

2019–2020 Student Attendance Accounting Handbook: Change Document

Note: Words such as “please” and “however,” and uses of “the” before most abbreviations have been deleted.

Note: Abbreviations have been introduced at the first use of the phrase in the text and footnote, and used each time the phrase is used in the text or footnote.

Note: References to other sections within the Student Attendance Accounting Handbook, statutes, and webpages include hyperlinks wherever possible.

Note: TxVSN is now TXVSN.

Note: PPCD (preschool programs for children with disabilities) is now ECSE (early childhood special education), except in TSDS TEDS and related references.

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Change	2018–2019	2019–2020
Revision	<p>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. The Texas Education Data Standards (TEDS) are XML-based standards for TSDS and 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 through out the handbook.</p>	<p>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. The Texas Education Data Standards (TEDS) are XML-based standards for TSDS and 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>Section 1 Overview</p> <p>Note: Starting in the 2018–2019 school year, HB 2442 of the 85th Texas Legislature, 2017, repealed the seven-hour school day requirement from the Texas Education Code (TEC) §25.082.</p>	<p>Section 1 Overview</p> <p>Note: Starting in the 2018–2019 school year, HB 2442 of the 85th Texas Legislature, 2017, repeals the seven-hour school day requirement from the Texas Education Code (TEC), §25.081.</p>
Revision	<p>Section 1 Overview</p> <p>Note: Due to the flexibilities provided by 75,600 minutes of operation and the repeal of the seven-hour school day requirement by HB 2442, school districts and charter schools that meet certain requirements may release their student early from school and still receive full funding. Therefore, early release waivers for the 2018–2019 school year are rescinded.</p>	<p>Section 1 Overview</p> <p>Note: Due to the flexibility provided by 75,600 minutes of operation and the repeal of the seven-hour school day requirement by HB 2442, school districts and charter schools that meet certain requirements may release their student early from school and still receive full funding. Therefore, early release waivers for the 2018–2019 school year are rescinded.</p>

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Change	2018–2019	2019–2020
Addition	<h3 style="color: #0056b3;">Section 1 Overview</h3>	<h3 style="color: #0056b3;">Section 1 Overview</h3> <p>Note: Since the term highly qualified was repealed, the state must ensure that paraprofessionals who take attendance meet certain standards. Paraprofessionals that take attendance are required to meet one of the criteria for educational aide I, II, or III. These criteria can be found on the “Becoming an Educational Aide in Texas” web page located at https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/.</p>
Revision	<h3 style="color: #0056b3;">1.1 Student Attendance and FSP Funding</h3> <p>For your district to receive the maximum amount of funding for all its students, the following personnel must be aware of their individual responsibilities and must work together to assemble required documentation as early as possible: administrators, special program staffs, teachers, and attendance personnel.</p>	<h3 style="color: #0056b3;">1.1 Student Attendance and FSP Funding</h3> <p>For your district to receive the maximum amount of funding for all its students, the following personnel must be aware of their individual responsibilities and work together to assemble required documentation as early as possible: administrators, special program staffs, teachers, and attendance personnel.</p>
Revision	<h3 style="color: #0056b3;">1.6 How to Use This Handbook</h3> <p>These sections address each of the special program areas under the FSP. Each section discusses the responsibilities of district personnel, enrollment and withdrawal procedures, special rules, documentation to prove special program eligibility, tips for quality control of special program attendance data, and examples.</p>	<h3 style="color: #0056b3;">1.6 How to Use This Handbook</h3> <p>These sections address each special program area under the FSP. Each section discusses the responsibilities of district personnel, enrollment and withdrawal procedures, special rules, documentation to prove special program eligibility, tips for quality control of special program attendance data, and examples.</p>

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Revision	<p>1.6 How to Use This Handbook</p> <p>In the electronic Word version of this handbook, the entries in the table of contents and the boldfaced cross-references that appear throughout the handbook (for example, 3.2.2 Funding Eligibility) are hyperlinked. If you place your cursor over the entry or cross-reference and then press CTRL and click, you will be taken to the section of the handbook specified in the entry or cross-reference. To return to the original location, press ALT + the left arrow key.</p>	<p>1.6 How to Use This Handbook</p> <p>In the electronic Word version of this handbook, the entries in the table of contents and the boldfaced cross-references that appear throughout the handbook (for example, 3.2.2 Funding Eligibility) are hyperlinked. If you place your cursor over the entry or cross-reference and then press Ctrl and click, you will be taken to the section of the handbook specified in the entry or cross-reference. To return to the original location, press Alt + the left arrow key.</p>
Revision	<p>1.6 How to Use This Handbook</p> <p>Note: The web addresses provided throughout the handbook are subject to change. If a particular TEA web address is no longer working, please search for the topic you are interested in using the TEA website’s Google Search function or using the TEA A–Z Index page at http://tea.texas.gov/interiorpage.aspx?id=25769815059. You can also access this page from the TEA website’s home page by clicking on the A–Z Index link at the top of that page.</p>	<p>1.6 How to Use This Handbook</p> <p>Note: The web addresses provided throughout the handbook are subject to change. If a particular TEA web address is no longer working, search for the topic you are interested in using the TEA website’s search function or using the TEA A–Z Index at https://tea.texas.gov/About_TEA/A_-_Z_Index/. You can also access this page on the TEA website by clicking on the A–Z Index link at the top of that page.</p>
Revision	<p>1.7 Significant Changes</p> <p>The change document describes the significant changes from the 2018-2019 handbook. For a comprehensive list of changes, see the Change Document at http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/.</p>	<p>1.7 Significant Changes</p> <p>The Change Document describes the significant changes from the 2019–2020 handbook. For a comprehensive list of changes, see the Change Document at http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/.</p>

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Change	2018–2019	2019–2020
Revision	<p>Section 2 Audit Requirements</p> <p>As stated in the overview section, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. Your district may store these records or reports in a central office or on the respective school campuses. However, regardless of where they are stored, the records must be readily available for audit¹ by the Texas Education Agency (TEA).</p>	<p>Section 2 Audit Requirements</p> <p>As stated in Section 1 Overview, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. Your district may store these records or reports in a central office or at the respective school campuses. Regardless of where they are stored, the records must be readily available for audit² by TEA. Incomplete or inaccurate data will result in attendance not being allowed.</p>

¹ as authorized by the Texas Education Code (TEC), §§[42.255](#), [44.008](#), and [44.010](#)

² as authorized by the [TEC, §§42.255, 44.008](#), and [44.010](#)

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Revision	<h3 style="color: #4F81BD;">2.1 General Audit Requirements</h3> <p>Your district must make available and provide to the Financial Compliance Division of the TEA copies of all required attendance records within 20 working days of written request by the agency. Failure to provide all required attendance records (specific program[s], grant[s], or both) will result in the TEA’s retaining 100% of your district’s Foundation School Program (FSP) allotment for the undocumented attendance for the school year(s) for which records have been requested.</p> <p>Upon issuance of the preliminary report, the district or charter school has 20 working days to respond to the report. Once the final report for all attendance reviews and investigative reports is issued, the report will not be subject to further review or response from the district or charter school.</p> <p>Attendance will be considered undocumented if documentation of the attendance either is missing or is so inadequate that a reasonable person could not conclude from the documentation that the attendance it is intended to support actually occurred. If attendance is undocumented at the days of attendance level, any special program attendance based on those days of attendance also will be considered undocumented. The adjustment to the FSP allotment for any undocumented attendance will apply to the time period for which documentation was missing or inadequate. For example, if the documentation provided to support a particular campus’s daily attendance for a semester consisted only of period absence slips for certain students and no documentation was provided showing the names of students present for classes each day, the TEA would adjust the district’s FSP allotment to withhold 100% of the funding for all students at that campus for the semester.</p> <p>Reports must include the level of detail identified in 2.3 Required Documentation although the TEA does not mandate the actual report format. A good accounting system, however, will produce reports that are easy to read and that present information in a concise format.</p>	<h3 style="color: #4F81BD;">2.1 General Audit Requirements</h3> <p>Your district or charter school must make available and provide to the Financial Compliance Division of the TEA copies of all required attendance records within 20 working days of the agency’s written request. Failure to provide all required attendance records (specific program[s], grant[s], or both) will result in the TEA retaining 100 percent of your district’s FSP allotment for the undocumented attendance for the school year(s) for which records have been requested.</p> <p>Upon issuance of the preliminary report, the district or charter school has 20 working days to respond to the report. Once the final report for all attendance reviews and investigative reports is issued, the report will not be subject to further review or response from the district or charter school.</p> <p>Attendance will be considered undocumented if documentation of the attendance either is missing or so inadequate that a reasonable person could not conclude from the documentation that the attendance it is intended to support actually occurred. If attendance is undocumented at the days of attendance level, any special program attendance based on those days of attendance also will be considered undocumented. The adjustment to the FSP allotment for any undocumented attendance will apply to the time period for which documentation was missing or inadequate. For example, if the documentation provided to support a particular campus’s daily attendance for a semester consisted only of period absence slips for certain students and no documentation was provided showing the names of students present for classes each day, the TEA would adjust the district’s FSP allotment to withhold 100 percent of the funding for all students at that campus for the semester.</p>
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		Reports must include the level of detail identified in 2.3 Required Documentation though the TEA does not mandate the actual report format. A good accounting system will produce reports that are easy to read and present information in a concise format.
Revision	<h3 style="color: #4F81BD;">2.1 General Audit Requirements</h3> <p>Your district must retain any student attendance documentation that could be required for audit purposes for 5 years from the completion of the school year, unless specified differently later in this section. This requirement applies specifically to <i>student attendance</i> documentation. Other kinds of documentation, such as documentation required for a student’s permanent record, may need to be kept longer. 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: https://www.tsl.state.tx.us/slr/recordspubs/sd.html.</p>	<h3 style="color: #4F81BD;">2.1 General Audit Requirements</h3> <p>Your district must retain any student attendance documentation that could be required for audit purposes for five years from the completion of the school year, unless specified differently later in this section. This requirement applies specifically to student attendance documentation. Other kinds of documentation, such as documentation required for a student’s permanent record, may need to be kept longer. The required retention period for all records is outlined in Local Schedule SD - Retention Schedule for Records of Public School Districts of the Texas State Library and Archives Commission at https://www.tsl.state.tx.us/slr/recordspubs/sd.html.</p>
Revision	<h3 style="color: #4F81BD;">2.2 Accounting System Requirements</h3> <p>The attendance accounting system³ your district uses must do the following:</p> <ul style="list-style-type: none"> • use the coding structure defined in the Texas Student Data Systems, <i>Public Education Information Management System (TSDS PEIMS) Data Standards</i> as they relate to attendance.⁴ • possess the ability to readily reproduce the student attendance data described in 2.3 Required Documentation on notification of an audit, regardless of the medium of storage the system uses. 	<h3 style="color: #4F81BD;">2.2 Accounting System Requirements</h3> <p>The attendance accounting system⁵ your district uses must do the following:</p> <ul style="list-style-type: none"> • Use the coding structure defined in the TSDS PEIMS Data Standards as they relate to attendance.⁶ • Possess the ability to readily reproduce the student attendance data described in 2.3 Required Documentation on notification of an audit, regardless of the medium of storage the system uses

³ Unless a distinction is made between manual and automated systems, all standards described in the handbook apply to all attendance accounting systems.

