

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM (OFSDP)
APPENDIX THREE

Attendance and Compliance Procedures | 2026-2027

1. Program Goals and Objectives

Goose Creek Consolidated Independent School District offers an Optional Flexible School Day Program (OFSDP) to provide flexible, individualized learning opportunities for eligible students who are at risk of dropping out, are credit deficient, require flexible scheduling due to personal or family responsibilities, or benefit from an alternative instructional format. The program is authorized under the Texas Education Code (TEC) §29.0822.

The goals of the OFSDP within Goose Creek CISD are:

- a.** To meet the diverse academic and personal needs of students requiring a nontraditional schedule due to credit deficiencies, employment, parenting, or other life circumstances;
- b.** To ensure students receive the academic, social-emotional, and post-secondary support needed to transition into college, career, military, or workforce pathways.

The program's objectives are to:

- c.** Provide flexible scheduling options tailored to each student's unique situation and documented need;
- d.** Facilitate the attainment of academic goals through personalized instructional plans that reflect each student's grade level, credit requirements, and state assessment obligations;
- e.** Increase student success outcomes among eligible at-risk populations by offering individualized instruction and wraparound support services.

Program effectiveness will be evaluated using student outcome data including course completion, state assessment performance, credit accrual, graduation and promotion rates, and successful post-secondary transitions. In accordance with 19 TAC §129.1027, a progress report will be submitted for the 2026-2027 school year as required by TEA.

All student outcome data will be tracked and maintained in disaggregated format by ethnicity, age, gender, and socioeconomic status in compliance with 19 TAC §129.1027(g), and will be included in the annual progress report submitted to TEA.

2. Proposed Schedule

OFSDP students within Goose Creek CISD will have access to instruction on days and during hours established by the campus consistent with the campus instructional calendar and the student's individualized schedule. Each campus will specify the days and times of available instruction in the OFSDP campus designation spreadsheet submitted with this application.

Students must accumulate instructional minutes across each six-week reporting period in compliance with SAAH Section 11.6.2. A student must receive a minimum of 45 minutes of instruction on any given day to accrue eligible OFSDP minutes for that day. Each 240 minutes of eligible instruction earned equals one eligible day present for ADA calculation purposes. The maximum number of instructional minutes allowed on any single school day is 600 minutes.

Where applicable, campuses may also offer optional support sessions outside of regular school hours, including evening or weekend sessions, to provide makeup instructional minutes for students who fall below the required threshold due to an absence or other documented barrier. All such sessions must be supervised by a teacher of record and documented on the campus daily minute log.

3. Staff Positions and Contact Hours

Each OFSDP campus within Goose Creek CISD is supported by a multidisciplinary team that ensures instructional quality, student support, and program compliance. All staff assigned to the OFSDP meet the qualification requirements established in 19 TAC §129.1027, including holding baccalaureate or advanced degrees, being highly qualified, and possessing appropriate Texas certification.

The following positions are standard across GCCISD OFSDP campuses. Contact hours are determined at the campus level based on enrollment and operational need and are documented in each campus's staffing plan on file with the district.

Staff Position	OFSDP Responsibilities
Principal or Designee	Provides overall program leadership, ensures compliance with OFSDP and TEA requirements, oversees staffing and scheduling, monitors student outcomes, reviews and signs the six-week Oath and Affidavit, and ensures the annual progress report is completed and submitted to TEA.
Assistant Principal or Program Coordinator	Oversees day-to-day operations of the OFSDP, monitors attendance compliance, supports instructional supervision, ensures alignment with student graduation or academic plans, and coordinates testing and intervention planning.
School Counselor	Provides academic advising, develops student graduation or academic plans, conducts transcript and credit audits, coordinates mental health referrals, and manages student support services including PRS coordination where applicable.
Teacher of Record	Certified teacher responsible for delivering instruction, tracking daily instructional minutes using the campus daily contact register, verifying Time In and Time Out for each student, monitoring academic progress, and submitting signed attendance records to campus administration.
Attendance Clerk	Maintains accurate attendance documentation, monitors daily instructional minute logs, ensures accuracy and compliance in PEIMS submissions and timelines, and generates the six-week TEA Principal's Report.
Support Staff (as applicable)	May include instructional aides, case managers, PRS coordinators, or other campus-level support personnel who assist with student engagement, tutoring, and wraparound service coordination.

All staff assigned to the OFSDP receive annual training on TEA's Student Attendance Accounting Handbook (SAAH) guidelines, instructional minute verification procedures, and flexible instructional practices. Staff are available to support students during all scheduled instructional blocks, including any evening or weekend sessions offered by the campus.

