

# 2014–2015 Student Attendance Accounting Handbook: Section 1 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>Section 1 Overview</b></p> <p>Per state law . . . District staff must report . . . The TEA then uses this attendance data to determine the allocation of Foundation School Program (FSP) funds to your district.</p> <p>The . . . <b>This handbook . . . all attendance accounting systems,</b> whether manual or automated. Unless . . .</p> <p>No . . .</p> <p>The handbook . . . Participation in the PEIMS is mandated<sup>1</sup> for Texas public schools.</p> <p>Throughout the handbook, the term <i>school district</i> or <i>district</i> includes open-enrollment charter schools, except where it is noted that different requirements apply to open-enrollment charter schools.</p>	<p><b>Section 1 Overview</b></p> <p><b>Under</b> state law . . . District staff <b>members</b> must report . . . The TEA then uses <b>these</b> attendance data to determine the allocation of Foundation School Program (FSP) funds (<b>state funding</b>) to your district.</p> <p>The . . . <b>This handbook . . . all attendance accounting systems.</b> Unless . . .</p> <p>No . . .</p> <p>The handbook . . . <b>State law requires</b> Texas public schools <b>to use the PEIMS.</b><sup>2</sup></p> <p><b>Notes on Terminology: In this</b> handbook, the term “school district” or “district” includes <b>an</b> open-enrollment charter school, except where <b>the handbook notes</b> that different requirements apply to open-enrollment charter schools. <b>Also, in this handbook, the term “instructional setting” means the same as the term “instructional arrangement/setting.”</b></p>

<sup>1</sup> TEC, §42.006(a)

<sup>2</sup> TEC, [§42.006\(a\)](#)

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Change	2013–2014	2014–2015
Revision	<p><b>1.1 Student Attendance and FSP Funding</b></p> <p>...</p> <p><b>Note:</b> An inherent difference exists between your district's <b>being permitted to serve a student</b> in a particular program and your district's <b>being entitled to funding</b> for that student in that program. For example, . . . your school district may serve virtually any student in virtually any capacity/setting . . . funding-eligible resident students. However, the only time a student may be coded as an eligible participant in a program/setting . . . is when that student meets all the eligibility requirements, and . . . file.</p> <p>...</p> <p>For districts to receive . . . for all their students, the following personnel . . . must work together to assemble the required documentation at the earliest possible time: administrators, special program staff, . . .</p> <p><b>Note:</b> Waivers for program requirements . . .</p>	<p><b>1.1 Student Attendance and FSP Funding</b></p> <p>...</p> <p><b>Note:</b> An inherent difference exists between <b>being permitted to serve a student</b> in a particular program and <b>being entitled to funding for the service provided to the</b> student. For example, . . . your school district may serve virtually any student in virtually any capacity <b>or</b> setting . . . funding-eligible students. However, the only <b>circumstance in which</b> a student may be coded as an eligible participant in a program <b>or</b> setting . . . is <b>one in which the</b> student meets all eligibility requirements and . . . file.</p> <p>...</p> <p>For <b>your</b> district to receive the maximum amount of funding for all <b>its</b> students, the following personnel . . . must work together to assemble required documentation <b>as early as</b> possible: administrators, special program <b>staffs</b>, . . .</p> <p><b>Note:</b> Waivers <b>of</b> program requirements . . .</p>

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Revision	<p><b>1.2 Taking and Recording Student Attendance</b></p> <p>It is your district’s responsibility to ensure that the basis . . . meets the standard set forth in this <i>Student Attendance Accounting Handbook</i>.</p> <p>District . . . Original documentation may not be created after the fact. . . . finalized.</p> <p>The TEA . . . The . . . requirements for attendance accounting as described in . . .</p> <p>Regardless of the particular accounting system your school district selects or uses, . . . It is important to recognize that although these standards are the <b>minimum</b> requirements of all attendance accounting systems, your district may desire to adopt <b>additional</b> codes and/or documentation requirements for local purposes.</p>	<p><b>1.2 Taking and Recording Student Attendance</b></p> <p>It is your district’s responsibility to ensure that the basis . . . meets the <b>standards</b> in this <i>Student Attendance Accounting Handbook</i>.</p> <p>District . . . Original documentation <b>must</b> not be created after the fact. . . . finalized.</p> <p>The TEA . . . The . . . requirements for attendance accounting described in . . .</p> <p>Regardless of the accounting system your school district uses, . . . <b>These</b> standards are the <b>minimum</b> requirements <b>for</b> all attendance accounting systems. <b>Your</b> district may <b>wish</b> to adopt <b>additional</b> codes <b>and</b> documentation requirements for local purposes.</p>
Revision	<p><b>1.3 Reporting of Attendance Information to the TEA</b></p> <p>District staff report attendance and contact hours on the student level for . . .</p>	<p><b>1.3 Reporting of Attendance Information to the TEA</b></p> <p>District staff <b>members</b> report attendance and contact hours <b>at</b> the student level for . . .</p>
Revision	<p><b>1.4 Storage of Attendance Information</b></p> <p>Your district’s superintendent of schools . . . The superintendent of schools may . . .</p>	<p><b>1.4 Storage of Attendance Information</b></p> <p>Your district’s superintendent of schools . . . The superintendent may . . .</p>

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Revision and Deletion	<p><b>1.6 How to Use This Handbook</b></p> <p>The handbook . . . Each section . . . subsection. The same general types of information may be found under each subsection.</p> <p>...</p> <p>Although . . . The essential . . . purposes. In addition, each section contains . . . system.</p> <p>...</p> <p>[TABLE:</p> <p>SECOND COLUMN FOR “SECTION 1” ROW: The <b>Overview</b> describes . . . and significant changes.</p> <p>FIRST COLUMN FOR “SECTION 10” ROW: Section 10 Nontraditional Schools</p> <p>SECOND COLUMN FOR “SECTION 10” ROW: <b>Nontraditional Schools</b> discusses waivers, year-round schools, alternative education programs, juvenile justice alternative education programs, suspension, and expulsion.</p> <p>SECOND COLUMN FOR “SECTION 11” ROW: <b>Nontraditional Programs</b> discusses education programs with alternative methods of funding or provided in alternative settings.</p> <p>NONE</p> <p>NONE</p>	<p><b>1.6 How to Use This Handbook</b></p> <p><b>This</b> handbook . . . Each section . . . subsection. <b>Each subsection contains the</b> same general types of information.</p> <p>...</p> <p>Although . . . The essential . . . purposes. <b>Each</b> section <b>also</b> contains . . . system.</p> <p>...</p> <p>[TABLE:</p> <p>SECOND COLUMN FOR “SECTION 1” ROW: The <b>Overview section</b> describes . . . and significant changes <b>from the prior year</b>.</p> <p>FIRST COLUMN FOR “SECTION 10” ROW: Section 10 Alternative Education Programs and Disciplinary Removals</p> <p>SECOND COLUMN FOR “SECTION 10” ROW: <b>Alternative Education Programs and Disciplinary Removals</b> discusses various alternative education programs, in-school suspension programs, and education programs for incarcerated youth, as well as disciplinary removals.</p> <p>SECOND COLUMN FOR “SECTION 11” ROW: <b>Nontraditional Programs</b> discusses education programs <b>that have</b> alternative methods of funding or <b>are</b> provided in alternative settings.</p> <p>FIRST COLUMN FOR NEW “SECTION 12” ROW: <b>Section 12 Virtual, Remote, and Electronic Instruction</b></p> <p>SECOND COLUMN FOR NEW “SECTION 12” ROW: <b>Virtual, Remote, and Electronic Instruction</b> discusses Texas Virtual School Network programs and courses, other online courses, remote instruction, and self-paced computer courses.</p>
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	<p>FIRST COLUMN FOR PREVIOUS “SECTION 12” ROW: Section 12 Appendix</p> <p>SECOND COLUMN FOR PREVIOUS “SECTION 12” ROW: The <b>Appendix</b> explains . . .</p> <p>FIRST COLUMN FOR PREVIOUS “SECTION 13” ROW: Section 13 Glossary]</p> <p>Throughout this handbook, all references to the Texas Education Code (TEC) are to state law as documented in the most recent publication of the <i>Texas School Law Bulletin</i> when the handbook was printed. All references to the Texas Administrative Code (TAC) are to the rules adopted by the State Board of Education or the commissioner of education as documented in the most recent publication of the TAC when the handbook was printed.</p> <p>In the electronic . . .</p>	<p>FIRST COLUMN FOR PREVIOUS “SECTION 12” (NEW “SECTION 13”) ROW: Section <b>13</b> Appendix</p> <p>SECOND COLUMN FOR PREVIOUS “SECTION 12” (NEW “SECTION 13”) ROW: The <b>Appendix section</b> explains . . .</p> <p>FIRST COLUMN FOR PREVIOUS “SECTION 13” (NEW “SECTION 14”) ROW: Section <b>14</b> Glossary]</p> <p>In the electronic . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 2 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>2.1 General Audit Requirements</b></p> <p>Your district . . . attendance records (specific program[s] and/or grant[s]) will result in . . .</p>	<p><b>2.1 General Audit Requirements</b></p> <p>Your district . . . attendance records (specific program[s], grant[s], <b>or both</b>) will result in . . .</p>
Revision	<p><b>2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems</b></p> <p>Your district should . . . before deciding on an attendance accounting system and/or on a storage medium or automated format for audit documentation.</p>	<p><b>2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems</b></p> <p>Your district should . . . before <b>selecting</b> an attendance accounting system, storage medium, or automated format for audit documentation.</p>
Revision	<p><b>2.2.2 Automated Attendance Accounting Systems</b></p> <p>Your . . . If it chooses, a district . . . accounting record/report electronically . . . (see the last paragraph of this subsection). If compatible hardware and/or backup copies of software cannot be kept, or the district does not possess the technical expertise to reproduce the unaltered data in an acceptable format when notified of an audit, paper copies are required for the entire retention period. . . .</p>	<p><b>2.2.2 Automated Attendance Accounting Systems</b></p> <p>Your . . . If it chooses, a district . . . accounting record <b>or</b> report electronically . . . (see the last paragraph of this subsection). If <b>your district is unable to keep</b> compatible hardware, backup copies of software, <b>or both</b>, or <b>if</b> the district does not possess the technical expertise to reproduce the unaltered data in an acceptable format when notified of an audit, paper copies are required for the entire retention period. . . .</p>
Revision	<p><b>2.2.3 “Paperless” Attendance Accounting Systems</b></p> <p>If . . . generate and retain paper copies of attendance reports/records. These standards apply to all districts that wish to establish and/or maintain an audit trail . . .</p>	<p><b>2.2.3 “Paperless” Attendance Accounting Systems</b></p> <p>If . . . generate and retain paper copies of attendance reports <b>and</b> records. These standards apply to all districts that wish to establish and maintain an audit trail . . .</p>
Revision	<p><b>2.2.4 Disaster Recovery</b></p> <p>. . .</p> <p>Storage of duplicate records and/or data at various locations . . .</p>	<p><b>2.2.4 Disaster Recovery</b></p> <p>. . .</p> <p>Storage of duplicate records and data at various locations . . .</p>

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Revision	<p><b>2.2.5 Attendance System Procedures Manual</b></p> <p>Your . . . This . . . following information:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• . . .</li> <li>• which position(s) is/are responsible for the coding of special programs (such as career and technical, special education, Pregnancy Related Services, etc.)</li> <li>• how changes to . . .</li> </ul>	<p><b>2.2.5 Attendance System Procedures Manual</b></p> <p>Your . . . This . . . following information:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• . . .</li> <li>• which position <b>or positions</b> are responsible for the coding of special programs (such as career and technical <b>education</b>, special education, <b>pregnancy-related services</b>, etc.)</li> <li>• how changes to . . .</li> </ul>
Addition and Revision	<p><b>2.3.1 Student Detail Reports</b></p> <p><b>Student Detail Reports</b> must contain the following data:</p> <p>. . .</p> <p>7. All identification data elements for the student:</p> <p>. . .</p> <ul style="list-style-type: none"> <li>• Date of birth</li> <li>• Age as of September 1</li> <li>• Social Security number or alternative ID number</li> <li>• Ethnic group</li> <li>• First and last name of parent or guardian with whom the student resides</li> <li>• address of parent or guardian with whom the student resides, to include the street number/route number/PO box number, city, and zip code and campus ID of residence for nonresident students</li> </ul> <p>. . .</p> <p>21. Signature page, signed by persons recording data and persons approving data. This page can be signed each 6-week reporting period or each semester at local discretion. If . . .</p>	<p><b>2.3.1 Student Detail Reports</b></p> <p><b>Student Detail Reports</b> must contain the following data:</p> <p>. . .</p> <p>7. All identification data elements for the student:</p> <p>. . .</p> <ul style="list-style-type: none"> <li>• Date of birth</li> <li>• Age as of September 1</li> <li>• <b>Texas Unique Student ID</b></li> <li>• Social Security number or <b>state-assigned</b> alternative ID number</li> <li>• Ethnic group</li> <li>• First and last name of parent or guardian with whom the student resides</li> <li>• Address of parent or guardian with whom the student resides, to include the street number, route number, <b>or</b> PO box number; city; and zip code, and campus ID of residence for nonresident students</li> </ul> <p>. . .</p> <p>21. Signature page, signed by persons recording data and persons approving data. This page <b>may</b> be signed each 6-week reporting period or each semester at local discretion. If . . .</p>

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Revision	<p><b>2.3.2 Campus Summary Reports</b></p> <p><b>Campus Summary Reports</b> must include the following data:</p> <p>...</p> <p>15. Signature page, signed by persons recording data and persons approving data. This page can be signed each 6-week reporting period or each semester at local discretion. If . . .</p>	<p><b>2.3.2 Campus Summary Reports</b></p> <p><b>Campus Summary Reports</b> must include the following data:</p> <p>...</p> <p>15. Signature page, signed by persons recording data and persons approving data. This page <b>may</b> be signed each 6-week reporting period or each semester at local discretion. If . . .</p>
Revision	<p><b>2.3.3 District Summary Reports</b></p> <p>The <b>District Summary Reports</b> must include the following data:</p> <p>14. Signature page, signed by persons recording data and persons approving data. This page can be signed each 6-week reporting period or each semester at local discretion. If . . .</p>	<p><b>2.3.3 District Summary Reports</b></p> <p>The <b>District Summary Reports</b> must include the following data:</p> <p>14. Signature page, signed by persons recording data and persons approving data. This page <b>may</b> be signed each 6-week reporting period or each semester at local discretion. If . . .</p>



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	<p><b><i>2.3.5 Additional Required Documentation</i></b></p> <p>The following documentation will also be required in the event of an audit:</p> <ol style="list-style-type: none"> <li>1. Grade books . . .</li> <li>2. Period absence reports . . . official attendance hour/period, . . .</li> <li>3. For paperless . . .</li> <li>4. Campus . . .</li> <li>5. Class admittance slips . . .</li> <li>6. Documentation supporting the claim that a student was attending a board-approved activity, accompanied by a certified teacher/adjunct staff member of the district, signed by the person who supervised the student(s) . . .</li> <li>7. Documentation supporting . . .</li> <li>8. Documentation supporting . . .</li> <li>9. If any data changes are made subsequent to submission to the TEA, updated and/or corrected copies of . . .</li> <li>10. Copies of . . .</li> <li>11. Copies of . . .</li> <li>12. A copy of . . .</li> <li>13. Special program documentation . . . (see item 1 above)</li> <li>. . .</li> </ol>	<p><b><i>2.3.5 Additional Required Documentation</i></b></p> <p>The following documentation will also be required in the event of an audit (<b>the retention period for an item is provided only if it differs from the standard 5-year retention period</b>):</p> <ol style="list-style-type: none"> <li>1. <b>Documentation of a student’s age and identity (to be retained as long as administratively valuable to the district) (see 3.3 Enrollment Procedures and Requirements)</b></li> <li>2. <b>Documentation of a student’s residency or other eligibility for enrollment (see 3.3 Enrollment Procedures and Requirements)</b></li> <li>3. Grade books (retained . . .</li> <li>4. Period absence reports . . . official attendance hour, . . .</li> <li>5. For paperless . . .</li> <li>6. Campus . . .</li> <li>7. Class admittance slips . . .</li> <li>8. Documentation supporting the claim that a student was attending a board-approved activity, accompanied by a <b>professional staff member or</b> adjunct staff member of the district, signed by the <b>staff member</b> who supervised the student . . .</li> <li>9. Documentation supporting . . .</li> <li>10. Documentation supporting . . .</li> <li>11. If any data changes are made <b>to reports after they have been submitted</b> to the TEA, updated or corrected copies of . . .</li> <li>12. Copies of . . .</li> <li>13. Copies of . . .</li> <li>14. A copy of . . .</li> <li>15. Special program documentation . . . (see item <b>3</b> above)</li> <li>. . .</li> </ol>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.1 Responsibility</b></p> <p>...</p> <p>The <b>attendance personnel</b> generating absence summaries and/or transcribing . . .</p> <p><b>Important:</b> In no case should attendance personnel be assigned the responsibility of determining a student’s coding information. Special program staff, directors, and/or teachers . . . Special program directors and/or staff are responsible . . . They are also responsible for ensuring that attendance personnel are aware of any changes in a student’s services and the effective dates of such changes. The attendance personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). At . . . , special program staff should verify the Student Detail Report for any coding errors.</p>	<p><b>3.1 Responsibility</b></p> <p>...</p> <p>The <b>attendance personnel</b> generating absence summaries and transcribing . . .</p> <p><b>Important: Your district must not assign</b> attendance personnel the responsibility of determining a student’s coding information. Special program staff <b>members</b>, directors, or teachers . . . Special program directors and staff <b>members</b> are responsible . . . They are also responsible for ensuring that attendance personnel are aware of any changes in a student’s services and the effective dates of <b>those</b> changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At . . . , special program staff <b>members</b> should <b>check</b> the Student Detail Report for any coding errors.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition and Revision	<p><b>3.2 General Requirements for Eligibility for Attendance/Foundation School Program (FSP) Funding</b></p> <p>This subsection describes student attendance accounting requirements related to funding eligibility and age eligibility.</p>	<p><b>3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding</b></p> <p>Both membership and eligibility to generate average daily attendance (ADA) are related to the amount of time that a student receives instruction each day. However, they are not the same.</p> <p>A student is in membership in your district if the student is enrolled in the district and is either:</p> <ul style="list-style-type: none"> <li>• scheduled to attend at least 2 hours of instruction each school day or</li> <li>• participating in an alternative attendance accounting program.</li> </ul> <p>A student who meets the criteria above is in membership regardless of whether the student is eligible to generate ADA.</p> <p>A student is eligible to generate ADA, and thus FSP funding, only if the student is in membership and also meets the ADA eligibility requirements described in the following subsections.</p>
Addition and Revision	<p><b>3.2.1 Average Daily Attendance (ADA) Eligibility Coding</b></p> <p>District personnel should use the following coding when recording student attendance.</p>	<p><b>3.2.1 ADA Eligibility Coding</b></p> <p>A student’s eligibility to generate ADA is reported with what is called an ADA eligibility code. Your district must use the following codes when reporting student attendance.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition and Revision	<p><b>3.2.1.1 Code 0 Enrolled, Not in Membership</b></p> <p>Code 0 applies to students who do not meet the requirements for funding eligibility (do not meet the 2-through-4-hour rule [see <b>3.2.2 Funding Eligibility</b>] and are not eligible for and participating in an alternative attendance accounting program) but whom your district provides instruction for fewer than 2 hours per day. Code 0 applies to the following:</p> <p>...</p> <ul style="list-style-type: none"> <li>• a parentally placed . . . (see . . .)</li> </ul>	<p><b>3.2.1.1 Code 0 Enrolled, Not in Membership</b></p> <p><b>Code 0 indicates that a student is enrolled but is not in membership.</b> Code 0 applies to students who <b>are scheduled for and provided fewer than 2 hours of instruction by your district each school day and are not participating in an alternative attendance accounting program.</b> <b>This code is used for the following:</b></p> <p>...</p> <ul style="list-style-type: none"> <li>• a parentally placed . . . (see . . .)</li> </ul> <p><b>A student coded with an ADA eligibility code of 0 is not eligible to generate ADA or FSP funding.</b></p>
Addition and Revision	<p><b>3.2.1.2 Code 1 Eligible for Full-Day Attendance</b></p> <p>Code 1 applies to all students entitled to enroll under the Texas Education Code (TEC), §25.001, who are provided instruction for at least 4 hours each school day.</p> <p><b>Note:</b> Districts that offer half-day kindergarten programs may not . . .</p>	<p><b>3.2.1.2 Code 1 Eligible for Full-Day Attendance</b></p> <p><b>Code 1 indicates that a student is eligible to generate full-day attendance.</b> Code 1 applies to all students entitled to enroll under the Texas Education Code (TEC), <a href="#">§25.001</a>, who are <b>scheduled for and</b> provided instruction for at least 4 hours each school day.</p> <p><b>Note:</b> Districts that offer half-day kindergarten programs <b>must</b> not . . .</p>
Addition and Revision	<p><b>3.2.1.3 Code 2 Eligible for Half-Day Attendance</b></p> <p>Code 2 applies to all students entitled to enroll under the TEC, §25.001, who are provided instruction for at least 2 hours but fewer than 4 hours each school day.</p> <p>Code 2 also applies to prekindergarten (PK) students who meet the requirements for eligibility defined in Section 7.</p>	<p><b>3.2.1.3 Code 2 Eligible for Half-Day Attendance</b></p> <p><b>Code 2 indicates that a student is eligible to generate half-day attendance.</b> Code 2 applies to all students entitled to enroll under the TEC, <a href="#">§25.001</a>, who are <b>scheduled for and</b> provided instruction for at least 2 hours but fewer than 4 hours each school day. <b>These students include</b> prekindergarten (PK) students who meet the eligibility requirements in Section 7 (see <b>7.5 Eligible Days Present and ADA Eligibility</b>).</p>
Addition	<p><b>3.2.1.4 Code 3 Eligible Transfer Student Full-Day</b></p> <p>Code 3 applies to a student who is a nonresident, is legally transferred into your district, and is provided instruction for . . .</p>	<p><b>3.2.1.4 Code 3 Eligible Transfer Student Full-Day</b></p> <p><b>Code 3 indicates that a student is a transfer student who is eligible to generate full-day attendance.</b> Code 3 applies to a student who is a nonresident, is legally transferred into your district, and is <b>scheduled for and</b> provided instruction for . . .</p>

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Addition and Revision	<p><b>3.2.1.5 Code 4 Ineligible Full-Day</b></p> <p>Code 4 applies to students who are not eligible for ADA but are provided instruction for at least 4 hours each day. These students include any student who is provided instruction but . . . The types . . . listed below.</p> <p>...</p> <p><i>3.2.1.5.3 Other:</i></p> <p>...</p> <ul style="list-style-type: none"> <li>• students . . . cost of their education<sup>1</sup></li> </ul>	<p><b>3.2.1.5 Code 4 Ineligible Full-Day</b></p> <p><b>Code 4 indicates that a student is provided instruction for at least 4 hours each school day but is ineligible to generate ADA. The students that code 4 applies to include any student who is scheduled for and provided full-day instruction but . . . The types . . . listed below.</b></p> <p>...</p> <p><i>3.2.1.5.3 Other:</i></p> <p>...</p> <ul style="list-style-type: none"> <li>• students . . . cost of their education<sup>2</sup></li> </ul>
Addition and Revision	<p><b>3.2.1.6 Code 5 Ineligible Half-Day</b></p> <p>Code 5 applies to students who are ineligible for ADA (for any of the reasons listed in the previous subsection on code 4) and attend school on a half-day basis. These students include any student who is scheduled for and provided instruction for at least 2 hours but fewer than 4 hours per day but does not meet the eligibility criteria for the service he or she receives. Examples include the following:</p> <ul style="list-style-type: none"> <li>• students enrolled only in PK who do not meet the qualifications in Section 7</li> <li>• students enrolled . . . district</li> <li>...</li> <li>• students . . . cost of their education<sup>3</sup></li> </ul>	<p><b>3.2.1.6 Code 5 Ineligible Half-Day</b></p> <p><b>Code 5 indicates that a student is scheduled for and provided instruction for at least 2 hours but fewer than 4 hours each school day but is ineligible to generate ADA</b> (for any of the reasons listed in the <b>preceding</b> subsection on code 4). <b>The students that code 5 applies to include any student who is provided half-day instruction but does not meet the eligibility criteria for the service he or she receives.</b> Examples include the following:</p> <ul style="list-style-type: none"> <li>• students enrolled only in PK who do not meet the <b>PK eligibility requirements</b> in Section 7</li> <li>• students enrolled . . . district</li> <li>...</li> <li>• students . . . cost of their education<sup>4</sup></li> </ul>
Addition	<p><b>3.2.1.7 Code 6 Eligible Transfer Student Half-Day</b></p> <p>Code 6 applies to a student who is a nonresident, is legally transferred into your district, and is provided instruction for . . .</p>	<p><b>3.2.1.7 Code 6 Eligible Transfer Student Half-Day</b></p> <p><b>Code 6 indicates that a student is a transfer student who is eligible to generate half-day attendance.</b> Code 6 applies to a student who is a nonresident, is legally transferred into your district, and is <b>scheduled for and provided instruction for . . .</b></p>

<sup>1</sup> TEC, §25.0031(c), as added by Senate Bill (SB) 453, 83rd Texas Legislature, 2013

<sup>2</sup> TEC, [§25.0031\(c\)](#)

<sup>3</sup> TEC, §25.0031(c), as added by SB 453, 83rd Texas Legislature, 2013

<sup>4</sup> TEC, [§25.0031\(c\)](#)