⁴ 19 TAC [§129.21\(f\)](#)

⁵ Unless a distinction is made between manual and automated systems, all standards described in the handbook apply to all attendance accounting systems.

⁶ [19 TAC §129.21\(f\)](#)

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Revision	<p><i>2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems</i></p> <p>Your district may get the most benefit from retaining some documentation electronically and other documentation in paper report format. For example, say Learning ISD uses paper period absence slips as the source document for attendance accounting. The district cannot store those slips electronically, nor can it store some of the other required documentation in an electronic format (see 2.3 Required Documentation). The district can, however, store the Student Detail Report, the Campus Summary Reports, and the District Summary Report electronically. For audit purposes, Learning ISD must retain all paper records that it cannot store electronically, a backup of the actual attendance accounting data, the attendance accounting program from the same school year, and compatible hardware necessary to access and reproduce the data in an acceptable format.</p> <p>Note: All required attendance system documentation that is stored electronically must be reproduced in an acceptable format at the time of an audit. To be considered acceptable, the documentation must be as follows:</p> <ul style="list-style-type: none"> • complete (must meet all the requirements in 2.3 Required Documentation), • in English (not machine language), and • easy to read. 	<p><i>2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems</i></p> <p>Your district may get the most benefit from retaining some documentation electronically and other documentation in paper report form. For example, say Learning ISD uses paper period absence slips as the source document for attendance accounting. The district cannot store these slips electronically nor can it store some of the other required documentation in an electronic format (see 2.3 Required Documentation). The district can store the Student Detail Report, the Campus Summary Reports, and the District Summary Report electronically. For audit purposes, Learning ISD must retain all paper records that it cannot store electronically, a backup of the actual attendance accounting data, the attendance accounting program from the same school year, and compatible hardware necessary to access and reproduce the data in an acceptable format.</p> <p>Note: All required attendance system documentation that is stored electronically must be reproduced in an acceptable format at the time of an audit. To be considered acceptable, the documentation must be:</p> <ul style="list-style-type: none"> • complete (must meet all the requirements in 2.3 Required Documentation), • in English (not machine language), and • easy to read.

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Revision	<p><i>2.2.2 Automated Attendance Accounting Systems</i></p> <p>Your district must retain paper copies of all required attendance records for 5 years, unless it uses an automated attendance accounting system. If it chooses, a district using an automated attendance accounting system may store any attendance accounting record or report electronically provided the district also retains the hardware and software necessary to access and reproduce the attendance data in an acceptable format (see the last paragraph of this subsection). If your district is unable to keep compatible hardware, backup copies of software, or both, or if 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 period⁷.</p> <p>Your district must manage automated attendance accounting systems properly to meet audit documentation standards. An effective system of internal controls must be in place to maintain 1) data integrity (completeness and accuracy) and 2) the ability to reproduce, for audit purposes, all required documentation that your district elected to store electronically. Note that outside technical assistance may be required to ensure your district’s automated attendance accounting system can reproduce all required documentation at the time the district is notified of an audit. The TEA recommends your district test the procedures for reproducing required audit documentation in an acceptable format before deciding to retain reports or records in an electronic format instead of a paper format.</p> <p>If your district uses an automated attendance accounting system, it must recognize how changes to the system’s hardware and software from year to year affect your district’s ability to reproduce attendance accounting records from prior years. Therefore, when changes occur to the system software (for example, yearly updates to the attendance accounting program), your district must be certain that the new program will access the prior years’ attendance data and produce an acceptable report format. It is also important, when changes occur to your district’s hardware (for example, your district purchases new hardware), to investigate whether the new hardware is compatible, so</p>	<p><i>2.2.2 Automated Attendance Accounting Systems</i></p> <p>Your district must retain paper copies of all required attendance records for five years, unless it uses an automated attendance accounting system. If it chooses, a district using an automated attendance accounting system may store any attendance accounting record or report electronically provided the district also retains the hardware and software necessary to access and reproduce the attendance data in an acceptable format (see the last paragraph of this subsection). If your district is unable to keep compatible hardware, backup copies of software, or both, or if 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.⁸</p> <p>Your district must manage automated attendance accounting systems properly to meet audit documentation standards. An effective system of internal controls must be in place to maintain data integrity (completeness and accuracy) and the ability to reproduce, for audit purposes, all required documentation that your district elected to store electronically. Note that outside technical assistance may be required to ensure your district’s automated attendance accounting system can reproduce all required documentation at the time your district is notified of an audit. TEA recommends your district test the procedures for reproducing required audit documentation in an acceptable format before deciding to retain reports or records in an electronic format instead of a paper format.</p> <p>If your district uses an automated attendance accounting system, it must recognize how changes to the system’s hardware and software from year to year affect your district’s ability to reproduce attendance accounting records from prior years. Therefore, when changes occur to the system software (for</p>
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	that it will access the prior years’ attendance data and produce an acceptable report format. In some cases it is advisable to print and retain paper copies for audit purposes instead of storing the data electronically.	example, yearly updates to the attendance accounting program), your district must be certain that the new program will access the prior years’ attendance data and produce an acceptable report format. It is also important, when changes occur to your district’s hardware (for example, your district purchases new hardware), to investigate whether the new hardware is compatible, so that it will access the prior years’ attendance data and produce an acceptable report format. In some cases, it is advisable to print and retain paper copies for audit purposes instead of storing the data electronically.
Revision	<p><i>2.2.2 Automated Attendance Accounting Systems</i></p> <p>¹³ Local Schedule SD, Texas State Library and Archive Commission</p>	<p><i>2.2.2 Automated Attendance Accounting Systems</i></p> <p>¹³ Local Schedule SD - Retention Schedule for Records of Public School Districts, Texas State Library and Archive Commission</p>

⁷ [Local Schedule SD](#), Texas State Library and Archive Commission

⁸ [Local Schedule SD - Retention Schedule for Records of Public School Districts](#), Texas State Library and Archive Commission

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Revision	<p><i>2.2.3 “Paperless” Attendance Accounting Systems</i></p> <p>If your district uses a system that is virtually entirely functional without the use of paper documents (for example, a system in which the teacher enters absences directly into the system without the use of paper period-absence reports), then this system must meet the additional standards established in this subsection, or your district must generate and retain paper copies of attendance reports and records. These standards apply to all districts that wish to establish and maintain an audit trail (source document to final reports) that is almost entirely free from paper.</p> <p>Even with the use of a “paperless” attendance accounting system, some documentation required for audit purposes, such as a doctor’s note supporting a student’s excused absence or other documentation listed in 2.3.5 Additional Required Documentation, may necessarily need to be kept in paper form. If attendance data cannot be reproduced in an acceptable format at the time of an audit, a school district may be held financially responsible for its inability to reproduce required documentation.</p> <p>An attendance accounting system that allows teachers to enter attendance data directly into the automated system must provide security to the data that are entered. Systems must include the following safeguards and security features (this is not necessarily an exhaustive list of required features):</p> <ul style="list-style-type: none"> • requirement that teachers log on to the system using distinct secret passwords • timing out (automatic shutoff) if the program has not had any activity in an appropriately short period of time (for example, 10 minutes) • ability to report the date, time, and identity of the teacher entering the absence data, upon request • ability to report the date, time, and identity of the individual making changes to the attendance report, upon request • provision of a positive confirmation for 100% of attendance (teacher submits “All Present” rather than showing no one absent) 	<p><i>2.2.3 Paperless Attendance Accounting Systems</i></p> <p>If your district uses a system that is virtually entirely functional without the use of paper documents (for example, a system in which the teacher enters absences directly into the system without the use of paper period absence reports), then this system must meet the additional standards established in this subsection, or your district must generate and retain paper copies of attendance reports and records. These standards apply to all districts that wish to establish and maintain an audit trail (source document to final reports) that is almost entirely free from paper.</p> <p>If attendance data cannot be reproduced in an acceptable format at the time of an audit, a school district may be held financially responsible for its inability to reproduce the required documentation listed in 2.3.5 Additional Required Documentation.</p> <p>An attendance accounting system that allows teachers to enter attendance data directly into the automated system must provide security to the data that are entered. Systems must include the following safeguards and security features (this is not necessarily an exhaustive list of required features):</p> <ul style="list-style-type: none"> • requirement that teachers log on to the system using distinct secret passwords • timing out (automatic shutoff) if the program has not had any activity in an appropriately short period of time (for example, 10 minutes) • ability to report the date, time, and identity of the teacher entering the attendance data (present and absent), upon request • ability to report the date, time, and identity of the individual making changes to the attendance data (present and absent) report, upon request
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		<ul style="list-style-type: none"> provision of a positive confirmation for 100 percent of attendance (teacher submits “all present” rather than showing no one absent)
Revision	<p><i>2.2.4 Disaster Recovery</i></p> <p>Disaster or attendance accounting system malfunction or sabotage does not negate your district’s responsibility to produce attendance data required for an audit. Your district should have in place plans for how it will recover and reproduce data required for an audit if the primary means of producing the data is threatened by disaster or by attendance accounting system malfunction or sabotage.</p> <p>Storage of duplicate records and data at various locations within your district is an example of a plan that prevents the loss of data if a disaster occurs at the primary storage facility.</p> <p>Your district should document its data recovery plans and ensure that the plans are available for examination by auditors. The district should also regularly test its data recovery plans.</p>	<p><i>2.2.4 Disaster Recovery</i></p> <p>Disaster or attendance accounting system malfunction or sabotage does not negate your district’s responsibility to produce attendance data required for an audit. Your district should have a plan in place for how it will recover and reproduce data required for an audit if the primary means of producing the data is threatened by disaster or by attendance accounting system malfunction or sabotage.</p> <p>Storage of duplicate records and data at various locations within your district is an example of a plan that prevents the loss of data if a disaster occurs at the primary storage facility.</p> <p>Your district should document its data recovery plan and ensure that the plan is available for examination by auditors. The district should also regularly test its data recovery plan.</p>

