

2020–2021 Student Attendance Accounting Handbook: Change Document

Note: This Change Document highlights changes to the text of the 2020–2021 Student Attendance Accounting Handbook (SAAH). All changes to the SAAH text are in **bold**. Deletions to the SAAH text are in ~~strike through~~. Additional plain text from the SAAH is included to better understand the context of the changes.

Note that because 5.9 Career and Technical Education for the Disabled (CTED) Courses has been entirely deleted, the numbering of the rest of section 5 and all related references have been adjusted accordingly.

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Type of Change	Changes to 2020–2021 SAAH
Revision	<p style="font-size: 24pt; font-weight: bold; color: #0056b3;">2020–2021</p> <p style="font-size: 24pt; font-weight: bold; color: #0056b3;">Student Attendance Accounting Handbook:</p> <p>Texas Education Agency August 2020</p>
Revision	<p style="font-size: 18pt; font-weight: bold; color: #0056b3;">Section 1 Overview</p> <p>The handbook establishes the statements of general applicability implementing the law regarding average daily attendance. Pursuant to the TEC, §48.005(n), and other relevant authority, the Commissioner may waive certain provisions in this handbook. In order to receive a waiver issued by the Commissioner, a local education agency (LEA) must meet any requirements or fulfill any conditions set by the Commissioner to receive the waiver. A waiver is not effective until it is granted by the Commissioner.</p>
Revision	<p style="font-size: 18pt; font-weight: bold; color: #0056b3;">Section 1 Overview</p> <p>Note: Starting in the 2016–2017 school year, school districts and charter schools are required to submit attendance reporting through TSDS PEIMS. The Texas Education Data Standards (TEDS) are XML-based standards for the TSDS PEIMS data collections. TEDS includes all the data elements, code tables, business rules, and data validation needed to load local education agency (LEA—Texas school district or charter school) education data. TSDS PEIMS has replaced PEIMS throughout the handbook.</p>
Revision	<p style="font-size: 18pt; font-weight: bold; color: #0056b3;"><i>2.3.1 Student Detail Reports</i></p> <p>10. the student’s economically disadvantaged code</p> <p>11. the student’s:</p> <ul style="list-style-type: none"> • ADA eligibility code (Section 3 General Attendance Requirements) • special education instructional setting code (Section 4 Special Education) • speech therapy indicator code (Section 4 Special Education)

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Type of Change	Changes to 2020–2021 SAAH
	<ul style="list-style-type: none"> • career and technical education code (Section 5 Career and Technical Education (CTE)) • bilingual program type code and English as a Second Language (ESL) program type code (Section 6 Bilingual/English as a Second Language (ESL)) • gifted/talented indicator code (Section 8 Gifted/Talented) • PRS code (Section 9 Pregnancy-Related Services (PRS)), where applicable <p>12. the student’s absences (from the official attendance snapshot) by date for each six-week reporting period</p> <p>13. the following, by six-week reporting period:</p> <ul style="list-style-type: none"> • the student’s total days membership • total days absent • total days present • total eligible days present and total eligible minutes present for Optional Flexible School Day Program (OFSDP) or High School Equivalency Program (HSEP) students • total ineligible days present and total ineligible minutes present for OFSDP or HSEP students <p>14. the student’s total eligible days present by six-week reporting period</p> <p>15. the student’s total eligible days present and total eligible minutes present for OFSDP or HSEP students in career and technology by six-week reporting period, where applicable</p> <p>16. the student’s number of excess contact hours earned in one day, where applicable</p> <p>17. the student’s total excess contact hours by instructional setting code by six-week period, where applicable</p> <p>18. attendance data totals for all students, summarized by grade and including:</p> <ul style="list-style-type: none"> • days membership (both eligible and ineligible students) • days absent (both eligible and ineligible students) • total days present (both eligible and ineligible students) • ineligible days present and total ineligible minutes present for OFSDP or HSEP students • eligible days present and total eligible minutes present for OFSDP or HSEP students • eligible days present for bilingual/ESL students • eligible days bilingual/ESL dual language one-way program • eligible days bilingual/ESL dual language two-way program • eligible days bilingual/ESL dual language two-way program (Non LEP) • eligible days present for PRS students • eligible days present for special education mainstream students • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable • eligible days early education allotment bilingual/ESL (grades kindergarten through three), if applicable

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	<ul style="list-style-type: none"> • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three), if applicable • eligible days residential facility <p>19. track total for all grades for all data required in 18 above</p> <p>20. track ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p> <p>21. total eligible days present, total eligible minutes present for OFSDP or HSEP students, and total contact hours for all career and technical education codes (V1–V6) by grade and a campus total for all grades, where applicable</p> <p>22. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, by grade and a campus total for all grades, where applicable</p> <p>23. signature page, signed by persons recording data and persons approving data (This page may be signed each six-week reporting period or each semester at local discretion. If your district uses a paperless attendance accounting system, the electronic equivalent of a signature page [for example, a feature that allows approvers to indicate their approval of data electronically] is acceptable in lieu of a paper signature page.)</p>
Revision	<p><i>2.3.2 Campus Summary Reports</i></p> <p>Campus Summary Reports summarize all tracks on a campus and must include the following data:</p> <ol style="list-style-type: none"> 1. name of the district and the campus 2. county-district-campus number 3. six-week reporting period 4. beginning and ending dates of the reporting period, including the year (If the campus has multiple tracks, the earliest track beginning date and latest track ending date should be indicated.) 5. attendance data totals for all students, summarized by grade and including: <ul style="list-style-type: none"> • days membership (both eligible and ineligible students) • days absent (both eligible and ineligible students) • total days present (both eligible and ineligible students) • ineligible days present • eligible days present • eligible days bilingual/ESL • eligible days bilingual/ESL dual language one-way program • eligible days bilingual/ESL dual language two-way program • eligible days bilingual/ESL dual language two-way program (Non LEP) • eligible days PRS • eligible days special education mainstream

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	<ul style="list-style-type: none"> • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable • eligible days early education allotment bilingual/ESL (grades kindergarten through three), if applicable • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three), if applicable • eligible days residential facility <p>6. campus total for all grades for all data required in item 5 above</p> <p>7. total days absent reported by date for entire calendar</p> <p>8. campus ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p>
Revision	<p><i>2.3.3 District Summary Reports</i></p> <p>District Summary Reports summarize all campuses in the district or charter and must include the following data:</p> <p>5. totals of all campus data, summarized by grade and including:</p> <ul style="list-style-type: none"> • days membership (includes eligible and ineligible students) • days absent (includes eligible and ineligible students) • total days present (includes eligible and ineligible students) • ineligible days present • eligible days present • eligible days bilingual/ESL • eligible days bilingual/ESL dual language one-way program • eligible days bilingual/ESL dual language two-way program • eligible days bilingual/ESL dual language two-way program (Non LEP) • eligible days PRS • eligible days special education mainstream • eligible days early education allotment educationally disadvantaged (grades kindergarten through three) • eligible days early education allotment bilingual/ESL (grades kindergarten through three) • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three) • eligible days residential facility <p>6. district total for all grades for all data required in item 5 above</p> <p>7. district ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p> <p>8. total eligible days present and total contact hours for all career and technical education codes (V1–V6), if applicable</p>