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.2.1.8 Code 7 Eligible—Alternative Attendance Program Participation</b></p> <p>Code 7 applies to a student who is eligible for participation in . . .</p>	<p><b>3.2.1.8 Code 7 Eligible—Alternative Attendance Program Participation</b></p> <p>Code 7 applies to a student who is eligible <b>to participate</b> in . . .</p>
Revision	<p><b>3.2.1.9 Code 8 Ineligible—Alternative Attendance Program Participation</b></p> <p>Code 8 applies to a student who is ineligible for participation in an alternative attendance program, such as the OFSDP or HSEP, but is enrolled and provided instruction in the program.</p>	<p><b>3.2.1.9 Code 8 Ineligible—Alternative Attendance Program Participation</b></p> <p>Code 8 applies to a student who is <b>enrolled and provided instruction</b> in an alternative attendance program, such as the OFSDP or HSEP, but is <b>ineligible to participate</b> in the program.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.2.2 Funding Eligibility</b></p> <p>Any student provided instruction by your school district is considered <b>enrolled</b> in the district. However, to be <b>eligible</b> for attendance for FSP purposes (eligible to generate ADA and thus funding), students must either 1) be scheduled for and provided instruction 2 through 4 hours each day (what is referred to as the “2-through-4-hour rule”) or 2) be eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program (such as the OFSDP). The following table explains more fully the requirements a student must meet to be eligible to generate ADA.</p> <p>[TABLE]</p> <p>Students who . . . Attendance is determined for these students by recording absences for the attendance snapshot in a period during the half day that they are scheduled to be present.</p> <p>If a student . . . instructional hour, attendance for this student is determined by recording absences for the attendance snapshot in a period during the full day that he or she is scheduled to . . .</p> <p>Attendance . . . Also, the number of days participation . . .</p> <p>Instructional hours may not be averaged . . .</p>	<p><b>3.2.2 Funding Eligibility</b></p> <p><b>To be eligible to generate FSP funding for attendance, a student must either:</b></p> <ol style="list-style-type: none"> <li>1) be scheduled for and provided instruction <b>at least 2 hours (half-day attendance) or at least 4 hours (full-day attendance)</b> each day (referred to as the “2-through-4-hour rule”) or</li> <li>2) be eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program (such as the OFSDP).</li> </ol> <p>The following table explains more fully the requirements a student must meet to be eligible to generate ADA <b>and thus FSP funding</b>.</p> <p>[TABLE]</p> <p>Students who . . . <b>Your district determines</b> these students’ <b>attendance by taking attendance during a period in which the students are</b> scheduled to be present.</p> <p>If a student . . . instructional hour, <b>your district determines the student’s attendance by taking attendance during a period in which</b> he or she is scheduled to . . .</p> <p>Attendance . . . Also, the number of days <b>of</b> participation . . .</p> <p>Instructional hours <b>must</b> not be averaged . . .</p>
Revision	<p><b>3.2.2.1 Study Halls Not Eligible as Instructional Hours</b></p> <p>To be eligible . . . must either 1) be provided instruction 2 through 4 hours each day or 2) be eligible for . . .</p>	<p><b>3.2.2.1 Study Halls Not Eligible as Instructional Hours</b></p> <p>To be eligible . . . must either 1) be provided instruction <b>at least 2 hours (half-day attendance) or at least 4 hours (full-day attendance)</b> each <b>school</b> day or 2) be eligible for . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition	[NONE]	<p><b>3.2.2.4 Funding Eligibility of Students Eligible for PPCD Services and Served in a PK Classroom</b></p> <p><b><u>See 4.9.3 PPCD Services and PK Programs and 7.5.2 Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom</u></b> for detailed information about students who are eligible for PPCD services and are served in a PK classroom.</p>



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Change	2013–2014	2014–2015
Revision	<p><b>3.2.3 Age Eligibility</b></p> <p>The following table . . . Students who . . . district in which they <b>or</b> their parent(s) reside or are otherwise entitled to attend for FSP benefits. For eligibility based solely on the residence of a parent, please see the TEC, §25.001(b)(2), §25.001, and §42.003.</p> <p>[TABLE:</p> <p>THIRD ROW IN “ELIGIBLE” COLUMN: a student who is at least 19 years of age . . . pilot program<sup>5</sup></p> <p>FIFTH ROW IN “ELIGIBLE” COLUMN: from date of birth through age 2, a child who has serious visual and/or hearing impairments and who meets other special education eligibility requirements described in Section 4</p> <p>SIXTH ROW IN “ELIGIBLE” COLUMN: A student receiving special education services who is 21 years of age on September 1 of a scholastic year is eligible for services through the end of that scholastic year or until graduation, whichever comes first.</p> <p>SEVENTH ROW IN “ELIGIBLE” COLUMN: A student with a disability who graduated by meeting the requirements of 19 TAC (b)(3) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services may be served through age 21 inclusive.</p> <p>EIGHTH ROW IN “ELIGIBLE” COLUMN: a student who is eligible for state-funded PK classes and meets the age requirement by September 1 of the current school year (eligible only for half-day attendance)***]</p>	<p><b>3.2.3 Age Eligibility</b></p> <p>The following table . . . Students who . . . district in which they <b>are</b> entitled to attend for FSP benefits. For <b>information on eligibility to attend a school district</b>, see <b>3.3.6 Student Entitlement to Attend School in a Particular District</b>.</p> <p>[TABLE:</p> <p>THIRD ROW IN “ELIGIBLE” COLUMN: a student who is at least 19 years of age . . . pilot program<sup>6</sup></p> <p>FIFTH ROW IN “ELIGIBLE” COLUMN: from date of birth through age 2, a child who has serious visual <b>impairments</b>, hearing impairments, <b>or both</b> and who meets other special education eligibility requirements described in Section 4</p> <p>SIXTH ROW IN “ELIGIBLE” COLUMN: <b>a</b> student receiving special education services who is 21 years of age on September 1 of a <b>school year: the student</b> is eligible for services through the end of that <b>school year</b> or until graduation, whichever comes first</p> <p>SEVENTH ROW IN “ELIGIBLE” COLUMN: <b>a</b> student with a disability who graduated by meeting the requirements of 19 TAC <a href="#">§89.1070</a>(b)(3) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services: <b>the student</b> may be served through age 21 inclusive</p> <p>EIGHTH ROW IN “ELIGIBLE” COLUMN: a student who is eligible for state-funded PK classes and meets the age requirement by September 1 of the current school year (eligible only for half-day attendance)]</p>

<sup>5</sup> under the TEC, §29.259, as added by SB 1142, 83rd Texas Legislature, 2013; TEC, §42.003, as amended by SB 1142, 83rd Texas Legislature, 2013

<sup>6</sup> under the TEC, [§29.259](#); TEC, [§42.003](#)

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>*3.2.3.1 Additional Information About Minimum Eligible Age</b> If the . . .</p> <p>A student who is 5 years of age . . . (ADA eligible code 1) if the . . .</p> <p>However, any 5-year-old child who enrolls in the first grade may be assigned to first grade for the full school term (ADA eligibility code 1). . . .</p>	<p><b>*3.2.3.1 Additional Information about Minimum Eligible Age</b> If the . . .</p> <p>A student who is 5 years of age . . . (ADA <b>eligibility</b> code 1) if the . . .</p> <p>However, any 5-year-old child who enrolls may be assigned to first grade for the full school term (ADA eligibility code 1). . . .</p>
Revision and Addition	<p><b>**3.2.3.2 Additional Information About Maximum Eligible Age</b> Students . . . may not be placed with a student who is . . . However, these students can attend a school-sponsored event that is open to the public as a member of the public.</p>	<p><b>**3.2.3.2 Additional Information about Maximum Eligible Age</b> Students . . . <b>must</b> not be placed with a student who is . . . However, these students <b>may</b> attend a school-sponsored event that is open to the public as a member of the public.<sup>7</sup></p>
Deletion	<p><b>***3.2.3.3 Additional Information About PK and Eligibility</b> Eligible students who attend PK for half of the day and receive PPCD services for the other half of the day (at least 2 hours) are eligible for full-day attendance (ADA eligibility code 1), provided all eligibility requirements for both programs are met. The student’s grade level should be recorded as PK.<sup>8</sup> (See <b>Section 4 Special Education</b> and <b>Section 7 Prekindergarten (PK).</b>)</p>	<p>[THE REPLACEMENT SUBSECTION FOR THIS DELETED SUBSECTION IS ADDED SUBSECTION 3.2.2.4, WHICH DIRECTS READERS TO THE DETAILED INFORMATION ON PK, PPCD SERVICES, AND ADA ELIGIBILITY THAT APPEARS IN SUBSECTIONS 4.9.3 AND 7.5.2.]</p>

<sup>7</sup> TEC, [§25.001](#)(b-2)

<sup>8</sup> TEC, §29.153(c)

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition and Revision	<p><b>3.3 Enrollment Procedures and Requirements</b></p> <p>Your local district policy should include measures to verify. . . These are indicators that may expedite verifying residency, but the absence of such indicators is not conclusive that the student is not a resident. The traditional . . . <b>A student who</b> . . . parent or grandparent.</p>	<p>[INFORMATION AT THE BEGINNING OF SUBSECTION 3.3 HAS BEEN REORGANIZED AND DIVIDED INTO SEPARATE SUBSECTIONS ON RESIDENCY, DOCUMENTATION OF AGE AND IDENTITY, AND SECURING STUDENT RECORDS. ALSO, INFORMATION ABOUT AUTOMATED SYSTEMS FOR CONFIRMING THE ADDRESS OF STUDENTS WHO ARE CONTINUING ENROLLMENT IN A SCHOOL DISTRICT HAS BEEN ADDED.]</p> <p><b>3.3 Enrollment Procedures and Requirements</b></p> <p><b>This subsection discusses enrollment procedures and requirements.</b></p> <p>A student <b>must</b> be enrolled in only one district at a time, thus eliminating duplicate PEIMS reporting for a student.</p> <p><b>Enrolling a student in a school district requires presentation of proof of the student’s identity, age, and residency or other eligibility for enrollment. However, your school district may implement and use an automated system to confirm the address of a student who is continuing enrollment in your district from the prior school year. Your district may accept documentation of an updated address electronically for a student who is continuing enrollment in your district from the prior school year.</b></p> <p><b>Note:</b> All . . . The required retention period for all <b>school district</b> records is outlined in <a href="#">Local Schedule SD</a> of the <i>Local Records Retention Schedules</i>, Texas State Library and Archives Commission.</p> <p><b>3.3.1 Residency</b></p> <p>Your local district policy should include measures to verify. . . These are indicators that may expedite verifying residency, but the absence of such indicators is not conclusive that the <b>applicable person</b> is not a resident. The traditional . . . <b>A student who</b> . . . parent or grandparent.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <p>On a student's enrollment in your district, your district should make a bona fide effort to secure all records . . . from the previous district and/or the parent or other person with legal control of the student under a court order, if applicable.</p> <p>Your district must also request the set of required student information . . . If . . . at (512) 463-9290.</p> <p><b>Note:</b> For purposes . . . office is closed.</p>	<p><i>Continued</i></p> <p>In establishing whether a student meets residency requirements . . . , your district <b>must not</b> ask about the citizenship or immigration status . . . court order.<sup>9</sup> To determine . . . following questions:</p> <ol style="list-style-type: none"> <li>1) Is the student 3–21 years of age?</li> <li>2) Was the student born outside of the United States?</li> <li>3) Has . . . 3 full academic years?</li> </ol> <p>Note: The 3 years do not need to be consecutive.</p> <p><b>Note: A US Department of Defense school that is not located within the fifty states or the District of Columbia is not considered a US school.</b></p> <p>If . . . code of 1.</p> <p><b>Your district must keep a copy of the document it used to verify a student's residency.</b></p> <p><b>3.3.2 District Responsibility to Secure Student Records</b></p> <p>On a student's enrollment in your district, your district must request the set of required student information . . . If . . . at (512) 463-9290.</p> <p>Your district should make a bona fide effort to secure all records . . . from the previous district and the parent or other person with legal control of the student under a court order, if applicable.</p> <p><b>Note:</b> For purposes . . . office is closed.</p>

<sup>9</sup> See the United States (US) Department of Education/US Department of Justice letter and other guidance documents available at <http://www.ed.gov/news/press-releases/secretary-duncan-and-attorney-general-holder-issue-guidance-school-districts-ens>.

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Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <p>A parent or . . . Any . . . following list are acceptable . . . the age of 11.</p> <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• statement . . . vital statistics<sup>10</sup></li> <li>. . .</li> </ul> <p>For a student who is under 11 years of age . . . If the . . . certificate.</p> <p><b>Note:</b> All . . . The required retention period for all records is outlined in <i>Local Schedule SD</i> of the <i>Local Records Retention Schedules</i>, Texas State Library and Archives Commission (see <b>Resources</b>).</p> <p>In establishing whether a student meets residency requirements . . . , your district <b>may not</b> ask about the citizenship or immigration status . . . court order.<sup>11</sup> To determine . . . following questions:</p> <ol style="list-style-type: none"> <li>1) Is the student 3–21 years of age?</li> <li>2) Was the student born outside of the United States?</li> <li>3) Has . . . 3 full academic years?</li> </ol> <p style="padding-left: 40px;">Note: The 3 years do not need to be consecutive.</p> <p>If . . . code of 1.</p> <p>Failure to receive . . . Your . . . school district or parent or other person with legal control of the student under a court order.</p> <p>A student should be enrolled in only one district at a time, thus eliminating duplicate PEIMS reporting for a student.</p> <p><b>3.3.1 Discrepancies in Student Names/Failure to Receive Student Records</b></p> <p>If a child is enrolled under a name other than . . .</p>	<p><i>Continued</i></p> <p><b>3.3.3 Documentation of Identity and Age</b></p> <p>A parent or . . . Any . . . following list is acceptable . . . the age of 11.</p> <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• statement . . . vital statistics<sup>12</sup></li> <li>. . .</li> </ul> <p>For a student who is under 11 years of age . . . If the . . . certificate.</p> <p><b>Your district must keep a copy of the document it used to verify a student’s identity and age for as long as the document is administratively valuable to the district.</b></p> <p><b>3.3.4 Failure to Receive Student Records Discrepancies in Student Names</b></p> <p>Failure to receive . . . Your . . . school district or <b>from the person enrolling the student.</b></p> <p>If a child is enrolled under a name other than . . .</p>

<sup>10</sup> as . . . Texas Health and Safety Code, §191.0046. A . . . statistics.

<sup>11</sup> See the United States (US) Department of Education/US Department of Justice letter and fact sheet available at <http://www.justice.gov/crt/about/edu/documents/plyler.php>.

<sup>12</sup> as . . . Texas Health and Safety Code, §191.0046. A . . . statistics. **To request this statement, the parent or guardian should complete the Mail Application for a Verification Letter, available at <http://www.dshs.state.tx.us/vs/reqproc/forms.shtm>, marking the application “Free for School Admission.”**

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Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <p><b>3.3.2 Entry and Reentry Dates</b> The student’s entry date . . .</p> <p><b>3.3.2.1 “Auditing” Classes at School District or Charter School at Which the Student Is Not Enrolled</b> A school district or open-enrollment charter school may not permit . . .</p> <p><b>3.3.3 Student Entitlement to Attend School in District of Residence</b> A student’s entitlement . . .</p> <p>Under . . .</p> <p>Also, . . . A student . . . without payment of tuition.<sup>13</sup></p> <p>A student who meets any of the previous residency criteria is eligible for . . .</p> <p><b>3.3.3.1 Entitlement of Certain Students to Transfer to a District of a Bordering State</b> A student . . .</p>	<p><i>Continued</i></p> <p><b>3.3.5 Entry and Reentry Dates</b> The student’s entry date . . .</p> <p><b>3.3.5.1 “Auditing” Classes at School District or Charter School at Which the Student Is Not Enrolled</b> A school district or open-enrollment charter school <b>must</b> not permit . . .</p> <p><b>3.3.6 Student Entitlement to Attend School in a Particular District</b> A student’s entitlement . . . Additional . . . TEC, <a href="#">§25.001</a>(d).</p> <p>Under . . .</p> <p>Also, . . . A student . . . without payment of tuition.<sup>14</sup></p> <p>A student who meets any of the previous criteria is eligible for . . .</p> <p><b>3.3.6.1 Entitlement of Certain Students to Transfer to a District of a Bordering State</b> A student . . .</p>

<sup>13</sup> TEC, §25.001(g), as amended by House Bill (HB) 2619, 83rd Texas Legislature, 2013

<sup>14</sup> TEC, [§25.001](#)(g)

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Change	2013–2014	2014–2015
<p><i>Continued</i></p>	<p><i>Continued</i></p> <p><b>3.3.3.2 Students From Outside Your District Who Will Be in Your District for 10 Days or Fewer</b></p> <p>If a student from outside your district will be in your district temporarily for 10 days or fewer (for example, because of a brief hospital stay), your district is not required to enroll and serve the student if all of the following requirements are met:</p> <ul style="list-style-type: none"> <li>• it is known at the time the student arrives that the student will be staying for 10 days or fewer and</li> <li>• your district and the district in which the student is enrolled both agree that the student will continue enrollment in that district for the duration of the student's stay in your district and</li> <li>• enrollment will not be shown at your district.</li> </ul> <p>This policy is not a basis for denying educational services if a parent, guardian, or student requests services, regardless of the number of days of enrollment. If your district has served a student, regardless of the number of days of service, your district must enroll the student and report the student as enrolled through the PEIMS.</p> <p><b>3.3.4 Homeless Students</b></p> <p>A student . . .</p> <p><b>3.3.5 Immunization</b></p> <p>Except as . . . Except as provided by the TEC, <a href="#">§38.001(c)</a>, a student who is not fully immunized and has not begun the required immunization may not attend school. A . . .</p>	<p><i>Continued</i></p> <p><b>3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer</b></p> <p>If a student from outside your district will be in your district temporarily for 10 days or fewer (for example, because of a brief hospital stay), your district is not required to serve the student if all the following requirements are met:</p> <ul style="list-style-type: none"> <li>• it is known at the time the student arrives that the student will be staying for 10 days or fewer,</li> <li>• your district and the district in which the student is enrolled both agree that the student will continue enrollment in that district for the duration of the student's stay in your district, and</li> <li>• enrollment will not be shown at your district.</li> </ul> <p><b>However</b>, if your district <b>does serve the student</b>, regardless of the number of days of service, your district <b>must enroll the student</b> and report the student as enrolled through the PEIMS.</p> <p><b>Also</b>, this policy is not a basis for denying educational services if a parent, guardian, or student requests services, regardless of the number of days <b>that the student will be in your district</b>.</p> <p><b>3.3.7 Homeless Students</b></p> <p>A student . . .</p> <p><b>3.3.8 Immunization</b></p> <p>Except as . . . Except as provided by the TEC, <a href="#">§38.001(c)</a>, a student who is not fully immunized and has not begun the required immunization <b>must</b> not attend school. A . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <p><b>3.3.6 Infants and Toddlers With Auditory or Visual Impairments or Both</b> Infants . . .</p> <p><b>3.3.7 Students Who Have Received a GED Certificate or Have Been Court-Ordered to Obtain a GED Certificate</b> A student . . . If the student meets all other eligibility requirements, your district may not deny enrollment to the student. As . . .</p>	<p><i>Continued</i></p> <p><b>3.3.9 Infants and Toddlers with Auditory or Visual Impairments or Both</b> Infants . . .</p> <p><b>3.3.10 Students Who Have Received a GED Certificate or Have Been Court-Ordered to Obtain a GED Certificate</b> A student . . . If the student meets all other eligibility requirements, your district <b>must</b> not deny enrollment to the student. As . . .</p>
Revision	<p><b>3.4 Withdrawal Procedures</b> Your . . . With proof of enrollment in a different district/campus, retroactive withdrawals . . .</p>	<p><b>3.4 Withdrawal Procedures</b> Your . . . With proof of enrollment in a different district <b>or</b> campus, retroactive withdrawals . . .</p>
Revision	<p><b>3.4.2 Temporary Absences and Withdrawal</b> Your district may <b>not</b> withdraw a student who is temporarily absent . . .</p>	<p><b>3.4.2 Temporary Absences and Withdrawal</b> Your district <b>must not</b> withdraw a student who is temporarily absent . . .</p>
Revision	<p><b>3.4.4 Information and Record Transfer</b> When . . . The student record . . . at a minimum:</p> <ul style="list-style-type: none"> <li>• Texas Unique Student ID</li> <li>• Social Security number or state-approved alternate ID last reported through PEIMS</li> <li>. . .</li> </ul> <p>For a high school student . . . high school transcript:</p> <ul style="list-style-type: none"> <li>• current and previous coursework, including the following: <ul style="list-style-type: none"> <li>. . .</li> <li>○ course grade average and/or final grade average</li> <li>. . .</li> </ul> </li> </ul>	<p><b>3.4.4 Information and Record Transfer</b> When . . . The student record . . . at a minimum:</p> <ul style="list-style-type: none"> <li>• Texas Unique Student ID</li> <li>• Social Security number or state-approved <b>alternative</b> ID last reported through PEIMS</li> <li>. . .</li> </ul> <p>For a high school student . . . high school transcript:</p> <ul style="list-style-type: none"> <li>• current and previous coursework, including the following: <ul style="list-style-type: none"> <li>. . .</li> <li>○ course grade average, final grade average, <b>or both</b></li> <li>. . .</li> </ul> </li> </ul>



## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision and Addition	<p><b>3.5 Compulsory Attendance</b></p> <p>PK and kindergarten students are subject to compulsory school attendance rules while they are enrolled in school. On . . . However, . . . and the child will not be in violation of compulsory attendance rules.</p> <p>Unless . . .</p> <p>A person . . .</p> <p>Note that . . . The offense of parent contributing to nonattendance, however, is not limited to parents of students who fall within this age range.</p>	<p><b>3.5 Compulsory Attendance</b></p> <p>PK and kindergarten students are subject to compulsory school attendance while they are enrolled in school. On . . . However, . . . and the child will not be in violation of compulsory attendance.</p> <p>Unless . . .</p> <p>A person . . .</p> <p>Note that . . . The offense of parent contributing to nonattendance, however, <b>applies</b> to parents of students who <b>are subject to compulsory attendance, regardless of the student’s age.</b></p> <p><b>In addition, “tardies” generally are not considered absences for purposes of compulsory attendance enforcement.<sup>15</sup></b></p>
Revision	<p><b>3.6 General Attendance-Taking Rules</b></p> <p>Each teacher . . . Signature . . . acceptable.</p> <p>. . .</p> <p>Students who are on campus . . . classroom teacher. Attendance may not be taken by . . .</p>	<p><b>3.6 General Attendance-Taking Rules</b></p> <p>Each teacher . . . Signature . . . acceptable.</p> <p>. . .</p> <p>Students who are on campus . . . classroom teacher. Attendance <b>must</b> not be taken by . . .</p>
Revision	<p><b>3.6.1 Manual Entries for or Corrections to Student Attendance Data</b></p> <p>Always use ink . . . and/or on daily summary sheets. Never record manual entries in pencil, use liquid correction fluid, or use a signature stamp. If . . . document, strike through the error, . . .</p>	<p><b>3.6.1 Manual Entries for or Corrections to Student Attendance Data</b></p> <p><b>District staff members must</b> always use ink . . . and on daily summary sheets. <b>Staff members must</b> never record manual entries in pencil, use liquid correction fluid, or use a signature stamp. If . . . document, <b>the staff member making the correction must</b> strike through the error, . . .</p>

<sup>15</sup> Tardiness as it relates to compulsory attendance is addressed in [this November 13, 2001, “To the Administrator Addressed” letter](#) and in Opinion of the Texas Attorney General [No. DM-0200 \(1993\)](#) (page 6)

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.6.2 Time of Day for Attendance Taking</b></p> <p>Each campus . . . The selected time . . . However, once a time has been selected, a campus may not change it during . . .</p> <p>Your campus . . . in an alternate hour, or if the superintendent has established documented procedures allowing for recording absences in an alternate hour after having been delegated authority to do so by the board. The policy or procedures may:</p> <ul style="list-style-type: none"> <li>• allow for each campus to choose an alternate attendance-taking time for the campus as a whole,</li> <li>• allow for each campus to choose an alternate attendance-taking time for . . . , or</li> <li>• allow for both of these circumstances.</li> </ul> <p>The . . . If the policy or documented procedures allow for a campus to choose an alternate attendance-taking time for certain groups of students as described in 3.6.2.2, a campus is free to choose an alternate attendance-taking time for a group of students as . . . If . . . campus to choose an alternate attendance-taking time for . . .</p>	<p><b>3.6.2 Time of Day for Attendance Taking</b></p> <p>Each campus . . . The selected time . . . However, once a time has been selected, a campus <b>must</b> not change it during . . .</p> <p>Your campus . . . in an <b>alternative</b> hour, or if the superintendent has established documented procedures allowing for recording absences in an <b>alternative</b> hour after having been delegated authority to do so by the board. The policy or procedures may:</p> <ul style="list-style-type: none"> <li>• allow for each campus to choose an <b>alternative</b> attendance-taking time for the campus as a whole,</li> <li>• allow for each campus to choose an <b>alternative</b> attendance-taking time for . . . , or</li> <li>• allow for both of these circumstances.</li> </ul> <p>The . . . If the policy or documented procedures allow for a campus to choose an <b>alternative</b> attendance-taking time for certain groups of students as described in 3.6.2.2, a campus is free to choose an <b>alternative</b> attendance-taking time for a group of students as . . . If . . . campus to choose an <b>alternative</b> attendance-taking time for . . .</p>
Revision	<p><b>3.6.2.1 Attendance Taking and Delayed Start of School Day</b></p> <p>If . . . , your campus may choose an alternate attendance-taking time for that day. This provision . . . If your district delays the start of the school day and your campus uses an alternate attendance-taking time, your campus must maintain documentation of the alternate time, the . . .</p>	<p><b>3.6.2.1 Attendance Taking and Delayed Start of School Day</b></p> <p>If . . . , your campus may choose an <b>alternative</b> attendance-taking time for that day. This provision . . . If your district delays the start of the school day and your campus uses an <b>alternative</b> attendance-taking time, your campus must maintain documentation of the <b>alternative</b> time, the . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations</b></p> <p>Your campus may choose an alternate attendance-taking time for . . . following:</p> <p>...</p> <ul style="list-style-type: none"> <li>• PK and/or PPCD students who . . .</li> </ul> <p>(Note that this is not an exhaustive list.)</p> <p>To implement the alternate attendance-taking time, . . . allowing for an alternate attendance-taking time, or the superintendent must have established documented procedures allowing for an alternate attendance-taking time after . . . (The policy . . .) The alternate attendance-taking time will be in effect for . . . Once selected, the alternate attendance-taking time for . . . (for example, . . .) may not be changed.</p> <p>The alternate . . .</p> <p>An alternate attendance-taking time may not be used for any . . .</p>	<p><b>3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations</b></p> <p>Your campus may choose an <b>alternative</b> attendance-taking time for . . . following:</p> <p>...</p> <ul style="list-style-type: none"> <li>• PK or PPCD students who . . .</li> </ul> <p>(Note that this is not an exhaustive list.)</p> <p>To implement the <b>alternative</b> attendance-taking time, . . . allowing for an <b>alternative</b> attendance-taking time, or the superintendent must have established documented procedures allowing for an <b>alternative</b> attendance-taking time after . . . (The policy . . .) The <b>alternative</b> attendance-taking time will be in effect for . . . Once selected, the <b>alternative</b> attendance-taking time for . . . (for example, . . .) <b>must</b> not be changed.</p> <p>The <b>alternative</b> . . .</p> <p>An <b>alternative</b> attendance-taking time <b>must</b> not be used for any . . .</p>
Revision and Deletion	<p><b>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</b></p> <p>...</p> <p>A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:</p> <p>...</p> <ul style="list-style-type: none"> <li>• is participating . . . in a short-term . . . class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at . . . The student may not be considered . . . class. . . . Your . . . TSD.</li> </ul> <p>...</p>	<p><b>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</b></p> <p>...</p> <p>A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:</p> <p>...</p> <ul style="list-style-type: none"> <li>• is participating . . . in a short-term . . . class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at . . . The student <b>must</b> not be considered . . . class. . . . Your . . . TSD.</li> </ul> <p>...</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>• misses school for . . . a required court appearance. . .</li> </ul> <p>A court appearance . . . Examples . . . Additional . . . Acceptable forms of documentation may be a copy of . . . subpoena, etc. . . .</p> <ul style="list-style-type: none"> <li>• is in the conservatorship . . . and misses school:               <ul style="list-style-type: none"> <li>○ to . . . practicable<sup>16</sup> or</li> <li>○ to . . . or 263<sup>17</sup>.</li> </ul> </li> </ul> <p>The . . . Travel . . . visitation.</p> <ul style="list-style-type: none"> <li>• misses school for the purpose of serving as a student early voting clerk, if . . . absence,<sup>18</sup> or misses school . . . Your school district may excuse . . . in a school year.<sup>19</sup></li> </ul> <p>A student . . .</p> <p>To serve . . . must:</p> <p>. . .</p> <ul style="list-style-type: none"> <li>○ have completed . . . entity holding the election.<sup>20</sup></li> </ul> <p>To serve . . . §32.051.</p> <p>. . .</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>• misses school for . . . a required court appearance. . .</li> </ul> <p>A court appearance . . . Examples . . . Additional . . . Acceptable forms of documentation <b>include</b> a copy of . . . subpoena, etc. . . .</p> <ul style="list-style-type: none"> <li>• is in the conservatorship . . . and misses school:               <ul style="list-style-type: none"> <li>○ to . . . practicable<sup>21</sup> or</li> <li>○ to . . . or 263<sup>22</sup>.</li> </ul> </li> </ul> <p>The . . . Travel . . . visitation.</p> <ul style="list-style-type: none"> <li>• misses school for the purpose of serving as a student early voting clerk, if . . . absence,<sup>23</sup> or misses school . . . Your school district may excuse . . . in a school year.<sup>24</sup></li> </ul> <p>A student . . .</p> <p>To serve . . . must:</p> <p>. . .</p> <ul style="list-style-type: none"> <li>○ have completed . . . entity holding the election.<sup>25</sup></li> </ul> <p>To serve . . . <a href="#">§32.051</a>.</p> <p>. . .</p>