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Revision	<p>2.3 Required Documentation</p> <p>The student attendance data asked for in an audit must be organized into three distinct data sets: the Student Detail Report, the Campus Summary Report (s), and the District Summary Report.</p> <p>Your district must generate Student Detail Reports, Campus Summary Reports, and District Summary Reports each six-week reporting period.</p> <p>For a particular campus, data totals for all Student Detail Reports must add up to respective totals on the Campus Summary Report. Likewise, data totals for all Campus Summary Reports must add up to respective totals on the District Summary Report. For schools offering multiple tracks, student detail must be summarized by individual tracks.</p>	<p>2.3 Required Documentation</p> <p>The student attendance data asked for in an audit must be organized into three distinct data sets: the Student Detail Report, the Campus Summary Report, and the District Summary Report.</p> <p>Your district must generate Student Detail Reports, Campus Summary Reports, and District Summary Reports each six-week reporting period.</p> <p>For schools offering multiple tracks, student detail must be summarized by individual tracks. Data totals for all track level Student Detail Reports must add up to respective totals on the Campus Summary Report. Likewise, data totals for all Campus Summary Reports must add up to respective totals on the District Summary Report.</p>

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Revision		
	<p>2.3.1 Student Detail Reports</p> <p>Student Detail Reports must contain the following data:</p> <ol style="list-style-type: none"> 1. Name of the district and the campus 2. County-district-campus number 3. Reporting period code (generally described as 6 weeks, but does not necessarily consist of 6 weeks; for reporting purposes, the school year must be divided into six approximately equal reporting periods) 4. Beginning and ending dates of reporting period, including the year 5. Total number of days of instruction in the reporting period 6. Instructional track (INSTRUCTIONAL-TRACK-INDICATOR-CODE) the student attends. Please note that campuses that offer multiple instructional tracks will have multiple student detail reports 7. All identification data elements for the student: <ul style="list-style-type: none"> • Legal first, middle, and last name • Generation code, where applicable • Gender • Date of birth • Age as of September 1 • Texas Unique Student ID • Social Security number or state-assigned alternative ID number • Ethnic group • First and last name of parent or guardian with whom the student resides • Address of parent or guardian with whom the student resides, to include the street number, route number, or PO box number; city; and zip code, and campus ID of residence for nonresident students 8. Student’s original entry date and all subsequent withdrawal and reentry dates, where applicable (regular classroom and all special programs) 9. Student’s grade level code 10. Student’s: <ul style="list-style-type: none"> • Average daily attendance (ADA) eligibility code (Section 3) • Special education instructional setting code (Section 4) • Speech therapy indicator code (Section 4) 	<p>2.3.1 Student Detail Reports</p> <p>Student Detail Reports must contain the following data:</p> <ol style="list-style-type: none"> 1. name of the district and the campus 2. county-district-campus number 3. reporting period code (This is generally described as six weeks, but does not necessarily consist of six weeks; for reporting purposes, the school year must be divided into six, approximately equal reporting periods.) 4. beginning and ending dates of reporting period, including the year 5. total number of days of instruction in the reporting period 6. instructional track (INSTRUCTIONAL-TRACK-INDICATOR-CODE) attended by the student (Please note that campuses that offer multiple instructional tracks will have multiple student detail reports.) 7. all identification data elements for the student: <ul style="list-style-type: none"> • legal first, middle, and last name • generation code, where applicable • gender • date of birth • age as of September 1 • Texas Unique ID • Social Security number or state-assigned alternative ID number • ethnic group • first and last name of parent or guardian with whom the student resides • address of parent or guardian with whom the student resides, including the street number, route number, or PO box number; city; zip code; and campus ID of residence for nonresident students 8. the student’s original entry date and all subsequent withdrawal and reentry dates, where applicable (regular classroom and all special programs)

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<ul style="list-style-type: none"> • Career and technical education code (Section 5) • Bilingual program type code and ESL program type code (Section 6) • Gifted/talented indicator code (Section 8) • Pregnancy-related services code (Section 9), where applicable <p>11. Student’s absences (from the official attendance snapshot) by date for each 6-week reporting period</p> <p>12. The following, by 6-week reporting period:</p> <ul style="list-style-type: none"> • 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>13. Student’s total eligible days present and total eligible minutes present for OFSDP or HSEP students in each program (listed in item 10, except for gifted/talented) by 6-week reporting period, where applicable</p> <p>14. Student’s number of excess contact hours earned in one day, where applicable</p> <p>15. Student’s total excess contact hours by instructional setting code by 6-week period, where applicable</p> <p>16. Attendance data totals for all students, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership (includes both eligible and ineligible students) • Days absent (includes both eligible and ineligible students) • Total days present (includes 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 bilingual/ESL and total eligible minutes present for OFSDP or HSEP students • Eligible days pregnancy-related services and total eligible minutes present for OFSDP or HSEP students 	<p>9. the student’s grade level code</p> <p>10. 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) • 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>11. the student’s absences (from the official attendance snapshot) by date for each six-week reporting period</p> <p>12. 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>13. the student’s total eligible days present by six-week reporting period</p> <p>14. 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>
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<ul style="list-style-type: none"> • Eligible days special education mainstream and total eligible minutes present for OFSDP or HSEP students <ol style="list-style-type: none"> 17. Track total for all grades for all data required in 16 above 18. Track ADA (regular classroom eligible participation, bilingual/ESL, pregnancy-related services, and mainstream) 19. 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 20. Total eligible days present, total eligible minutes present for OFSDP or HSEP students, 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 21. Signature page, signed by persons recording data and persons approving data. This page may be signed each 6-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. 	<ol style="list-style-type: none"> 15. the student’s number of excess contact hours earned in one day, where applicable 16. the student’s total excess contact hours by instructional setting code by six-week period, where applicable 17. 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 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 present for PRS students • eligible days present for special education mainstream students 18. track total for all grades for all data required in 16 above 19. track ADA (regular classroom eligible participation, bilingual/ESL, PRS, and mainstream) 20. 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 21. 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 22. 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
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		data electronically] is acceptable in lieu of a paper signature page.)

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	<p>2.3.2 Campus Summary Reports</p> <p>The Campus Summary Reports summarizes 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. These totals include the following: <ul style="list-style-type: none"> • Days membership (includes both eligible and ineligible students) • Days absent (includes both eligible and ineligible students) • Total days present (includes both eligible and ineligible students) • Ineligible days present • Eligible days present • Eligible days bilingual/ESL • Eligible days pregnancy-related services • Eligible days special education mainstream 6. Campus total for all grades for all data required in item 7 above 7. Total days absent reported by date for entire calendar 8. Campus ADA (regular classroom eligible participation, bilingual/ESL, pregnancy-related services, and mainstream) 9. Total eligible days present and total contact hours for all career and technical education codes (V1–V6), if applicable 10. Total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable 11. FTE calculations for all special programs reported for data required in items 11 and 12 12. Total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable 13. Signature page, signed by persons recording data and persons approving data. This page may be signed each 6-week reporting period or each 	<p>2.3.2 Campus Summary Reports</p> <p>Campus Summary Reports summarize <u>all tracks on a campus</u> 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 PRS • eligible days special education mainstream 6. campus total for all grades for all data required in item 5 above 7. total days absent reported by date for entire calendar 8. campus ADA (regular classroom eligible participation, bilingual/ESL, PRS, and mainstream) 9. total eligible days present and total contact hours for all career and technical education codes (V1–V6), if applicable 10. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable 11. full-time equivalent (FTE) calculations for all special programs reported for data required in items 9 and 10 12. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable

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	<p>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> <p>Campus Summary Reports should be generated each 6-week reporting period and reviewed by the principal for reasonableness. The principal should do the following:</p> <ul style="list-style-type: none"> • scrutinize regular attendance totals and special program attendance totals based on approximate membership, • investigate all data totals that have an exceptionally high value or a value of zero, and • compare current-year totals to prior-year totals to detect unreasonable differences. 	<p>13. 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> <p>Campus Summary Reports should be generated each six-week reporting period and reviewed by the principal for reasonableness. The principal should do the following:</p> <ul style="list-style-type: none"> • Scrutinize regular attendance totals and special program attendance totals based on approximate membership. • Investigate all data totals that have an exceptionally high value or a value of zero. • Compare current year totals to prior year totals to detect unreasonable differences. • Charter schools are required to submit six-week District Summary Report data via the FSP payment system.

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Revision	<p>2.3.3 District Summary Reports</p> <p>The District Summary Reports summarizes all campuses in the district or charter and must include the following data:</p> <ol style="list-style-type: none"> 1. Name of the district 2. County-district 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. Totals of all campus data, summarized by grade. These totals include the following: <ul style="list-style-type: none"> • Days membership (includes both eligible and ineligible students) • Days absent (includes both eligible and ineligible students) • Total days present (includes both eligible and ineligible students) • Ineligible days present • Eligible days present • Eligible days bilingual/ESL • Eligible days pregnancy-related services • Eligible days special education mainstream 6. District total for all grades for all data required in item 7 above 7. District ADA (regular classroom eligible participation, bilingual/ESL, pregnancy-related services, and mainstream) 8. Total eligible days present and total contact hours for all career and technical education codes (V1–V6), if applicable 9. FTE calculations for all special programs reported for data required in items 9 and 10 below 10. Total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable 11. Total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable 12. Signature page, signed by persons recording data and persons approving data. This page may be signed each 6-week reporting period or each semester at local discretion. If your district uses a paperless attendance 	<p>2.3.3 District Summary Reports</p> <p>District Summary Reports summarize <u>all campuses in the district or charter</u> and must include the following data:</p> <ol style="list-style-type: none"> 1. name of the district 2. county-district number 3. six-week reporting period 4. beginning and ending dates of the reporting period, including the year (If the district has multiple campuses or tracks, the earliest track beginning date and latest track ending date should be indicated.) 5. totals of all campus data, summarized by grade and including: <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 PRS • eligible days special education mainstream 6. district total for all grades for all data required in item 5 above 7. district ADA (regular classroom eligible participation, bilingual/ESL, PRS, and mainstream) 8. total eligible days present and total contact hours for all career and technical education codes (V1–V6), if applicable 9. FTE calculations for all special programs reported for data required in items 10 and 11 below 10. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable
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	<p>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> <p>The District Summary Report should be generated each 6-week reporting period and reviewed by the superintendent or the superintendent’s designee. The person reviewing the report should do the following:</p> <ul style="list-style-type: none"> • scrutinize regular attendance totals and special program attendance totals based on approximate membership, • investigate all data totals that have an exceptionally high value or a value of zero, and • compare current-year totals to prior-year totals to detect unreasonable differences. 	<p>11. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable</p> <p>12. 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> <p>District Summary Reports should be generated each six-week reporting period and reviewed by the superintendent or the superintendent’s designee. The person reviewing the report should do the following:</p> <ul style="list-style-type: none"> • Scrutinize regular attendance totals and special program attendance totals based on approximate membership. • Investigate all data totals that have an exceptionally high value or a value of zero. • Compare current year totals to prior year totals to detect unreasonable differences.