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	<p>9. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable</p> <p>10. FTE calculations for all special programs reported for data required in items 8 and 9</p>
Revision	<p>2.3.5 Additional Required Documentation</p> <p>16. documentation to support a student’s economically disadvantaged status</p> <p>17. documentation that indicates the meaning of all locally designed codes in the attendance system</p> <p>18. a copy of the community-based dropout recovery education program¹ contract, if applicable</p> <p>19. written, local board or board-approved designee adopted policies that provide specific detailed information on the district’s or charter school’s attendance accounting system (These written, local board or board-approved designee adopted policies must include the district’s or charter’s written policy for documentation for establishing a student’s residency [see 3.3.1 Residency].)</p>
Revision	3.2.2.5 Funding Eligibility for Students Awarded a Diploma Outside of the United States
Revision	<p>3.3.7 Homeless Students</p> <p>You can learn more about school district responsibilities associated with homeless students on the Texas Education for Homeless Children and Youth (TEHCY) Program web page at https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_(TEHCY)_Program/ or by contacting the TEHCY Support Center at 1-800-446-3142.</p>
Revision	<p>3.4.3 Students Whose Whereabouts Are Unknown</p> <p>Your district should decide the withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, according to applicable local policies. For example, local policy may state that a student is withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades seven through 12 must be reported as a school leaver on the 40203 School Leaver Extension and could be considered a dropout according to Section 2 Audit Requirements of the TSDS PEIMS Data Standards.</p>
Revision	<p>3.6 General Attendance-Taking Rules</p> <p>Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance taken and completed by the classroom teacher or paraprofessional that meet the educational aide requirements.</p>

¹ See the definition provided in the Glossary.

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Revision	<p><i>3.6.2 Time of Day for Attendance Taking</i></p> <p>Each campus must determine attendance for all grades by the absences recorded at the one particular point in time the campus has chosen for roll to be taken (a snapshot, for example, 9:45 a.m.). The selected time may vary from campus to campus within your district. Once a time has been selected, a campus must not change it during the school year.²</p> <p>However, your campus may select an alternate official attendance-taking time that is not during the official attendance-taking time selected for the school year if your local school board has adopted a district policy allowing for recording absences in an alternative hour, or if the superintendent has established documented procedures allowing for recording absences in an alternative hour after having been delegated authority to do so by the board.³ The policy or procedures may:</p> <ul style="list-style-type: none"> • allow for each campus to choose an alternative attendance-taking time for the campus as a whole. If the policy or documented procedures allow for a campus to choose an alternative attendance-taking time for the whole campus and the policy is adopted or procedures established after the start of the school year, a campus that wishes to change the attendance-taking time for the whole campus must wait until the next school year to do so. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • allow for each campus to choose an alternative attendance-taking time for certain groups of students as described in 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations. The policy may be adopted or the procedures established at any time during a school year. If the policy or documented procedures allow for a campus to choose an alternative attendance-taking time for certain groups of students as described in 3.6.2.2, a campus is free to choose an alternative attendance-taking time for a group of students as soon as the policy is adopted or the procedures are established. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • allow for both circumstances. <p>These attendance provisions do not apply to alternative attendance programs such as the OFSDP or the HSEP. For special attendance provisions that apply to these programs, refer to Section 11 Nontraditional Programs.</p>

² [19 TAC §129.21\(h\)\(3\)](#)

³ [19 TAC §129.21\(h\)](#)

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Revision	<p>3.8.1.4 Low-Attendance Day Waivers</p> <p>For a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for your district or the applicable campus for the prior year because of issues related to inclement weather, health, or safety, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.</p>
Revision	<p><i>3.8.3 Summer School and State Funding</i></p> <p>Summer school programs (programs that provide for school days beyond the 75,600 minutes that make up the state funding year) are not eligible for state funding except for specific programs authorized by statute. For the 2019–2020 school year, the only program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year provides extended school year (ESY) services for certain students receiving special education services. See 4.13 Extended School Year (ESY) Services for more information.</p> <p>Beginning in the 2020–2021 school year, an additional instructional days incentive will be available to district or charter school campuses that offer up to an additional 30 days of half-day instruction for students enrolled in pre-K through fifth grade. In order to be eligible for the incentive for the additional 30 days, a district or charter school campus will have to meet the regular year minimum operational and instructional minutes requirements and provide at least 180 days of instruction, not including waivers. Participating campuses will receive half-day funding for students attending each additional day. Similar to 3.2.1.3 Code 2 requirements, additional days must provide a minimum of two hours of instruction for students. If all the criteria are met for the additional days of incentive funding, a school district or charter school that is entitled to both the incentive and funding for a campus under the TEC, §48.252, may receive only the incentive or the funding for the campus under the TEC, §48.252, whichever would result in the greater amount of funding. Additional days funding does not start until September 1, 2020. See the TEC, §48.0051, for more information.</p> <p>The Optional Extended Year Program, a grant program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year, has not been funded for the 2020–2021 school year.</p>
Revision	<p>3.9 Data Submission</p> <p>For districts with year-round programs: If your district is registered with TEA to operate a year-round program and has one or more tracks ending later than the June 18, 2020, 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 13, 2020, or two weeks after the completion of the latest year-round track, whichever comes first. However, the PEIMS staff will not process any resubmission after August 13, 2020. Corrections made after August 13, 2020, will be handled by the State Funding Division.</p>

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	<p>Note: If a district other than a student’s home (sending) district is serving a student who is reported by the student’s home (sending) district for all TSDS PEIMS submissions, the receiving district’s student information system should track the student for grades and attendance but should not create any TSDS PEIMS records. A common example of this situation would be a special education shared services arrangement in which the home district has opted to report a student as eligible full day (ADA eligibility code 1) when the student attends regular school for four hours and also attends night school in the district. The full-day student must be reported through TSDS PEIMS as eligible full day for the time spent in regular school. The attendance system should simultaneously allow the time spent in night school to be tracked yet not create any TSDS PEIMS records for this time.</p> <p>Note: The attendance data reported in TSDS PEIMS for students who attend magnet programs or magnet campuses must be reported for the campus that provides half-day or full-day instruction. Attendance must not be reported for a student’s home campus if the student receives instruction at a different campus that houses the magnet program. For campuses that house multiple programs, such as a magnet program and a general attendance program, attendance is counted for all students on the campus.</p>
Revision	<p>3.11.9 Example 9</p> <p><i>The ADA eligibility code for this student is 3 - Eligible Transfer Student Full-Day. The student would also be reported as a transfer student on the 40100 Student Extension (see Section 4 Special Education).</i></p>
Revision	<p>3.11.10 Example 10</p> <p><i>The ADA eligibility code for this student is 3 – Eligible Transfer Student Full-Day. The student would also be reported as a transfer student on the 40100 Student Extension (see Section 4 Special Education).</i></p>
Addition	<p>3.11.33 Example 33</p> <p>A student enrolled in your district is expected to be hospitalized in a hospital outside of your district for a period of a minimum of four weeks. (These weeks need not be consecutive.) Your district has decided to continue to provide instruction remotely to the student through the GEH/special education remote homebound program(s). Providing instruction remotely will allow the student to remain enrolled in his home district without having to unenroll and enroll in the district the hospital is located and then unenroll when he is able to return to his home district. See 3.7 General Education Homebound (GEH) Program and the remote homebound requirements in 12.3.3 Remote Homebound Instruction— Regular Education. Also see 4.7.2 Code 01 - Homebound and 12.3.4 for Remote Homebound Instruction—Special Education.</p> <p><i>Your district’s local policy allows for the district to provide instruction remotely to the student while he is in a hospital outside of your district, and the student meets the criteria for remote homebound instruction. Although the receiving district is required to</i></p>