<sup>16</sup> TEC, §25.087(b)(1)(F), as added by SB 1404, 83rd Texas Legislature, 2013

<sup>17</sup> TEC, §25.087(b)(1)(F), as added by HB 2619, 83rd Texas Legislature, 2013

<sup>18</sup> TEC, §25.087(b-1), as added by SB 553, 83rd Texas Legislature, 2013

<sup>19</sup> TEC, §25.087(e), as added by SB 553, 83rd Texas Legislature, 2013

<sup>20</sup> Texas Election Code, §32.0511, and §83.012, as added by SB 553, 83rd Texas Legislature, 2013

<sup>21</sup> TEC, [§25.087\(b\)\(1\)\(F\)](#)

<sup>22</sup> TEC, [§25.087\(b\)\(1\)\(F\)](#)

<sup>23</sup> TEC, [§25.087\(b-1\)](#)

<sup>24</sup> TEC, [§25.087\(e\)](#)

<sup>25</sup> Texas Election Code, [§32.0511](#), and [§83.012](#)

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Continued	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>• is temporarily absent because of a documented appointment . . . with a health care professional licensed to practice in the United States.<sup>26</sup> A . . . health care practitioner<sup>27</sup> to receive . . .</li> <li>• is in his or her junior or . . . Your district 1) may not excuse . . .</li> <li>• is absent to visit with a parent, . . . Your . . . year. An . . . deployment.<sup>28</sup></li> </ul> <p>Your school district . . . If . . . day of compulsory attendance.<sup>29</sup></p> <p>. . .</p> <p>Numerous . . . (see . . . final grade).</p> <p><b>Important:</b> Title 19 TAC (I) requires that either 1) your local school board adopt a policy addressing parental consent for a student to leave campus or 2) the superintendent establish procedures addressing parental consent for a student to leave campus after having been delegated authority to do so by the board. It also requires that your school district distribute the policy or procedures to staff and to all parents of district students. <b>FSP funding is conditional on local adoption of this policy or establishment of these procedures and distribution of the policy or procedures.</b> The policy or procedures do not affect procedures for taking and recording student attendance.</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>• is temporarily absent because of a documented appointment . . . with a health care professional licensed to practice in the United States.<sup>30</sup> A . . . health care practitioner<sup>31</sup> to receive . . .</li> <li>• is in his or her junior or . . . Your district 1) <b>must</b> not excuse . . .</li> <li>• is absent to visit with a parent, . . . Your . . . year. An . . . deployment.<sup>32</sup></li> </ul> <p>Your school district . . . If . . . day of compulsory attendance.<sup>33</sup></p> <p>. . .</p> <p>Numerous . . . (see . . . final grade).</p>

<sup>26</sup> TEC, §25.087(b)(2), as amended by HB 455, 83rd Texas Legislature, 2013

<sup>27</sup> See the Texas Insurance Code, §1355.015(b), as amended by HB 3276, 83rd Texas Legislature, 2013, for a description of the term *health care practitioner*.

<sup>28</sup> TEC, §25.087(b-4), as added by SB 260, 83rd Texas Legislature, 2013

<sup>29</sup> TEC, §25.087(d), as amended by SB 553, 83rd Texas Legislature, 2013

<sup>30</sup> TEC, [§25.087\(b\)\(2\)](#)

<sup>31</sup> See the Texas Insurance Code, [§1355.015\(b\)](#), for a description of the term *health care practitioner*.

<sup>32</sup> TEC, [§25.087\(b-4\)](#)

<sup>33</sup> TEC, [§25.087\(d\)](#)

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.6.3.1 Early Graduation/Graduation Ceremonies and Attendance Students Who Graduate Early:</b> If a student has completed the requirements for a high school diploma before the last instructional day of the school year, the student is not . . .</p> <p><b>Students Who Have Not Yet Graduated but Who Have Attended Graduation Ceremonies:</b> A student who attends a graduation ceremony . . . OFSDP. Your school district may not receive ADA for funding purposes for any student who does not meet the minimum 2-through-4-hour requirement or who is not continuing to participate in an alternative attendance accounting program. A senior who has attended graduation ceremonies before the end of the school year and who attends for the last days of the school year only to “sign in” has not met the minimum 2-through-4-hour requirement for those days.</p>	<p><b>3.6.3.1 Early Graduation or Graduation Ceremonies and Attendance Students Who Graduate Early:</b> If a student has completed the requirements for a high school diploma before the last <b>school</b> day of the school year, the student is not . . .</p> <p><b>Students Who Have Not Yet Graduated but Who Have Attended Graduation Ceremonies:</b> A student who attends a graduation ceremony . . . OFSDP. A senior who has attended graduation ceremonies before the end of the school year and who attends for the last days of the school year only to “sign in” has not met the minimum 2-through-4-hour requirement for those days. <b>A student must either be provided the appropriate number of hours of instruction or be counted absent.</b></p>
Revision	<p><b>3.6.5 Instruction Provided Outside of the Regular School Day</b></p> <p>If selected students are required to attend school on Saturday to make up for absences, their attendance may <b>not</b> be counted for funding purposes (see <b>3.8.2 Makeup Days</b> for makeup days when all students are required to attend) but may be counted for compulsory attendance purposes (see also . . .). Also, for . . .</p> <p>If . . . (e.g., speech therapy provided on Saturday as a result of the unavailability of speech therapists during the regular school week, orientation and mobility services/vision instruction . . .</p>	<p><b>3.6.5 Instruction Provided outside of the Regular School Day</b></p> <p>If selected students are required to attend school on Saturday to make up for absences, their attendance <b>must not</b> be counted for funding purposes (see <b>3.8.2 Makeup Days and Waivers</b> for <b>information on</b> makeup days when all students are required to attend) (see also . . .). Also, for . . .</p> <p>If . . . (<b>for example</b>, speech therapy provided on Saturday as a result of the unavailability of speech therapists during the regular school week, orientation and mobility services <b>or</b> vision instruction . . .</p>
Revision	<p><b>3.6.6 Attendance Accounting During Testing Days</b></p> <p>If . . . , staff should record . . .</p>	<p><b>3.6.6 Attendance Accounting during Testing Days</b></p> <p>If . . . , staff <b>members</b> should record . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b><i>3.6.7 Attendance and Students Who Are Not in Membership or Are Served Outside the Home District</i></b></p> <p>...</p> <p>Students who are served outside the home/sending district, but who are reported . . . by the home/sending district . . . (see . . .).</p>	<p><b><i>3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District</i></b></p> <p>...</p> <p>Students who are served outside the home (sending) district, but who are reported . . . by the home (sending) district . . . (see . . .).</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition	[NONE]	<p><b><i>3.6.10 Students Attending Nonresidential Treatment Facilities</i></b></p> <p>If a student who is enrolled in your school district is absent from school because the student is attending a nonresidential treatment facility within your district or another district during the day, your district may choose to excuse the student’s absences for compulsory attendance purposes. However, the student must not be counted present for FSP (funding) purposes unless your district chooses to follow the procedures described in the following two paragraphs.</p> <p>If the facility is located in your district, your district may enter into a written agreement with the facility that provides for your district to send a certified teacher to the facility to instruct the student. The student may be considered present for FSP purposes if the student is scheduled for and provided at least 2 hours of instruction (half-day eligibility) or at least 4 hours of instruction (full-day eligibility) each school day. Note that the student is not eligible for the general education homebound program as the student is not confined to home or hospital bedside.</p> <p>If the facility is located outside your district, your district may follow the procedure described in the preceding paragraph. Or, your district may enter into a written agreement with the district in which the facility is located for that district<sup>34</sup> to provide instruction to any student who is enrolled in your district and attending the facility. (It would be the responsibility of the district providing instruction to enter into a written agreement with the facility.)</p>

<sup>34</sup> If the district that plans to provide instruction to students at the facility is an open-enrollment charter school, the school’s charter must explicitly allow for the school to provide this type of instruction at the facility.



## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.7 General Education Homebound (GEH)</b> Any . . .</p> <p>A student served through GEH at home/hospital bedside must be served by . . .</p> <p><b>Note:</b> For guidance in determining GEH instruction for pregnant students who are or are not receiving pregnancy related services, please refer to Section 9.</p> <p>A . . .</p>	<p><b>3.7 General Education Homebound (GEH) Program</b> Any . . .</p> <p>A student served through <b>the GEH program</b> at home <b>or</b> hospital bedside must be served by . . .</p> <p><b>Note:</b> For guidance in determining GEH instruction for pregnant students who are receiving pregnancy-related services, <b>see</b> Section 9.</p> <p>A . . .</p>
Revision	<p><b>3.7.2 GEH Committee</b> A . . . Members . . . following: . . .</p> <ul style="list-style-type: none"> <li>• a parent/guardian of the student.</li> </ul> <p>The role . . . at home/hospital bedside. If instruction . . . at home/hospital bedside . . .</p> <p>In making . . . However, the licensed physician’s note/information is <b>not</b> the sole determining factor in . . .</p>	<p><b>3.7.2 GEH Committee</b> A . . . Members . . . following: . . .</p> <ul style="list-style-type: none"> <li>• a parent <b>or</b> guardian of the student.</li> </ul> <p>The role . . . at home <b>or</b> hospital bedside. If instruction . . . at home <b>or</b> hospital bedside . . .</p> <p>In making . . . However, <b>documentation from</b> the licensed physician is <b>not</b> the sole determining factor in . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.7.2.1 GEH Committee Documentation Responsibilities</b></p> <p>In . . . required:</p> <p>. . .</p> <ul style="list-style-type: none"> <li>• a note . . . at home/hospital bedside . . . 4 weeks;</li> <li>• . . .</li> <li>• the teacher’s homebound instruction log.</li> </ul> <p>The minimum . . . following:</p> <ul style="list-style-type: none"> <li>• the name of the homebound teacher,</li> <li>• student name and identification or Social Security number,</li> <li>• . . .</li> <li>• the specific . . . (e.g., 10:00 a.m. . . . p.m.).</li> </ul> <p>Additional documentation may be maintained as part of this record at the discretion of the local education agency. This . . .</p>	<p><b>3.7.2.1 GEH Committee Documentation Responsibilities</b></p> <p>In . . . required:</p> <p>. . .</p> <ul style="list-style-type: none"> <li>• a note . . . at home <b>or</b> hospital bedside . . . 4 weeks;</li> <li>• . . .</li> <li>• the teacher’s homebound instruction log.</li> </ul> <p>The minimum . . . following:</p> <ul style="list-style-type: none"> <li>• the name of the homebound teacher,</li> <li>• the <b>student’s</b> name and <b>Texas Unique Student ID</b>,</li> <li>• . . .</li> <li>• the specific . . . (<b>for example</b>, 10:00 a.m. . . . p.m.).</li> </ul> <p>Additional documentation may be maintained as part of this record at <b>your district’s</b> discretion. This . . .</p>
Revision	<p><b>3.7.3 GEH Funding Chart</b></p> <p>. . .</p> <p>Eligible . . . GEH service hours may not be accumulated and carried forward from one week to the next, nor may service hours be applied to a previous week.</p>	<p><b>3.7.3 GEH Funding Chart</b></p> <p>. . .</p> <p>Eligible . . . GEH service hours <b>must</b> not be accumulated and carried forward from one week to the next, <b>and</b> service hours <b>must not</b> be applied to a previous week.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.7.4 Test Administration and GEH</b></p> <p>...</p> <p>A student being administered . . . When it takes . . . , the additional contact hours cannot be credited as attendance.</p> <p>...</p> <p>A student receiving . . . The time spent on campus taking required state assessments cannot count . . . eligible days present.</p>	<p><b>3.7.4 Test Administration and GEH</b></p> <p>...</p> <p>A student being administered . . . When it takes . . . , the additional contact hours <b>must not</b> be credited as attendance.</p> <p>...</p> <p>A student receiving . . . The time spent on campus taking required state assessments <b>must not</b> count . . . eligible days present.</p>
Revision	<p><b>3.7.7 Students With a Recurring Chronic or Acute Health Condition</b></p> <p>A . . . (which can be in daily or weekly increments) . . . following:</p> <p>...</p> <p>[TABLE:</p> <p>TITLE OF SECOND COLUMN: <b>the student earns contact hours and/or attendance:]</b></p> <p>Regardless . . . , the student may not generate more than . . .</p>	<p><b>3.7.7 Students with a Recurring Chronic or Acute Health Condition</b></p> <p>A . . . (which <b>may</b> be in daily or weekly increments) . . . following:</p> <p>...</p> <p>[TABLE:</p> <p>TITLE OF SECOND COLUMN: <b>the student earns contact hours or attendance:</b></p> <p>ALL INSTANCE OF “home/hospital bedside” HAVE BEEN CHANGED TO “home or hospital bedside.”]</p> <p>Regardless . . . , the student <b>must not</b> generate more than . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.8 Calendar</b></p> <p>Your school district . . . at least 180 days of instruction for students . . . unless your district has been approved to provide fewer instructional days to . . . However, . . . fewer instructional days . . . under no circumstances may it offer fewer than 170 instructional days.</p> <p>Charter schools . . . requirement. . . . To receive full funding, a charter school must offer 180 days of instruction, minus any . . . Also, . . . (e.g., 175 instructional days + 3 planned . . .) . . . requested.</p> <p>Your district has flexibility . . . following:</p> <p style="padding-left: 20px;">. . .</p> <ul style="list-style-type: none"> <li>• the number of days in each semester/6-week reporting period, and</li> <li>• the dates of preparation days.</li> </ul> <p>The first day of instruction, however, must be scheduled no earlier than the fourth Monday in August.<sup>35</sup></p> <p>Charter schools . . . may schedule an earlier first day of instruction.</p> <p>The number of days taught must . . . (the actual number of instructional days in . . .). Legal holidays, days the school is closed for local events, and days of teacher in-service or preparation cannot be counted. Attendance cannot be reported on days when no instruction . . .</p> <p>Note: All the students . . . the same number of days of instruction (NUMBER-DAYS-TAUGHT). Please refer . . . for additional information.</p> <p>Regardless . . .</p>	<p><b>3.8 Calendar</b></p> <p>Your school district . . . at least 180 days of instruction (<b>school days</b>) for students . . . unless your district has been approved to provide fewer <b>school</b> days to . . . However, . . . fewer <b>school</b> days . . . under no circumstances may it offer fewer than 170 <b>school</b> days.</p> <p>Charter schools . . . requirement. . . . To receive full funding, a charter school must offer 180 <b>school</b> days, minus any . . . Also, . . . (<b>for example</b>, 175 <b>school</b> days + 3 planned . . .) . . . requested.</p> <p>Your district has flexibility . . . following:</p> <p style="padding-left: 20px;">. . .</p> <ul style="list-style-type: none"> <li>• the number of days in each semester <b>and</b> 6-week reporting period, and</li> <li>• the dates of preparation days.</li> </ul> <p>The first <b>school</b> day, however, must be scheduled no earlier than the fourth Monday in August.<sup>36</sup></p> <p>Charter schools . . . may schedule an earlier first <b>school</b> day.</p> <p>The number of days taught must . . . (the actual number of <b>school</b> days in . . .). <b>Days</b> the school is closed for <b>holidays or</b> local events and days of teacher in-service or preparation <b>must not</b> be counted. <b>Your district must not report attendance</b> on days when no instruction . . .</p> <p>Note: All the students . . . the same number of <b>school</b> days (NUMBER-DAYS-TAUGHT). Please refer . . . for <b>more</b> information.</p> <p>Regardless . . .</p>

<sup>35</sup> TEC, §25.0811. A school district with a student enrollment of more than 190,000 (currently only Houston Independent School District) may schedule instructional days earlier than . . .

<sup>36</sup> TEC, [§25.0811](#). A school district with a student enrollment of more than 190,000 (currently only Houston Independent School District) may schedule **school** days earlier than . . .

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision and Addition	<p><b>3.8.2.1 Makeup Days</b></p> <p>Your district <b>must</b> build 2 “makeup days” for school closures into its adopted school calendar. If your district deems it necessary to close school on a scheduled instructional day, use the makeup days to ensure that the minimum days of instruction are provided. If . . . on a scheduled instructional day, schools are . . . scheduled instructional days lost before an application for a missed instructional day waiver may be submitted.</p> <p>On a makeup day . . . scheduled instructional day lost . . . The makeup day must be at least 7 hours . . . , including intermissions and recesses.</p> <p>The TEA encourages districts to <b>select practical makeup days</b> (e.g., select makeup days that do not fall on the weekend or on national holidays) . . .</p> <p>The TEA strongly discourages requests to have an early-release day on a makeup day.</p> <p>See . . .</p>	<p><b>3.8.2.1 Makeup Days</b></p> <p>Your district <b>must</b> build 2 “makeup days” for school closures into its adopted school calendar. If your district <b>closes</b> school on a scheduled <b>school</b> day, <b>your district uses</b> the makeup days to ensure that the minimum <b>number of school</b> days are provided. If . . . on a scheduled <b>school</b> day, schools are . . . scheduled <b>school</b> days lost before an application for a missed <b>school</b> day waiver may be submitted.</p> <p>On a makeup day . . . scheduled <b>school</b> day lost . . . The makeup day must be at least 7 hours . . . , including intermissions and recesses.</p> <p><b>While the TEA does not prohibit a district from scheduling a makeup day on a day such as a weekend day or national holiday, the TEA strongly discourages scheduling a makeup day on this type of day, because attendance is likely to be low.</b> The TEA encourages districts to <b>select practical makeup days (that is, to select makeup days that do not fall on the weekend or on national holidays)</b> . . .</p> <p>The TEA <b>will not grant a request</b> to have an early-release day on a makeup day.</p> <p>See . . .</p>
Revision	<p><b>3.8.2.2 Missed Instructional Day Waivers</b></p> <p>If your district misses additional instructional days beyond the 2 designated makeup days scheduled because of weather, safety, or health issues, <b>your school district must apply to the TEA for a missed instructional day waiver.</b> A missed instructional day waiver application . . .</p> <p>Charter schools applying for a missed instructional day waiver must submit their applications as soon as possible after the missed instructional day so that . . .</p>	<p><b>3.8.2.2 Missed School Day Waivers</b></p> <p>If, <b>because of weather, safety, or health issues,</b> your district misses additional <b>school</b> days beyond the <b>2 days that must be made up with the district’s</b> 2 designated makeup days, <b>your school district may apply to the TEA for a missed school day waiver.</b> A missed <b>school</b> day waiver application . . .</p> <p>Charter schools applying for a missed <b>school</b> day waiver must submit their applications as soon as possible after the missed <b>school</b> day so that . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision and Addition	<p><b>3.8.2.3 Low-Attendance Day Waivers</b></p> <p>For a . . . below the overall attendance rate of your district (or campus) . . .</p> <p>An application . . . Your district must include in its application documentation of low attendance for the day (including the reason for the low attendance rate) and the prior year’s attendance report (showing the average for the year) for the district or applicable campus. (These documents can be uploaded as attachments in the automated waiver application system.)</p>	<p><b>3.8.2.3 Low-Attendance Day Waivers</b></p> <p>For . . . below the overall <b>average</b> attendance rate <b>for</b> your district (or <b>the applicable</b> campus) . . .</p> <p>An application . . . Your district must include <b>the following items</b> in its application:</p> <ul style="list-style-type: none"> <li>• documentation of low attendance for the day, including the reason for the low attendance rate, and</li> <li>• the prior year’s attendance report, showing the <b>overall average attendance rate</b> for the year, for the district or applicable campus. <b>For a district or campus with multiple tracks, the overall average attendance rate for all tracks must be used. For a campus that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.</b></li> </ul> <p>These documents can be uploaded as attachments in the automated waiver application system.</p>
Revision	<p><b>3.8.2.5 Documenting Waiver Approval, Attendance Accounting for Missed Instructional Days or Low-Attendance Days</b></p> <p>To find out whether a requested missed instructional day, low-attendance day, . . . district staff must consult the TEA Waivers Online Report page at . . .</p> <p>If the TEA grants . . . for a missed instructional day or a low-attendance day . . . Treat the day as a noninstructional day in . . . , and do not report the day as an instructional day in your district’s PEIMS reporting.</p>	<p><b>3.8.2.5 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</b></p> <p>To find out whether a requested missed <b>school</b> day, low-attendance day, . . . district staff <b>members</b> must <b>visit</b> the TEA Waivers Online Report page at . . .</p> <p>If the TEA grants . . . for a missed <b>school</b> day or a low-attendance day . . . Treat the day as a <b>nonschool</b> day in . . . , and do not report the day as a <b>school</b> day in your district’s PEIMS reporting.</p>







## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.9 Data Submission</b></p> <p>...</p> <p><b>For districts with year-round programs:</b> If . . . has one or more tracks ending later than the June 26, 2014, due date for initial Collection 3 data submission, your district still must submit its initial Collection 3 data by that due date. Your district may delay resubmission of Collection 3 data until August 21, 2014, or 2 weeks after the completion of the latest year-round track, whichever comes first. However, In no case may any resubmission occur after August 21, 2014. Corrections made after August 21, 2014, will . . .</p> <p><b>Note:</b> If a district other than a student’s home/sending district is serving a student who is reported (for all PEIMS submissions) by the student’s home/sending district, the receiving district’s . . .</p>	<p><b>3.9 Data Submission</b></p> <p>...</p> <p><b>For districts with year-round programs:</b> If . . . has one or more tracks ending later than the June <b>25, 2015</b>, due date for initial Collection 3 data submission, your district still must submit its initial Collection 3 data by that due date. Your district may delay resubmission of Collection 3 data until August <b>20, 2015</b>, or 2 weeks after the completion of the latest year-round track, whichever comes first. However, <b>the PEIMS staff will not process any</b> resubmission after August <b>20, 2015</b>. Corrections made after August <b>20, 2015</b>, will . . .</p> <p><b>Note:</b> If a district other than a student’s home (sending) district is serving a student who is reported (for all PEIMS submissions) by the student’s home (sending) district, the receiving district’s . . .</p>
Revision	<p><b>3.10 Quality Control</b></p> <p>The total of all attendance figures reported by student name in the Student Detail Report must balance with/add up to corresponding totals . . .</p> <p>The total of all attendance figures reported by campus in the Campus Summary Report must balance with/add up to . . .</p>	<p><b>3.10 Quality Control</b></p> <p>The total of all attendance figures reported by student name in the Student Detail Report must add up to corresponding totals . . .</p> <p>The total of all attendance figures reported by campus in the Campus Summary Report must add up to . . .</p>
Revision	<p><b>3.11.1 Example 1</b></p> <p>A 5-year-old student . . .</p> <p><i>This . . . because a student cannot attend the same program twice and receive funding twice.</i></p> <p><i>If this . . . (in accordance with the student’s ARD/IEP), the student’s . . .</i></p>	<p><b>3.11.1 Example 1</b></p> <p>A 5-year-old student . . .</p> <p><i>This . . . because a student cannot attend the same program twice and <b>generate</b> funding twice.</i></p> <p><i>If this . . . (in accordance with the student’s IEP), the student’s . . .</i></p>