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Revision	<p><i>2.3.5 Additional Required Documentation</i></p> <p>The following documentation will also be required in the event of an audit (the retention period for an item is provided only if it differs from the standard 5-year retention period):</p> <ol style="list-style-type: none"> 1. 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) 2. Documentation of a student’s residency or other eligibility for enrollment (see 3.3 Enrollment Procedures and Requirements) 3. Grade books (retained for 1 year after entering grades into the student’s Academic Achievement Records [AAR]). Grade books are especially important in proving a student’s special program service when end-of-semester grades were not received⁹ 4. Period absence reports (for example, slips, 6-week attendance cards, etc.), if used, from the official attendance hour, signed and dated within one calendar week of the attendance by the teacher 5. For paperless accounting systems in which absences are posted directly to the automated system, sufficient paper documentation to support any changes to posted absences (see 2.2.3 “Paperless” Attendance Accounting Systems) 6. Campus Daily Absence Summary Reports, if used 7. Class admittance slips or other documentation to support the claim that a student was with a nurse, counselor, assistant principal, or other school official at the time attendance was taken (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes) 8. Documentation supporting the claim that a student was attending a board-approved activity, accompanied by a professional staff member, adjunct staff, or a paraprofessional staff member of the district, signed by the staff member who supervised the student (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes) 9. Documentation supporting the claim that a student was at a documented appointment with a health care professional (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes) 	<p><i>2.3.5 Additional Required Documentation</i></p> <p>The following documentation will also be required in the event of an audit (the retention period for an item is provided only if it differs from the standard five-year retention period):</p> <ol style="list-style-type: none"> 1. 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) 2. documentation of a student’s residency or other eligibility for enrollment (see 3.3 Enrollment Procedures and Requirements) 3. grade books (They are retained for one year after entering grades into the student’s Academic Achievement Record [AAR]. Grade books are especially important in proving a student’s special program service when end-of-semester grades are not received.¹¹) 4. period absence reports (for example, slips, six-week attendance cards, etc.), if used, from the official attendance hour, signed and dated within one calendar week of the attendance by the teacher 5. for paperless accounting systems in which absences are posted directly to the automated system, sufficient paper documentation to support any changes to posted absences (see 2.2.3 Paperless Attendance Accounting Systems) 6. Campus Daily Absence Summary Reports, if used 7. class admittance slips or other documentation to support the claim that a student was with a nurse, counselor, assistant principal, or other school official at the time attendance was taken (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes) 8. documentation supporting the claim that a student was attending a board-approved activity, accompanied by a professional staff member, adjunct staff, or a paraprofessional staff member of the district, signed by the staff member who supervised the student (see 3.6.3
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⁹ [Local Schedule SD](#), Texas State Library and Archive Commission

¹¹ [Local Schedule SD – Retention Schedule for Records of Public School Districts](#), Texas State Library and Archive Commission

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<p>10. Documentation supporting the claim that a student was participating in a district-approved mentorship through the Distinguished Achievement Program (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes)</p> <p>11. If any data changes are made to reports after they have been submitted to the TEA, updated or corrected copies of all reports (see 3.10 Quality Control)</p> <p>12. Copies of the student’s schedule showing the date of change if the student experienced a program change, including dates of withdrawal (for example, documentation showing a student changed from a 1-hour to a 3-hour career and technical education course or documentation showing a student withdrew from the program)</p> <p>13. Copies of any approved waivers your district may have received that affect funding</p> <p>14. A copy of the official school calendar reflecting all days of instruction and holidays (including bad weather days) for each instructional track offered in your district, with each 6-week reporting period clearly identified</p> <p>15. Special program documentation as described in each special program section in this handbook, including proof of service (see item 3 above)</p> <p>16. Documentation that indicates the meaning of all locally designed codes in the attendance system</p> <p>17. A copy of the community-based dropout recovery education program¹⁰ contract, if applicable</p> <p>18. Your district or charter school must maintain 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>	<p style="text-align: center;">Requirements for a Student to Be Considered Present for FSP (Funding) Purposes)</p> <p>9. documentation supporting the claim that a student was at a documented appointment with a health care professional (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes)</p> <p>10. documentation supporting the claim that a student was participating in a district-approved mentorship through the Distinguished Achievement Program (see 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes)</p> <p>11. if any data changes are made to reports after they have been submitted to TEA, updated or corrected copies of all reports (see 3.10 Quality Control)</p> <p>12. copies of a student’s schedule showing the date of change if a student experienced a program change, including dates of withdrawal (for example, documentation showing a student changed from a one-hour to a three-hour career and technical education course or documentation showing a student withdrew from the program)</p> <p>13. copies of any approved waivers your district may have received that affect funding</p> <p>14. a copy of the official school calendar reflecting all days of instruction and holidays (including bad weather days) for each instructional track offered in your district, with each six-week reporting period clearly identified</p> <p>15. special program documentation as described in each special program section in this handbook, including proof of service (see item 3 above)</p> <p>16. documentation that indicates the meaning of all locally designed codes in the attendance system</p> <p>17. a copy of the community-based dropout recovery education program¹² contract, if applicable</p> <p>18. written, local board or board-approved designee adopted policies that provide specific detailed information on the</p>
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		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].)
Revision	<p>2.3.5 Additional Required Documentation</p> <p>¹⁴ Local Schedule SD, Texas State Library and Archive Commission</p>	<p>2.3.5 Additional Required Documentation</p> <p>¹⁴ Local Schedule SD – Retention Schedule for Records of Public School Districts, Texas State Library and Archive Commission</p>
Revision	<p>3.1 Responsibility</p> <p>List in the spaces provided below the name and phone number of the district personnel responsible for answering all general attendance questions:</p>	<p>3.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel responsible for answering general attendance questions.</p>
Revision	<p>3.1 Responsibility</p> <p>As stated in previous sections, ultimately, the district superintendent is responsible for the accuracy and safekeeping of all attendance records and reports. As stated in previous sections, the district superintendent is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for audit by the TEA Financial Compliance Division.</p>	<p>3.1 Responsibility</p> <p>As stated in previous sections, the district superintendent is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. As stated in previous sections, the district superintendent is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for audit by the TEA Financial Compliance Division or for review by the State Funding Division.</p>

¹⁰ See the definition provided in the [glossary](#).

¹² See the definition provided in the [Glossary](#).

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Revision	<p><i>3.2.1 ADA Eligibility Coding</i></p> <p>A student’s eligibility to generate ADA is reported with what is called an ADA eligibility code.</p> <p>Note: The 2-through-4-hour rule includes recess and in-class breakfast.</p>	<p><i>3.2.1 ADA Eligibility Coding</i></p> <p>A student’s eligibility to generate ADA is reported with an ADA eligibility code. Your district must use the following codes when reporting student attendance.</p> <p>Note: The two-through-four-hour rule includes recess and in-class breakfast.</p> <p>Note: For pre-K ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.</p>
Revision	<p>3.2.1.1 Code 0 Enrolled, Not in Membership</p> <ul style="list-style-type: none"> • a child who is scheduled to attend for fewer than 2 hours of instruction each school day, including a high school student who has met all graduation requirements other than passing required state assessments and who continues to attend school to participate in a study program for those tests if the student is scheduled for and attending fewer than 2 hours of study program instruction each day (see 3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements) 	<p>3.2.1.1 Code 0 Enrolled, Not in Membership</p> <ul style="list-style-type: none"> • a child who is scheduled to attend for fewer than two hours of instruction each school day, including a high school student who has met all graduation requirements other than passing required state assessments and continues to attend school to participate in a study program for those tests if the student is scheduled for and attending fewer than two hours of study program instruction each day (see 3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements)
Revision	<p>3.2.1.2 Code 1 Eligible for Full-Day Attendance</p> <p>Code 1 indicates that a student is eligible to generate full-day attendance. Code 1 applies to all students entitled to enroll under the Texas Education Code (TEC), §25.001, who are scheduled for and provided instruction for at least 4 hours each school day.</p>	<p>3.2.1.2 Code 1 Eligible for Full-Day Attendance</p> <p>Code 1 indicates that a student is eligible to generate full-day attendance. Code 1 applies to all students entitled to enroll under the TEC, §25.001, who are scheduled and provided instruction at least four hours each school day.</p>