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	<p><i>serve any students who are entitled to enrollment under the TEC, §25.001, the two districts may communicate and agree with each other regarding which district will serve the student while he is outside of his home district. The student’s home (enrolled in) district and the district the student is hospitalized in both agree that the student will continue enrollment in the student’s home district for the duration of the student’s stay in hospital.</i></p> <p><i>Your district must document its intent to provide remote instruction to the student, consult with the homebound committee, and inform the student’s parent that instruction will continue to be provided by the home district remotely. If the home district will continue to provide instruction, the home district may use remote homebound to provide services to the students.</i></p> <p><i>Once your district decides to provide instruction to the student remotely during the hospital stay, your district must continue to provide instruction and not withdraw the student unless an agreement has been reached with the district the hospital is located in to provide instruction to the student. As applicable, the home district remains responsible for providing FAPE and ensuring that the student is provided instruction in all core academic subject area courses in which he is enrolled.</i></p>
Revision	<p>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</p> <p>This code indicates that a student is receiving speech therapy services. Code 00 should not be used for any student who does not receive speech therapy.</p> <p>Instructional Setting Code 00: Information Specific to TSDS PEIMS 41163 Student Special Education Program Association Extension</p> <p>The TSDS PEIMS 41163 Student Special Education Program Association Extension allows for only one instructional setting code to be reported for a student.</p> <p>A student who is receiving speech therapy services and is not receiving instructional services through any other instructional setting (for example, the resource room) should have an instructional setting code of 00 reported on the TSDS PEIMS 41163 Student Special Education Program Association Extension. Code 00 is used regardless of whether the student receives only speech therapy or receives speech therapy as well as one or more other special education related services (that is, supportive services that do not constitute instructional services, such as occupational therapy or physical therapy). Also, code 00 is used regardless of whether the speech therapy is provided in the general education classroom or in a location other than a general education setting. A student whose instructional setting code is reported as 00 on the TSDS PEIMS 41163 Student Special Education Program Association Extension must have a speech therapy indicator code of 1.</p> <p>A student who receives speech therapy services and who also receives instructional services through another instructional setting (for example, the resource room) should be reported on the TSDS PEIMS 41163 Student Special Education Program Association Extension</p>

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	<p>with the code for the primary setting (not with 00) and a speech therapy indicator code of 2, regardless of whether the speech therapy is provided in the general education classroom or a location other than a general education setting.</p> <p>Instructional Setting Code 00: Information Specific to TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension</p> <p>The TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension (for special education attendance data - student) allows for multiple instructional setting codes to be reported for a student for a given period. If two instructional setting codes are reported for a student for a given period, one of them must be 00.</p> <p>A student who is receiving speech therapy services and is not receiving instructional services through any other instructional setting (for example, the resource room) for a given period should have only one instructional setting code reported on the 42401 Special Programs Reporting Period Attendance Extension for that period: 00. Code 00 may be used regardless of whether the speech therapy is provided in the general education classroom or a location other than a general education setting.</p> <p>A student who receives speech therapy services and who also receives instructional services through another instructional setting <i>other than general education</i> (for example, the resource room) for a given period should have two instructional setting codes reported on the 42401 Special Programs Reporting Period Attendance Extension for that period: 00 and the code for the other instructional setting through which the student is receiving instructional services. The 42401 Special Programs Reporting Period Attendance Extension does not permit reporting of the 40 - Mainstream instructional setting code. If a student is in a general education instructional setting and also receives speech therapy services, the 42401 Special Programs Reporting Period Attendance Extension should have only one instructional setting code reported: 00.</p>
Deletion	<p><i>4.7.4 Code 08 – Vocational Adjustment Class (VAC)</i></p> <p>A student with a disability may participate in other occupational preparation programs (which do not generate special education contact hours), including general CTE [and career and technical education for the disabled (CTED) classes].</p>
Revision	<p>4.7.10.1.1 Requirements Related to Teachers Providing Special Education Instruction in General Education Settings</p>
Revision	<p><i>4.7.18 Code 71 - Texas School for the Deaf</i></p> <p>This instructional setting code is used for a student who is provided special education and related services at the TSD. This instructional setting code does not generate contact hours. The TSD should report a student who is referred to the school by his or her parents or guardians with the student attribution code of 10 (on TSDS PEIMS 40110 Student School Association Extension).</p>

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Revision	<p><i>4.8.1 Speech Therapy Indicator Codes</i></p> <p>Student Detail Reports and the TSDS PEIMS 41163 Student Special Education Program Association Extension must contain a speech therapy indicator code (Code Table C095, TSDS TEDS) for any student receiving special education services. Use the following information to determine the appropriate speech therapy indicator code.</p>
Revision	<p>4.8.1.1 Indicator Code 1 – Speech Therapy</p> <p>This code indicates that a student only receives speech therapy regardless of the environment where the speech therapy services are provided—or receives speech therapy and another special education related service, such as occupational therapy—and that an instructional setting (for example, resource room) is not appropriate. When the only special education service a student receives is speech therapy or speech therapy and another special education related service such as physical therapy, the student’s Student Detail Report and TSDS PEIMS 41163 Student Special Education Program Association Extension must show an instructional setting code of 00 and a speech therapy indicator code of 1.⁴ The student’s TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension also must show an instructional setting code of 00. An instructional setting code of 40 must not be used.</p>
Revision	<p>4.8.1.2 Indicator Code 2 – Speech Therapy with Other Services</p> <p>This code indicates that a student receives speech therapy along with other services through another special education instructional setting (for example, resource room). When a student receives speech therapy services in conjunction with other special education services through an instructional setting, the student’s Student Detail Report and TSDS PEIMS 41163 Student Special Education Program Association Extension must show a speech therapy indicator code of 2, regardless of the setting in which the speech therapy services are provided. The student’s TSDS PEIMS 41163 Student Special Education Program Association Extension must show an instructional setting code other than 00. The student’s TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension must show both the student’s primary instructional setting code (a code other than 00) and the instructional setting code of 00. (The 42401 Special Programs Reporting Period Attendance Extension 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 42401 Special Programs Reporting Period Attendance Extension should have only one instructional setting code reported: 00.)</p> <p>For a student to be coded with an instructional setting code of 40 and a speech therapy indicator code of 2 on the TSDS PEIMS 41163 Student Special Education Program Association Extension, the student must have:</p>

⁴ [19 TAC §89.63\(c\)\(4\)](#)