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Change	2013–2014	2014–2015
Revision	<p><b>3.11.2 Example 2</b></p> <p>...</p> <p><i>This student’s ADA eligibility code is <b>1 - Eligible for Full-Day Attendance</b> with the grade level of PK. The . . .</i></p>	<p><b>3.11.2 Example 2</b></p> <p>...</p> <p><i>This student’s ADA eligibility code is <b>1 - Eligible for Full-Day Attendance, and the student’s grade level is PK.</b> The . . .</i></p>
Revision	<p><b>3.11.5 Example 5</b></p> <p>A special . . . The . . . The superintendents of your district and the neighboring district agree that the receiving/serving district will . . .</p>	<p><b>3.11.5 Example 5</b></p> <p>A special . . . The . . . The superintendents of your district and the neighboring district agree that the receiving (serving) district will . . .</p>
Revision	<p><b>3.11.14 Example 14</b></p> <p>...</p> <p><i>Since . . . TEC, <a href="#">§25.087</a>, your district . . . Your district may not receive ADA funds for more than two days per school year for each student who is absent for this purpose.</i></p>	<p><b>3.11.14 Example 14</b></p> <p>...</p> <p><i>Since . . . TEC, <a href="#">§25.087</a>, your district . . . Your district <b>must not count a student who is absent for this purpose as present for FSP funding purposes</b> for more than two days per school year.</i></p>
Revision	<p><b>3.11.17 Example 17</b></p> <p>...</p> <p><i>Your . . . The . . . official attendance at an alternate time . . .</i></p>	<p><b>3.11.17 Example 17</b></p> <p>...</p> <p><i>Your . . . The . . . official attendance at an <b>alternative</b> time . . .</i></p>
Revision	<p><b>3.11.18 Example 18</b></p> <p>...</p> <p><i>District personnel . . . following:</i></p> <ul style="list-style-type: none"> <li>• <i>count . . .</i></li> <li>• <i>have students make up the day on an alternate day, and report the afternoon PK section with an alternate calendar or</i></li> <li>• <i>. . .</i></li> </ul>	<p><b>3.11.18 Example 18</b></p> <p>...</p> <p><i>District personnel . . . following:</i></p> <ul style="list-style-type: none"> <li>• <i>count . . .</i></li> <li>• <i>have students make up the day on an <b>alternative</b> day, and report the afternoon PK section with a <b>separate</b> calendar or</i></li> <li>• <i>. . .</i></li> </ul>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.11.19 Example 19</b></p> <p>...</p> <p><i>The attendance . . . The total number of days of instruction, if . . . periods, must equal the actual number of instructional days offered . . .</i></p>	<p><b>3.11.19 Example 19</b></p> <p>...</p> <p><i>The attendance . . . The total number of <b>school</b> days, if . . . periods, must equal the actual number of <b>school</b> days offered . . .</i></p>
Revision	<p><b>3.11.24 Example 24</b></p> <p>A student . . . (. . . qualifies for free/reduced-price lunch). Several . . . the parent/guardian . . . because the parent/guardian feels . . .</p> <p><i>Since . . . compulsory attendance rules do not apply, except . . .</i></p>	<p><b>3.11.24 Example 24</b></p> <p>A student . . . (. . . qualifies for free <b>or</b> reduced-price lunch). Several . . . the parent <b>or</b> guardian . . . because the parent <b>or</b> guardian feels . . .</p> <p><i>Since . . . compulsory attendance <b>does</b> not apply, except . . .</i></p>
Revision	<p><b>3.11.25 Example 25</b></p> <p>...</p> <p><i>The GEH committee . . . If . . . retained:</i></p> <ul style="list-style-type: none"> <li>• <i>documentation . . .</i></li> <li>• <i>a note . . . confined at home/hospital bedside . . . 4 weeks</i></li> <li>• <i>. . .</i></li> <li>• <i>teacher's . . . log</i></li> </ul> <p><i>At the end of each week, designated staff should inform . . .</i></p>	<p><b>3.11.25 Example 25</b></p> <p>...</p> <p><i>The GEH committee . . . If . . . retained:</i></p> <ul style="list-style-type: none"> <li>• <i>documentation . . .</i></li> <li>• <i>a note . . . confined at home <b>or</b> hospital bedside . . . 4 weeks</i></li> <li>• <i>. . .</i></li> <li>• <i>teacher's . . . log</i></li> </ul> <p><i>At the end of each week, designated staff <b>members</b> should inform . . .</i></p>
Revision	<p><b>3.11.26 Example 26</b></p> <p>The . . . confine him to home/hospital bedside . . .</p>	<p><b>3.11.26 Example 26</b></p> <p>The . . . confine him to home <b>or</b> hospital bedside . . .</p>
Revision	<p><b>3.11.28 Example 28</b></p> <p>A . . . The . . . District staff would like . . .</p> <p><i>The . . .</i></p> <p><i>District staff should work . . .</i></p>	<p><b>3.11.28 Example 28</b></p> <p>A . . . The . . . District staff <b>members</b> would like . . .</p> <p><i>The . . .</i></p> <p><i>District staff <b>members</b> should work . . .</i></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.11.30 Example 30</b> A . . . District staff would like to withdraw . . .  <i>Your district may not withdraw . . .</i></p>	<p><b>3.11.30 Example 30</b> A . . . District staff <b>members</b> would like to withdraw . . .  <i>Your district <b>must</b> not withdraw . . .</i></p>
Revision	<p><b>3.11.31 Example 31</b> A . . . The . . . District staff would like to withdraw . . .</p>	<p><b>3.11.31 Example 31</b> A . . . The . . . District staff <b>members</b> would like to withdraw . . .</p>
Revision	<p><b>3.11.32 Example 32</b> . . .  <i>If (s)he chooses, . . . However, absences resulting from the student's acting in the movie may not be excused for . . .</i></p>	<p><b>3.11.32 Example 32</b> . . .  <i>If (s)he chooses, . . . However, absences resulting from the student's acting in the movie <b>must</b> not be excused for . . .</i></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2013–2014	2014–2015
Addition	<p><b>Section 4 Special Education</b></p> <p>This section . . .</p> <p><b>Important:</b> See . . .</p>	<p><b>Section 4 Special Education</b></p> <p>This section . . .</p> <p><b>Note:</b> In this handbook, the term “instructional setting” means the same as the term “instructional arrangement/setting.”</p> <p><b>Important:</b> See . . .</p>
Revision	<p><b>4.2 Special Education and Eligibility</b></p> <p>. . .</p> <p>Your district must . . . following:</p> <ul style="list-style-type: none"> <li>• an eligible student beginning on his or her third birthday;</li> <li>• an eligible student . . . current scholastic year . . . diploma; and</li> <li>• an eligible student who meets . . . following requirements: <ul style="list-style-type: none"> <li>○ the student . . . current scholastic year;</li> <li>. . .</li> </ul> </li> </ul> <p>Your district also . . .</p> <p>Provided . . . special education staff, students . . .</p> <p>A student with a disability may <b>not</b> be assigned a . . .</p>	<p><b>4.2 Special Education and Eligibility</b></p> <p>. . .</p> <p>Your district must . . . following:</p> <ul style="list-style-type: none"> <li>• an eligible student beginning on his or her third birthday;</li> <li>• an eligible student . . . current <b>school</b> year . . . diploma; and</li> <li>• an eligible student who meets . . . following requirements: <ul style="list-style-type: none"> <li>○ the student . . . current <b>school</b> year;</li> <li>. . .</li> </ul> </li> </ul> <p>Your district also . . .</p> <p>Provided . . . special education staff <b>members</b>, students . . .</p> <p>A student with a disability <b>must not</b> be assigned a . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</b></p> <p>...</p> <p>The enrollment procedures . . . are as follows:</p> <ol style="list-style-type: none"> <li>The . . . If the ARD committee changes the student’s educational placement as part of the IEP revision, the instructional arrangement/setting code and/or speech therapy indicator code for the student may also . . .</li> </ol>	<p><b>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</b></p> <p>...</p> <p>The enrollment procedures . . . are as follows:</p> <ol style="list-style-type: none"> <li>The . . . If the ARD committee changes the student’s educational placement as part of the IEP revision, the <b>student’s</b> instructional setting code, speech therapy indicator code, <b>or both</b> may also . . .</li> </ol>
Revision	<p><b>4.4 Withdrawal Procedure</b></p> <p>...</p> <p>After . . . determination. . . A school cannot discontinue services until . . . provided. . . <b>The effective date, which is stated in the IEP and/or the prior written notice, is the date that services end.</b></p>	<p><b>4.4 Withdrawal Procedure</b></p> <p>...</p> <p>After . . . determination. . . A school <b>must not</b> discontinue services until . . . provided. . . <b>The effective date, which is stated in the IEP, the prior written notice, or both, is the date that services end.</b></p>
Revision	<p><b>4.6 Interim Alternative Educational Placements</b></p> <p>If . . . If special education services are not provided, special education contact hours may not be claimed. This . . .</p>	<p><b>4.6 Interim Alternative Educational Placements</b></p> <p>If . . . If special education services are not provided, special education contact hours <b>must not</b> be claimed. This . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2013–2014	2014–2015
Addition	<p><b>4.7.1 Code 00 - No Instructional Arrangement/Setting (Speech Therapy)</b></p> <p>...</p> <p><b>Instructional Arrangement/Setting Code 00: Information Specific to PEIMS 405 Record</b></p> <p>...</p> <p>A student who receives speech therapy services <b>and who also receives instructional services through another instructional arrangement/setting</b> (e.g., resource room) for . . . services.</p> <p><b>Additional . . .</b></p>	<p><b>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</b></p> <p>...</p> <p><b>Instructional Setting Code 00: Information Specific to PEIMS 405 Record</b></p> <p>...</p> <p>A student who receives speech therapy services <b>and who also receives instructional services through another instructional setting <i>other than mainstream*</i></b> (for example, resource room) for . . . services.</p> <p><b>*The 405 record does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the 405 record should have only one instructional setting code reported: 00.</b></p> <p><b>Additional . . .</b></p>
Revision	<p><b>4.7.2.1 Homebound Notes</b></p> <p>In making . . . , the ARD committee must consider the licensed physician’s information. However, the licensed physician’s information should not be the sole . . . process.</p> <p>...</p> <p>The placement of a student who is expelled cannot be changed to the homebound . . .</p>	<p><b>4.7.2.1 Homebound Notes</b></p> <p>In making . . . , the ARD committee must consider <b>information from</b> the licensed physician. However, the <b>documentation from the</b> licensed physician should not be the sole . . . process.</p> <p>...</p> <p>The placement of a student who is expelled <b>must not</b> be changed to the homebound . . .</p>
Revision	<p><b>4.7.2.2 Homebound Services and Pregnancy Related Services (PRS)</b></p> <p>See . . . serving pregnant students through the PRS and/or special education program.</p>	<p><b>4.7.2.2 Homebound Services and Pregnancy-Related Services (PRS)</b></p> <p>See . . . serving pregnant students through the PRS and special education <b>programs</b>.</p>

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Change	2013–2014	2014–2015
Revision	<p><b>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</b></p> <p>...</p> <p>Eligible days present . . . For . . . Homebound service hours may not be accumulated and carried forward from one week to the next, nor may service hours be applied to a previous week.</p> <p>The . . . related service staff providing . . . student.</p> <p>The minimum . . . following:</p> <ul style="list-style-type: none"> <li>• the name . . .</li> <li>• the student name and identification or Social Security number,</li> <li>• the date . . .</li> <li>• the . . .</li> </ul>	<p><b>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</b></p> <p>...</p> <p>Eligible days present . . . For . . . Homebound service hours <b>must</b> not be accumulated and carried forward from one week to the next, <b>and</b> service hours <b>must not</b> be applied to a previous week.</p> <p>The . . . related service staff <b>members</b> providing . . . student.</p> <p>The minimum . . . following:</p> <ul style="list-style-type: none"> <li>• the name . . .</li> <li>• the <b>student's</b> name and <b>Texas Unique Student ID</b>,</li> <li>• the date . . .</li> <li>• the . . .</li> </ul>
Revision	<p><b>4.7.2.6 Test Administration and the Homebound Instructional Arrangement/Setting</b></p> <p>...</p> <p>A student . . . When it takes the student . . . , the additional contact hours cannot be credited as attendance.</p> <p>If . . .</p> <p>A student . . . <b>The time spent on campus taking required state assessments cannot count as any part . . .</b></p>	<p><b>4.7.2.6 Test Administration and the Homebound Instructional Setting</b></p> <p>...</p> <p>A student . . . When it takes the student . . . , the additional contact hours <b>must not</b> be credited as attendance.</p> <p>If . . .</p> <p>A student . . . <b>The time spent on campus taking required state assessments must not count as any part . . .</b></p>



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Revision	<p><b>4.7.2.9 Students with a Recurring Chronic or Acute Health Condition</b> A . . . (which can be in daily or weekly increments) totaling . . .</p> <p>[TABLE:</p> <p>TITLE OF SECOND COLUMN: <b>the student earns contact hours and/or attendance:</b>]</p> <p>Regardless . . . , the student may not generate more . . .</p>	<p><b>4.7.2.9 Students with a Recurring Chronic or Acute Health Condition</b> A . . . (which <b>may</b> be in daily or weekly increments) totaling . . .</p> <p>[TABLE:</p> <p>TITLE OF SECOND COLUMN: <b>the student earns contact hours or attendance:</b>]</p> <p>Regardless . . . , the student <b>must</b> not generate more . . .</p>
Revision	<p><b>4.7.6 Applicable Federal Law and . . .</b> Per 20 United States Code, §1412, “[t]o the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities” must be “educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment” can occur “only . . . satisfactorily.”</p> <p>Both . . .</p>	<p><b>4.7.6 Applicable Federal Law and . . .</b> <b>According to</b> 20 United States Code, §1412, “[t]o the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities” must be “educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment” <b>may</b> occur “only . . . satisfactorily.”</p> <p>Both . . .</p>
Revision	<p><b>4.7.10 Code 40 - Special Education Mainstream</b> ...</p> <p>Examples . . . include . . . direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications/accommodations, special materials/equipment, consultation . . . teacher(s), staff development, and reduction of ratio of students to instructional staff.</p> <p>...</p>	<p><b>4.7.10 Code 40 - Special Education Mainstream</b> ...</p> <p>Examples . . . include . . . direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications <b>or</b> accommodations, special materials <b>or</b> equipment, consultation . . . teacher(s), staff development, and reduction of ratio of students to instructional staff <b>members</b>.</p> <p>...</p>

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Change	2013–2014	2014–2015
Revision	<p><b>4.7.10.1 Requirements</b></p> <p>...</p> <p>Monitoring . . . If . . . , <b>mainstream special education funding cannot be generated.</b></p> <p><b>Requirements Related to Teachers Providing Instruction in Mainstream Settings:</b> A . . . The . . . One teacher, even if dually certified, may not serve in both a . . .</p>	<p><b>4.7.10.1 Requirements</b></p> <p>...</p> <p>Monitoring . . . If . . . , <b>mainstream special education funding must not be generated.</b></p> <p><b>Requirements Related to Teachers Providing Instruction in Mainstream Settings:</b> A . . . The . . . One teacher, even if dually certified, <b>must</b> not serve in both a . . .</p>
Revision	<p><b>4.7.10.2 Special Education Mainstream and Speech Therapy</b></p> <p><b>Students with an instructional arrangement/setting of mainstream can receive speech therapy.</b> Please . . .</p>	<p><b>4.7.10.2 Special Education Mainstream and Speech Therapy</b></p> <p><b>Students with an instructional setting of mainstream may receive speech therapy.</b> Please . . .</p>
Revision	<p><b>4.7.10.3 Preschool Programs for Children With Disabilities and Mainstream Instructional Arrangements/Settings</b></p> <p>...</p> <p><b>4.7.10.3.2 Prekindergarten (PK) Program:</b> A . . .</p> <p>A preschool-age student who does not meet eligibility requirements for PK but is eligible for special education services and is receiving special education services in the PK classroom may <b>not</b> be coded mainstream.</p> <p>See . . .</p> <p><b>4.7.10.3.3 District-Operated Head Start Program:</b> A preschool-age student who . . . a Head Start program can be coded mainstream, provided . . .</p>	<p><b>4.7.10.3 Preschool Programs for Children with Disabilities and Mainstream Instructional Settings</b></p> <p>...</p> <p><b>4.7.10.3.2 Prekindergarten (PK) Program:</b> A . . .</p> <p>A preschool-age student who does not meet eligibility requirements for PK but is eligible for special education services and is receiving special education services in the PK classroom <b>must not</b> be coded mainstream.</p> <p>See . . .</p> <p><b>4.7.10.3.3 District-Operated Head Start Program:</b> A preschool-age student who . . . a Head Start program <b>may</b> be coded mainstream, provided . . .</p>

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Revision	<p><b>4.7.14 Code 45 - Full-Time Early Childhood (Preschool Program for Children With Disabilities) Special Education Setting</b></p> <p>This instructional arrangement/setting code is used for children <b>aged 3 through 5 years</b> who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. <b>A student for whom this code is used does not receive any special education and related services</b> in a mainstream early childhood setting. If a student receives any amount of services in a mainstream setting, this instructional arrangement/setting code is not applicable. For a coding example, see . . .</p> <p><b>One of . . .</b></p>	<p><b>4.7.14 Code 45 - Full-Time Early Childhood (Preschool Program for Children with Disabilities) Special Education Setting</b></p> <p>This instructional setting code is used for children <b>3 through 5 years of age</b> who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. <b>A student for whom this code is used does not receive any special education and related services in a regular early childhood setting or spend any part of the instructional day in a regular early childhood setting.</b> If a student receives any amount of <b>special education and related</b> services in a <b>regular early childhood setting or spends any part of the instructional day in a regular early childhood setting</b>, this instructional setting code is not applicable. For a coding example, see . . .</p> <p><b>One of . . .</b></p>
Revision	<p><b>4.7.18 Code 71 - Texas School for the Deaf</b></p> <p>This . . . This . . . The . . . parents/guardians . . .</p>	<p><b>4.7.18 Code 71 - Texas School for the Deaf</b></p> <p>This . . . This . . . The . . . parents <b>or</b> guardians . . .</p>
Revision	<p><b>4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus</b></p> <p>This . . .</p> <p>For . . . data. . . Only one district can report . . .</p>	<p><b>4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus</b></p> <p>This . . .</p> <p>For . . . data. . . Only one district <b>may</b> report . . .</p>

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Change	2013–2014	2014–2015
Addition	<p><b>4.8.1.2 Indicator Code 2 – Speech Therapy With Other Services</b> This . . . When . . . The student’s . . . The student’s PEIMS 405 record must show both the student’s primary instructional/arrangement setting code (a code other than 00) and the instructional arrangement/setting code of 00.</p> <p>For a student to be coded with an instructional arrangement/setting code of 40 (mainstream) and a speech therapy indicator code of 2, the student . . .</p>	<p><b>4.8.1.2 Indicator Code 2 – Speech Therapy with Other Services</b> This . . . When . . . The student’s . . . The student’s PEIMS 405 record must show both the student’s primary instructional setting code (a code other than 00) and the instructional setting code of 00. <b>(Note, however, that the 405 record does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the 405 record should have only one instructional setting code reported: 00.)</b></p> <p>For a student to be coded with an instructional setting code of 40 (mainstream) <b>(on the PEIMS 163 record)</b> and a speech therapy indicator code of 2, the student . . .</p>
Revision	<p><b>4.9.4 PPCD Services and Kindergarten Programs</b> ...</p> <p>If a kindergarten student . . . Also, note that a 6-year-old student may not have . . .</p>	<p><b>4.9.4 PPCD Services and Kindergarten Programs</b> ...</p> <p>If a kindergarten student . . . Also, note that a 6-year-old student <b>must</b> not have . . .</p>
Revision	<p><b>4.9.5 PPCD Services and Head Start</b> ...</p> <p>ADA . . . served directly by special education staff, since . . .</p>	<p><b>4.9.5 PPCD Services and Head Start</b> ...</p> <p>ADA . . . served directly by special education staff <b>members</b>, since . . .</p>
Revision	<p><b>4.9.6 PPCD Services and Students Served in a District-Operated Preschool or Child Care Facility</b> For . . . ADA . . . served directly by special education staff, since . . .</p>	<p><b>4.9.6 PPCD Services and Students Served in a District-Operated Preschool or Child Care Facility</b> For . . . ADA . . . served directly by special education staff <b>members</b>, since . . .</p>

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Revision	<p><b>4.9.7 PPCD Services and Students Served in a Community-Based Preschool or Child Care Facility</b></p> <p>For . . . ADA . . . served directly by special education staff, since . . .</p> <p>If . . .</p> <p>Community-based child care settings/facilities include . . .</p>	<p><b>4.9.7 PPCD Services and Students Served in a Community-Based Preschool or Child Care Facility</b></p> <p>For . . . ADA . . . served directly by special education staff <b>members</b>, since . . .</p> <p>If . . .</p> <p>Community-based child care settings <b>and</b> facilities include . . .</p>
Revision	<p><b>4.9.8 Coding Chart: PPCD Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</b></p> <p>[TABLE]</p>	<p><b>4.9.8 Coding Chart: PPCD Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</b></p> <p>[TABLE:</p> <p>THROUGHOUT THE TABLE:</p> <ul style="list-style-type: none"> <li>• “Head Start or preschool/child care personnel” HAS BEEN REPLACED WITH “Head Start, preschool, or child care personnel”</li> <li>• “Head Start program location or preschool/child care facility” HAS BEEN REPLACED WITH “Head Start program location, preschool, or child care facility”]</li> </ul>
Revision	<p><b>4.9.9 PPCD Services and Private or Home School Student Aged 3 or 4 Years and in Need of Special Education</b></p> <p>Per 19 TAC §89.1096, Provision of Services for . . .</p>	<p><b>4.9.9 PPCD Services and Private or Home School Student Aged 3 or 4 Years and in Need of Special Education</b></p> <p><b>Under</b> 19 TAC <a href="#">§89.1096</a>, Provision of Services for . . .</p>

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Revision	<p><b>4.10.1 Infants Receiving Visual Impairment and/or Orientation and Mobility (O&amp;M) Services</b></p> <p>All infants (birth through 2 years of age) receiving visual impairment and/or O&amp;M services <b>at home, in day care, or in a nondistrict center-based program</b> should . . . table:</p> <p>...</p> <p>All infants receiving visual impairment and/or O&amp;M services <b>in center-based programs</b> (not . . .) should . . .</p>	<p><b>4.10.1 Infants Receiving Visual Impairment Services, Orientation and Mobility (O&amp;M) Services, or Both</b></p> <p>All infants (birth through 2 years of age) receiving visual impairment <b>services, O&amp;M services, or both at home, in day care, or in a nondistrict center-based program</b> should . . . table:</p> <p>...</p> <p>All infants receiving visual impairment <b>services, O&amp;M services, or both in center-based programs</b> (not . . .) should . . .</p>
Revision	<p><b>4.12 Coding Chart: Services for Students With Disabilities—Exceptions to the Norm</b></p> <p>[TABLE:</p> <p>THIRD ROW: District Visual Impairment and/or O&amp;M Services]</p>	<p><b>4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm</b></p> <p>[TABLE:</p> <p>THIRD ROW: District Visual Impairment <b>Services, O&amp;M Services, or Both]</b></p>
Revision	<p><b>4.13 Extended School Year (ESY) Services</b></p> <p>...</p> <p>The procedures for providing ESY services are as follows:</p> <ol style="list-style-type: none"> <li>1. At the review . . . based on regression/recoupment information from the service providers, the student’s parents, and formal and/or informal evaluations provided by the LEA or the student’s parents.</li> </ol> <p>A student . . .</p> <p>If a student is turning 3 during the summer . . .</p>	<p><b>4.13 Extended School Year (ESY) Services</b></p> <p>...</p> <p>The procedures for providing ESY services are as follows:</p> <ol style="list-style-type: none"> <li>1. At the review . . . based on regression <b>and</b> recoupment information from the service providers, the student’s parents, and evaluations (<b>formal, informal, or both</b>) provided by the LEA or the student’s parents.</li> </ol> <p>A student . . .</p> <p>If a student is turning <b>3 years old</b> during the summer . . .</p>

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Revision	<p><b>4.18.1 Code 01 - Homebound Examples</b>  <b>Example 1:</b> An 8-year-old special education student . . . 4 weeks.</p> <ol style="list-style-type: none"> <li>1.     <i>The ARD committee . . . If . . . records:</i> <ol style="list-style-type: none"> <li>a)     <i>Licensed physician’s statement . . . , which must be on file before a student can be coded homebound</i></li> <li>    . . .</li> </ol> </li> <li>2.     <i>At the end of the week, special education staff should</i>  . . .</li> </ol> <p><b>Example 2:</b> A student with a chronic illness/acute health problem . . .</p>	<p><b>4.18.1 Code 01 - Homebound Examples</b>  <b>Example 1:</b> An 8-year-old special education student . . . 4 weeks.</p> <ol style="list-style-type: none"> <li>1.     <i>The ARD committee . . . If . . . records:</i> <ol style="list-style-type: none"> <li>a)     <i>Licensed physician’s statement . . . , which must be on file before a student <b>may</b> be coded homebound</i></li> <li>    . . .</li> </ol> </li> <li>2.     <i>At the end of the week, special education staff <b>members</b> should . . .</i></li> </ol> <p><b>Example 2:</b> A student with a chronic illness <b>or</b> acute health problem . . .</p>
Revision	<p><b>4.18.3 Code 08 - Vocational Adjustment Class (VAC) Example</b>  A student works . . .</p> <p style="padding-left: 40px;"><i>For . . .</i></p> <p style="padding-left: 40px;"><i>A student who loses a job must be provided with a full instructional day during the time he or she is without a job. A student may not stay . . .</i></p>	<p><b>4.18.3 Code 08 - Vocational Adjustment Class (VAC) Example</b>  A student works . . .</p> <p style="padding-left: 40px;"><i>For . . .</i></p> <p style="padding-left: 40px;"><i>A student who loses a job must be provided with a full instructional day during the time he or she is without a job. A student <b>must</b> not stay . . .</i></p>
Revision and Addition	<p><b>4.18.4 Code 40 - Mainstream Examples</b>  <b>Example 1:</b> . . . The student’s IEP specifies the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student’s IEP.</p> <p style="padding-left: 40px;"><i>The . . . is <b>40, mainstream.</b></i></p> <p>    . . .</p>	<p><b>4.18.4 Code 40 - Mainstream Examples</b>  <b>Example 1:</b> . . . The student’s IEP specifies the services that will be provided by qualified special education <b>staff members</b> to enable the student to appropriately progress in the general education curriculum, appropriately advance in achieving the goals set out in the student’s IEP, <b>or both.</b></p> <p style="padding-left: 40px;"><i>The . . . is <b>40, mainstream.</b></i></p> <p>    . . .</p>