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Revision	<p>3.2.1.3 Code 2 Eligible for Half-Day Attendance</p> <p>Code 2 indicates that a student is eligible to generate half-day attendance. Code 2 applies to all students entitled to enroll under the TEC, §25.001, who are scheduled for and provided instruction for at least 2 hours but fewer than 4 hours each school day. These students include prekindergarten (PK) students who meet the eligibility requirements in Section 7 (see 7.5 Eligible Days Present and ADA Eligibility).</p>	<p>3.2.1.3 Code 2 Eligible for Half-Day Attendance</p> <p>Code 2 indicates that a student is eligible to generate half-day attendance. Code 2 applies to all students entitled to enroll under the TEC, §25.001, who are scheduled for and provided instruction at least two hours but fewer than four hours each school day. These students include prekindergarten (pre-K) students who meet the eligibility requirements in Section 7 Prekindergarten (Pre-K) (see 7.5 Eligible Days Present and ADA Eligibility).</p>
Revision	<p>3.2.1.4 Code 3 Eligible Transfer Student Full-Day</p> <p>Code 3 indicates that a student is a transfer student who is eligible to generate full-day attendance. Code 3 applies to a student who is a nonresident, is legally transferred into your district, and is scheduled for and provided instruction for at least 4 hours each school day. This code applies only to a student who transfers from one Texas school district to another; such a student must meet all eligibility criteria other than residency.</p>	<p>3.2.1.4 Code 3 Eligible Transfer Student Full Day</p> <p>Code 3 indicates that a student is a transfer student who is eligible to generate full-day attendance. Code 3 applies to a student who is a nonresident, legally transferred into your district, and scheduled for and provided instruction at least four hours each school day. This code applies only to a student who transfers from one Texas school district to another. Such a student must meet all eligibility criteria other than residency.</p>
Revision	<p>3.2.1.5 Code 4 Ineligible Full-Day</p> <p>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 does not meet the eligibility criteria for the service he or she receives. The types of students who are coded ineligible are listed below.</p>	<p>3.2.1.5 Code 4 Ineligible Full-Day</p> <p>Code 4 indicates that a student is provided instruction at least four hours each school day but is ineligible to generate ADA. Code 4 applies to any student who is scheduled for and provided full-day instruction but does not meet the eligibility criteria for the service he or she receives. The types of students who are coded ineligible are listed below.</p>

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Change	2018–2019	2019–2020
Revision	<p>3.2.1.6 Code 5 Ineligible Half-Day</p> <p>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.</p>	<p>3.2.1.6 Code 5 Ineligible Half Day</p> <p>Code 5 applies to any student who is provided half-day instruction but does not meet the eligibility criteria for the service he or she receives.</p>
Revision	<p><i>3.2.1.5.1 Underage:</i> children provided instruction in a preschool program for children with disabilities (PPCD) who are under the age of three, except for children with serious visual or hearing impairments or both</p>	<p><i>3.2.1.5.1 Underage:</i> children provided instruction in an early childhood special education (ECSE) services program who are under the age of three, except for children with serious visual or hearing impairments or both</p>
Revision	<p><i>3.2.1.5.2 Overage:</i> students who are 26 years old on September 1 of the current school year</p>	<p><i>3.2.1.5.2 Overage:</i> students who are 26 years old on September 1 of the current school year and are not enrolled in an adult high school diploma and industry certification charter school pilot program</p>
Revision	<p>3.2.1.7 Code 6 Eligible Transfer Student Half-Day</p> <p>Code 6 applies to a student who is a nonresident, is legally transferred into your district, and is scheduled for and provided instruction for at least 2 hours but fewer than 4 hours each school day.</p>	<p>3.2.1.7 Code 6 Eligible Transfer Student Half Day</p> <p>Code 6 applies to a student who is a nonresident, legally transferred into your district, and scheduled and provided instruction at least two hours but fewer than four hours each school day.</p>
Revision	<p>3.2.1.8 Code 7 Eligible—Alternative Attendance Program Participation</p> <p>3.2.1.9 Code 8 Ineligible—Alternative Attendance Program Participation</p>	<p>3.2.1.8 Code 7 Eligible— Flexible Attendance Program Participation</p> <p>3.2.1.9 Code 8 Ineligible— Flexible Attendance Program Participation</p>

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Change	2018–2019	2019–2020
Revision	<p>3.2.2 Funding Eligibility</p> <p>To be eligible to generate FSP funding for attendance, a student must either:</p> <ol style="list-style-type: none"> 1) be scheduled for and provided instruction at least 2 hours (half-day attendance) or at least 4 hours (full-day attendance) each day (referred to as the “2-through-4-hour rule”¹³) or 2) be eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program (such as the OFSDP). 3) participate in work-based learning* opportunities for at least two hours (half-day attendance) or at least four hours (full-day attendance). Work-based learning opportunities include internships, externships, apprenticeships, mentorships, etc. (This is not an exhaustive list of work-based learning opportunities). <p>The following table explains more fully the requirements a student must meet to be eligible to generate ADA and thus FSP funding.</p> <p>Note: The 2-through-4-hour rule includes recess and in-class breakfast.</p>	<p>3.2.2 Funding Eligibility</p> <p>To be eligible to generate FSP funding for attendance, a student must:</p> <ol style="list-style-type: none"> 1) be scheduled and provided instruction at least two hours (half-day attendance) or at least four hours (full-day attendance) each day (referred to as the two-through-four-hour rule¹⁴) or 2) be eligible for, enrolled in, and scheduled and provided instruction in an alternative attendance accounting program (such as the OFSDP). 3) participate in work-based learning opportunities for at least two hours (half-day attendance) or at least four hours (full-day attendance). Work-based learning opportunities include internships, externships, apprenticeships, and mentorships. (This is not an exhaustive list of work-based learning opportunities). See 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes. <p>The following table explains more fully the requirements a student must meet to be eligible to generate ADA and FSP funding.</p> <p>Note: The two-through-four hour rule includes recess and in-class breakfast.</p> <p>Note: For pre-K ONLY the two-through four-hour rule includes recess, breakfast, and lunch.</p>

¹³ 19 TAC [§129.21\(g\)](#)

¹⁴ [19 TAC §129.21\(g\)](#)

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Revision	3.2.2 Funding Eligibility			3.2.2 Funding Eligibility		
	If the student is scheduled for and provided instruction:	then the student:	and should be reported with:	If the student is scheduled for and provided instruction	the student	and should be reported with
	fewer than 2 hours (120 minutes) per day	is not eligible to generate ADA	ADA eligibility code 0	fewer than two hours (120 minutes) per day,	is not eligible to generate ADA	ADA eligibility code 0.
	at least 4 hours (240 minutes) per day	is eligible for full-day attendance (is eligible to generate ADA)	ADA eligibility code 1	at least four hours (240 minutes) per day,	is eligible for full-day attendance (is eligible to generate ADA)	ADA eligibility code 1.
	at least 2 hours (120 minutes) but fewer than 4 hours per day	is eligible for half-day attendance (is eligible to generate ADA)	ADA eligibility code 2	at least two hours (120 minutes) but fewer than four hours per day,	is eligible for half-day attendance (is eligible to generate ADA)	ADA eligibility code 2.
	at least 4 hours (240 minutes) per day and meets the requirements for an eligible student other than residency or an alternative basis for eligibility under the TEC, §25.001	is eligible for full-day attendance (is eligible to generate ADA). This status applies to a student who legally transfers from one Texas district to another Texas district and meets all eligibility criteria other than residency	ADA eligibility code 3	at least four hours (240 minutes) per day and meets the requirements for an eligible student other than residency or an alternative basis for eligibility under the TEC, §25.001,	is eligible for full-day attendance (is eligible to generate ADA). This status applies to a student who legally transfers from one Texas district to another Texas district and meets all eligibility criteria other than residency	ADA eligibility code 3.
	at least 4 hours (240 minutes) per day but does not meet the eligibility requirements	is not eligible to generate ADA (see 3.2.1.5 for more information)	ADA eligibility code 4	at least four hours (240 minutes) per day but does not meet the eligibility requirements,	is not eligible to generate ADA (see 3.2.1.5 Code 4 Ineligible Full Day for more information)	ADA eligibility code 4.
	at least 2 hours (120 minutes) per day but does not meet the eligibility requirements	is not eligible to generate ADA (see 3.2.1.6 for more information)	ADA eligibility code 5			
	at least 2 hours (120 minutes) per day and meets the requirements for an eligible student other than residency or an alternative basis for eligibility under the TEC, §25.001	is eligible for half-day attendance (is eligible to generate ADA). This status applies to a student who transfers from one Texas district to another Texas district and meets all eligibility criteria other than residency	ADA eligibility code 6			

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Change	2018–2019			2019–2020		
	through an alternative attendance program, such as OFSDP, according to the requirements of that program	is eligible for alternative attendance program participation (is eligible to generate ADA)	ADA eligibility code 7	at least two hours (120 minutes) per day but does not meet the eligibility requirements,	is not eligible to generate ADA (see 3.2.1.6 Code 5 Ineligible Half Day for more information)	ADA eligibility code 5.
	through an alternative attendance program, but not according to the requirements of that program	is ineligible for alternative attendance program participation (is not eligible to generate ADA)	ADA eligibility code 8	at least two hours (120 minutes) per day and meets the requirements for an eligible student other than residency or an alternative basis for eligibility under the TEC, §25.001,	is eligible for half-day attendance (is eligible to generate ADA). This status applies to a student who transfers from one Texas district to another Texas district and meets all eligibility criteria other than residency	ADA eligibility code 6.
	Students who are funding eligible and attending on a half-day basis may earn only one-half day of attendance each school day. Your district determines these students' attendance by taking attendance during a period in which the students are scheduled to be present. ¹⁵			through a flexible attendance program, such as the OFSDP, according to the requirements of that program,	is eligible for flexible attendance program participation (is eligible to generate ADA)	ADA eligibility code 7.
				through a flexible attendance program, but not according to the requirements of that program,	is ineligible for alternative attendance program participation (is not eligible to generate ADA)	ADA eligibility code 8.
				Students who are funding eligible and attending on a half-day basis may earn only a single half day of attendance each school day. Your district determines these students' attendance by taking attendance during a period in which the students are scheduled to be present. ¹⁶		

¹⁵ 19 TAC [§129.21\(h\)\(1\)](#)

¹⁶ [19 TAC §129.21\(h\)\(1\)](#)