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Revision	<p>4.8.1.3 Indicator Code 0 – No Speech Therapy</p> <p>This code indicates that a student does not receive speech therapy. If a student does not receive speech therapy, the student’s Student Detail Report and TSDS PEIMS 41163 Student Special Education Program Association Extension must show a speech therapy indicator code of 0 and an instructional setting code other than 00. The student’s TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension also must show an instructional setting code other than 00.</p>								
Revision	<p style="text-align: center;">4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs</p> <p>If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district, the student must be reported on the 40110 Student School Association Extension as a transfer student (attribution code 6 – Transfer Student). For these transfer students, the district must also report the campus ID of Residence (data element E0903).</p>								
Revision	<p>4.11.1 Regional Day School Programs for the Deaf (RDSPDs)</p> <p>Students in an RDSPD must be served a minimum of 45 minutes per week by an RDSPD teacher. All students who receive instructional services through the RDSPD for the minimum time indicated should be reported on the TSDS PEIMS 41163 (Student Special Ed Program Association Extension) and 42401 (Special Programs Reporting Period Attendance Extension) records using C067 (Reg-Day-Sch-Prog-Deaf) code 3.</p> <p>The following table shows the ADA eligibility codes to use for students in an RDSPD.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">If a student is enrolled in an RDSPD:</th> <th style="text-align: left;">then use ADA eligibility code:</th> </tr> </thead> <tbody> <tr> <td>and is a full-day student (served for at least four hours [240 minutes]) and is a resident of the district submitting TSDS PEIMS data,</td> <td>1 - Eligible for Full-Day Attendance.</td> </tr> <tr> <td>and is a half-day student (served for at least two hours [120 minutes]) and is a resident of the district submitting TSDS PEIMS data,</td> <td>2 - Eligible for Half-Day Attendance.</td> </tr> <tr> <td>and is a full-day student (served for at least four hours [240 minutes]) but is a not a resident of the district submitting TSDS PEIMS data,</td> <td>3 - Eligible for Full-Day Attendance. (Note: This also requires that the student be assigned an</td> </tr> </tbody> </table>	If a student is enrolled in an RDSPD:	then use ADA eligibility code:	and is a full-day student (served for at least four hours [240 minutes]) and is a resident of the district submitting TSDS PEIMS data,	1 - Eligible for Full-Day Attendance.	and is a half-day student (served for at least two hours [120 minutes]) and is a resident of the district submitting TSDS PEIMS data,	2 - Eligible for Half-Day Attendance.	and is a full-day student (served for at least four hours [240 minutes]) but is a not a resident of the district submitting TSDS PEIMS data,	3 - Eligible for Full-Day Attendance. (Note: This also requires that the student be assigned an
If a student is enrolled in an RDSPD:	then use ADA eligibility code:								
and is a full-day student (served for at least four hours [240 minutes]) and is a resident of the district submitting TSDS PEIMS data,	1 - Eligible for Full-Day Attendance.								
and is a half-day student (served for at least two hours [120 minutes]) and is a resident of the district submitting TSDS PEIMS data,	2 - Eligible for Half-Day Attendance.								
and is a full-day student (served for at least four hours [240 minutes]) but is a not a resident of the district submitting TSDS PEIMS data,	3 - Eligible for Full-Day Attendance. (Note: This also requires that the student be assigned an								

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		attribution code of 6 - Transfer Student on the 40110 Student School Association Extension.)
	and is a half-day student (served for at least two hours [120 minutes]) but is not a resident of the district submitting TSDS PEIMS data,	6 - Eligible for Half-Day Attendance. (Note: This also requires that the student be assigned an attribution code of 6 – Transfer Student on the 40110 Student School Association Extension.)
Revision	<h3 style="color: #4F81BD;">4.13 Extended School Year (ESY) Services</h3> <p>3. After the period for the provision of ESY services ends, the teachers and related service providers must sign ESY services records or registers and forward them to the superintendent (or the superintendent’s designee) for safekeeping. Your district retains the ESY services records or registers locally for audit purposes. Your district must report ESY services data to TEA using 42408 Student ESY Program Association Extension according to TSDS TEDS.</p>	
Revision	<h3 style="color: #4F81BD;">4.18.3 Code 08 – Vocational Adjustment Class (VAC) Examples</h3> <p>Example 1: A student works half of the school day and attends classes the other half of the day. During the instructional half of the day, the student attends one special education class related to job training and two CTE classes. After three weeks, the student loses his job but remains in the special education job training class he has been enrolled in from the beginning of the school year.</p> <p><i>For the time the student is gainfully employed, the instructional setting code for the student is 08, and the CTE code is V2 (see Section 5 Career and Technical Education (CTE)). As soon as the student loses his job, the student’s instructional setting code changes to reflect the appropriate code for the interim placement determined by the ARD committee, but the CTE code remains V2 if the student remains enrolled in two vocational classes. Note that the classes are CTE classes and not special education classes.</i></p>	
Revision	<h3 style="color: #4F81BD;">4.18.4 Code 40 - Mainstream Examples</h3> <p>Example 5: A four-year-old student with a disability who is eligible for the pre-K program and the special education program receives special education and related services, including speech therapy, in the pre-K classroom for three hours five days a week. The certified special education teacher teaches collaboratively in the pre-K classroom with the pre-K teacher for the full three hours and the full five days. The occupational therapist provides services for 20 minutes twice a week in the pre-K classroom. The speech therapist provides speech instruction for 30 minutes a week in a location other than a general education setting.</p> <p><i>The student generates half-day ADA eligibility.</i></p>	

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Type of Change	Changes to 2020–2021 SAAH
	<p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 40 - Mainstream; the speech therapy indicator code is 2; and the occupational therapy indicator code is 1.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>One instructional setting code is recorded for this student: 00 - No Instructional Setting. (The 42401 Special Programs Reporting Period Attendance Extension 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 42401 Special Programs Reporting Period Attendance Extension should have only one instructional setting code reported: 00. The student’s mainstream eligible days present are reported on the 42400 Basic Reporting Period Attendance Extension.)</i></p>
Revision	<p>4.18.6 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</p> <p>Example 4: A student on an elementary campus spends 145 minutes out of 300 instructional minutes in the special education classroom and receives 30 minutes (an average of six minutes/day) of speech (or any related service).* The student spends the other 149 minutes in a general education classroom.</p> <p>*The following coding information assumes the student receives speech therapy.</p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 43 - Self-Contained, Mild/ Moderate/Severe, Regular Campus - At Least 50 Percent and No More Than 60 Percent because 50 percent (151/300 = 50 percent) of the student’s instructional day is spent in a special education setting. The speech therapy indicator code is 2.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>Two instructional setting codes are recorded for this student: 43 - Self-Contained, Mild/ Moderate/Severe, Regular Campus – At Least 50 Percent and No More Than 60 Percent and 00 - No Instructional Setting.</i></p>
Revision	<p>4.18.8 Codes 81-89 – Residential Care and Treatment Facility (Nonresident) Examples</p> <p>Example 4: A special education student who resides in a residential care and treatment facility within your district’s boundaries works half of the school day and attends classes at the high school campus the other half of the day. During the instructional half of the day, the student attends one special education class related to job training and two CTE classes.</p>

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Type of Change	Changes to 2020–2021 SAAH
	<p><i>The instructional setting code for this student is 88 - Residential Care and Treatment Facility - Vocational Adjustment Class. The student’s CTE code is V2 (see Section 5: Career and Technical Education (CTE)). Note that the classes are CTE classes and not special education classes.</i></p>
Revision	<p>4.18.9 Codes 91—98 - Off Home Campus Examples</p> <p>Example 5: A three-year-old student with a disability receives special education services, including speech therapy, in a community-based child care center for four hours five days a week and is in a class in which the majority of students are not receiving special education services. The certified special education teacher teaches collaboratively in the community-based child care classroom with the child care provider for the full four hours and the full five days. The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week.</p> <p><i>The student generates full-day ADA eligibility because the student meets the requirements of the two-through-four-hour rule.</i></p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension: <i>The instructional setting code for this student is 91 - Off Home Campus - Mainstream, and the speech therapy indicator code is 2.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>Two instructional setting codes are recorded for this student: 91 - Off Home Campus - Mainstream and 00 - No Instructional Setting.</i></p> <p>Example 6: A four-year-old student with a disability receives special education services and related services in a community-based child care center and is in a class in which the majority of students are not receiving special education services. The certified special education teacher provides services 30 minutes twice a week and consults with the child care provider for 30 minutes once a week. The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week. An aide is in the classroom four hours a day for five days a week to provide support services to the student.</p> <p><i>The student’s ADA eligibility code is 0 - Enrolled, Not in Membership because the student does not meet the requirements of the two-through-four-hour rule for ADA eligibility.</i></p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 91 - Off Home Campus – Mainstream, and the speech therapy indicator code is 2.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension:</p>