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Change	2013–2014	2014–2015
Continued	<p><i>Continued</i></p> <p><b>Example 5:</b> A 4-year-old student . . .</p> <p style="padding-left: 40px;"><i>The student generates half-day ADA eligibility.</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The instructional arrangement/setting code for this student . . .</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 40, mainstream, and 00, no instructional arrangement/setting.</i></p>	<p><i>Continued</i></p> <p><b>Example 5:</b> A 4-year-old student . . .</p> <p style="padding-left: 40px;"><i>The student generates half-day ADA eligibility.</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The instructional setting code for this student . . .</i></p> <p>PEIMS 405 Record: <b><i>One instructional setting code is recorded for this student: 00, no instructional setting. (The 405 record does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the 405 record should have only one instructional setting code reported: 00. The student’s mainstream eligible days present are reported on the 400 record.)</i></b></p>
Revision	<p><b>4.18.7 Code 45 - Full-Time Early Childhood (PPCD) Special Education Setting (FT EC SPED) Example</b></p> <p>...</p> <p><i>The . . . because no education and/or related services . . .</i></p>	<p><b>4.18.7 Code 45 - Full-Time Early Childhood (PPCD) Special Education Setting (FT EC SPED) Example</b></p> <p>...</p> <p><i>The . . . because no education or related services . . .</i></p>
Revision	<p><b>4.18.9 Codes 91–98 - Off Home Campus Examples</b></p> <p>...</p> <p><b>Example 2:</b> A student . . . education.</p> <p>... Only one district can report PEIMS data for . . .</p>	<p><b>4.18.9 Codes 91–98 - Off Home Campus Examples</b></p> <p>...</p> <p><b>Example 2:</b> A student . . . education.</p> <p>... Only one district <b>may</b> report PEIMS data for . . .</p>



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Revision	<p><b>4.18.10 Speech Therapy Indicator Code 1 Examples</b></p> <p>...</p> <p><b>Example 3:</b> . . . The speech therapist provides services 30 minutes twice a week in a pull-out setting and goes into the PK classroom to provide services and/or consult with the PK teacher 30 minutes a week.</p> <p>...</p>	<p><b>4.18.10 Speech Therapy Indicator Code 1 Examples</b></p> <p>...</p> <p><b>Example 3:</b> . . . The speech therapist provides services 30 minutes twice a week in a pull-out setting and goes into the PK classroom to provide services, consult with the PK teacher, <b>or both</b> 30 minutes a week.</p> <p>...</p>
Revision and Addition	<p><b>4.18.11 Speech Therapy Indicator Code 2 Examples</b></p> <p>...</p> <p><b>Example 3:</b> A student . . .</p> <p style="padding-left: 40px;">PEIMS 163 Record and Student Detail Report: <i>The . . . The instructional setting code of 40 can be used regardless . . .</i></p> <p style="padding-left: 40px;">PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 40, mainstream, and 00, no instructional arrangement/setting. The instructional arrangement/setting code of 40 can be used regardless of whether the direct speech therapy services are provided in the general education classroom or a pull-out setting.</i></p>	<p><b>4.18.11 Speech Therapy Indicator Code 2 Examples</b></p> <p>...</p> <p><b>Example 3:</b> A student . . .</p> <p style="padding-left: 40px;">PEIMS 163 Record and Student Detail Report: <i>The . . . The instructional setting code of 40 <b>may</b> be used regardless . . .</i></p> <p style="padding-left: 40px;">PEIMS 405 Record: <b><i>One instructional setting code is recorded for this student: 00, no instructional setting. (The 405 record does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the 405 record should have only one instructional setting code reported: 00. The student's mainstream eligible days present are reported on the 400 record.)</i></b></p>
Revision	<p><b>4.18.12 Calculation of Excess Contact Hours Examples</b></p> <p>...</p> <p><b>Example 3:</b> . . . On the 11th instructional day of the . . .</p>	<p><b>4.18.12 Calculation of Excess Contact Hours Examples</b></p> <p>...</p> <p><b>Example 3:</b> . . . On the 11th <b>school</b> day of the . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 5 Change Document

Change	2013–2014	2014–2015
Addition	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following five criteria:</p> <p>...</p> <p>5. To . . . career clusters<sup>1</sup>.</p>	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following five criteria:</p> <p>...</p> <p>5. To . . . career clusters<sup>2</sup>.</p> <p><b>Important: If your district assigns a substitute teacher to teach a CTE course and the teacher does not hold the certification required by 19 TAC Chapter 231, <a href="#">Subchapter E</a>, your district may continue to earn CTE weighted funding for that course for no more than 30 consecutive school days.</b></p>
Revision	<b>5.2.3 Earning Contact Hours</b>	<b>5.2.3 Earning CTE Contact Hours</b>

<sup>1</sup> A career cluster is one of the 16 career clusters around which CTE is organized. A list of the 16 career clusters and links to recommended sequences of courses can be found on . . .

<sup>2</sup> A career cluster is one of the 16 career clusters around which CTE is organized. A list of the 16 career clusters and links to recommended sequences of courses **is available** on . . .

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Change	2013–2014	2014–2015
Revision and Addition	<p><b>5.2.3.1 Earning CTE Contact Hours While Also Being Served by a Special Education Program</b></p> <p>For a student to earn CTE contact hours while also being served in a special education homebound (01), hospital class (02), and/or state supported living center (30) instructional arrangement/setting, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the special education homebound, hospital class, and/or state supported living center instructional arrangement/setting. (See <b><u>4.7 Instructional Arrangement/Setting Codes</u></b>. See <b><u>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</u></b> for requirements related to a homebound instructor's log.)</p> <p><b>5.2.3.2 Earning CTE Contact Hours While Receiving PRS</b></p> <p>For a Pregnancy Related Services (PRS) student to earn CTE contact hours while also being served in Compensatory Education Home Instruction (CEHI), the student must continue to receive the same amount and type of CTE service that she was receiving before being placed in CEHI. The CTE instruction that a PRS student receives at home must be in addition to the 4 hours necessary for CEHI. The teacher providing the CTE instruction must maintain a log to verify all contact hours with PRS students. (See <b><u>9.13 PRS and Career and Technical Education (CTE)</u></b> and <b><u>9.17.4 Example 4</u></b> in Section 9. See <b><u>9.15 Documentation</u></b> for requirements related to the homebound instructor's log.)</p>	<p><b><i>5.2.4 Earning CTE Contact Hours in a Non-Campus-Based Setting</i></b></p> <p>For a student to earn CTE contact hours in any of the following <b>settings or programs</b>, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in <b>that setting, under the supervision of a qualified/certified teacher, as defined in 19 TAC Chapter 231, Subchapter E:</b></p> <ul style="list-style-type: none"> <li>• special education instructional setting of homebound (01), hospital class (02), or state supported living center (30)</li> <li>• <b>general education homebound (GEH) program</b></li> <li>• pregnancy-related services (PRS) compensatory education home instruction (CEHI) program</li> </ul> <p><b>For information about special education instructional settings, see <u>4.7 Instructional Setting Codes</u>. For requirements related to the log that a special education homebound teacher must keep, see <u>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</u>.</b></p> <p><b>For information on the GEH program, see <u>3.7 General Education Homebound (GEH) Program</u>.</b></p> <p><b>For information about CEHI and CTE, see <u>9.13 PRS and Career and Technical Education (CTE)</u> and <u>9.17.4 Example 4</u>. For requirements related to the CEHI teacher's log, see <u>9.15 Documentation</u>.</b></p>

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Change	2013–2014	2014–2015
Revision	<p><b>5.3 Enrollment Procedures</b></p> <p>The procedures for enrolling a student in CTE courses are as follows:</p> <ol style="list-style-type: none"> <li>1. . . .</li> <li>2. Appropriate CTE staff review . . . code.</li> <li>3. . . .</li> <li>4. Appropriate CTE staff review . . . schedule.</li> </ol> <p>If . . . Changes . . . If your district operates a block schedule, CTE staff may need to . . . schedule.</p> <p>Attendance personnel should . . .</p>	<p><b>5.3 Enrollment Procedures</b></p> <p>The procedures for enrolling a student in CTE courses are as follows:</p> <ol style="list-style-type: none"> <li>1. . . .</li> <li>2. Appropriate CTE staff <b>members</b> review . . . code.</li> <li>3. . . .</li> <li>4. Appropriate CTE staff <b>members</b> review . . . schedule.</li> </ol> <p>If . . . Changes . . . If your district operates a block schedule, CTE staff <b>members</b> may need to . . . schedule.</p> <p>Attendance <b>staff members</b> should . . .</p>
Revision	<p><b>5.4 Withdrawal Procedures</b></p> <p>The procedures . . .are as follows:</p> <p>. . .</p> <p>CTE contact hours may <b>not</b> be claimed . . .</p>	<p><b>5.4 Withdrawal Procedures</b></p> <p>The procedures . . .are as follows:</p> <p>. . .</p> <p>CTE contact hours <b>must not</b> be claimed . . .</p>

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Revision and Deletion	<p><b>5.5 Coding to Be Used on the PEIMS 101 and 410 Records</b></p> <p>This subsection explains the coding to use on the PEIMS 101 and 410 records.</p> <p><b>5.5.1 PEIMS 101 Record</b></p> <p>Your district must code CTE student participation correctly on the PEIMS 101 record in the fall and summer reporting, as shown in the following chart.</p> <p>Note: Auditing of a CTE course (i.e., attending the course but not taking it for state graduation credit) is not considered CTE participation for purposes of determining a student's CTE indicator code. For example, a student who is only auditing a CTE course and taking no other CTE courses for state graduation credit is reported with a CTE indicator code of 0.</p> <p>[TABLE OF CTE INDICATOR CODES]</p> <p>Note: The United States Department of Education defunded Tech-Prep grants in 2011.</p> <p>Charts for determining the CTE indicator codes to report for students in the fall and summer PEIMS data submissions can be found in the section of the <i>PEIMS Data Standards</i> that deals with the PEIMS 101 record. The <i>PEIMS Data Standards</i> are available at <a href="http://www.tea.state.tx.us/peims/">http://www.tea.state.tx.us/peims/</a>.</p> <p><b>5.5.2 PEIMS 410 Record</b></p> <p>A student who is enrolled in CTE courses approved for state weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as V1, V2, V3, V4, V5, or V6.</p>	<p><b>5.5 CTE (Contact-Hour) Codes</b></p> <p>A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours and to complete the 410 record. (See the <a href="#">PEIMS Data Standards</a> for instructions on completing that record and the PEIMS 101 record for CTE students.)</p>

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<i>Continued</i>	<p><i>Continued</i></p> <p>The number in the code that is used (V1, V2, V3, V4, V5, or V6) must equal the total number of 1-hour approved CTE class periods in which the student is enrolled. (A student's successful completion of a course is <b>not</b> required to generate contact hours.)</p> <p>Use the following chart to determine the CTE codes to use for coding students.</p> <p>[TABLE OF CTE CODES:</p> <p>TITLE OF FIRST COLUMN: <b>CTE Code</b></p> <p>FIRST ROW OF FIRST COLUMN: V1</p> <p>SECOND ROW OF FIRST COLUMN: V2</p> <p>THIRD ROW OF FIRST COLUMN: V3</p> <p>TITLE OF SECOND COLUMN: <b>Average Minutes per Day in CTE Course</b></p> <p>FIRST ROW OF SECOND COLUMN: 45–89</p> <p>SECOND ROW OF SECOND COLUMN: 90–149</p> <p>THIRD ROW OF SECOND COLUMN: 150–180+]</p> <p>Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours is the maximum your district can claim for a single course.</p> <p>For . . .</p> <p>Note: Auditing . . .</p>	<p><i>Continued</i></p> <p>To determine the CTE code to assign to a student, your district must first determine the code to assign to each CTE course. Use the following chart to determine the CTE code to assign to each CTE course.</p> <p>[TABLE OF CTE CODES:</p> <p>TITLE OF FIRST COLUMN: <b>CTE Course's Average Minutes per Day</b></p> <p>FIRST ROW OF FIRST COLUMN: 45–89</p> <p>SECOND ROW OF FIRST COLUMN: 90–149</p> <p>THIRD ROW OF FIRST COLUMN: 150–180+</p> <p>TITLE OF SECOND COLUMN: <b>CTE Code</b></p> <p>FIRST ROW OF SECOND COLUMN: V1</p> <p>SECOND ROW OF SECOND COLUMN: V2</p> <p>THIRD ROW OF SECOND COLUMN: V3]</p> <p>Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours is the maximum your district <b>may</b> claim for a single course.</p> <p>For . . .</p> <p>Note: Auditing . . .</p>

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Change	2013–2014	2014–2015
Revision	<p><b>5.5.2.1 Special 410 Record Coding Instructions for Districts Operating Block Schedules</b></p> <p>If your district operates block schedules . . . , use the chart above in 5.5.2 to code students.</p> <p>Each . . . course. . . District . . . total number of instructional days during . . .</p>	<p><b>5.5.1 Special Instructions for Districts Operating Block Schedules</b></p> <p>If your district operates block schedules . . . , use the chart above to <b>determine the CTE code to assign to each CTE course.</b></p> <p>Each . . . course. . . District . . . total number of <b>school</b> days during . . .</p>
Revision	<p><b>5.7.1 Career Preparation Eligibility Requirements</b></p> <p>CTE . . . Refer . . . definitions.</p> <p>. . .</p> <ul style="list-style-type: none"> <li>• Your district may not enroll a . . .</li> </ul>	<p><b>5.7.1 Career Preparation Eligibility Requirements</b></p> <p>CTE . . . Refer . . . definitions.</p> <p>. . .</p> <ul style="list-style-type: none"> <li>• Your district <b>must</b> not enroll a . . .</li> </ul>
Revision	<p><b>5.7.2 Practicum Course Eligibility Requirements</b></p> <p>. . .</p> <p>[LAST TABLE: TITLE OF FIRST COLUMN: <b>Classroom and/or Work-Based Instruction</b>]</p>	<p><b>5.7.2 Practicum Course Eligibility Requirements</b></p> <p>. . .</p> <p>[LAST TABLE: TITLE OF FIRST COLUMN: <b>Classroom Instruction, Work-Based Instruction, or Both</b>]</p>
Revision	<p><b>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours</b></p> <p>. . .</p> <p>A student . . . on file within 15 instructional days . . .</p>	<p><b>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours</b></p> <p>. . .</p> <p>A student . . . on file within 15 <b>school</b> days . . .</p>
Revision	<p><b>5.7.4 Additional Requirements for Students Participating in Paid Learning Experiences</b></p> <p>For . . . within 15 instructional days . . . If . . . within 15 instructional days and . . . on file within 15 instructional days of employment.</p>	<p><b>5.7.4 Additional Requirements for Students Participating in Paid Learning Experiences</b></p> <p>For . . . within 15 <b>school</b> days . . . If . . . within 15 <b>school</b> days and . . . on file within 15 <b>school</b> days of employment.</p>

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Change	2013–2014	2014–2015
Revision	<p><b>5.7.5 Required Site Visits by Teachers</b> A . . . school year. . . . The training site visits may not be . . .</p>	<p><b>5.7.5 Required Site Visits by Teachers</b> A . . . school year. . . . The training site visits <b>must</b> not be . . .</p>
Revision	<p><b>5.8 CTE Problems and Solutions (Formerly CTE Independent Study)</b> . . . Your . . . Your . . . within 15 instructional days of . . .</p>	<p><b>5.8 CTE Problems and Solutions (Formerly CTE Independent Study)</b> . . . Your . . . Your . . . within 15 <b>school</b> days of . . .</p>
Revision	<p><b>5.12 Quality Control</b> As soon as . . . CTE coding on the PEIMS 101 and 410 records. . . .  At the beginning of each school year and at the end of each 6-week reporting period, the appropriate CTE staff should verify the Student Detail Report to ensure . . . correct.  . . .  Auditing . . . A student who is only auditing a CTE course and taking no other CTE courses for state credit is reported with a CTE indicator code of 0 on the PEIMS 101 record. The student should not have any 410 record or a 415 record for the audited CTE course.</p>	<p><b>5.12 Quality Control</b> As soon as . . . CTE coding on the PEIMS 410 <b>record</b>. . . .  At the beginning of each school year and at the end of each 6-week reporting period, the appropriate CTE staff <b>members</b> should verify the Student Detail Report to ensure . . . correct.  . . .  Auditing . . . A student who is only auditing a CTE course and taking no other CTE courses for state credit should not have any 410 record. <b>Also, the student should not have</b> a 415 record for the audited CTE course.</p>



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Revision	<p><b>5.13.12 Example 12</b></p> <p>A . . . The student is also enrolled in a 2-hour CTE course provided by a college and meeting all secondary and postsecondary TAC requirements for dual credit courses.</p> <p><i>Your school district or charter school receives 1 CTE contact hour for the high school CTE course plus 2 contact hours for the approved CTE college course taught for dual credit (V3). . . . Your school district or charter school is eligible for full ADA funding for the student provided there is a written dual-credit agreement with the college. See . . .</i></p> <p>In the above example, contact hour funding is contingent on the college course’s corresponding to a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district or charter school. Instruction must . . .</p>	<p><b>5.13.12 Example 12</b></p> <p>A . . . The student is also enrolled in a 2-hour CTE course <b>that is</b> provided by a college and <b>meets</b> all secondary and postsecondary TAC requirements for dual credit courses.</p> <p><i>Your school district receives 1 CTE contact hour for the high school CTE course plus 2 contact hours for the approved CTE college course taught for dual credit (V3). . . . Your district is eligible for full ADA funding for the student provided there is a written dual-credit agreement with the college. See . . .</i></p> <p><b>To be eligible for</b> contact hour funding, the <b>content of the</b> college <b>course must correspond to the content of</b> a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district. Instruction must . . .</p>

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Change	2013–2014	2014–2015
Revision	<p><b>6.2 Eligibility</b></p> <p>To be eligible . . . following requirements:</p> <p style="text-align: center;">. . .</p> <p>Each . . . page. . . . A student may not be exited from the bilingual or ESL education program in grades PK through the end of first grade.</p> <p><b>Important:</b> Students who are under age 3 and served only in the preschool program for children with disabilities (PPCD) <b>cannot</b> generate bilingual/ESL average daily attendance (ADA).</p>	<p><b>6.2 Eligibility</b></p> <p>To be eligible . . . following requirements:</p> <p style="text-align: center;">. . .</p> <p>Each . . . page. . . . A student <b>must</b> not be exited from the bilingual or ESL education program in grades PK through the end of first grade.</p> <p><b>Important:</b> Students <b>with a grade level of EE (early education) cannot</b> generate bilingual/ESL <b>eligible days present</b>.</p>
Revision	<p><b>6.2.1 Students Who Are Eligible to Be Served in the . . .</b></p> <p>The following . . . program. However, . . . <b>funding</b>.</p> <p style="text-align: center;">. . .</p> <ul style="list-style-type: none"> <li>• Students: <ul style="list-style-type: none"> <li>○ who have exited/been transitioned out of the . . .</li> </ul> </li> </ul>	<p><b>6.2.1 Students Who Are Eligible to Be Served in the . . .</b></p> <p>The following . . . program. However, . . . <b>funding</b>.</p> <p style="text-align: center;">. . .</p> <ul style="list-style-type: none"> <li>• Students: <ul style="list-style-type: none"> <li>○ who have exited <b>(been transitioned out of)</b> the . . .</li> </ul> </li> </ul>
Revision	<p><b>6.3 Enrollment Procedures</b></p> <p>This subsection . . . program.</p> <p style="text-align: center;">. . .</p> <p>A student . . . However, as with all other students who are absent, no bilingual/ESL ADA can be earned by the student for that date.</p>	<p><b>6.3 Enrollment Procedures</b></p> <p>This subsection . . . program.</p> <p style="text-align: center;">. . .</p> <p>A student . . . However, as with all other students who are absent, no bilingual/ESL ADA <b>may</b> be earned by the student for that date.</p>
Revision	<p><b>6.3.1 Students Who Move to Your District</b></p> <p>. . . Funds for bilingual/ESL students cannot be claimed until all documentation is in place.</p> <p>When . . .</p>	<p><b>6.3.1 Students Who Move to Your District</b></p> <p>. . . Funds for bilingual/ESL students <b>must</b> not be claimed until all documentation is in place.</p> <p>When . . .</p>

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Change	2013–2014	2014–2015
Revision	<p><b>6.4 Eligibility of Your District’s Bilingual or . . .</b> For your district . . . following state requirements.</p> <ol style="list-style-type: none"> <li>1. A . . . by staff certified or . . .</li> <li>2. A . . . by staff certified or . . .</li> </ol>	<p><b>6.4 Eligibility of Your District’s Bilingual or . . .</b> For your district . . . following state requirements.</p> <ol style="list-style-type: none"> <li>1. A . . . by staff <b>members</b> certified or . . .</li> <li>2. A . . . by staff <b>members</b> certified or . . .</li> </ol>
Revision	<p><b><i>6.5.1 Eligible Days Present and Students Placed in a Disciplinary Setting</i></b> Bilingual or ESL education program eligible days present may <b>not</b> be claimed when . . .</p>	<p><b><i>6.5.1 Eligible Days Present and Students Placed in a Disciplinary Setting</i></b> Bilingual or ESL education program eligible days present <b>must not</b> be claimed when . . .</p>

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Change	2013–2014	2014–2015
Revision	<p><b>6.8.2 Exit Criteria</b></p> <p>[TABLE:</p> <p>TITLE: <b>2013–2014 English Proficiency Exit Criteria</b></p> <p>“9TH [GRADE]” COLUMN, “ENGLISH READING” ROW: STAAR<sup>4</sup></p> <p>“9TH [GRADE]” COLUMN, “ENGLISH WRITING” ROW: STAAR<sup>5</sup></p> <p>“10TH [GRADE]” COLUMN, “ENGLISH READING” ROW: STAAR<sup>4</sup></p> <p>“10TH [GRADE]” COLUMN, “ENGLISH WRITING” ROW: STAAR<sup>5</sup></p> <p>TABLE FOOTNOTES:</p> <p><sup>1</sup> . . .</p> <p><sup>2</sup> In the 2013–2014 <i>List of Approved Tests for Assessment of Limited English Proficient Students</i> available on the following web page: <a href="http://www.tea.state.tx.us/index2.aspx?id=4098">http://www.tea.state.tx.us/index2.aspx?id=4098</a></p> <p><sup>3</sup> For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments.</p> <p><sup>4</sup> Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.</p> <p><sup>5</sup> Exception: An agency-approved writing test from the 2013–2014 list of approved tests will be used for all students with the TAKS as their graduation requirement under state policy.</p> <p>Note: LEP students may . . .</p> <p>Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for exit. ]</p>	<p><b>6.8.2 Exit Criteria</b></p> <p>[TABLE:</p> <p>TITLE: <b>2014–2015 English Proficiency Exit Criteria</b></p> <p>IN THE “9TH [GRADE]” COLUMN, THE CELLS FOR THE “ENGLISH READING” AND “ENGLISH WRITING” ROWS HAVE BEEN MERGED INTO ONE CELL. CELL’S TEXT: STAAR<sup>4</sup></p> <p>IN THE “10TH [GRADE]” COLUMN, THE CELLS FOR THE “ENGLISH READING” AND “ENGLISH WRITING” ROWS HAVE BEEN MERGED INTO ONE CELL. CELL’S TEXT: STAAR<sup>4</sup></p> <p>TABLE FOOTNOTES:</p> <p><sup>1</sup> . . .</p> <p><sup>2</sup> In the <b>2014–2015</b> <i>List of Approved Tests for Assessment of Limited English Proficient Students</i> available on the following web page: <a href="http://www.tea.state.tx.us/index2.aspx?id=4098">http://www.tea.state.tx.us/index2.aspx?id=4098</a></p> <p><sup>3</sup> For STAAR, “English Reading” and “English Writing” refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II assessments.</p> <p><sup>4</sup> Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading <b>and Writing</b> Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.</p> <p>Note: LEP students may . . .</p> <p>Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test <b>must</b> not be considered for exit. ]</p>
Revision	<p><b>6.8.3 Exit Procedures and Criteria for LEP Students Receiving Special Education Services</b></p> <p>Information is available in the document entitled “Process for Considering Special Exit Criteria from Bilingual/Education as a Second Language (ESL) Services Under 19 TAC §89.1225(k).”</p> <p>. . .</p>	<p><b>6.8.3 Exit Procedures and Criteria for LEP Students Receiving Special Education Services</b></p> <p>Information is available in the document entitled “Process for Considering Special Exit Criteria from Bilingual/<b>English</b> as a Second Language (ESL) Services under 19 TAC §89.1225(k).”</p> <p>. . .</p>

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Change	2013–2014	2014–2015
Revision and Deletion	<p><b>6.10.1 Students in Grades PK Through 5</b> Students in grades PK . . . by bilingual-certified staff.</p> <p>Students in grades PK . . . by ESL-certified staff.</p> <p>All staff serving LEP students must receive training in sheltered instruction.<sup>1</sup></p>	<p><b>6.10.1 Students in Grades PK through 5</b> Students in grades PK . . . by bilingual-certified staff <b>members</b>.</p> <p>Students in grades PK . . . by ESL-certified staff <b>members</b>.</p>
Deletion	<p><b>6.10.2 Students in Grades 6 Through 8</b> Students in grades 6 . . . LEP students.</p> <p>All staff serving LEP students must receive training in sheltered instruction.<sup>2</sup></p>	<p><b>6.10.2 Students in Grades 6 through 8</b> Students in grades 6 . . . LEP students.</p>
Deletion	<p><b>6.10.3 Students in Grades 9 Through 12</b> Students in grades 9 . . . instruction. However, . . . certification.</p> <p>All staff serving LEP students must receive training in sheltered instruction.<sup>3</sup></p>	<p><b>6.10.3 Students in Grades 9 through 12</b> Students in grades 9 . . . instruction. However, . . . certification.</p>