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Change	2018–2019	2019–2020								
Revision	<p>3.2.2 Funding Eligibility</p> <p style="text-align: center;">2-through-4 hour rule eligibility chart</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; width: 50%;">Included</th> <th style="text-align: center; width: 50%;">Not Included</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Instruction • In-class breakfast • Recess • Work-based learner • Study program for state assessments (if the student has met all graduation requirements) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Study hall • Sign ins • Repeated courses (if a student has already received credit for that course) </td> </tr> </tbody> </table> <p>If a student who is funding eligible and attending on a full-day basis is not scheduled to attend school during the second or fifth instructional hour, your district determines the student’s attendance by taking attendance during a period in which he or she is scheduled to be present.</p>	Included	Not Included	<ul style="list-style-type: none"> • Instruction • In-class breakfast • Recess • Work-based learner • Study program for state assessments (if the student has met all graduation requirements) 	<ul style="list-style-type: none"> • Study hall • Sign ins • Repeated courses (if a student has already received credit for that course) 	<p>3.2.2 Funding Eligibility</p> <p style="text-align: center;">Two-through-four-hour rule eligibility chart</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; width: 50%;">Included</th> <th style="text-align: center; width: 50%;">Not Included</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • instruction • in-class breakfast • breakfast and lunch (pre-K only) • recess • work-based learner • study program for state assessments (if the student has met all graduation requirements) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • study hall • sign ins • repeated courses (if a student has already received credit for that course) </td> </tr> </tbody> </table> <p>If a student who is funding eligible and attending on a full-day basis is not scheduled to attend school during the official attendance taking time (snapshot time), your district determines the student’s attendance by taking attendance during a period in which he or she is scheduled to be present.</p>	Included	Not Included	<ul style="list-style-type: none"> • instruction • in-class breakfast • breakfast and lunch (pre-K only) • recess • work-based learner • study program for state assessments (if the student has met all graduation requirements) 	<ul style="list-style-type: none"> • study hall • sign ins • repeated courses (if a student has already received credit for that course)
Included	Not Included									
<ul style="list-style-type: none"> • Instruction • In-class breakfast • Recess • Work-based learner • Study program for state assessments (if the student has met all graduation requirements) 	<ul style="list-style-type: none"> • Study hall • Sign ins • Repeated courses (if a student has already received credit for that course) 									
Included	Not Included									
<ul style="list-style-type: none"> • instruction • in-class breakfast • breakfast and lunch (pre-K only) • recess • work-based learner • study program for state assessments (if the student has met all graduation requirements) 	<ul style="list-style-type: none"> • study hall • sign ins • repeated courses (if a student has already received credit for that course) 									

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Change	2018–2019	2019–2020
Revision	<p>3.2.2.1 Study Halls Not Eligible as Instructional Hours</p> <p>To be eligible for attendance for FSP purposes, students must either 1) be provided instruction at least 2 hours (half-day attendance) or at least 4 hours (full-day attendance) each school day or 2) be eligible for, enrolled in, and provided instruction in an alternative attendance accounting program. Study halls are not considered instruction and thus do not count toward the accumulation of attendance hours for FSP funding purposes.</p>	<p>3.2.2.1 Study Halls Not Eligible as Instructional Hours</p> <p>To be eligible for attendance for FSP purposes, students must either be provided instruction at least two hours (half-day attendance) or at least four hours (full-day attendance) each school day or be eligible for, enrolled in, and provided instruction in an alternative attendance accounting program. Study halls are not considered instruction and do not count toward the accumulation of attendance hours for FSP funding purposes.</p>
Revision	<p>3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements</p> <p>If a student has completed all of the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard or students who have not met the assessment requirements for graduation. (See 3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements except Passing Required State Assessments.)</p>	<p>3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements</p> <p>If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in PEIMS (E1612); or students who have not met the assessment requirements for graduation. (See 3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments.)</p>
Revision	<p>3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements except Passing Required State Assessments</p>	<p>3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments</p>

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Change	2018–2019	2019–2020
Revision	<p>3.2.2.5 Funding Eligibility for Students Award a Diploma Outside of the United States</p> <p>If a student has been awarded a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. However, a student that holds a diploma from a country outside of the United States may be eligible to enroll and generate ADA for funding purposes in a Texas public school if the district has determined that the diploma does not meet the minimum requirements for a Texas high school diploma. Districts must evaluate out-of-country transcripts carefully. These students must still meet eligibility requirements for funding.</p>	<p>3.2.2.5 Funding Eligibility for Students Award a Diploma Outside of the United States</p> <p>If a student has been awarded a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. However, a student who holds a diploma from a country outside of the United States may be eligible to enroll and generate ADA for funding purposes in a Texas public school if the district has determined that the diploma does not meet the minimum requirements for a Texas high school diploma. Districts must evaluate out of country transcripts carefully. These students must still meet eligibility requirements for funding.</p>
Revision	<p>3.2.2.6 Funding Eligibility of Students Eligible for PPCD Services and Served in a Pre-K Classroom</p> <p>See 4.9.3 PPCD Services and PK Programs and 7.5.1 Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom for detailed information about students who are eligible for PPCD services and are served in a PK classroom.</p>	<p>3.2.2.6 Funding Eligibility of Students Eligible for ECSE Services and Served in a Pre-K Classroom</p> <p>See 4.9.3 ECSE Services and Pre-K Program and 7.5.1 Students Who Are Eligible for Special Education and Are Served in a Pre-K Classroom for detailed information about students who are eligible for ECSE services and served in a pre-K classroom.</p>

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Revision	<i>3.2.3 Age Eligibility</i>	<i>3.2.3 Age Eligibility</i>
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Eligible	Ineligible	Eligible	Ineligible
a student who is at least 5 years old* on September 1 of the current school year but is less than 21 years old by the same date ¹⁷	a student who is not at least 5 years old on September 1 of the current school year or is not less than 21 years old by the same date, unless the student meets some other eligibility requirement listed in the “Eligible” column	a student who is at least five years old on September 1 of the current school year but is less than 21 years old by the same date ²² (See 3.2.3.1 Additional Information about Minimum Eligible Age.)	a student who is not at least five years old on September 1 of the current school year or is not less than 21 years old by the same date, unless the student meets some other eligibility requirement listed in the “Eligible” column
a student who is at least 21 years of age but less than 26 years of age on September 1 of the current school year and who has been admitted by your school district to complete the requirements of a high school diploma** ¹⁸	a student who has previously graduated from high school	a student who is at least 21 years of age but less than 26 years of age on September 1 of the current school year and has been admitted by your school district to complete the requirements of a high school diploma ²³ (See 3.2.3.2 Additional Information about Maximum Eligible Age.)	a student who has previously graduated from high school
a student who is at least 19 years of age but less than 26 years of age on September 1 of the current school year and is enrolled in an adult high school diploma and industry certification charter school pilot program ¹⁹	a student who does not reside in Texas (even if the student’s parent or grandparent does)	a student who is at least 19 years of age but less than 51 years of age on September 1 of the current school year and enrolled in an adult high school diploma and industry certification charter school pilot program ²⁴	a student who does not reside in Texas (even if the student’s parent or grandparent does)
a student who has a disability and who 1) has reached his or her third birthday and 2) meets other special education eligibility requirements described in Section 4	a student with disabilities who has graduated with a high school diploma under 19 Texas Administrative Code (TAC) §89.1070(b)(2) , (f) (student is no longer eligible to receive services or generate ADA)	a student who has a disability and who has reached his or her third birthday and meets other special education eligibility requirements described in Section 4 Special Education	a student with disabilities who has graduated with a high school diploma under 19 TAC §89.1070(b)(2), (f) (This student is no longer eligible to receive services or generate ADA.)
		from date of birth through age two, a child who has serious visual impairments, hearing impairments, or both and who meets other special education eligibility requirements described in Section 4 Special Education	

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¹⁷ TEC, [§42.003](#)

¹⁸ TEC, [§42.003](#)

¹⁹ under the TEC, [§29.259](#); TEC, [§42.003](#)

²² [TEC, §42.003](#)

²³ [TEC, §42.003](#)

²⁴ Under [the TEC, §29.259, §42.003](#)

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Change	2018–2019	2019–2020
	<p>from date of birth through age 2, a child who has serious visual impairments, hearing impairments, or both and who meets other special education eligibility requirements described in Section 4</p> <p>a student receiving special education services who is 21 years of age on September 1 of a school year: the student is eligible for services through the end of that school year or until graduation, whichever comes first</p> <p>a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services²⁰: the student may be served through age 21 inclusive²¹</p> <p>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>a student receiving special education services who is 21 years of age on September 1 of a school year (This student is eligible for services through the end of that school year or until graduation, whichever comes first.)</p> <p>a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services²⁵ (This student may be served through age 21 inclusive.²⁶)</p> <p>a student who is eligible for state-funded pre-K classes and meets the age requirement by September 1 of the current school year (eligible only for half-day attendance)</p>

²⁰ as determined by the ARD committee per 19 TAC [§89.1070\(f\)](#)

²¹ 34 Code of Federal Regulations (CFR), §300.102(a)(3)

²⁵ as determined by the ARD committee per [19 TAC §89.1070\(f\)](#)

²⁶ [34 Code of Federal Regulations \(CFR\), §300.102\(a\)\(3\)](#)

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Change	2018–2019	2019–2020
Revision	<p>*3.2.3.1 Additional Information about Minimum Eligible Age</p> <p>The term “enrolled” means actually receiving instruction by attendance in a public school rather than being registered before receiving instruction.</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). Such assignments are the decision of the local district.</p> <p>A student younger than 5 years of age is entitled to the benefits of the FSP if the student performs satisfactorily on the required state assessments administered to students in the third grade and your district has adopted a policy for admitting students younger than 5 years of age.²⁷</p> <p>A child of a military family who moves to your district from another state that is a member state of the Interstate Compact on Educational Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, in which the student was enrolled in the sending state regardless of the child’s age. Also, a child of a military family who moves to your district from another state that is a member of the compact and who has satisfactorily completed the prerequisite grade level (including prekindergarten) in that other state is entitled to enroll in the next highest grade level, regardless of age. These children would meet minimum age eligibility requirements for generating ADA, provided applicable documentation is provided. See 11.9 Interstate Compact on Educational Opportunity for Military Children for documentation requirements, applicable definitions, and other additional information.</p>	<p>3.2.3.1 Additional Information about Minimum Eligible Age</p> <p>Enrolled means actually receiving instruction by attendance in a public school rather than being registered before receiving instruction.</p> <p>However, any five-year-old child who enrolls may be assigned to first grade for the full school term (ADA eligibility code 1). Such assignments are the decision of the local district.</p> <p>A student younger than five years of age is entitled to the benefits of the FSP if the student performs satisfactorily on the required state assessments administered to students in the third grade and your district has adopted a policy for admitting students younger than five years of age.²⁸</p> <p>A child of a military family who moves to your district from another state that is a member state of the Interstate Compact on Educational Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, in which the student was enrolled in the sending state regardless of the child’s age. Also, a child of a military family who moves to your district from another state that is a member of the compact and who has satisfactorily completed the prerequisite grade level (including pre-K) in the other state is entitled to enroll in the next highest grade level, regardless of age. These children would meet minimum age eligibility requirements for generating ADA, provided applicable documentation is provided. See 11.9 Interstate Compact on Educational Opportunity for Military Children for documentation requirements, applicable definitions, and additional information.</p>