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Type of Change	Changes to 2020–2021 SAAH
	<i>Two instructional setting codes are recorded for this student: 91 - Off Home Campus - Mainstream and 00 – No Instructional Setting.</i>
Revision	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>Example 1: A student receives services from the speech therapist 30 minutes a week and attends all general education classes. The services from the speech therapist are the only special education services the student receives.</p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, and the speech therapy indicator code is 1.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i></p> <p>Example 2: A student receives direct speech therapy services and indirect support from the speech therapy program through services provided by a speech therapist. These are the only special education services the student receives.</p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>Regardless of whether these services and supports are provided in a general education or in a location other than a general education setting the instructional setting code for this student is 00 - No Instructional Setting, and the speech therapy indicator code is 1.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i></p> <p>Example 3: A four-year-old student with a disability is eligible for and attends the pre-K program. The only special education services the student receives are speech therapy and support services, which are provided by the speech therapist. The speech therapist provides services 30 minutes twice a week in a location other than a general education setting and goes into the pre-K classroom to provide services, consult with the pre-K teacher, or both 30 minutes a week.</p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, and the speech therapy indicator code is 1.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i></p>

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Type of Change	Changes to 2020–2021 SAAH
	<p>Example 4: A four-year-old student with a disability attends a community-based child care center. The only special education services the student receives are speech therapy and support services, which are provided by the speech therapist. The speech therapist provides services 30 minutes twice a week and consults with the child care provider for 30 minutes once a week. An aide is in the classroom two hours a day five days week to provide support services to the student.</p> <p><i>The student will not generate contact hours because the student does not meet the requirements of the two-through-four-hour rule for ADA eligibility.</i></p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, and the speech therapy indicator code is 1.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i></p> <p>Example 5: A four-year-old student receives only speech therapy and physical therapy services. The speech therapist provides services 30 minutes twice a week, and the physical therapist provides services 30 minutes twice a week. The student does not receive any other services. The student is ineligible for pre-K but is eligible for the special education services the student receives.</p> <p><i>The student will not generate contact hours because the student does not meet the requirements of the two-through-four-hour rule for ADA eligibility.</i></p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, the speech therapy indicator code is 1, and the physical therapy indicator code is 1.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i></p>
Revision	<p><i>4.18.11 Speech Therapy Indicator Code 2 Examples</i></p> <p>Example 1: A student attends one 55-minute special education class and five 55-minute general education classes a day. In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting.</p>

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Type of Change	Changes to 2020–2021 SAAH
	<p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 41 - Resource Room/Services - Less Than 21 Percent (305 minutes/1,650 minutes = 18 percent), and the speech therapy indicator code is 2.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>Two instructional setting codes are recorded for this student: 41 - Resource Room/Services - Less Than 21 Percent and 00 - No Instructional Setting.</i></p> <p>Example 2: A student attends one 55-minute special education class and four 55-minute general education classes a day. In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting.</p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 42 - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent (305 minutes/1,375 minutes = 22 percent), and the speech therapy indicator code is 2.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>Two instructional setting codes are recorded for this student: 42 - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent and 00 - No Instructional Setting.</i></p> <p>Example 3: A student with a speech impairment and another type of disability receives special education services and support from a special education teacher in the general education classroom. The student also receives direct speech therapy services.</p> <p>TSDS PEIMS 41163 Student Special Education Program Association Extension and Student Detail Report: <i>The instructional setting code for this student is 40 - Mainstream, and the speech therapy indicator code is 2. The instructional setting code of 40 may be used regardless of whether the direct speech therapy services are provided in the general education classroom or a location other than a general education setting.</i></p> <p>TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension: <i>One instructional setting code is recorded for this student: 00 - No Instructional Setting. (The 42401 extension 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 42401 extension should have only one instructional setting code reported: 00. The student's mainstream eligible days present are reported on the 42400 extension.)</i></p>

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Type of Change	Changes to 2020–2021 SAAH
Revision	<p><i>5.2.1 Eligibility of Students for Funding</i></p> <p>Students in grades six through 12 are eligible to be served in CTE programs. Eligibility for Contact Hours: Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from 19 TAC Chapter 127, Subchapter B, or 19 TAC Chapter 130 that grants high school credit.</p>
Deletion	<p><i>5.2.2 Eligibility of Courses for Funding</i></p> <p>[Your district must spend its CTE state allotment funding in accordance with the provisions of 19 TAC §105.11, related to maximum allowable indirect costs.]</p>
Revision	<p><i>5.2.2 Eligibility of Courses for Funding</i></p> <p>State-approved CTE courses are listed in Section 4, Code Table C022 of the TSDS TEDS, available at https://tealprod.tea.state.tx.us/TWEDS/66/0/0/0/CodeTable/List/7999, and designated with an H in the CTE column.</p> <p>Your school district may receive state weighted funding for all CTE innovative courses approved by TEA for students in grades seven through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.⁵ With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit. No application is required for a district or charter school to offer an approved innovative course. If your district wishes to submit a new innovative course, your district must follow the process for applying to TEA for approval to offer the new innovative course.</p> <p>Funding students enrolled in a Pathways in Technology Early College High School (P-TECH)</p> <p>TEA-designated P-TECH campuses will generate funding in the amount of \$50.00 per enrolled student (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. Campuses shall report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the TSDS PEIMS indicator E1612.</p>
Addition	<p><i>5.2.2 Eligibility of Courses for Funding</i></p> <p>Funding students enrolled in advanced CTE Courses</p>

⁵ [19 TAC §74.27](#)

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	<p>A district is eligible to receive funding in the amount of \$50 for each student FTE enrolled in two or more advanced CTE courses, identified as Level 3 or Level 4 in a statewide CTE program of study, for a total of three or more credits.</p>
Revision	<p>5.3.1 Determining the Number of Students to Enroll in a Course</p> <p>In determining the number of students to enroll in any course, your school district must consider the subject to be taught, the teaching methodology to be used, the safety of students and teachers, the functional use of available space, and any need for individual instruction.</p>
Revision	<p>5.4 Withdrawal Procedures</p> <p>TCTE contact hours must not be claimed when a student receiving CTE services is placed in a disciplinary setting (for example, in-school suspension or DAEP) for more than five consecutive days if the same amount and type of CTE services are not provided by a CTE teacher. After five consecutive days without CTE services being provided, district personnel must remove the student from the TSDS PEIMS Special Programs Reporting Period Attendance Extension eligible days present for CTE contact hours effective the first day of placement in the disciplinary setting.</p>
Revision	<p>5.5 CTE (Contact Hour) Codes</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 42401 Special Programs Reporting Period Attendance Extension. (See TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing that record.)</p> <p>Note: Auditing of a CTE course (that is, attending the course but not taking it for state graduation credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state graduation credit should not have CTE eligible days present on the 42401 Special Programs Reporting Period Attendance Extension.</p>

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Type of Change	Changes to 2020–2021 SAAH
Deletion	<p>5.5.1 Special Instructions for Districts Operating Block Schedules</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Important: Three V1 courses are not necessarily equivalent in average minutes per day to one V3 course. District personnel must evaluate each CTE course separately when determining the average minutes per day for the course.</p> </div>
Revision	<p>5.7.1 Special Instructions for Districts Operating Block Schedules</p> <ul style="list-style-type: none"> • The Career Preparation course⁶ is for paid or unpaid experiences. The classroom component must address all the TEKS for the course. The training site will provide students with a variety of learning experiences that will give them the broadest possible understanding of the business or industry. <p>Use the following chart to determine the CTE code for students participating in CTE Career Preparation.</p>
Revision	<p>5.7.2 Special Instructions for Districts Operating Block Schedules</p> <ul style="list-style-type: none"> • Each practicum course using a work-based learning instructional arrangement must consist of student participation in training aligned with the student’s program of study plus participation in related CTE classroom instruction. A practicum course spans the entire year. A student is expected to be enrolled the entire school year. However, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change. • In a practicum instructional arrangement, related classroom instruction must average one class period per week during the school year. • A student must be a minimum age of 16 and hold valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a paid component.