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<sup>1</sup> 19 TAC §89.1210

<sup>2</sup> 19 TAC §89.1210

<sup>3</sup> 19 TAC §89.1210

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Revision	<p><b>6.11.3 LPAC Recommendation and Parental Approval Requirements</b></p> <p>The following . . . eligible bilingual/ESL days present:</p> <p>...</p> <p>3. A record . . . program. This record . . . approval.</p> <p>...</p> <ul style="list-style-type: none"> <li>• The parental approval becomes invalid if the parent signs a parental denial form of ESL/bilingual services, which can occur at any time while the student continues to be identified as LEP.</li> <li>• For a student whose . . .</li> </ul>	<p><b>6.11.3 LPAC Recommendation and Parental Approval Requirements</b></p> <p>The following . . . eligible bilingual/ESL days present:</p> <p>...</p> <p>3. A record . . . program. This record . . . approval.</p> <p>...</p> <ul style="list-style-type: none"> <li>• The parental approval becomes invalid if the parent signs a parental denial form of bilingual/<b>ESL</b> services, which <b>may</b> occur at any time while the student continues to be identified as LEP.</li> <li>• For a student whose . . .</li> </ul>
Revision	<p><b>6.11.4 Proof of a Student’s Being Served in an Eligible . . .</b></p> <p>Proof (such as grade books, student Academic Achievement Records [AARs], and/or class rosters) must also exist that a student is:</p> <ul style="list-style-type: none"> <li>• served in a full-time bilingual instructional program by staff certified or on permit to teach bilingual education,</li> <li>• provided instruction in ESL by staff certified or on permit to teach ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program,</li> <li>• ...</li> </ul>	<p><b>6.11.4 Proof That a Student Has Been Served in an Eligible . . .</b></p> <p>Proof (such as grade books, student Academic Achievement Records [AARs], class rosters, <b>or all of these</b>) must also exist that a student is:</p> <ul style="list-style-type: none"> <li>• served in a full-time bilingual instructional program by staff <b>members</b> certified or on permit to teach bilingual education,</li> <li>• provided instruction in ESL by staff <b>members</b> certified or on permit to teach ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program,</li> <li>• ...</li> </ul>

## 2014–2015 Student Attendance Accounting Handbook: Section 6 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>6.11.5 Other Required Documentation</b>            . . . This documentation must include the following:</p> <p style="text-align: center;">. . .</p> <p>8. documentation of the student’s eligibility to use the special provision for the end-of-course exam(s) for English I and/or II;</p> <p style="text-align: center;">. . .</p>	<p><b>6.11.5 Other Required Documentation</b>            . . . This documentation must include the following:</p> <p style="text-align: center;">. . .</p> <p>8. documentation of the student’s eligibility to use the special provision for the end-of-course <b>exam</b> for English I/<b>ESOL I</b>;</p> <p style="text-align: center;">. . .</p>
Revision	<p><b>6.12 Quality Control</b>            . . .</p> <p>At the beginning of each semester and at the end of each 6-week reporting period, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure . . . correct.</p>	<p><b>6.12 Quality Control</b>            . . .</p> <p>At the beginning of each semester and at the end of each 6-week reporting period, the appropriate bilingual/ESL staff <b>members</b> should verify the Student Detail Report to ensure . . . correct.</p>
Revision	<p><b>6.13.1 Example 1</b>            . . .</p> <p><i>Your school district cannot serve the student in either program and cannot claim . . .</i></p>	<p><b>6.13.1 Example 1</b>            . . .</p> <p><i>Your school district <b>must</b> not serve the student in either program and <b>must</b> not claim . . .</i></p>
Revision	<p><b>6.13.2 Example 2</b>            . . .</p> <p><i>If the student’s parent approves, your district can serve the student in the ESL program. However, your district cannot claim the student for bilingual/ESL state funds. Funds cannot be collected even though . . .</i></p>	<p><b>6.13.2 Example 2</b>            . . .</p> <p><i>If the student’s parent approves, your district <b>may</b> serve the student in the ESL program. However, your district <b>must</b> not claim the student for bilingual/ESL state funds. Funds <b>must</b> not be collected even though . . .</i></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 6 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>6.13.3 Example 3</b></p> <p>...</p> <p><i>Your . . . The . . . served in the bilingual and/or ESL program until . . .</i></p>	<p><b>6.13.3 Example 3</b></p> <p>...</p> <p><i>Your . . . The . . . served in the bilingual or ESL <b>education</b> program until . . .</i></p>
Revision	<p><b>6.13.4 Example 4</b></p> <p>A student’s parent . . . a bilingual education and/or ESL program. . . .</p>	<p><b>6.13.4 Example 4</b></p> <p>A student’s parent . . . a bilingual <b>or</b> ESL <b>education</b> program. . . .</p>
Revision	<p><b>6.13.5 Example 5</b></p> <p>...</p> <p><i>The student may not participate . . .</i></p>	<p><b>6.13.5 Example 5</b></p> <p>...</p> <p><i>The student <b>must</b> not participate . . .</i></p>



## 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>7.2.1 PK Eligibility and Age</b></p> <p>...</p> <p><b>Note:</b> Both 3-year-olds and 4-year-olds can be served in the same PK class.</p>	<p><b>7.2.1 PK Eligibility and Age</b></p> <p>...</p> <p><b>Note:</b> Both 3-year-olds and 4-year-olds <b>may</b> be served in the same PK class.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Revision and Addition	<p><b>7.2.2 PK Eligibility Based on a Student’s Being Limited English Proficient (LEP)</b></p> <p>Appropriate PK staff determine . . . by:</p> <ol style="list-style-type: none"> <li>1. administering the home language survey (. . .); and</li> <li>2. testing students using oral instruments . . . students.</li> </ol> <p>If a student . . . provided documentation of the home language survey and testing are made available to the new district. This requirement . . .</p> <p>If a student . . . provided documentation of the home language survey and testing are made available to the new district. However, . . . after 30 days.</p> <p>Also, . . . This requirement . . . another district.</p>	<p><b>7.2.2 PK Eligibility Based on a Student’s Being Limited English Proficient (LEP)</b></p> <p>Appropriate PK staff <b>members</b> determine . . . by:</p> <ol style="list-style-type: none"> <li>1. administering the home language survey (. . .);</li> <li>2. testing <b>the student</b> using oral instruments . . . students; <b>and</b></li> <li>3. <b>having a language proficiency assessment committee (LPAC)<sup>1</sup> evaluate the student and receiving confirmation from the LPAC that the LPAC has identified the student as an English language learner.</b></li> </ol> <p>If a student . . . provided <b>that the documentation described in <u>7.2.2.1</u> is</b> made available to the new district. This requirement . . .</p> <p>If a student . . . provided <b>that the documentation described in <u>7.2.2.1</u> is</b> made available to the new district. However, . . . after 30 days.</p> <p>Also, . . . This requirement . . . another district.</p> <p><b>Many districts preregister PK students to determine and plan for the size of the next school year’s PK program. However, your district must have all the documentation described in <u>7.2.2.1</u> on file before claiming a student as eligible for PK funding on the basis of the student’s being LEP. Starting on the first day of school, your district has up to 20 school days<sup>2</sup> to complete this documentation; however, as stated before, your district may not claim a student as eligible for PK funding until this documentation is on file.</b></p>

<sup>1</sup> 19 Texas Administrative Code (TAC) [§89.1220](#)

<sup>2</sup> 19 TAC [§89.1225\(g\)](#)

## 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Addition	<p><b>7.2.2.1 Documentation Required</b></p> <p>If the student is eligible for PK because the student does not speak and comprehend the English language, the following documentation must be on file.</p> <ol style="list-style-type: none"> <li>1. Home language survey. . . .</li> <li>2. Proof of a qualifying score on an approved oral language proficiency test. . . .</li> </ol>	<p><b>7.2.2.1 Documentation Required</b></p> <p>If the student is eligible for PK because the student does not speak and comprehend the English language, the following documentation must be on file.</p> <ol style="list-style-type: none"> <li>1. Home language survey. . . .</li> <li>2. Proof of a qualifying score on an approved oral language proficiency test. . . .</li> <li><b>3. Documentation of the LPAC’s identification of the student as an English language learner.</b></li> </ol>

## 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</b></p> <p>...</p> <p>For a student to qualify for the NSLP, either:</p> <p>...</p> <p><b>or</b></p> <p><b>2. the student’s family must provide your school district with current income level documentation showing that the income level meets requirements for the student’s participation in the NSLP.</b></p> <p>Many districts preregister PK students in an attempt to plan for and to determine the size of the following school year’s PK program. Since income level documentation must be current to qualify for the NSLP, districts will verify income level documentation no more than 2 months before the student’s first day of membership. On reverification of income, if the family’s income level has changed and the student is not educationally disadvantaged (eligible for the NSLP), then the student is not eligible for PK funding.</p> <p>If a student . . .</p>	<p><b>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</b></p> <p>...</p> <p>For a student to qualify for the NSLP, either:</p> <p>...</p> <p><b>or</b></p> <p><b>2. the student’s family must provide your school district with current income level documentation showing that the income level meets requirements for the student’s participation in the NSLP.</b></p> <p>Many districts preregister PK students <b>to determine and plan for</b> the size of the <b>next</b> school year’s PK program. Since income level documentation must be current <b>for a student</b> to qualify for <b>PK based on eligibility for</b> the NSLP, <b>your district must</b> verify income level documentation no <b>earlier than the April 1 before the next school year. Qualifying a student for PK on the basis of the student’s meeting the NSLP income eligibility requirements does not automatically qualify the student for the NSLP. To qualify a student for the NSLP, your district must provide documentation to the TDA in accordance with the TDA’s requirements.</b></p> <p>If a student . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>7.2.4 PK Eligibility Based on Homelessness</b> A student . . . lawful control of the child.</p> <p>The definition of “homeless,” “homeless individual,” and “homeless person” in 42 USC, §11302, is similar, but not identical, to the definition of “homeless children and youths” in 42 USC, §11434a. As the definition in 42 USC, §11434a, applies specifically under federal law to the enrollment of homeless children and youth, the TEA advises school districts to apply that definition in addition to the one in 42 USC, §11302, when determining whether a student is eligible for enrollment. For both definitions, see . . .</p>	<p><b>7.2.4 PK Eligibility Based on Homelessness</b> A student . . . lawful control of the child.</p> <p><b>The term “homeless child,” as used in the prekindergarten statute, TEC, <a href="#">§29.153(b)(3)</a>, is defined by 42 USC, §11434a.</b> The definition of “homeless,” “homeless individual,” and “homeless person” in 42 USC, §11302, is similar, but not identical, to the definition of “homeless children and youths” in 42 USC, §11434a. As the <b>general admission provision in the TEC, <a href="#">§25.001(b)(5)</a>, references the homeless definition in 42 USC, §11302</b>, the TEA advises school districts to apply <b>42 USC, §11434a, and 42 USC, §11302</b>, when determining whether a <b>prekindergarten</b> student is eligible for enrollment. For both definitions, see . . .</p>
Revision	<p><b>7.2.6 PK Eligibility Based on a Child’s Having Been in Foster Care</b> ...</p> <p>At least annually, . . . children. . . . The parent or guardian can then present the signed letter to the appropriate district personnel.</p>	<p><b>7.2.6 PK Eligibility Based on a Child’s Having Been in Foster Care</b> ...</p> <p>At least annually, . . . children. . . . The parent or guardian then <b>presents</b> the signed letter to the appropriate district personnel.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>7.3 Enrollment Procedures</b></p> <p>... Any of the following documents ... identity and age:</p> <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• statement of the child’s date of birth issued by the division of the Texas Department of State Health Services responsible for vital statistics for school admission purposes<sup>3</sup></li> </ul> <p>...</p> <p>Appropriate PK staff then ...</p>	<p><b>7.3 Enrollment Procedures</b></p> <p>... Any of the following documents ... identity and age:</p> <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• statement of the child’s date of birth issued by the division of the Texas Department of State Health Services responsible for vital statistics for school admission purposes<sup>4</sup></li> </ul> <p>...</p> <p>Appropriate PK staff <b>members</b> then ...</p>
Revision	<p><b>7.6.2 Example 2</b></p> <p>...</p> <p><i>The ADA eligibility code ... The maximum attendance a student can receive ...</i></p>	<p><b>7.6.2 Example 2</b></p> <p>...</p> <p><i>The ADA eligibility code ... The maximum attendance a student <b>may</b> receive ...</i></p>
Revision	<p><b>7.6.7 Example 7</b></p> <p>...</p> <p><i>The ADA eligibility code ... Even ... by staff certified or on permit to teach bilingual education or ESL.</i></p>	<p><b>7.6.7 Example 7</b></p> <p>...</p> <p><i>The ADA eligibility code ... Even ... by staff <b>members</b> certified or on permit to teach bilingual education or ESL.</i></p>

<sup>3</sup> as provided for by the Texas Health and Safety Code, §191.0046. A child’s parent or guardian may request this statement free of charge from the division of the Texas Department of State Health Services responsible for vital statistics.

<sup>4</sup> as provided for by the Texas Health and Safety Code, §191.0046. A child’s parent or guardian may request this statement free of charge from the division of the Texas Department of State Health Services responsible for vital statistics. **To request this statement, the parent or guardian should complete the Mail Application for a Verification Letter, available at <http://www.dshs.state.tx.us/vs/regproc/forms.shtm>, marking the application “Free for School Admission.”**

## 2014–2015 Student Attendance Accounting Handbook: Section 8 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>8.3 Enrollment Procedures</b></p> <p>1. Appropriate gifted/talented program staff determine that . . .</p>	<p><b>8.3 Enrollment Procedures</b></p> <p>1. Appropriate gifted/talented program staff <b>members</b> determine that . . .</p>
Revision	<p><b>8.8 Quality Control</b></p> <p>...</p> <p>At the beginning of each school year and at the end of each 6-week reporting period, the appropriate staff should . . .</p>	<p><b>8.8 Quality Control</b></p> <p>...</p> <p>At the beginning of each school year and at the end of each 6-week reporting period, the appropriate staff <b>members</b> should . . .</p>
Revision	<p><b>8.9.3 Example 3</b></p> <p>...</p> <p><i>The . . . system. . . . Because the student was served through the gifted/talented program at both schools during the fourth 6-week reporting period, district staff should . . .</i></p>	<p><b>8.9.3 Example 3</b></p> <p>...</p> <p><i>The . . . system. . . . Because the student was served through the gifted/talented program at both schools during the fourth 6-week reporting period, district staff <b>members</b> should . . .</i></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>Section 9 Pregnancy-Related Services (PRS)</b></p> <p>...</p> <p>Your district may choose whether to offer a PRS program. . . . However, your district may not code any student as PRS in the attendance accounting system unless CEHI . . .</p> <p>A district . . .</p> <p><b>CEHI</b> is the mandatory component districts offer in a PRS program. . . . CEHI must consist of face-to-face instruction by a certified teacher of the district. Substitute teachers can be used to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The CEHI teacher . . .</p> <p>When students are provided CEHI, your district will receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI and/or special education homebound services . . .</p> <p><b>Support services</b> are . . . school. . . . Following . . . offer:</p> <p>...</p> <ul style="list-style-type: none"> <li>• transportation for the student and/or the student’s child(ren) to school, child care facility, community service agencies, health services, etc.</li> </ul> <p>...</p> <p>District staff should code . . .</p>	<p><b>Section 9 Pregnancy-Related Services (PRS)</b></p> <p>...</p> <p>Your district may choose whether to offer a PRS program. . . . However, your district <b>must</b> not code any student as PRS in the attendance accounting system unless CEHI . . .</p> <p>A district . . .</p> <p><b>CEHI</b> is the mandatory component districts offer in a PRS program. . . . CEHI must consist of face-to-face instruction by a certified teacher of the district. <b>A</b> substitute teacher <b>may</b> provide CEHI; however, the substitute must be a certified teacher. The CEHI teacher . . .</p> <p>When students are provided CEHI, your district will receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI or special education homebound services . . .</p> <p><b>Support services</b> are . . . school. . . . Following . . . offer:</p> <p>...</p> <ul style="list-style-type: none"> <li>• transportation for the student, the student’s child(ren), <b>or both</b> to school, child care facility, community service agencies, health services, etc.</li> </ul> <p>...</p> <p>District staff <b>members</b> should code . . .</p>



## 2014–2015 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>9.2 Eligibility/Eligible Days Present</b></p> <p><b>Eligibility for Services:</b> Any school-age student who is in the prenatal or postpartum period of pregnancy is eligible for <b>services</b> under the PRS program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby; suffer a miscarriage or death of a newborn; or place a baby up for adoption.</p> <p>...</p>	<p><b>9.2 Eligibility and Eligible Days Present</b></p> <p><b>Eligibility for Services:</b> Any school-age student who is in the prenatal or postpartum period of pregnancy is eligible for <b>services</b> under the PRS program. This includes students who are pregnant and <b>students who</b> deliver a live, aborted, or stillborn baby; suffer a miscarriage or death of a newborn; or place a baby up for adoption.</p> <p>...</p>
Revision	<p><b>9.10 Confinement and Earning Eligible Days Present</b></p> <p>...</p> <p>CEHI requirements and eligible days present are determined each week. . . . CEHI service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.</p> <p>...</p>	<p><b>9.10 Confinement and Earning Eligible Days Present</b></p> <p>...</p> <p>CEHI requirements and eligible days present are determined each week. . . . CEHI service hours <b>must</b> not be accumulated and carried forward from one week to the next, <b>and</b> service hours <b>must not</b> be applied to a previous week.</p> <p>...</p>
Revision	<p><b>9.11 Returning to Campus for Support Services or Testing</b></p> <p>...</p> <p>The time spent on campus receiving temporary, limited support services or taking required state assessments cannot count as any part of the number of hours . . .</p>	<p><b>9.11 Returning to Campus for Support Services or Testing</b></p> <p>...</p> <p>The time spent on campus receiving temporary, limited support services or taking required state assessments <b>must not</b> count as any part of the number of hours . . .</p>
Revision	<p><b>9.12 PRS and Special Education Services (SPED)</b></p> <p>...</p> <p>If . . . A pregnant special education student’s admission, review, and dismissal (ARD) committee and PRS program staff must collaboratively address the student’s service needs.</p>	<p><b>9.12 PRS and Special Education Services (SPED)</b></p> <p>...</p> <p>If . . . A pregnant special education student’s admission, review, and dismissal (ARD) committee and PRS program staff <b>members</b> must collaboratively address the student’s service needs.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>9.12.1 ARD Committee Meetings</b></p> <p>If your district’s PRS program provides on-campus support services to pregnant students, an ARD committee meeting should be held promptly after learning of a special education student’s pregnancy to . . .</p>	<p><b>9.12.1 ARD Committee Meetings</b></p> <p>If your district’s PRS program provides on-campus support services to pregnant students, an ARD committee meeting should be held promptly after <b>your district learns</b> of a special education student’s pregnancy to . . .</p>
Revision and Addition	<p><b>9.12.2 SPED, PRS, and Earning Eligible Days Present</b></p> <p>. . .</p> <p>Eligible days present are determined each week, and a week is from Sunday through Saturday. Service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.</p> <p>A student . . .</p> <p>If a student . . . week.</p> <p>(See . . .)</p> <p>[CHART: TITLE OF CHART: <b>Pregnancy Related Services Determination Chart</b> ]</p>	<p><b>9.12.2 SPED, PRS, and Earning Eligible Days Present</b></p> <p>. . .</p> <p>Eligible days present are determined each week, and a week is from Sunday through Saturday. Service hours <b>must</b> not be accumulated and carried forward from one week to the next, <b>and</b> service hours <b>must not</b> be applied to a previous week.</p> <p>A student . . .</p> <p>If a student . . . week. <b>If a student is provided special education homebound services during a week but not PRS, the student may be counted present according to the requirements of the chart in <u>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</u>, but the student is not eligible to generate PRS weighted funding for the week.</b></p> <p>(See . . .)</p> <p>[CHART: TITLE OF CHART: <b>Determination Chart for Pregnancy-Related Services (PRS)</b> ]</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>9.14 Test Administration during CEHI</b></p> <p>...</p> <p>A student . . . day. When it takes the student more than 1 hour to complete the exam, the additional contact hours may not be credited as . . .</p>	<p><b>9.14 Test Administration during CEHI</b></p> <p>...</p> <p>A student . . . day. When it takes the student more than 1 hour to complete the exam, the additional contact hours <b>must</b> not be credited as . . .</p>
Revision	<p><b>9.15 Documentation</b></p> <p>For . . . Documentation requirements are as follows:</p> <p>...</p> <p>9. The teacher’s log . . .</p> <p>The minimum documentation required in the logs maintained by a CEHI teacher is the following:</p> <ul style="list-style-type: none"> <li>• the name of the teacher,</li> <li>• the student’s name and identification or Social Security number,</li> <li>• . . .</li> </ul>	<p><b>9.15 Documentation</b></p> <p>For . . . Documentation requirements are as follows:</p> <p>...</p> <p>9. The teacher’s log . . .</p> <p>The minimum documentation required in the logs maintained by a CEHI teacher is the following:</p> <ul style="list-style-type: none"> <li>• the name of the teacher,</li> <li>• the student’s name and <b>Texas Unique Student ID</b>,</li> <li>• . . .</li> </ul>
Revision	<p><b>9.16 Quality Control</b></p> <p>...</p> <p>At the beginning of each school year . . . , the appropriate PRS program staff should verify the Student Detail Report to ensure that initial coding of PRS students is correct.</p> <p>Schedule . . .</p> <p>No student can be coded PRS unless CEHI is one of the services provided by your district. In the event that CEHI is offered but not provided . . .</p>	<p><b>9.16 Quality Control</b></p> <p>...</p> <p>At the beginning of each school year . . . , the appropriate PRS program staff <b>members</b> should verify the Student Detail Report to ensure that initial coding of PRS students is correct.</p> <p>Schedule . . .</p> <p>No student <b>may</b> be coded PRS unless CEHI is one of the services provided by your district. <b>If</b> CEHI is offered but not provided . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>9.17.9 Example 9</b> A student delivers her baby on August 2. Your school district’s first day of school is August 15.</p> <p><i>While districts are not obligated to provide PRS to students outside the normal school year, the student’s 6-week postpartum eligibility for CEHI extends into the school year. Therefore, the student is eligible for PRS/CEHI through September 14. Her first day of school enrollment and attendance is the date of the initial visit to the student’s home by the CEHI teacher.</i></p>	<p><b>9.17.9 Example 9</b> A student delivers her baby on August 2. Your school district’s first day of school is August 15.</p> <p><i>While districts are not obligated to provide PRS to students outside the normal school year, the student’s 6-week postpartum eligibility for CEHI extends into the school year. Therefore, the student is eligible for CEHI through September <b>13</b>. Her first day of school enrollment and attendance is the date of the initial visit to the student’s home by the CEHI teacher.</i></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>Section 10 Nontraditional Schools</b></p> <p>Many different situations occur in which students are educated during nontraditional hours or days of the week or in nontraditional locations within the district. These situations include but are not limited to alternative education programs, juvenile justice alternative education programs (JJAEPs), disciplinary alternative education programs (DAEPs), in-school suspension programs, and education programs for incarcerated youth/students. This section addresses attendance accounting matters related to students in these situations.</p> <p><b>Important:</b> Although it may be determined that a nontraditional education setting is required to better serve the needs of a particular student, for that student to be eligible for funding, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) and the nontraditional program (see <b>3.2.3 Age Eligibility</b> in Section 3 and the following subsections of this section for these requirements).</p> <p>Also, regardless of the nontraditional way in which a student is served, that student’s attendance must be reported according to the traditional rules of the standardized attendance accounting system required by the <i>Public Education Information Management System (PEIMS) Data Standards</i>. The rules and regulations of the FSP documented in this handbook apply regardless of the nontraditional education program that is implemented.</p> <p><b>Important:</b> See Section 3 for general attendance requirements that apply to all program areas, including nontraditional schools.</p> <p><b>Important for open-enrollment charter schools:</b> Many . . .</p>	<p><b>Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals</b></p> <p><b>Students are sometimes</b> educated during nontraditional hours or days of the week or in <b>alternative settings within the district, such as in AEPs</b>, juvenile justice alternative education programs (JJAEPs), disciplinary alternative education programs (DAEPs), in-school suspension programs, and education programs for incarcerated youth. This section addresses attendance accounting matters related to students in these <b>types of programs</b>.</p> <p><b>Important:</b> Although <b>your district may determine</b> that an AEP is required to better serve the needs of a particular student, for that student to be eligible for funding, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) (<b>see 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding</b>) and the AEP.</p> <p>Also, regardless of the <b>setting</b> in which a student is served, that student’s attendance must be reported according to the traditional rules of the standardized attendance accounting system required by the <i>Public Education Information Management System (PEIMS) Data Standards</i>. The rules and regulations of the FSP documented in this handbook apply regardless of the <b>AEP</b> that is implemented.</p> <p><b>Important:</b> See Section 3 for general attendance requirements that apply to all program areas, including <b>AEPs</b>.</p> <p><b>Important for open-enrollment charter schools:</b> Many . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>10.1 Responsibility</b></p> <p>List in the space provided below the name and phone number of the district personnel to whom all alternative education and discipline questions should be directed:</p> <p>...</p>	<p><b>10.1 Responsibility</b></p> <p>List in the space provided below the name and phone number of the district personnel to whom all <b>AEP</b> and discipline questions should be directed:</p> <p>...</p>
Revision and Deletion	<p><b>10.2 General Eligibility Requirements</b></p> <p>The attendance of students served in a nontraditional setting is subject to requirements associated with the specific nontraditional setting. Eligibility information for specific nontraditional settings appears later in this section.</p> <p>Generally, a student in a nontraditional setting will be eligible for average daily attendance (ADA) funding in the district in which . . .</p>	<p><b>10.2 General Eligibility Requirements</b></p> <p>The attendance of students served in <b>an AEP</b> is subject to requirements associated with the specific <b>AEP</b>.</p> <p>Generally, a student in <b>an AEP is</b> eligible for average daily attendance (ADA) funding in the district in which . . .</p>
Revision	<p><b>10.2.1 “Double-Counting” of ADA for Students in Nontraditional Schools</b></p> <p>A student may not be counted more than once for ADA purposes because he or she attends both the regular school program and a nontraditional education program. However, . . .</p>	<p><b>10.2.1 “Double-Counting” of ADA for Students in AEPs</b></p> <p>A student <b>must</b> not be counted more than once for ADA purposes because he or she attends both the regular school program and <b>an AEP</b>. However, . . .</p>
Revision	<p><b>10.2.2 Nontraditional Schools and Special Program Eligibility</b></p> <p>Students who are being served in nontraditional education programs are eligible for special program (e.g., special education, career and technical education, bilingual/ESL, etc.) funding provided all . . .</p>	<p><b>10.2.2 AEPs and Special Program Eligibility</b></p> <p>Students who are served in <b>AEPs</b> are eligible for special program (special education, career and technical education, bilingual/ESL <b>education</b>, etc.) funding provided all . . .</p>
Revision	<p><b>10.2.3 DAEP or JJAEP Placement for Students 21 Years of Age or Older</b></p> <p>A student . . . In this instance, . . . The leaver code reported on the PEIMS 203 record is 98. The leaver code would be reported as ‘98’ on the PEIMS 203 record.</p>	<p><b>10.2.3 DAEP or JJAEP Placement for Students 21 Years of Age or Older</b></p> <p>A student . . . In this instance, . . . The leaver code reported on the PEIMS 203 record <b>is 98</b>.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>10.2.4 Eligibility and Teacher Certification</b></p> <p>Generally, . . . Additional information on contracting for educational services may be obtained by contacting the specific program division(s) at the Texas Education Agency (TEA).</p>	<p><b>10.2.4 Eligibility and Teacher Certification</b></p> <p>Generally, . . . <b>Your district can get more</b> information on contracting for <b>education</b> services by contacting the <b>applicable</b> program division at the Texas Education Agency (TEA).</p>
Revision	<p><b>10.3 School Calendar Requirements and Waivers to These Requirements</b></p> <p>The school calendar for alternative education programs must follow the same regulations as those stated for the regular school, unless a waiver . . . Generally, . . . 180 days of instruction at each campus that is identified by a separate campus number (see <b>3.8 Calendar</b>). It should be noted that charter schools are not subject to . . .</p>	<p><b>10.3 School Calendar Requirements and Waivers of These Requirements</b></p> <p>The school calendar for <b>AEPs</b> must follow the same regulations as those stated for the regular school, unless a waiver . . . Generally, . . . 180 days of instruction at each campus that is identified by a separate campus number (see <b>3.8 Calendar</b>). Charter schools are not subject to . . .</p>
Addition	<p>["NEW" SUBSECTION'S TEXT WAS SUBSECTION 10.9.4 IN 2013–2014 HANDBOOK.]</p>	<p><b>10.3.1 Requirements Specific to JJAEPs</b></p> <p><b>A JJAEP must operate at least 7 hours per day and at least 180 days per year unless the JJAEP has applied to the Texas Juvenile Justice Department for a waiver of the 180-day requirement. Any waiver granted under this provision must not exceed the highest number of school days waived by the commissioner during the same school year for a regular school district program.<sup>1</sup></b></p>
Revision	<p><b>10.4 Attendance Accounting Documentation</b></p> <p>Basic attendance accounting records for students served in an alternative education setting must meet the same standards established in this handbook for the regular school program (see Sections 2 and 3).</p>	<p><b>10.4 Attendance Accounting Documentation</b></p> <p>Basic attendance accounting records for students served in an <b>AEP</b> must meet the same standards established in this handbook for the regular school program (see Sections 2 and 3).</p>