4. Student Identification Procedures

Students are eligible to participate in the OFSDP within Goose Creek CISD if they are currently enrolled in the district and meet one or more of the eligibility criteria established under TEC §29.0822:

- The student is at risk of dropping out of school as defined by TEC §29.081;
- The student is attending a campus implementing an approved innovative campus plan;
- The student is attending a TEA-designated Early College High School (ECHS), Pathways in Technology Early College High School (P-TECH), or Industry Cluster Innovative Academy (ICIA);
- The student is attending a community-based dropout recovery education program as defined by TEC §29.081(e-1) or (e-2);
- The student has been denied credit in one or more courses due to failure to meet attendance requirements under TEC §25.092.

In addition to meeting one of the eligibility criteria above, participation requires written consent as follows: 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, as required by TEC §29.0822.

Each campus conducts an intake process that includes a review of the student's eligibility, the development or review of a graduation or academic plan, a projected instructional schedule tailored to the student's needs, and a clear explanation of attendance expectations, instructional minute tracking requirements, and academic standards. An OFSDP Participation Agreement is signed by all required parties before the student's first day of participation.

The campus PEIMS clerk, registrar, and counselor finalize enrollment in the student information system, ensure correct ADA coding under ADA Code 7 or Code 8 as applicable, and maintain all required documentation in both the cumulative and digital student records. The campus confirms and documents each student's eligibility before enrollment and maintains that documentation for audit purposes.

5. Student-Teacher Ratio

Goose Creek CISD will maintain student-to-teacher ratios within all OFSDP campuses that ensure individualized academic support and effective instructional delivery, consistent with the following TEA requirements:

- For students enrolled in a campus-based dropout recovery education program (on-campus, 100 percent of the time), the student-to-teacher ratio will not exceed 28:1.
- For elementary grade levels, the student-to-teacher ratio will not exceed 22:1.
- For all other OFSDP program types and grade levels, the student-to-teacher ratio will not exceed 28:1.

GCCISD campuses designated as Districts of Innovation may be eligible for applicable exceptions to these ratios as authorized by TEA. The district will document and maintain any approved exceptions on file with the campus.

Due to the flexible and individualized nature of OFSDP instruction, teachers provide targeted support based on each student's schedule and academic needs. This structure allows staff to maintain close monitoring of instructional minutes and intervene early when students show signs of disengagement or academic risk.

6. Program Services Offered

Goose Creek CISD ensures that all services provided to students participating in the OFSDP comply fully with state law, TEA guidelines, and the Student Attendance Accounting Handbook (SAAH). All staff are certified in the appropriate content and service areas. Services are provided as follows across GCCISD OFSDP campuses:

Special Education: Services are provided by certified special education teachers and support staff in accordance with each student's Individualized Education Program (IEP). Accommodations and modifications are implemented with fidelity, and service minutes are documented as required. If a student participating in the OFSDP is receiving Compensatory Education Home Instruction (CEHI) 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.

Career and Technical Education (CTE): CTE courses are delivered by teachers holding valid Texas certifications in their respective program areas, ensuring instructional quality and alignment with the Texas Essential Knowledge and Skills (TEKS). Students may participate in CTE experiences and workforce certification pathways aligned with their graduation plan and career interests, including any available partnerships with local colleges or employers.

Pregnancy-Related Services (PRS): PRS are offered to eligible pregnant and parenting students at campuses where this population is served. A certified PRS coordinator or designee manages service delivery including

wellness support, parenting and family living instruction, and referrals to external agencies. The campus ensures compliance with all SAAH requirements related to CEHI coding transitions for students placed on homebound instruction.

Bilingual and ESL Services: Students identified as Emergent Bilingual (EB) are served by ESL-certified staff and monitored according to LPAC guidelines. Instruction is scaffolded to meet language acquisition needs and student progress is reviewed regularly in LPAC meetings, in compliance with applicable state and federal requirements.

Mental Health and Student Support: GCCISD campuses operating OFSDP programs provide access to mental health and social-emotional support services through campus counselors, district resources, and community partnerships as applicable. Students are referred to services through the campus counselor, and all services involving outside providers are coordinated with parental consent. The district assures that procedures are in place to offer appropriate referrals for mental health services, including access to school-based supports and external community resources, as needed.

Counseling Access: Students participating in the 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, as required by 19 TAC §129.1027.

All service delivery models comply with the Student Attendance Accounting Handbook and are monitored for fidelity through campus-level documentation and district oversight.