²⁷ TEC, [§42.003\(d\)](#)

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Change	2018–2019	2019–2020
Revision	<p>**3.2.3.2 Additional Information about Maximum Eligible Age</p> <p>Students who are at least 21 years of age and under 26 years of age, who have been admitted for the purpose of completing the requirements for a high school diploma, and who have not attended school in the three preceding school years must not be placed with a student who is 18 years of age or younger in a classroom setting, cafeteria, or other district-sanctioned school activity. However, these students may attend a school-sponsored event that is open to the public as a member of the public.²⁹³⁰</p>	<p>3.2.3.2 Additional Information about Maximum Eligible Age</p> <p>Students who are at least 21 years of age and under 26 years of age, have been admitted for the purpose of completing the requirements for a high school diploma, and have not attended school in the three preceding school years must not be placed with a student who is 18 years of age or younger in a classroom setting, cafeteria, or other district-sanctioned school activity. However, these students may attend a school-sponsored event that is open to the public as a member of the public.³¹</p>
Revision	<p>**3.2.3.2 Additional Information about Maximum Eligible Age</p> <p>(See 3.6.3.1 Attendance Taken Before the End of the Academic Year). Districts may allow a student to remain enrolled in order to graduate with their class if graduation will occur by the end of the school year in which the student completes graduation requirements; ; however, the student is not eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable .</p>	<p>3.2.3.2 Additional Information about Maximum Eligible Age</p> <p>(See 3.6.3.1 Attendance Taken Before the End of the Academic Year.) Districts may allow a student to remain enrolled in order to graduate with their class if graduation will occur by the end of the school year in which the student completes graduation requirements. However, the student is not eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable.</p>

²⁸ [TEC, §42.003\(d\)](#)

²⁹ [TEC, §25.001\(b-2\)](#)

³⁰ [TEC, § 12.137](#)

³¹ [TEC, §25.001\(b-2\), §12.137](#)

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Change	2018–2019	2019–2020
Revision	<p>3.3 Enrollment Procedures and Requirements</p> <p>The required retention period for all school district records is outlined in Local Schedule SD of the <i>Local Records Retention Schedules</i>, Texas State Library and Archives Commission.</p>	<p>3.3 Enrollment Procedures and Requirements</p> <p>The required retention period for all school district records is outlined in Texas State Library and Archives Commission’s Local Schedule SD – Retention Schedule for Records of Public School Districts.</p>

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Change	2018–2019	2019–2020
Revision	<p>3.3.1 Residency</p> <p>In establishing whether a student meets residency requirements for enrollment in your district, your district must not ask about the citizenship or immigration status of the student or his or her parent or other person with legal control of the student under a court order.³² To determine whether a student should have an immigrant indicator code of 1 for TSDS PEIMS reporting purposes, your district may ask the following questions³³:</p> <ol style="list-style-type: none"> 1) Is the student 3–21 years of age? <p>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.</p> <p>⁴¹ These questions are based on the criteria defining “immigrant children and youth” in Title III of the No Child Left Behind Act of 2001. Texas is required to report the number of immigrant children and youth to receive certain federal funds.</p>	<p>3.3.1 Residency</p> <p>In establishing whether a student meets residency requirements for enrollment in your district, your district must not ask about the citizenship or immigration status of the student, his or her parent, or other person with legal control of the student under a court order.³⁴ To determine whether a student should have an immigrant indicator code of 1 for TSDS PEIMS reporting purposes, your district may ask the following questions:³⁵</p> <ol style="list-style-type: none"> 1) Is the student three to 21 years of age? <p>³⁷ See the 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.</p> <p>⁴⁴ These questions are based on the criteria defining “immigrant children and youth” in Title III of the No Child Left Behind Act of 2001, 20 United States Code (USC), §7011(6). Texas is required to report the number of immigrant children and youth to receive certain federal funds.</p>

³² 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>.

³³ These questions are based on the criteria defining “immigrant children and youth” in Title III of the No Child Left Behind Act of 2001. Texas is required to report the number of immigrant children and youth to receive certain federal funds.

³⁴ See the 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>.

³⁵ These questions are based on the criteria defining “immigrant children and youth” in Title III of the No Child Left Behind Act of 2001, **20 United States Code (USC), §7011(6)**. Texas is required to report the number of immigrant children and youth to receive certain federal funds.

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Revision	<p><i>3.3.1 Residency</i></p> <p>3) Has the student attended a US school for 3 full academic years? Note: The 3 years do not need to be consecutive.</p>	<p><i>3.3.1 Residency</i></p> <p>3) Has the student attended a US school for three full academic years? Note: Some states define an academic year as nine months, while other states count an academic year as 10 months. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more state(s) must not add up to a total of more than three full academic years.³⁶ The 3 years do not need to be consecutive.</p> <p>See the US Department of Education, “Section J: Immigrant Children and Youth,” Part I: Non-Regulatory Guidance on Implementation of Title III State Formula Grant Program, at https://www2.ed.gov/programs/sfgp/nrgcomp.html#immg.</p>
Revision	<p><i>3.3.1 Residency</i></p> <p>These questions are based on the criteria defining “immigrant children and youth” in Title III of the No Child Left Behind Act of 2001. Texas is required to report the number of immigrant children and youth to receive certain federal funds.</p>	<p><i>3.3.1 Residency</i></p> <p>These questions are based on the criteria defining “immigrant children and youth” in Title III of the Every Student Succeeds Act (ESSA), 20 United States Code (USC), §7011(6). Texas is required to report the number of immigrant children and youth to receive certain federal funds.</p>

³⁶ See the US Department of Education, “Section J: Immigrant Children and Youth,” Part I: Non-Regulatory Guidance on Implementation of Title III State Formula Grant Program, at <https://www2.ed.gov/programs/sfgp/nrgcomp.html#immg>.

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Change	2018–2019	2019–2020
Revision	<p><i>3.3.2 District Responsibility to Secure Student Records</i></p> <p>On a student’s enrollment in your district, your district must request the set of required student information listed in 3.4 Withdrawal Procedures. Note that student records must be requested, sent, and received using the Texas Records Exchange (TREx) system. If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required information within 10 working days, your district should report the noncompliant district to the General Inquiries Division of the TEA at (512) 463-9290.³⁷</p>	<p><i>3.3.2 District Responsibility to Secure Student Records</i></p> <p>Upon a student’s enrollment in your district, your district must request the required student information listed in 3.4 Withdrawal Procedures. Note that student records must be requested, sent, and received using the Texas Records Exchange (TREx) system. If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required information within 10 working days, your district should report the noncompliant district to the Office of General Inquiry of TEA at (512) 463-9290.³⁸</p>

³⁷ TEC, [§25.002\(a-1\)](#)

³⁸ [TEC, §25.002\(a\)\(1\)](#)

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Revision	<p><i>3.3.3 Documentation of Identity and Age</i></p> <p>A parent or other person with legal control of a student under a court order who is enrolling the student has up to 30 days from the date of enrollment to provide proof of the student’s identity.³⁹ Any of the documents in the following list is acceptable for proof of identity and age; however, please see the next paragraph for additional information related to students under the age of 11.</p> <ul style="list-style-type: none"> • birth certificate • statement of the child’s date of birth issued for school admission purposes by the division of the Texas Department of State Health Services responsible for vital statistics⁴⁰ • driver’s license • passport • school ID card, records, or report card • military ID • hospital birth record • adoption records • church baptismal record • any other legal document that establishes identity <p>For a student who is under 11 years of age and is enrolling in your school for the first time, per the Texas Code of Criminal Procedure, Article 63.019, certain additional requirements related to documentation of identity and age apply. Your school must notify the person enrolling the student that the person has up to 30 days from enrollment, or up to 90 days from enrollment for a child not born in the United States, to provide a certified copy of the child’s birth certificate. If the person is unable to produce a certified copy of the birth certificate, the person must produce, within the same time period, other acceptable proof of the child’s identity and age (see list from preceding paragraph) and a signed note explaining why the person was unable to produce a certified copy of the birth certificate.</p>	<p><i>3.3.3 Documentation of Identity and Age</i></p> <p>A parent or other person with legal control of a student under a court order who is enrolling the student has up to 30 days from the date of enrollment to provide proof of the student’s identity.⁴¹</p> <p>Any of the documents in the following list is acceptable for proof of identity and age:</p> <ul style="list-style-type: none"> • birth certificate • statement of the child’s date of birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services⁴² • driver’s license • passport • school ID card, records, or report card • military ID • hospital birth record • adoption record • church baptismal record • any other legal document that establishes identity <p>For a student who is under 11 years of age and enrolling in your school for the first time, per the Texas Code of Criminal Procedure, Article 63.019, certain additional requirements related to the documentation of identity and age apply. Your school must notify the person enrolling the student that the person has up to 30 days from enrollment, or up to 90 days from enrollment for a child not born in the United States, to provide a certified copy of the child’s birth certificate. If the person is unable to produce a certified copy of the birth certificate, the person must produce, within the same time period, other acceptable proof of the child’s identity and age (see list from preceding paragraph) and a signed note explaining why the</p>
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	<p>⁴⁸ 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.</p>	<p>person is unable to produce a certified copy of the birth certificate.</p> <p>⁴¹ 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 Texas Vital Statistics, a division of the Texas Department of State Health Services.</p>
Revision	<p><i>3.3.4 Failure to Receive Student Records and Discrepancies in Student Names</i></p> <p>If a child is enrolled under a name other than the name that appears in the identifying documents, your district must notify the Missing Children and Missing Persons Information Clearinghouse at (800) 346-3243. If the student’s records have not been received within 30 days of a request, making this comparison impossible, your district must notify the municipal police department or sheriff’s department of the county for a determination of whether the child has been reported as missing.⁴³</p>	<p><i>3.3.4 Failure to Receive Student Records and Discrepancies in Student Names</i></p> <p>If a child is enrolled under a name other than the name that appears in the identifying documents, your district must notify the Texas Department of Public Safety’s Missing Persons Hotline at (800) 346-3243. If the student’s records have not been received within 30 days of a request, making this comparison impossible, your district must notify the municipal police department or sheriff’s department of the county to determine if the child has been reported as missing.⁴⁴</p>
Revision	<p>3.3.5.1 “Auditing” Classes at School District or Charter School at Which the Student Is Not Enrolled</p>	<p>3.3.5.1 Auditing Classes at School District or Charter School at Which the Student Is Not Enrolled</p>

³⁹ TEC, [§25.002](#)(a-1)

⁴⁰ 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/reqproc/forms.shtm>, marking the application “Free for School Admission.”