<sup>1</sup> TEC, [§37.011\(f\)](#)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.5 Year-Round Schools</b></p> <p>Regardless of beginning/ending dates, or dates of intercessions, your district must report the attendance of students participating on year-round instructional tracks in six approximately equal reporting periods.</p> <p>In many cases, year-round instructional tracks are not completed by the PEIMS due date for submission of attendance data. When this situation occurs, your district must submit the attendance records for students attending year-round programs before the final 6-week reporting period is completed. Report only the actual number of days of instruction completed—as of the date the attendance records are extracted. Report the completed year during the resubmission period.</p> <p>Students who switch instructional tracks remain eligible for all days of attendance, provided all other eligibility requirements are met.</p>	[NONE]



## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>10.6 Residential Alternative Education Programs for Students in Residential Facilities</b></p> <p>The programs covered under this category include, but are not limited to, programs . . . ; residential treatment facilities operated for purposes such as substance and alcohol abuse; private residential treatment centers (PRTCs); and residential care and treatment facilities operated by a state supported living center or state agency or by the federal government.</p> <p>Students residing in the kinds of facilities listed in the previous paragraph or in any other residential facility are eligible for and are entitled to enroll in and receive the educational services available from the public school district in which the facility is located. While some residential facilities provide an educational program for their residents, most . . . facility. . . . A . . . provision.</p> <p>Residential alternative education programs for students in residential facilities are subject to the FSP rules and regulations documented in this handbook, which apply regardless of the nontraditional education program that is implemented.</p>	<p><b>10.5 AEPs for Students in Residential Facilities</b></p> <p>The programs covered under this category include, but are not limited to, programs . . . ; residential treatment facilities operated for purposes such as <b>treatment of</b> substance and alcohol abuse; private residential treatment centers (PRTCs); and residential care and treatment facilities operated by a state supported living center, a state agency, or the federal government.</p> <p>Students residing in the kinds of facilities listed in the previous paragraph or in any other residential facility are eligible for and are entitled to enroll in and receive the <b>education</b> services available from the school district in which the facility is located. While some residential facilities provide an <b>education</b> program for their residents, most . . . facility. . . . A . . . provision.</p> <p><b>AEPs</b> for students in residential facilities are subject to the FSP rules and regulations documented in this handbook, which apply regardless of the nontraditional education program that is implemented.</p> <p><b>See <u>3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer</u> for information on attendance accounting and students from outside your district who will be residing in a detention facility or other facility in your district for 10 days or fewer.</b></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.7 DAEPs</b></p> <p>Your school district must provide for a DAEP that:</p> <ol style="list-style-type: none"> <li>1. is provided in a setting other than a student's regular classroom;</li> <li>2. is located on or off of a regular school campus;</li> <li>3. provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP;</li> <li>4. focuses on English language arts, mathematics, science, history, and self-discipline;</li> <li>5. provides for students' educational and behavioral needs;</li> <li>6. provides supervision and counseling;</li> <li>7. employs only teachers who meet all certification requirements established under the TEC, Chapter 21, Subchapter B; and</li> <li>8. provides not less than the minimum amount of instructional time per day required by the TEC, §25.082(a).<sup>2</sup></li> </ol> <p>A DAEP serves only students who are removed from a regular education setting because of a disciplinary assignment. A DAEP must provide academic services required under the TEC, §37.008, and 19 TAC §103.1201.</p> <p>If your school district/campus does not currently have any students assigned to a DAEP, your school district is advised to have a plan to provide for any placement to a DAEP that might occur during the school year. A placement plan is especially important for elementary schools, which typically have fewer students committing behaviors that require placement to a DAEP.</p>	[NONE]

<sup>2</sup> TEC, §37.008(a)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.7.1 DAEPs and Students Under the Age of 10</b></p> <p>A student who is younger than 10 years of age must be removed from class and placed in a DAEP under the TEC, §37.008, if the student engages in conduct as described by the TEC, §37.007, Expulsion for Serious Offenses. An elementary school student may not be placed in a DAEP with any other student who is not an elementary student.<sup>3</sup></p> <p><b>10.7.2 DAEPs and Students Under the Age of 6</b></p> <p>Except for conduct under the TEC, §37.007(e)(2), students who are <b>under the age of 6</b> and commit behaviors that require a DAEP placement may not be placed in the DAEP.<sup>4</sup> However, this prohibition does not prevent your district from assigning the student to in-school suspension or out-of-school suspension. (An out-of-school suspension may not exceed 3 school days.<sup>5</sup>) As another option, your district may place the student in another regular education classroom to solve the discipline problem.</p> <p><b>10.7.3 Students Receiving Special Education and Related Services in a DAEP</b></p> <p>A special education student’s instructional arrangement/setting will not change as a result of his or her placement in a DAEP.</p>	[NONE]

<sup>3</sup> TEC, §37.006, Removal for Certain Conduct, (f)

<sup>4</sup> TEC, §37.006(l)

<sup>5</sup> TEC, §37.005(b)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.7.4 Campus of Accountability for DAEP Students</b></p> <p>The provisions in 19 TAC §103.1201(e) prohibit the attribution of performance results to DAEPs. The rule requires that a student enrolled at a DAEP be reported as if the student were attending and being tested at his or her “sending” campus. Each district that sends students to a DAEP is responsible for properly attributing all performance data according to the <i>PEIMS Data Standards</i>, testing guidelines, and accountability guidelines. Refer to the <i>2013 Accountability Manual</i>, available at <a href="http://ritter.tea.state.tx.us/perfreport/account/2013/index.html">http://ritter.tea.state.tx.us/perfreport/account/2013/index.html</a>, for details.</p>	[NONE]

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.8 Expulsion</b></p> <p>Your school district must adopt<sup>6</sup> a student code of conduct that outlines the conditions under which a student will be expelled. The code must be in compliance with the TEC, §37.007, Expulsion for Serious Offenses. A charter school may not expel a student for a reason that is not either 1) authorized by the TEC, §37.007, or 2) specified in the school's code of conduct as conduct that may result in expulsion.<sup>7</sup></p> <p>A student placed in a DAEP may be expelled if the student engages in serious misbehavior as defined by the TEC, §37.007(c).<sup>8</sup></p> <p>Students who are less than 10 years of age and commit an expellable offense must be <b>expelled with placement to a DAEP</b><sup>9</sup> (disciplinary action codes 03 and 04).</p> <p>Note that the previous paragraphs do not provide an exhaustive list of the criteria for discretionary or required expulsions found in the TEC, Chapter 37.</p> <p>Refer to <i>PEIMS Data Standards</i>, Section 2, 425 Student Disciplinary Action Record, and Appendix E, for more information related to the expulsion of students. The <i>Data Standards</i> can be accessed at <a href="http://www.tea.state.tx.us/peims/">http://www.tea.state.tx.us/peims/</a>.</p>	[NONE]

<sup>6</sup> TEC, §37.001(a)

<sup>7</sup> TEC, §12.131(b)

<sup>8</sup> TEC, §37.007(c) and §37.011(k)(3) and (l)

<sup>9</sup> TEC, §37.006(f)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.9 JJAEPs<sup>10</sup></b></p> <p>Academically, the mission of a JJAEP is to enable students to perform at grade level.<sup>11</sup></p> <p>If a school district is in a county with a population greater than 125,000<sup>12</sup>, the county juvenile board is required to develop a JJAEP, subject to the approval of the TJJD.<sup>13</sup> If a county has a population of at least 72,000, the juvenile board of the county and the school districts may develop a JJAEP, subject to the approval of the TJJD<sup>14</sup>. If a county has a population of 125,000 or less, the county juvenile board may develop and operate a JJAEP independent of the TJJD. A school district cannot develop or create a JJAEP.<sup>15</sup></p>	[NONE]

<sup>10</sup> For further program information on JJAEPs, contact Educator Initiatives and Performance at (512) 463-3070.

<sup>11</sup> TEC, §37.011(h)

<sup>12</sup> **1)** For purposes of JJAEP requirements, a county with a population greater than 125,000 is considered a county with a population of 125,000 or less if the county had a population of 125,000 or less according to the 2000 federal census and the county's juvenile board enters into, with the approval of the Texas Juvenile Justice Department, an MOU with each school district in the county that outlines the responsibilities of the board and the districts in minimizing the number of students expelled without receiving alternative educational services and includes the coordination procedures required by the TEC, §37.013. [Per the TEC, §37.011(a-1)] **2)** Also, for purposes of JJAEP requirements, a county with a population greater than 125,000 is considered a county with a population of 125,000 or less if the county has a population of 180,000 or less; is adjacent to two counties, each of which has a population of more than 1.7 million; and has seven or more school districts located wholly within the county's boundaries (currently only Ellis County meets these requirements). [Per the TEC, §37.011(a-2)] **3)** Additionally, for purposes of JJAEP requirements, a county with a population greater than 125,000 is considered a county with a population of 125,000 or less if the county has a population of more than 200,000 and less than 220,000; has five or more school districts located wholly within the county's boundaries; and has located in the county a JJAEP that, on May 1, 2011, served fewer than 15 students. [Per the TEC, §37.011(a-3)] See the TEC, §37.011(a-4) and (a-5) for additional provisions applicable to school districts in counties described by these criteria (criteria in item 3 of this footnote).

<sup>13</sup> TEC, §37.011(a)

<sup>14</sup> General Appropriations Act, Article V, Texas Juvenile Justice Department Rider 13

<sup>15</sup> TEC, §37.011(a)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b><i>10.9.1 JJAEPs and School Districts in Counties With Populations Greater Than 125,000</i></b></p> <p>If your school district is in a county with a population greater than 125,000<sup>16</sup>, then your school district and the county juvenile board must<sup>17</sup> annually enter into a joint memorandum of understanding (MOU), an <b>annual written agreement</b> that does the following:</p> <ol style="list-style-type: none"> <li>1. outlines the responsibilities of the juvenile board concerning the establishment and operation of a JJAEP under the TEC, §37.011;</li> <li>2. defines the amount and conditions on payments from the school district to the juvenile board for students of the school district served in the JJAEP whose placement was not made on the basis of an expulsion under the TEC, §37.007(a), (d), or (e);</li> <li>3. establishes that a student may be placed in the JJAEP if the student engages in serious misbehavior as defined by the TEC, §37.007(c);</li> <li>4. identifies and requires a timely placement and specifies a term of placement for expelled students for whom the school district has received a notice under the Family Code, §52.041(d);</li> <li>5. establishes services for the transitioning of expelled students to the school district prior to the completion of the student's placement in the JJAEP;</li> <li>6. establishes a plan that provides transportation services for students placed in the JJAEP;</li> <li>7. establishes the circumstances and conditions under which a juvenile may be allowed to remain in the JJAEP setting once the juvenile is no longer under juvenile court jurisdiction; and</li> <li>8. establishes a plan to address special education services required by law.</li> </ol>	[NONE]

<sup>16</sup> See previous footnote regarding whether a county is considered to be a county with a population greater than 125,000.

<sup>17</sup> TEC, §37.011(k)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.9.2 Establishment of a Separate JJAEP Campus</b></p> <p>For purposes of accountability under the TEC, Chapter 39, a student enrolled in a JJAEP is reported as if the student were enrolled at the student's assigned campus in the student's regularly assigned education program, including a special education program.<sup>18</sup> In accordance with this provision, and to properly attribute JJAEP students for accountability purposes, the TEA requires that <b>all districts required to participate in a JJAEP establish a separate campus</b> to track their JJAEP students. This campus must be registered with the TEA under the AskTED database as a JJAEP instructional campus. Once a district has been issued a registered JJAEP campus number, the district must enroll all JJAEP students on the JJAEP campus for the duration of the students' assignment to the JJAEP. Some JJAEP students are ineligible for ADA even though they are enrolled on a district's JJAEP campus; however, they must be reported through all applicable PEIMS submissions regardless of their eligibility status. Refer to the <i>2013 Accountability Manual</i>, available at <a href="http://ritter.tea.state.tx.us/perfreport/account/2013/index.html">http://ritter.tea.state.tx.us/perfreport/account/2013/index.html</a>, for details.</p> <p><b>Absent JJAEP Students:</b> If a student who is required to attend a JJAEP does not appear, the student should be reported as absent in the student attendance accounting system. If your district's system does not allow a student to be absent on his or her first day at a campus, report the student as absent at the campus at which he or she was enrolled before assignment to the JJAEP. On the date that the student does appear to attend the JJAEP, report the student as present at the JJAEP campus. Your district <b>may not</b> withdraw a student required to attend a JJAEP.</p>	<p>[FIRST PARAGRAPH: NONE</p> <p>SECOND PARAGRAPH'S TEXT APPEARS AS LAST PARAGRAPH IN NEW 10.6.1]</p>

<sup>18</sup> TEC, §37.011(h)



## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Addition	[NONE]	<p><b>10.6 Disciplinary Removals and Programs</b></p> <p>This subsection provides information on attendance accounting as it relates to specific kinds of disciplinary removals and programs. Refer to the TEC, Chapter 37, for statutory requirements related to discipline. Refer to <i>PEIMS Data Standards, Section 2, 425 Student Disciplinary Action Record</i>, and Appendix E, for information on how your district should handle disciplinary removals and report disciplinary-removal information. The <i>Data Standards</i> can be accessed at <a href="http://www.tea.state.tx.us/peims/">http://www.tea.state.tx.us/peims/</a>.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion and Revision	<p><b>10.9.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students</b></p> <p>For a student to be placed in or attend a JJAEP, the student must be:</p> <ol style="list-style-type: none"> <li>1. found by the school district to have engaged in expellable conduct under the TEC, §37.007(a), (d), or (e);<sup>19</sup></li> <li>2. found by the school district to have engaged in expellable conduct <b>other than</b> conduct under the TEC, §37.007(a), (d), or (e), and eligible for placement under the TEC, §37.0081(a-1)(1)<sup>20</sup> or under the terms of the MOU under the TEC, §37.011(k) and (l)<sup>21</sup>; or</li> <li>3. not expelled, but assigned by a court to a JJAEP.<sup>22</sup> (The school district is not required to provide funding to a JJAEP for students who are not expelled.)</li> </ol> <p>A JJAEP is not eligible to receive FSP funding and does not report student attendance to the TEA. The school district in which the student is enrolled immediately preceding the student’s JJAEP placement determines ADA eligibility coding for JJAEP students by using the following chart and referring to <b>3.2.1 Average Daily Attendance (ADA) Eligibility Coding</b>.</p> <p>[TABLE: TABLE TITLE: <b>ADA Eligibility of Students Being Served by a JJAEP</b> ]</p>	<p><b>10.6.1 Students Required to Attend a JJAEP</b></p> <p>A JJAEP is not eligible to receive FSP funding and does not report student attendance to the TEA. The school district in which the student is enrolled immediately preceding the student’s JJAEP placement determines ADA eligibility coding for JJAEP students by using the following chart and referring to <b>3.2.1 ADA Eligibility Coding</b>.</p> <p>[TABLE: TABLE TITLE: <b>ADA Eligibility of Students Served by a JJAEP</b> ]</p> <p>If a student who is required to attend a JJAEP does not appear, the student should be reported as absent at the campus at which he or she was enrolled before assignment to the JJAEP. On the date that the student does appear to attend the JJAEP, your district reports the student as present at the JJAEP campus. Your district <b>must not</b> withdraw a student required to attend a JJAEP.</p>

<sup>19</sup> Student is entitled to timely education services in the JJAEP regardless of whether the juvenile court has jurisdiction over the student. TEC, §37.011(b)(4)

<sup>20</sup> The school district provides funding in an amount determined under the TEC, §37.0081(g).

<sup>21</sup> The school district provides funding in an amount determined by the MOU. TEC, §37.012(a)

<sup>22</sup> The school district is not required to provide funding to a JJAEP for students who are not expelled. TEC, §37.012(d)



## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion and Revision	<p><b>10.10 Disciplinary Removals of Students With Disabilities</b></p> <p>A district may remove a special education student who violates the district’s code of student conduct from his or her current placement for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a “change of placement” under 34 Code of Federal Regulations, §300.536<sup>24</sup>). For disciplinary removals that would exceed 10 consecutive school days, a student’s admission, review, and dismissal (ARD) committee must determine whether the misconduct in question was a manifestation of the student’s disability. However, a district may remove a special education student to an interim alternative education setting for not more than 45 school days without regard to whether the misconduct was a manifestation of the student’s disability if the misconduct involved weapons, drugs, or serious bodily injury.</p> <p>A special education student who is removed for 10 or more cumulative school days in the same school year must continue to receive educational services so as to enable him or her to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his or her individualized education program (IEP) goals. A district is required to provide educational services during periods of removal to a special education student who has been removed for 10 school days or fewer in a school year only if it provides services to a child without disabilities who is similarly removed.</p>	<p><b>10.6.2 Disciplinary Removals of Students with Disabilities</b></p> <p>The <b>education</b> services provided to a special education student removed to a disciplinary placement are to be provided following the requirements of the 2-through-4-hour rule (see <b>3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding</b> and <b>3.2.1 ADA Eligibility Coding</b>). Where services provided do not meet the requirements of the 2-through-4-hour rule, the student’s ADA eligibility code is 0 Enrolled, Not in Membership.</p> <p>A student <b>must</b> not be removed to a homebound setting (instructional setting code 01). Your district must determine the student’s instructional setting code based on the percentage of time the student is removed from the general education setting. <b>Note that a special education student’s instructional setting will not change as a result of his or her placement in a DAEP.</b></p> <p>(For information regarding funding and expulsion to a JJAEP, see the chart in <b>the preceding subsection.</b>)</p>

<sup>24</sup> 34 CFR, §300.536(a): For purposes of removals of a child with a disability from the child's current educational placement under Sec. Sec. 300.530 through 300.535, a change of placement occurs if — (1) The removal is for more than 10 consecutive school days; or (2) The child has been subjected to a series of removals that constitute a pattern — (i) Because the series of removals total more than 10 school days in a school year; (ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and (iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <p>Options that your district may consider for a special education student’s disciplinary placement include, but are not limited to, placement in a DAEP (disciplinary action codes 03 and 04) or placement in another interim alternative education setting that will enable the student to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Note, however, that a student may not be removed to a homebound setting.</p> <p>The educational services provided to a special education student removed to a disciplinary placement are to be provided following the requirements of the 2-through-4-hour rule (see <b><u>3.2 General Requirements for Eligibility for Attendance/Foundation School Program (FSP) Funding</u></b> and <b><u>3.2.1 Average Daily Attendance (ADA) Eligibility Coding</u></b>).</p> <p>Your district must determine the student’s instructional arrangement/setting code based on the percentage of time the student is removed from the general education setting. The student's <b>disciplinary action code</b> is 01. Where services provided do not meet the requirements of the 2-through-4-hour rule, the student’s ADA eligibility code is 0 Enrolled, Not in Membership.</p> <p>(For information regarding funding and expulsion to a JJAEP, see the chart in <b><u>10.9.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students.</u></b>)</p>	<i>Continued</i>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion and Revision	<p><b>10.11 Out-of-School Suspension (OSS)</b></p> <p>Each school district must adopt a student code of conduct that outlines the conditions under which a student may be suspended<sup>25</sup>. For definitions of in-school suspension and out-of-school suspension, refer to the glossary of this publication.</p> <p>A principal or . . . for which a student may be suspended.</p> <p>An OSS may not exceed 3 school days. Your district <b>must count a suspended student absent</b> if the student does not meet ADA requirements for attendance accounting purposes.</p>	<p><b>10.6.3 Out-of-School Suspension (OSS)</b></p> <p>A principal or . . . for which a student may be suspended.</p> <p>An OSS <b>must</b> not exceed 3 school days. Your district <b>must count a suspended student absent</b> if the student does not meet ADA requirements for attendance accounting purposes.</p>
Deletion	<p><b>10.12 Removal of Student From Classroom</b></p> <p>A teacher may remove from class a student whom the teacher has documented as repeatedly or seriously interfering with the teacher’s ability to communicate with students or other students’ ability to learn.<sup>26</sup> If a teacher removes a student from class under the TEC, §37.002(b), the principal may place the student into 1) another appropriate classroom, 2) in-school suspension, or 3) a DAEP<sup>27</sup>.</p>	[NONE]

<sup>25</sup> TEC, §37.001

<sup>26</sup> TEC, §37.002(b), (c)

<sup>27</sup> TEC, §37.002(c)

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.13 Students From Outside Your District Who Are Being Served in Detention or Other Facilities Making Short-Term Residential Placements</b></p> <p>If a student from outside your district will be residing in a detention facility or other facility in your district that implements short-term (10 days or fewer) residential placements, your district is not required to enroll and serve the student if:</p> <ol style="list-style-type: none"> <li>1. it is known at the time the student arrives that the student will be staying for 10 days or fewer and</li> <li>2. your district and the sending district both agree that the student will continue enrollment in the sending district for the duration and</li> <li>3. enrollment will not be shown at your district.</li> </ol> <p>This policy is not a basis for denying educational services if a parent, guardian, or student requests services, regardless of the number of days of enrollment. If your district has served a student, regardless of the number of days of service, your district must enroll the student and report the student as enrolled through the PEIMS.</p>	[NONE]
Revision	<p><b>10.14 Examples</b></p> <p><b>10.14.1 Example 1</b></p>	<p><b>10.7 Examples</b></p> <p><b>10.7.1 Example 1</b></p>

## 2014–2015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>10.14.2 Example 2</b> Your district offers evening school for eligible students who are identified as being at risk of dropping out of high school. Classes meet for 2.5 hours from 7:00 p.m. to 9:30 p.m. (with one 15-minute break) Monday through Friday. The calendar consists of 180 days of instruction.</p> <p><i>Your district should code each student who attends this calendar with an ADA eligibility code of <b>2 - Eligible for Half-Day Attendance</b>, since the student attends at least 2 hours but fewer than 4 hours per day. Your district reports the attendance for the students who attend this calendar in six approximately equal reporting periods.</i></p> <p><i>If your district offered evening school from 6:00 p.m. to 10:30 p.m. (with two 15-minute breaks), each student attending the 4 hours of instruction per day would be eligible for full-day attendance, and your district would code each of these students with an ADA eligibility code of <b>1 - Eligible for Full-Day Attendance</b>.</i></p>	[NONE]
Revision	<p><b>10.14.3 Example 3</b> A student commits . . .</p> <p><b>10.14.4 Example 4</b></p>	<p><b>10.7.2 Example 2</b> A student commits . . .</p> <p><b>10.7.3 Example 3</b></p>