7. Instructional Minutes Verification

- a. Teachers of record log daily instructional minutes using a district-approved tracker and Daily Contact Register, and verify student engagement per course. Teachers record Time In and Time Out for each student daily and submit signed records to campus administration for verification on a weekly basis. The district uses a digital attendance tracking system consistent with the paperless attendance accounting requirements in SAAH Section 2.2.3. Attendance procedures are described in this application, the classroom teacher verifies attendance data, and the district maintains all documentation required for audit purposes.
- b. Attendance clerks review instructional minute logs on a weekly basis. Students who do not receive a minimum of 45 minutes of instruction on a given day are excluded from funding reports for that day, as required by SAAH Section 11.6.2.
- c. The campus PEIMS clerk reviews the student's traditional attendance record prior to enrollment in OFSDP and applies the following formula to ensure students do not generate more than one ADA or exceed 10,800 minutes per course: $(\text{Calendar School Days} - \text{Traditional Days Present}) \times 240$. Students will not be concurrently enrolled in both traditional and OFSDP programs on the same instructional day. A student's attendance program must not be changed in the middle of a six-week reporting period except in the specific circumstances permitted by SAAH Section 11.6.3.
- d. Courses assigned to OFSDP students are coded in the student information system to prevent overlap in ADA reporting. Teachers do not submit daily attendance through the SIS for OFSDP courses. Attendance is recorded exclusively through the OFSDP tracking system. Daily ADA codes are reconciled with instructional minute logs at each six-week reporting period to ensure no student is simultaneously coded for both traditional and OFSDP attendance.
- e. All staff responsible for tracking attendance and instructional minutes receive annual training on attendance procedures aligned with the Student Attendance Accounting Handbook (SAAH). The district follows local board policy and TEA expectations to ensure accurate and compliant attendance accounting across all OFSDP campuses.

f. At the end of each six-week attendance reporting period, the attendance clerk generates the TEA Principal's Report. The principal reviews and signs the Oath and Affidavit, which is then submitted to the district PEIMS office for certification and audit purposes. The Student Detail Audit and related six-week attendance and academic reports for the OFSDP track are generated, reviewed, and certified during each six-week attendance reporting period.

In accordance with 19 TAC §129.1027(g)(3), Goose Creek CISD conducts audits of OFSDP student attendance processes, procedures, and data quality on a biennial basis. Audits are conducted by an authorized school district administrator responsible for student attendance accounting, and results are maintained for review.

8. Summer Credit Recovery Attendance Monitoring

For eligible OFSDP students participating in summer credit recovery, Goose Creek CISD monitors attendance strictly to ensure that only the instructional minutes necessary to recover course credit are reported for funding. The Summer Period of Agreement does not exceed 30 days and does not extend past July 31 of the applicable year. A student may not earn more than the equivalent of one ADA in a year.

A campus-approved tracking system is used to log and calculate each student's accumulated instructional minutes daily during summer credit recovery sessions. The tracker documents the total number of minutes needed to recover the course credit, the actual instructional minutes completed each day, and the remaining required minutes for each course. Once a student meets the required number of instructional minutes for credit restoration, no additional minutes are recorded or submitted for funding, in compliance with TEA guidance that funding in summer OFSDP programs is limited to only the minutes necessary to recover class credit.

All summer attendance logs are reviewed by the attendance clerk and verified by the program administrator before submission to the district PEIMS office.

9. Community-Based Dropout Recovery Education Program

Goose Creek CISD operates community-based dropout recovery education programs as defined by TEC §29.081(e-1) and (e-2) on eligible campuses designated by TEA as Alternative Education Campus (AEC) of Choice -- Dropout Recovery Schools. All dropout recovery programs operated by the district are district-operated, and instruction and services are provided by GCCISD staff in accordance with TEA guidelines and applicable accreditation standards. The district does not contract with an external education management organization for the delivery of dropout recovery instruction.

Students enrolled in district dropout recovery programs have access to comprehensive support services to address both academic and non-academic barriers to graduation or re-engagement. Support services are coordinated through campus counselors and community partnerships as available, and all services involving outside providers are coordinated with parental consent. These wraparound services ensure students receive the support needed to succeed, in alignment with TEC §29.081(e-1) and (e-2).

10. Remote/Hybrid Dropout Recovery Program

Goose Creek CISD does not currently operate a remote or hybrid dropout recovery program as defined by TEC §29.081(e-2) under this application. All dropout recovery instruction is provided on campus 100 percent of the time. If the district activates a remote or hybrid dropout recovery option in a future application year, the application will include the required descriptions of curriculum credentials, individual learning plans, academic coaching, local advocacy, and educational software used to track and certify instructional minutes, as required by the OFSDP Application Guide.

Goose Creek Consolidated Independent School District

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Questions regarding this appendix: Contact the GCCISD PEIMS Coordinator or the Office of School Leadership.