⁶ [19 TAC §127.14](#) and [§127.15](#)

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	<ul style="list-style-type: none"> Students unemployed for more than 15 consecutive school days in a practicum learning experience must be placed in an unpaid learning experience. <p>Use the following chart to determine the CTE code for students participating in a practicum learning experience.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)</th> <th style="text-align: center;">Units of Credit</th> <th style="text-align: center;">CTE Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 hours per day (average)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">V2</td> </tr> <tr> <td style="text-align: center;">3 hours per day (average)</td> <td style="text-align: center;">3</td> <td style="text-align: center;">V3</td> </tr> </tbody> </table>	Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)	Units of Credit	CTE Code	2 hours per day (average)	2	V2	3 hours per day (average)	3	V3
Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)	Units of Credit	CTE Code								
2 hours per day (average)	2	V2								
3 hours per day (average)	3	V3								
Revision	<p><i>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours</i></p> <p>Written training plans must be on file for any student participating in either a paid or unpaid work-based learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. Training plan forms are available at http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/.</p> <p>A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 school days of the student’s employment date. A student participating in unpaid work-based instruction may be counted for contact hours on the first day of enrollment, provided a written training plan is completed and on file before the student begins participating in training at the site.</p>									
Deletion	<p>5.9 Career and Technical Education for the Disabled (CTED) Courses</p> <p>Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades seven through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades seven through 12.</p> <p>Note: CTED courses must be taught by a teacher qualified and certified to teach CTE courses. See 19 TAC §130, Subchapter E.</p> <p>CTED courses must be self-contained and must serve only special education students.</p> <p>For a student to be enrolled in a CTED course, an ARD committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.</p>									

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Type of Change	Changes to 2020–2021 SAAH
Revision	<p>5.10 Documentation</p> <p>A student must be reported on the TSDS PEIMS 43415 Course Transcript Extension when the student completes each semester of a course.</p>
Revision	<p>5.11 Quality Control</p> <p>As soon as a student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit, district personnel should code the student with the appropriate CTE coding in the district’s student information system. As soon as the student changes his or her schedule or withdraws from school, district personnel should revise the student’s CTE coding. Your district must establish controls to ensure the CTE code does not change before the date the service changes.</p> <p>At the beginning of each school year and at the end of each six-week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure that the coding of CTE students is correct.</p> <p>District personnel must report a student’s course completion data on the TSDS PEIMS 43415 Course Transcript Extension for each semester of a CTE course for the student to be eligible for CTE contact hours. However, the TSDS PEIMS 43415 Course Transcript Extension is not required if a student does not complete a CTE course. A student who did not complete a CTE course still receives contact hours for the time spent in the course.</p> <p>Auditing of a CTE course (that is, attending the course but not taking it for state credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state credit should not have a 42401 Special Programs Reporting Period Attendance Extension. Also, the student should not have a 43415 Course Transcript Extension for the audited CTE course.</p>
Revision	<p>5.12.4 Example 4</p> <p>A student in a Career Preparation course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation course during fourth period.</p> <p><i>The CTE code for this student is entered as V3 for the entire school year in the attendance accounting system because the student attends the one-hour Career Preparation CTE class period and works an average of at least 15 hours a week. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE Course’s Average Minutes Per Day and corresponding CTE Codes.</i></p>

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Type of Change	Changes to 2020–2021 SAAH
Revision	<p>5.12.4 Example 6</p> <p>A grade eight student is enrolled in Principles of Transportation Systems (a grade 9–12 course) for the first semester.</p> <p><i>This student will have a V1 CTE code in the TSDS PEIMS 42410 Record and can earn contact hours. The student may earn high school credit for successful completion of the grade 9–12 course. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE Course’s Average Minutes Per Day and corresponding CTE Codes.</i></p>
Revision	<p>5.12.8 Example 8</p> <p>A student in grade seven is taking Touch System Data Entry.</p> <p><i>This student will have a V1 CTE code in the TSDS PEIMS 42410 Record and can earn contact hours. The student may earn high school credit for successful completion of the grade 9–12 course. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE Course’s Average Minutes Per Day and corresponding CTE Codes.</i></p>
Revision	<p>5.12.14 Example 14</p> <p>Is an eighth grade student who is enrolled in a Principles of Law, Public Safety, Corrections, and Security course eligible to generate contact hour funding?</p> <p><i>Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from Chapter 130 or Chapter 127, Subchapter B, of the TEKS. (See TSDS TEDS for instructions on completing the TSDS PEIMS 40100 Student Extension for CTE students.)</i></p>
Revision	<p>6.2 Identification of English Learners (ELs)/Enrollment Procedures</p> <ol style="list-style-type: none"> Upon enrollment in a Texas public school, a student’s parent completes a home language survey (HLS), indicating the language used in the home most of the time and the language used by the student most of the time (see 6.10.1 Home Language Survey Requirements). Students in grades nine through 12 may complete the home language survey themselves. In cases where a parent indicates more than one language in response to question 1 and or question 2 of the HLS, it is the district’s responsibility to contact the parent and explain to the parent that the question is asking which language is used <u>most</u> of the time and seek clarification in a language the parent understands. If the parent is physically present, the parent can document the change on the HLS. If the parent is being contacted via a phone call, a school staff member can document the parent’s response on the HLS. <p>Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency.</p>

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Type of Change	Changes to 2020–2021 SAAH
Addition/Revision	<p>6.2.1 Students Transferring from within Texas</p> <ol style="list-style-type: none"> 1. District personnel shall obtain the student records from the sending district, including the Home Language Survey and supporting LPAC documentation. Multiple attempts to obtain records shall be documented in writing. 2. If the sending district cannot find the original HLS, a new HLS should not be administered if there is sufficient LPAC documentation, such as Texas English Language Proficiency Assessment System (TELPAS) scores and/or TSDS PEIMS data, from the sending district that shows the student was identified as an English learner. 3. The LPAC convenes to analyze the student records from the sending district, determine whether the student was previously identified as an English learner, recommend continuation of program services, as appropriate, and ensure that documented parental approval for program participation has been obtained. 4. Once documented parental approval has been confirmed by the LPAC, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code⁷ in the attendance accounting system.
Revision	<p>6.3.3 Requirement to Serve Eligible Students</p> <p>If a parent ultimately denies program services, a district must discontinue serving the student. However, the student is assessed annually in the TELPAS until the student meets reclassification criteria. Review parental permission codes for clarification.</p>
Revision	<p>6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting</p> <p>Bilingual or ESL education program eligible days present must not be claimed when a student receiving bilingual or ESL education program services is placed in a disciplinary setting (for example, in-school suspension or DAEP) for more than five consecutive days if the same amount and type of bilingual or ESL education program services are not provided by a bilingual or ESL education program teacher. After five consecutive days without bilingual or ESL education program services being provided, district personnel should remove the student's days from the TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension for bilingual education or ESL program eligible days present effective the first day of placement in the disciplinary setting.</p>

⁷ To find the appropriate codes to use, consult the program type code tables available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search the C093 code table for parental permission codes.