## 2014–2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>11.2 General Requirements</b></p> <p>Many different situations occur in which students are educated during nontraditional hours or days of the week or in nontraditional locations within the district. These situations include but are not limited to optional flexible school day programs. Although it may be determined that a nontraditional education setting is required to better serve the needs of a particular student, for that student to be eligible for funding, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) and the nontraditional program (see . . . and the following requirements).</p> <p>The attendance of students served in a nontraditional setting is subject to requirements associated with the nontraditional setting. Eligibility information is located later in this section. Generally, students in a nontraditional setting will be eligible for . . .</p> <p>Regardless of the nontraditional way in which a student is served, that student’s attendance must be reported according to rules as defined by each nontraditional program.</p> <p>The school calendar for alternative education programs must follow . . .</p> <p>A student may not be double-counted for ADA while attending both a regular school program and a nontraditional education program.</p> <p>Unless . . . apply regardless of the nontraditional education program that is implemented.</p> <p>Students who are being served in nontraditional education programs are eligible for special program (special education, career and technical education, bilingual/ESL, etc.) funding . . . teachers.</p>	<p><b>11.2 General Requirements</b></p> <p>Students are sometimes educated during nontraditional hours or days of the week or in nontraditional programs within the district, such as in optional flexible school day programs. Although your district may determine that a nontraditional education program is required to better serve the needs of a particular student, for that student to be eligible for funding, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) and the nontraditional program (see . . . and this section’s requirements).</p> <p>The attendance of students served in a nontraditional program is subject to requirements associated with that program. Eligibility information appears later in this section. Generally, students in a nontraditional program will be eligible for . . .</p> <p>Regardless of the nontraditional way in which a student is served, that student’s attendance must be reported according to the rules of the applicable nontraditional program.</p> <p>The school calendar for nontraditional programs must follow . . .</p> <p>A student must not be double-counted for ADA while attending both a regular school program and a nontraditional program.</p> <p>Unless . . . apply regardless of the nontraditional program that is implemented.</p> <p>Students who are served in nontraditional programs are eligible for special program (special education, career and technical education, bilingual/ESL education, etc.) funding . . . teachers.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>11.3 College Credit Programs</b>            . . . The chart on the following two pages . . . these programs.</p> <p>[TABLE]</p>	<p><b>11.3 College Credit Programs</b>            . . . The chart on the following two pages . . . these programs.</p> <p>[TABLE:</p> <p>IN THE TABLE:</p> <ul style="list-style-type: none"> <li>• EACH INSTANCE OF “may not” HAS BEEN CHANGED TO “must not”;</li> <li>• THE SLASH IN INSTANCES OF “(term)/(term)” HAS BEEN CHANGED TO “and” OR “or,” AS APPROPRIATE; AND</li> <li>• AN INSTANCE OF “District may choose to pay part or all of students’ tuition and/or purchase required textbooks” HAS BEEN CHANGED TO READ “District may choose to pay part or all of students’ tuition, purchase required textbooks, <b>or both.</b>”]</li> </ul>
Revision	<p><b>11.3.1 Dual Credit (High School and College/University) Programs</b>            . . .</p> <p>Funding . . . course. Your . . . for those courses<sup>1</sup> <b>unless</b> . . .</p>	<p><b>11.3.1 Dual Credit (High School and College or University) Programs</b>            . . .</p> <p>Funding . . . course. Your . . . for those courses<sup>2</sup> <b>unless</b> . . .</p>

<sup>1</sup> TEC, §28.009(a-2), as amended by SB 435, 83rd Texas Legislature, 2013

<sup>2</sup> TEC, [§28.009](#)(a-2)



## 2014–2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013–2014	2014–2015
Deletion	<p><b>11.3.1.3 Required Documentation</b></p> <p>Your district must have locally developed criteria in place for what constitutes “demonstrated outstanding academic performance and capability,” as described in <u>11.3.1.1</u>, for:</p> <ol style="list-style-type: none"> <li>1) a student your district determines to be eligible to enroll in more than two dual credit courses per semester based on demonstrated outstanding academic performance and capability or</li> <li>2) a student with less than junior year high school standing whom your district determines to be eligible to enroll in a dual credit course based on demonstrated outstanding academic performance and capability.</li> </ol> <p>Your district . . .</p>	<p><b>11.3.1.3 Required Documentation</b></p> <p>Your district must have locally developed criteria in place for what constitutes “demonstrated outstanding academic performance and capability,” as described in <u>11.3.1.1</u>, for a student your district determines to be eligible to enroll in more than two dual credit courses per semester based on demonstrated outstanding academic performance and capability.</p> <p>Your district . . .</p>
Revision	<p><b>11.6 Optional Flexible School Day Program (OFSDP)</b></p> <p>...</p> <p>Students participating . . . Typical . . . include the following:</p> <p>...</p> <ul style="list-style-type: none"> <li>• Credit recovery classes (These classes can be offered during the summer recess for students who have not earned a full ADA during the school year. A student . . .)</li> </ul> <p>Your district may not charge tuition for participation in an OFSDP, including for participation in classes offered during the summer recess.</p>	<p><b>11.6 Optional Flexible School Day Program (OFSDP)</b></p> <p>...</p> <p>Students participating . . . Typical . . . include the following:</p> <p>...</p> <ul style="list-style-type: none"> <li>• Credit recovery classes (<b>Your district may offer</b> these classes during the summer recess for students who have not earned a full ADA during the school year. A student . . .)</li> </ul> <p>Your district <b>must</b> not charge tuition for participation in an OFSDP, including for participation in classes offered during the summer recess.</p>
Revision	<p><b>11.6.2 OFSDP Funding</b></p> <p>The OFSDP . . . The OFSDP program provides an alternate method . . .</p>	<p><b>11.6.2 OFSDP Funding</b></p> <p>The OFSDP . . . The OFSDP program provides an <b>alternative</b> method . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>11.6.3 Participation in the OFSDP and the Regular Attendance Program</b></p> <p>... However, the student may not be simultaneously enrolled in the OFSDP and the traditional attendance program, in terms of how the student’s attendance is reported in the attendance accounting system. In other words, a student:</p> <ul style="list-style-type: none"> <li>• may not have the same attendance time/minutes reported simultaneously through the OFSDP and the regular attendance program</li> <li>• may not have the same attendance time/minutes reported simultaneously through the PEIMS with both a 400 record and a 500 (OFSDP) record</li> </ul> <p>However, ... A student’s attendance program (OFSDP or regular) <b>may not</b> be changed in the middle of a 6 week reporting period.* <b>Note:</b> The sum of traditional ADA earned and OFSDP ADA earned <b>cannot exceed one ADA total.</b></p> <p>*One exception ...</p>	<p><b>11.6.3 Participation in the OFSDP and the Regular Attendance Program</b></p> <p>... However, the student <b>must</b> not be simultaneously enrolled in the OFSDP and the traditional attendance program, in terms of how the student’s attendance is reported in the attendance accounting system. In other words, a student:</p> <ul style="list-style-type: none"> <li>• <b>must</b> not have the same attendance time <b>or</b> minutes reported simultaneously through the OFSDP and the regular attendance program <b>and</b></li> <li>• <b>must</b> not have the same attendance time <b>or</b> minutes reported simultaneously through the PEIMS with both a 400 record and a 500 (OFSDP) record.</li> </ul> <p>However, ... A student’s attendance program (OFSDP or regular) <b>must not</b> be changed in the middle of a 6 week reporting period.* <b>Note:</b> The sum of traditional ADA earned and OFSDP ADA earned <b>must not exceed one ADA total.</b></p> <p>*One exception ...</p>
Revision	<p><b>11.6.5 FSP Funding Eligibility for Students 21–25 Years of Age</b></p> <p>...</p> <p>Also, a student receiving special education services who is 21 years of age on September 1 of a scholastic year is eligible for services (including OFSDP services) through the end of that scholastic year or until ...</p>	<p><b>11.6.5 FSP Funding Eligibility for Students 21 through 25 Years of Age</b></p> <p>...</p> <p>Also, a student receiving special education services who is 21 years of age on September 1 of a <b>school</b> year is eligible for services (including OFSDP services) through the end of that <b>school</b> year or until ...</p>

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Change	2013–2014	2014–2015
Revision	<p><b>11.7 Optional Flexible Year Program (OFYP)</b></p> <p>...</p> <p>To provide additional instructional days for an OFYP, with the approval of the commissioner, your school district may:</p> <ul style="list-style-type: none"> <li>provide for at least 170 days of instruction (for students who are not at risk) and at least 180 days of instruction (for students who are at risk) during the . . .</li> </ul>	<p><b>11.7 Optional Flexible Year Program (OFYP)</b></p> <p>...</p> <p>To provide additional <b>school</b> days for an OFYP, with the approval of the commissioner, your school district may:</p> <ul style="list-style-type: none"> <li>provide for at least 170 <b>school</b> days (for students who are not at risk) and at least 180 <b>school</b> days (for students who are at risk) during the . . .</li> </ul>
Revision	<p><b>11.7.2 Scheduling of OFYP Instructional Days</b></p> <p>The TEA strongly encourages districts providing OFYPs to provide the additional instructional days for . . .</p> <p>The TEA also . . . program (i.e., whether the district will schedule its OFYP instructional days throughout the year or at the end of the year).</p> <p>An OFYP instructional day may not be scheduled on . . .</p>	<p><b>11.7.2 Scheduling of OFYP School Days</b></p> <p>The TEA strongly encourages districts providing OFYPs to provide the additional <b>school</b> days for . . .</p> <p>The TEA also . . . program (<b>that is</b>, whether the district will schedule its OFYP <b>school</b> days throughout the year or at the end of the year).</p> <p>An OFYP <b>school</b> day <b>must</b> not be scheduled on . . .</p>
Revision	<p><b>11.7.4 Additional Information</b></p> <p>A district approved to provide an OFYP has discretion over whether to allow OFYP-ineligible students to attend school on OFYP instructional days. . . . The district should not record attendance for the OFYP-ineligible students who attend school on OFYP instructional days, except for those students described by the following paragraph.</p> <p>A student who receives special education services and whose individualized education program (IEP) requires that the student be provided instruction and/or services for a specified number of . . . If an OFYP-ineligible student who receives special education services is attending school on OFYP instructional days because of . . .</p>	<p><b>11.7.4 Additional Information</b></p> <p>A district approved to provide an OFYP has discretion over whether to allow OFYP-ineligible students to attend school on OFYP <b>school</b> days. . . . The district should not record attendance for the OFYP-ineligible students who attend school on OFYP <b>school</b> days, except for those students described by the following paragraph.</p> <p>A student who receives special education services and whose individualized education program (IEP) requires that the student be provided instruction, services, <b>or both</b> for a specified number of . . . If an OFYP-ineligible student who receives special education services is attending school on OFYP <b>school</b> days because of . . .</p>

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Change	2013–2014	2014–2015
Revision	<p><b>11.8.2 HSEP Attendance Accounting and Funding</b></p> <p>...</p> <p>A student is counted as in attendance based on the actual number of daily contact minutes the student receives instruction in the HSEP and/or traditional classes toward graduation requirements. A student must receive instruction in the HSEP (or HSEP in combination with traditional coursework) at least . . .</p> <p>HSEP attendance . . .</p> <p>A district must . . . However, no student may generate more than one ADA for FSP funding purposes for a school year within a district and/or campus. If a student participates in both the HSEP and the traditional attendance program, the student may not generate more than one ADA for FSP funding purposes for a six-week reporting period within a district and/or campus.</p> <p>Note: . . .</p>	<p><b>11.8.2 HSEP Attendance Accounting and Funding</b></p> <p>...</p> <p>A student is counted as in attendance based on the actual number of daily contact minutes the student receives instruction in the HSEP, <b>in</b> traditional classes <b>that count</b> toward graduation requirements, <b>or in both</b>. A student must receive instruction in the HSEP (or <b>the</b> HSEP in combination with traditional coursework) at least . . .</p> <p>HSEP attendance . . .</p> <p>A district must . . . However, no student may generate more than one ADA for FSP funding purposes for a school year within a district or campus. If a student participates in both the HSEP and the traditional attendance program, the student <b>must</b> not generate more than one ADA for FSP funding purposes for a six-week reporting period within a district or campus.</p> <p>Note: . . .</p>
Revision	<p><b>11.9.2.2 Certain Absences Excused for Compulsory Attendance Purposes</b></p> <p>...</p> <p>Note . . . That . . . resides. . . . An excused . . . deployment.<sup>3</sup></p>	<p><b>11.9.2.2 Certain Absences Excused for Compulsory Attendance Purposes</b></p> <p>...</p> <p>Note . . . That . . . resides. . . . An excused . . . deployment.<sup>4</sup></p>

<sup>3</sup> §25.087(b-4), as added by Senate Bill 260, 83rd Texas Legislature, 2013

<sup>4</sup> [§25.087](#)(b-4)

## 2014–2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>12.2 Texas Virtual School Network (TxVSN)</b></p> <p>...</p> <p>TxVSN online courses can be provided through . . . A full-time virtual TxVSN OLS program can be provided only by a . . .</p>	<p><b>12.2 Texas Virtual School Network (TxVSN)</b></p> <p>...</p> <p>TxVSN online courses <b>may</b> be provided through . . . A full-time virtual TxVSN OLS program <b>may</b> be provided only by a . . .</p>
Revision	<p><b>12.2.2.1 Courses for Grades 9 Through 12</b></p> <p>...</p> <p>For purposes . . . TxVSN. . . A total . . . ADA eligibility.<sup>1</sup> . . .</p> <p>For purposes of recording a student’s daily attendance, a student enrolled full-time in . . . The daily attendance . . . at the alternate attendance-taking time set for that student. . . .</p>	<p><b>12.2.2.1 Courses for Grades 9 through 12</b></p> <p>...</p> <p>For purposes . . . TxVSN. . . A total . . . ADA eligibility.<sup>2</sup> . . .</p> <p>For purposes of recording a student’s daily attendance, a student enrolled full-time in . . . The daily attendance . . . at the <b>alternative</b> attendance-taking time set for that student. . . .</p>
Revision	<p><b>12.2.3 Additional TxVSN Requirements and Information</b></p> <p>...</p> <p>Your school district or open-enrollment charter school may <b>not</b> require a student to enroll in an electronic course.</p> <p>A . . . A student to whom this paragraph applies:</p> <ul style="list-style-type: none"> <li>• may not in any semester . . .</li> </ul>	<p><b>12.2.3 Additional TxVSN Requirements and Information</b></p> <p>...</p> <p>Your school district or open-enrollment charter school <b>must not</b> require a student to enroll in an electronic course.</p> <p>A . . . A student to whom this paragraph applies:</p> <ul style="list-style-type: none"> <li>• <b>must</b> not in any semester . . .</li> </ul>
Revision	<p><b>Example 1</b></p> <p>...</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternate attendance-taking time set for . . .</p>	<p><b>Example 1</b></p> <p>...</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the <b>alternative</b> attendance-taking time set for . . .</p>

<sup>1</sup> TEC, §30A.153(a-1), as added by House Bill 1926, 83rd Texas Legislature, 2013

<sup>2</sup> TEC, [§30A.153](#)(a-1)



## 2014–2015 Student Attendance Accounting Handbook: Section 12

### Change Document

Change	2013–2014	2014–2015
Revision	<p><b>Example 2</b></p> <p>...</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternate attendance-taking time set for . . .</p>	<p><b>Example 2</b></p> <p>...</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the <b>alternative</b> attendance-taking time set for . . .</p>
Revision	<p><b>Example 3</b></p> <p>...</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternate attendance-taking time set for . . .</p>	<p><b>Example 3</b></p> <p>...</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the <b>alternative</b> attendance-taking time set for . . .</p>
Revision	<p><b>12.3 Remote Instruction That Is Not Delivered Through the TxVSN</b></p> <p>...</p> <p>Under . . . However, . . . <b>Please be advised that in addition to . . .</b></p>	<p><b>12.3 Remote Instruction That Is Not Delivered through the TxVSN</b></p> <p>...</p> <p>Under . . . However, . . . <b>In addition to . . .</b></p>
Revision	<p><b>12.3.1 Remote Conferencing—Regular Education Students</b></p> <p>...</p> <p>If a waiver is granted, . . . time. . . . If your district opts to serve the student through the GEH program, then the student would generate attendance/eligible days present according to the GEH funding method. A student may not generate . . .</p>	<p><b>12.3.1 Remote Conferencing—Regular Education Students</b></p> <p>...</p> <p>If a waiver is granted, . . . time. . . . If your district opts to serve the student through the GEH program, then the student would generate attendance (<b>eligible days present</b>) according to the GEH funding method. A student <b>must</b> not generate . . .</p>
Revision	<p><b>12.3.3 Remote Homebound Instruction—Regular Education Students</b></p> <p>...</p> <p>If a waiver is granted, the affected student will generate attendance/eligible days present according to . . .</p>	<p><b>12.3.3 Remote Homebound Instruction—Regular Education Students</b></p> <p>...</p> <p>If a waiver is granted, the affected student will generate attendance (<b>eligible days present</b>) according to . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>12.3.4 Remote Homebound Instruction—Special Education Students</b></p> <p>...</p> <p>If a waiver is granted, the affected student will generate attendance/eligible days present according to . . .</p>	<p><b>12.3.4 Remote Homebound Instruction—Special Education Students</b></p> <p>...</p> <p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to . . .</p>
Revision	<p><b>12.4 On-Campus Online Courses Not Provided Through the TxVSN</b></p> <p>...</p> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with a traditional course, the student must be regularly scheduled for and attending the online course; i.e., the course may not be designed to operate on a “drop-in” basis.</li> </ul> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with any other CTE course, the student must be regularly scheduled for and attending the online course; i.e., the course may not be designed to . . .</li> </ul>	<p><b>12.4 On-Campus Online Courses Not Provided through the TxVSN</b></p> <p>...</p> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with a traditional course, the student must be regularly scheduled for and attending the online course; <b>that is</b>, the course <b>must</b> not be designed to operate on a “drop-in” basis.</li> </ul> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with any other CTE course, the student must be regularly scheduled for and attending the online course; <b>that is</b>, the course <b>must</b> not be designed to . . .</li> </ul>

## 2014–2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>12.5 Self-Paced Computer Courses</b></p> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with a traditional course, the student must be regularly scheduled for and attending the self-paced course; i.e., the course may not be designed to operate on a “drop-in” basis.</li> </ul> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with any other CTE course, the student must be regularly scheduled for and attending the self-paced course; i.e., the course may not be designed to . . .</li> </ul>	<p><b>12.5 Self-Paced Computer Courses</b></p> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with a traditional course, the student must be regularly scheduled for and attending the self-paced course; <b>that is</b>, the course <b>must</b> not be designed to operate on a “drop-in” basis.</li> </ul> <p>Time . . . following conditions are met:</p> <ul style="list-style-type: none"> <li>• . . .</li> <li>• As with any other CTE course, the student must be regularly scheduled for and attending the self-paced course; <b>that is</b>, the course <b>must</b> not be designed to . . .</li> </ul>

## 2014–2015 Student Attendance Accounting Handbook: Section 13 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>Definitions</b></p> <p><i>ADA must be calculated . . . total ADA.</i></p> <p style="padding-left: 40px;"><b>Note on ADA and Flexible Attendance:</b> . . . A student . . . and can earn a maximum of . . . single day.</p> <p>...</p> <p><b>Instructional Days:</b> Instructional days are the total number of days that classes are held in the school year. The law requires that districts have 180 instructional days unless a waiver has been issued to shorten the school year. Charter schools are not required to have a 180-day calendar; however, their funding is based on a 180-instructional-day calendar minus the number of days that are approved for waivers.</p> <p>...</p>	<p><b>Definitions</b></p> <p><i>ADA must be calculated . . . total ADA.</i></p> <p style="padding-left: 40px;"><b>Note on ADA and Flexible Attendance:</b> . . . A student . . . and <b>may</b> earn a maximum of . . . single day.</p> <p>...</p> <p><b>School Days: School</b> days are the total number of days that classes are held in the school year. The law requires that districts have 180 <b>school</b> days unless a waiver has been issued to shorten the school year. Charter schools are not required to have a 180-day calendar; however, their funding is based on a 180-<b>school</b>-day calendar minus the number of days that are approved for waivers.</p> <p>...</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 13 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<p><i>Continued</i></p> <p><b>Information on Weights</b></p> <p><b>Special Education — Weight: 1.1 to 5.0</b> ...</p> <p>[TABLES]</p> <p><b>Compensatory Education — Weight: 0.2, or 2.41 for a Student Receiving Pregnancy-Related Services (PRS)</b> ...</p> <p>Funding is based on the number of educationally disadvantaged . . . The number of educationally disadvantaged students is determined by averaging the highest six months’ counts of students who are eligible for a free or reduced-price lunch through . . . (NSLP).</p> <p>...</p> <p><b>Career and Technical Education (CTE) — Weight: 1.35</b> CTE funding . . . CTE courses are designed to enable students to gain entry-level employment in high-skill, high-wage jobs and/or to continue their education.</p> <p>...</p> <p><b>Gifted/Talented — Weight 0.12</b> ...</p> <p>Funding . . . The number of students eligible for this funding is capped for each district/charter school at 5% of the entity’s refined ADA.</p>	<p><i>Continued</i></p> <p><b>Information on Weights</b></p> <p><b>Special Education — Weight: 1.1 to 5.0</b> ...</p> <p>[TABLES:  IN THE SECOND TABLE, THE “self-contained severe” ROW HAS BEEN COMBINED WITH THE “self-contained mild/moderate” ROW. ]</p> <p><b>Compensatory Education — Weight: 0.2, or 2.41 for a Student Receiving Pregnancy-Related Services (PRS)</b> ...</p> <p>Funding is based on the number of educationally disadvantaged . . . The number of educationally disadvantaged students is <b>generally</b> determined by averaging the highest six months’ counts of students who are eligible for a free or reduced-price lunch through . . . (NSLP).</p> <p>...</p> <p><b>Career and Technical Education (CTE) — Weight: 1.35</b> CTE funding . . . CTE courses are designed to enable students to gain entry-level employment in high-skill, high-wage jobs; continue their education; <b>or do both.</b></p> <p>...</p> <p><b>Gifted/Talented — Weight 0.12</b> ...</p> <p>Funding . . . The number of students eligible for this funding is capped for each district at 5% of the <b>district’s</b> refined ADA.</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 14 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>Bilingual/English as a Second Language (ESL) Eligible Days</b> – A term used to describe the days that bilingual or ESL students were in attendance. Only students who meet eligibility requirements and are served by staff certified or on permit to teach bilingual education and/or ESL or students who are served in a program approved by the Texas Education Agency (TEA) under an exception or a waiver should be counted (Section 6).</p>	<p><b>bilingual/English as a second language (ESL) eligible days</b> – A term used to describe the days that bilingual or ESL students were in attendance. <b>Your district should count only</b> students who meet eligibility requirements and are served by staff <b>members</b> certified or on permit to teach bilingual education, ESL <b>education, or both</b> or students who are served in a program approved by the Texas Education Agency (TEA) under an exception or a waiver (Section 6).</p>
Revision	<p><b>Career and Technical Education Career Preparation and Practicum Courses</b> – Teacher . . . The work-based training components (paid or unpaid) can be provided through . . .</p>	<p><b>career and technical education career preparation and practicum courses</b> – Teacher . . . The work-based training components (paid or unpaid) <b>may</b> be provided through . . .</p>
Revision and Deletion	<p><b>Compulsory School Age</b> – Any age at which a child is required to attend school. Unless specifically exempted by law, those children at least 6 years of age and those who have not yet reached their eighteenth birthday are required to attend school. A student enrolled in prekindergarten or kindergarten must attend school. Also, a person who is 18 years of age or older and is enrolled in public school is required to attend school each day. A school district’s board of trustees may adopt a policy requiring a student who voluntarily enrolls in school or voluntarily attends school after his or her eighteenth birthday to attend school until the end of the school year if the student is under age 21.</p>	<p><b>compulsory attendance age</b> – Any age at which a child is required to attend school. Unless specifically exempted by law, those children at least 6 years of age and those who have not yet reached their eighteenth birthday are required to attend school. A student enrolled in prekindergarten or kindergarten must attend school.</p>
Deletion	<p><b>Departmentalized Instruction</b> – A method of instruction in which students do not remain in the presence of the same teacher for all or a major portion of the school day.</p>	[NONE]
Revision	<p><b>Direct, Regularly Scheduled</b> – A term used when referring to the special education services that certified special education staff provide directly to a student on a regularly scheduled basis as outlined in the student’s IEP. Supports that certified special education staff provide to other individuals for the student’s benefit are not included in this term.</p>	<p><b>direct, regularly scheduled</b> – A term used when referring to the special education services that certified special education staff <b>members</b> provide directly to a student on a regularly scheduled basis as outlined in the student’s IEP. Supports that certified special education staff <b>members</b> provide to other individuals for the student’s benefit are not included in this term.</p>
Revision	<p><b>Eligible Transfer</b> – A nonresident student who . . .</p>	<p><b>eligible transfer student</b> – A nonresident student who . . .</p>

## 2014–2015 Student Attendance Accounting Handbook: Section 14 Change Document

Change	2013–2014	2014–2015
Revision	<b>Juvenile Justice Alternative Education Program (JJAEP)</b> – The . . . a population greater than 125,000 <sup>1</sup> . . .	<b>juvenile justice alternative education program (JJAEP)</b> – The . . . a population greater than 125,000 <sup>2</sup> . . .
Revision	<b>Military (Member of Armed Forces) (Definition Applicable for Prekindergarten Eligibility Requirements)</b> – Active . . . ; activated/ mobilized uniformed member of the Texas National Guard (Army or Air Guard); activated/mobilized . . .	<b>military (member of armed forces) (definition applicable for prekindergarten eligibility requirements)</b> – Active . . . ; activated <b>or</b> mobilized uniformed member of the Texas National Guard (Army or Air Guard); activated <b>or</b> mobilized . . .
Deletion	<b>Residency Guidelines</b> – The board of trustees is responsible for establishing guidelines for determining whether a student resides within your district. <sup>3</sup>	[NONE]
Deletion	<b>Scholastic Year</b> – A period of at least 180 days of instruction. Each school district must operate so that the district provides for at least 180 days of instruction for students. <sup>4</sup>	[NONE]
Addition	[NONE]	<b>school year</b> – A period of at least 180 days of instruction. Each school district must operate so that the district provides for at least 180 days of instruction for students. <sup>5</sup>

<sup>1</sup> See the footnotes to **10.9 JJAEPs** for information about counties with populations greater than 125,000 that are considered to be counties with populations of 125,000 or less for purposes of JJAEP requirements.

<sup>2</sup> Under the TEC, **§37.011**, certain counties with populations greater than 125,000 are considered to be counties with populations of 125,000 or less for purposes of JJAEP requirements.

<sup>3</sup> TEC, §25.001(c)

<sup>4</sup> TEC, §25.081

<sup>5</sup> TEC, **§25.081**