Contact Form

We will need you to provide a valid **public school system email** below in case your application needs to be revised.

We will not be able to process your application if you do not provide a valid public school system email.

Public School System Email *



☐ Send me a copy of my responses

Submit

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Optional Flexible School Day Program Agreement

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

Legal Name of School District or Open-Enrollment Charter School

Physical Address

Board Agreement

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

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

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

Month: _____

Day: _____

Year: _____

Time: _____

Location: _____

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

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Authorized School System Official

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

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

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