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Revision	<p><i>6.8.2 Reclassification Procedures and Criteria for ELs Receiving Special Education Services</i></p> <p>Information about the process described in 19 TAC §89.1226(l–m) on reclassifying ELs served through special education and ELs with a significant cognitive disability served through special education is located on the TEA Bilingual and English as a Second Language Education Programs web page.</p>
Revision	<p>6.9 Monitoring of a Student Who Has Been Reclassified</p> <p>Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with TSDS PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring.</p>
Addition	<p><i>7.2.1 Pre-K Eligibility and Age</i></p> <p>A child who is three years old is eligible for pre-K only if your district operates a three-year-old pre-K program. A child who is eligible and enrolls in a pre-K class at the age of three remains eligible for enrollment in a pre-K class for the following school year. If a child is automatically eligible for a four-year old pre-K program due to being eligible and enrolled in a three-year-old pre-K program, a district should still ensure a child is appropriately coded as economically disadvantaged or identified as LEP. A child who is five years of age on September 1 of the current school year is not eligible for enrollment in a pre-K class.</p>
Revision	<p><i>7.2.4 Pre-K Eligibility Based on Homelessness</i></p> <p>A student is eligible on the basis of homelessness if your district’s local homeless education liaison identifies the student as homeless, regardless of the residence of the child, of either parent of the child, or of the child’s guardian or other person having lawful control of the child.</p> <p>As a result of the 86th Texas Legislature, SB 668, relating to data collection, reporting, and notice requirements for certain entities, established a uniform definition of “homeless children and youth” now in alignment with the criteria found in 42 USC, §11434a, within the TEC. The term “homeless child,” as used in the prekindergarten statute, the TEC, §29.153(b)(3), is also defined by 42 USC, §11434a.</p>

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	<p>Many districts preregister pre-K students to determine and plan for the size of the next school year’s pre-K program. Districts may begin this process on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year.</p>
Revision	<h3 style="color: #0056b3;">Section 9 Pregnancy-Related Services (PRS)</h3> <p>Note: The phrase “coded PRS” is used throughout this section. To code a student as PRS means to identify a student within TSDS PEIMS as meeting eligibility requirements for PRS (student is pregnant or in the postpartum period) and receiving services on the 40110 Student Program Extension, 42400 Basic Reporting Period Attendance Extension, and/or 42401 Special Programs Reporting Period Attendance Extension. A student who is pregnant should be coded with an at-risk indicator code on the 40100 Student Extension and 40110 Student Program Extension.</p>
Addition	<h4 style="color: #0056b3;">9.12.1 ARD Committee Meetings</h4> <p>If your district’s PRS program provides on-campus support services to pregnant students, an ARD committee meeting should be held promptly after your district learns of a special education student’s pregnancy to determine the appropriate services for the student. A pregnant special education student’s ARD committee must meet as necessary to address any changes in the student’s needs.</p> <p>During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting.</p> <p>A special education student who qualifies for PRS may also receive homebound instruction on campus if the district has an approved on campus instruction waiver (see 9.9.4 Additional Information on CEHI and Confinement). The ARD committee would change the student’s coding to reflect homebound setting even though the student would be served on campus. The student would be considered as “transitioning” back to school (see 4.7.2.7 Transition from Homebound to the Classroom).</p>
Revision	<p>9.17.4 Example 4</p> <p>A student who is receiving PRS is taking a one-hour CTE course (code V1). She begins CEHI and is expected to be confined for five consecutive weeks. Your district provides the four hours of CEHI instruction but chooses not to provide the additional CTE hours while the student is confined.</p> <p><i>Since the student receives CEHI, she remains coded PRS during the entire confinement period. Since the district is not providing the additional hours for CTE, the CTE indicator is removed. The student, however, is not withdrawn from the CTE class. She remains enrolled</i></p>

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	<i>in the class and is assisted in her class assignments by the CEHI teacher. During this time period, the student is not reported eligible for CTE contact hours on the 42401 Special Programs Reporting Period Attendance Extension; however, the student may be reported on the 41169 Student CTE Program Association Extension.</i>
Revision	<p>10.2.3 DAEP or JJAEP Placement for Students 21 Years or Older</p> <p>A student who is 21 (or older) and admitted to a Texas public school to complete high school graduation requirements is not eligible for placement in a DAEP or JJAEP if he or she engages in the same type of misconduct that would require such placement for a student under the age of 21. In this instance, your district must revoke admission of the student.⁸ The leaver code reported on the TSDS PEIMS 40203 School Leaver Extension is 98.</p>
Revision	<p>11.3 College Credit Programs</p> <p>[Note: There are multiple revisions to the College Credit Programs table in this section. The revisions can be found in the following rows: International Baccalaureate, Dual Credit, Early College High School and Industry Innovation Academies, Pathways in Technology Early College High School, and Texas Science, Technology, Engineering, and Math Academy.]</p>
Revision	<p>11.3.1 Dual Credit (High School and College or University) Programs</p> <p>Funding eligibility for a student taking a dual credit course will include time instructed in the dual credit course. Your district may count the time that students spend in dual credit courses for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses.⁹ Note that TAC rules for ECHS, P-TECH, and T-STEM programs¹⁰ prohibit requiring a student enrolled in an ECHS course for high school graduation credit to pay for tuition, fees, or required textbooks.</p>

⁸ [TEC, §25.001\(b\)\(1\)](#)

⁹ [TEC, §28.009\(a-2\)](#)

¹⁰ [19 TAC §102.1091](#)

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Revision	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <p style="text-align: center;">Minimum Passing Standards to Demonstrate College Readiness</p> <p style="text-align: center;"><i>Students must meet applicable eligibility requirements for ONE of the listed assessments to meet Texas Success Initiative (TSI) Criteria (19 TAC §4.54 and §4.57).</i></p> <p>[Also note: There is a new row, labeled “TSI Assessment (After 9/28/2020) http://www.theccb.state.tx.us,” at the bottom of the Minimum Passing Standards to Demonstrate College Readiness table, and minor changes to the other parts of the table. There are minor changes to the Minimum Passing Standards to Demonstrate Dual Credit Equality table.]</p>
Revision	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <ul style="list-style-type: none"> • A student has successfully completed a college preparatory course under the TEC, §28.014. This exemption applies only to the content area of the course and for a period of 24 months from the date of high school graduation (19 TAC §4.54).
Revision	<p><i>11.3.2 College and Career Readiness School Models: Student Eligibility Requirements</i></p> <p>A student enrolled in a TEA-designated ECHS, P-TECH, ICIA, or T-STEM Academy may enroll in dual credit courses if the student demonstrates college readiness by achieving the minimum passing standard(s) on a qualifying assessment instrument or has demonstrated dual credit eligibility, as shown in the chart on the preceding pages.</p>
Revision	<p>11.5 Optional Extended Year Program (OEYP)</p> <p>The Optional Extended Year Program (OEYP) will not be funded for 2020–2021. Local education agencies will not be required to report OEYP attendance. As a result, access to the OEYP Student Records section of the TSDS PEIMS will be blocked.</p>
Revision	<p><i>11.6.3 Participation in the OFSDP and the Regular Attendance Program</i></p> <p>A student may receive instruction and earn minutes of attendance in both classes held during the regular school day and classes specifically designed for the OFSDP. However, the student must not be simultaneously enrolled in the OFSDP and the traditional attendance program, in terms of how the student’s attendance is reported in the attendance accounting system. In other words, a student must not:</p>

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	<ul style="list-style-type: none"> • have the same attendance time or minutes reported simultaneously through the OFSDP and the regular attendance program and • have the same attendance time or minutes reported simultaneously through TSDS PEIMS. <p>However, it is acceptable for a student to earn both traditional attendance and OFSDP attendance if the student’s enrollment status changes from a traditional program to the OFSDP or if the status changes back to a traditional program from the OFSDP. A student’s attendance program (OFSDP or regular) must not be changed in the middle of a six-week reporting period. Note: The sum of traditional ADA earned and OFSDP ADA earned must not exceed one ADA total.</p> <p>One exception to the prohibition on changing the type of record used during a reporting period would be for a student’s initial enrollment in the OFSDP. Another would be for an OFSDP student who begins receiving PRS CEHI services in the middle of a six-week reporting period. The student’s attendance would be reported with a 42400 Basic Reporting Period Attendance Extension (according to the CEHI funding chart in 9.10 Confinement and Earning Eligible Days Present) and an ADA eligibility code of 1 at the time the student began receiving CEHI services, even if that date occurred within the six-week reporting period. Once the student stopped receiving CEHI services and returned to school to participate in the OFSDP, the student’s attendance would be reported with a 42401 Special Programs Reporting Period Attendance Extension and an ADA eligibility code of 7, even if the transition occurred in the middle of a six-week reporting period.</p>
Revision	<p><i>11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program</i></p> <p>If an eligible student participates in a course offered through an online dropout recovery education program at a district or charter school with an approved OFSDP and meets the requirements for enrollment in a Texas public school district or charter school, the student is eligible to generate FSP funding.</p> <p>Enrollment in courses for grades nine through 12 taken through an online dropout recovery education program at a district with an approved OFSDP may apply toward ADA eligibility status. For an online dropout recovery education program course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course regardless of if the student is physically present at the school or not while taking the online course. Successful completion is defined as earning credit for the online semester course.</p> <p>For an eligible OFSDP student completing OFSDP courses for credit recovery through an online dropout recovery education program, funding is limited to only funding for the attendance necessary for the student to recover class credit. For funding purposes, OFSDP attendance for a student for a 12 consecutive month school year cannot exceed the equivalent of one student in ADA with perfect attendance.</p>

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	<p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more online dropout recovery education program courses for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the online dropout recovery education program. In other words, each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)</p> <p>TEA determines a student’s ultimate ADA eligibility status for a semester based on the student successfully completing each online dropout recovery education program semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete an online dropout recovery education program course, TEA adjusts the student’s ADA eligibility status accordingly. Resulting adjustments to the district’s FSP funding are made in the following school year.</p>
Revision	<p><i>11.6.7 Reporting Requirements</i></p> <p>Your district must report OFSDP attendance data through TSDS PEIMS.</p> <p>It is acceptable to create and report both a 42400 Basic Reporting Period Attendance Extension and a 42401 Special Programs Reporting Period Attendance Extension for a student if the student’s enrollment status changes from a traditional program to the OFSDP or if the status changes back to a traditional program from the OFSDP. Note: If a student is participating in both classes that are a part of the traditional attendance program and classes that are a part of the OFSDP simultaneously, all attendance must be reported through the OFSDP 42401 Special Programs Reporting Period Attendance Extension.</p>
Revision	<p><i>11.7 Optional Flexible Year Program</i></p> <p>The OFYP is for students who did not or are likely not to perform successfully on the required state assessments or who would not otherwise be promoted to the next grade level.</p>
Revision	<p><i>11.8.2 HSEP Attendance Accounting and Funding</i></p>

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	HSEP attendance is reported using the 42401 Special Programs Reporting Period Attendance Extension . For students in grades nine through 12 who are ADA eligible, create at least one record for TSDS PEIMS reporting for each student who attends at least 45 minutes in the HSEP within the indicated reporting period.
Revision	<p>12.2.2.1 Courses for Grades Nine through 12</p> <p>Enrollment in courses for grades nine through 12 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course. Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for the online semester course. Course credit for high school graduation may be earned only if the student received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.</p>
Revision	<p>12.2.2.1 Courses for Grades Nine through 12</p> <p>TEA determines a student’s ultimate ADA eligibility status for a semester based on whether the student successfully completed the TXVSN online semester course in which the student was enrolled, using course completion data reported by the district.</p>
Revision	<p>12.2.4 Examples</p> <p>Example 7 If the student successfully completes the TXVSN grade-level education program and demonstrates academic proficiency with passing grades sufficient to be promoted to the next grade level, his or her ADA eligibility code does not change. If the student does not demonstrate academic proficiency with passing grades sufficient for promotion, TEA will adjust the student’s ADA eligibility status to 0 - Enrolled, Not in Membership, and the FSP funding for the student to zero dollars.</p>
Revision	<p>12.3 Remote Instruction That Is Not Delivered through the TXVSN</p> <p>For the purposes of this subsection, remote instruction means instruction provided through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing, live audio/video streaming, or a robot that allows for virtual interaction between student and teacher. The technology must allow for both real-time, two-way audio and real-time, two-way video interaction.</p>

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Revision	<p style="text-align: center;">12.4 On-Campus Online Courses Not Provided through the TXVSN</p> <p>Time spent in a CTE course or online state-approved technology application course in cybersecurity included in the cybersecurity pathway provided on a student’s campus may be considered for purposes of computing a student’s CTE contact hours provided that the following conditions are met:</p> <ul style="list-style-type: none"> • As with any other CTE course or online state-approved technology application course in cybersecurity included in the cybersecurity pathway, the student must be regularly scheduled for and attending the online course; that is, the course must not be designed to operate on a “drop-in” basis. <p>¹ The requirement that a teacher be appropriately qualified/certified does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course or online state-approved technology application course in cybersecurity included in the cybersecurity pathway course must be taught by a qualified/certified CTE or technology applications teacher.</p>
Revision	<p style="text-align: center;">12.5 Self-Paced Computer Courses</p> <ul style="list-style-type: none"> • For the duration of the instructional period and for the duration of the course, a certified¹¹ teacher for the appropriate grade level must be present in the room in which the student is taking the course to answer questions and otherwise assist the student. • As with a traditional course, the student must be regularly scheduled for and attending the self-paced course; that is, the course must not be designed to operate on a drop-in basis. <p>Time spent in a CTE self-paced computer course or state-approved technology application course in cybersecurity that is included in the cybersecurity pathway and a self-paced computer course may be considered for purposes of computing a student’s CTE contact hours provided that the following conditions are met:</p>

¹¹ For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school’s charter requires that courses be taught by certified teachers.

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	<ul style="list-style-type: none"> • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC Chapter 231,¹² must be present in the room in which the student is taking the course to answer questions and otherwise assist the student. • As with any other CTE course or online state-approved technology application course in cybersecurity included in the cybersecurity pathway, the student must be regularly scheduled for and attending the self-paced course; that is, the course must not be designed to operate on a drop-in basis. <p>¹ The requirement that a teacher be appropriately qualified/certified does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course or online state-approved technology application course in cybersecurity included in the cybersecurity pathway course must be taught by a qualified/certified CTE or technology applications teacher.</p>
Revision	<h3 style="color: #0056b3;">Glossary</h3> <p>homeless students – As defined by 42 USC, §11434a, the term “homeless children and youths” —</p> <p>(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and</p> <p>(B) includes —</p> <ul style="list-style-type: none"> (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of §11302(a)(2)(C) of this title]; (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

¹² The requirement that a teacher be appropriately qualified/certified does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course must be taught by a qualified/certified CTE teacher.

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	(iv) migratory children (as such term is defined in §6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).
Deletion	Index [Note: The Index has been entirely deleted.]