⁴¹ [TEC, §25.002\(a\)\(1\)](#)

⁴² 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 Texas Vital Statistics, a division of the Texas Department of State Health Services. 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.”

⁴³ TEC, [§25.002](#)(b) and (c)

⁴⁴ [TEC, §25.002\(b\) and \(c\)](#)

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Revision	<p><i>3.3.6 Student Entitlement to Attend School in a Particular District</i></p> <p>Your district must serve students in regular education in addition to in other programs (special education, etc.) if the students are eligible and all documentation is on file. Your district cannot refuse to serve a student who is entitled to enroll. For example, say a student enters a hospital for treatment. If the hospital is located within your school district, your district must immediately serve this student in regular education and also in special education if the student is determined to be eligible. This requirement applies not only to students in hospitals but also to students in juvenile detention centers, jails, and other such facilities. (See 3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer for a limited exception to this requirement.) Additional eligibility provisions apply to students who are not entitled to enroll under TEC, §25.001, other than a residence separate and apart from a parent or legal guardian under the TEC, §25.001(b)(4) and (d).</p> <p>Under the TEC, §25.001(b), your school district must admit a student who meets age eligibility requirements if the student:</p> <ul style="list-style-type: none"> • and either parent reside in your school district; • does not reside in your school district but has a parent who does and that parent is a joint or the sole managing conservator or possessory conservator of the student; • and the student’s guardian or other person having lawful control of the person under a court order reside within your school district; • has established a separate residence under the TEC, §25.001(d); • is homeless, regardless of the residence of the student, of either parent, or of the person’s guardian or other person having lawful control of the person; • is a foreign exchange student placed with a family that resides in your district by a nationally recognized foreign exchange program⁴⁵; • resides at a residential facility that is in your district; 	<p><i>3.3.6 Student Entitlement to Attend School in a Particular District</i></p> <p>Your district must serve students in regular education in addition to in other programs, such as special education, if the students are eligible and all documentation is on file. Your district cannot refuse to serve a student who is entitled to enroll. For example, say a student enters a hospital for treatment. If the hospital is located within your school district, your district must immediately serve this student in regular education and also in special education if the student is determined to be eligible. This requirement applies not only to students in hospitals but also to students in juvenile detention centers, jails, and other such facilities. (See 3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer for a limited exception to this requirement.) Additional eligibility provisions apply to students who are not entitled to enroll under the TEC, §25.001, other than a residence separate and apart from a parent or legal guardian under the TEC, §25.001(b)(4) and (d).</p> <p>Under the TEC, §25.001(b), your school district must admit a student who meets age eligibility requirements if the student:</p> <ul style="list-style-type: none"> • and either parent resides in your school district; • does not reside in your school district but has a parent who does and that parent is a joint or the sole managing conservator or possessory conservator of the student; • and the student’s guardian or other person having lawful control of the person under a court order resides within your school district; • has established a separate residence under the TEC, §25.001(d); • is homeless, regardless of the residence of the student, either parent, or the person’s guardian or other person having lawful control of the person;
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	<ul style="list-style-type: none"> • resides in your district and either is 18 years old or older or has had the disabilities of minority removed; or • does not reside in your school district but has a grandparent who does and who provides a substantial amount of after-school care for the student⁴⁶. <p>Also, your school district must admit, tuition-free, a student who meets age eligibility requirements if the student has been placed in foster care and the foster parents reside in your district.⁴⁷ A student in the conservatorship of the Department of Family and Protective Services (DFPS) who has been placed by the department at a residence outside your district but who was enrolled at a school in your district at the time of placement is entitled to continue to attend that school until he or she successfully completes the highest grade offered by the school without payment of tuition regardless of whether the student remains in DFPS conservatorship.</p>	<ul style="list-style-type: none"> • is a foreign exchange student placed with a family that resides in your district by a nationally recognized foreign exchange program;⁴⁸ • resides at a residential facility that is in your district; • resides in your district and either is 18 years old or older or has had the disabilities of minority removed; or • does not reside in your school district but has a grandparent who does and who provides a substantial amount of after-school care for the student.⁴⁹ <p>Also, your school district must admit, tuition free, a student who meets age eligibility requirements if the student has been placed in foster care and the foster parents reside in your district.⁵⁰ A student in the conservatorship of the Texas Department of Family and Protective Services (DFPS) who has been placed by the department at a residence outside your district but who was enrolled at a school in your district at the time of placement is entitled to continue to attend that school until he or she successfully completes the highest grade offered by the school without payment of tuition regardless of whether the student remains in DFPS conservatorship.</p>

⁴⁵ unless the school district has applied for and been granted a waiver by the commissioner under the TEC, [§25.001\(e\)](#)

⁴⁶ as determined by the school board

⁴⁷ TEC, [§25.001\(f\)](#)

⁴⁸ unless the school district has applied for and been granted a waiver by the commissioner under the [TEC, §25.001\(e\)](#)

⁴⁹ as determined by the school board

⁵⁰ [TEC, §25.001\(f\)](#)

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Change	2018–2019	2019–2020
Revision	<p>3.3.6.1 Entitlement of Certain Students to Transfer to a District of a Bordering State</p> <p>A student who is entitled to attend a public school of a school district that is on the border of Louisiana, Arkansas, Oklahoma, or New Mexico who finds it more convenient to attend public school in a district in the contiguous state may do so. In that case, the state and county available school funds for the student would be paid to the school district of the contiguous state, and any additional tuition, if necessary, would be paid by the district of the student’s residence on terms agreed on by the trustees of the receiving district and of the residence district.</p>	<p>3.3.6.1 Entitlement of Certain Students to Transfer to a District of a Bordering State</p> <p>A student who is entitled to attend a public school of a school district that is on the border of Louisiana, Arkansas, Oklahoma, or New Mexico, and finds it more convenient to attend public school in a district in the contiguous state may do so. In this case, the state and county available school funds for the student would be paid to the school district of the contiguous state, and any additional tuition, if necessary, would be paid by the district of the student’s residence on terms agreed on by the trustees of the receiving district and of the residence district.</p>

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Change	2018–2019	2019–2020
Revision	<p><i>3.3.7 Homeless Students</i></p> <p>The student must be allowed to attend either the student’s “school of origin”⁵¹ (“school that the student attended when permanently housed or the school in which the student was last”) or the school serving the attendance area where the student is now located.⁵² Eligibility to enroll in any other school in any school district or open enrollment charter school is determined by local policy.⁵³ A student is entitled to attend the school of origin if the student becomes homeless during a school year or between school years. Also, if the student becomes permanently housed during a school year, the student is entitled to attend the school of origin for the remainder of that school year.</p> <p>You can find more information on school district responsibilities associated with homeless students on the TEA Homeless Issues FAQ page and on the Texas Homeless Education Office website at http://www.utdanacenter.org/theo/.</p> <p>(42 United States Code [USC], §11302 and § 11434a) as defined in 42 USC, §11432(g)(3)(G) 42 USC, §1143(2)(g)(3)(A)</p>	<p><i>3.3.7 Homeless Students</i></p> <p>The student must be allowed to attend either the student’s “school of origin”⁵⁴ (“the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled”) or enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.⁵⁵ Eligibility to enroll in any other school in any school district or open enrollment charter school is determined by local policy.⁵⁶ A student is entitled to attend the school of origin if the student becomes homeless during a school year or between school years. Also, if the student becomes permanently housed during a school year, the student is entitled to attend the school of origin for the remainder of that school year.</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 Texas Homeless Education Office at 1-800-446-3142.</p> <p>42 USC, § 11434a as defined in 42 USC, §11432(g)(3)(I) 42 USC, §11432(g)(3)(A)(ii)</p>

⁵¹ as defined in 42 USC, §11432(g)(3)(G)

⁵² 42 USC, §1143(2)(g)(3)(A)

⁵³ State law determines eligibility to enroll in a Texas Virtual School Network course or Online School. See **12.2 Texas Virtual School Network (TxVSN)**.

⁵⁴ as defined in [42 USC, §11432\(g\)\(3\)\(I\)](#)

⁵⁵ [42 USC, §11432\(g\)\(3\)\(A\)](#)

⁵⁶ State law determines eligibility to enroll in a Texas Virtual School Network course or Online School. See **12.2 Texas Virtual School Network (TxVSN)**.

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Revision	<p><i>3.3.10 Students Who Have Received a GED Certificate or Have Been Court-Ordered to Obtain a GED Certificate</i></p> <p>A student who has received a GED certificate or who has been court ordered to obtain a GED certificate is still eligible to enroll in your district to complete the requirements for a high school diploma if the student chooses, provided all eligibility requirements are met.</p>	<p><i>3.3.10 Students Who Have Earned a Texas Certificate of High School Equivalency (TxCHSE) or Have Been Court Ordered to Obtain a TxCHSE</i></p> <p>A student who has earned a TxCHSE or who has been court ordered to obtain a TxCHSE is still eligible to enroll in your district to complete the requirements for a high school diploma if the student chooses, provided all eligibility requirements are met.</p>
Revision	<p><i>3.4.1 Students 19 Years of Age or Older</i></p> <p>Your district may withdraw a student who is at least 19 years old and is voluntarily enrolled in school when he or she accumulates more than five unexcused absences in a semester. Your district may revoke the enrollment of such a student for the remainder of the school year, except that a district may not revoke enrollment on a day on which the student is physically present at school.⁵⁷ A student who is removed from school under this provision will be considered a dropout for accountability purposes unless the student returns to school during the school-start window the following fall. See the <i>Secondary School Completion and Dropouts in Texas Public Schools</i> annual publication for the current definition of “dropout.”</p>	<p><i>3.4.1 Students 19 Years of Age or Older</i></p> <p>Your district may withdraw a student who is at least 19 years old and voluntarily enrolled in school when he or she accumulates more than five unexcused absences in a semester. Your district may revoke the enrollment of such a student for the remainder of the school year, except that a district may not revoke enrollment on a day on which the student is physically present at school.⁵⁸ A student who is removed from school under this provision will be considered a dropout for accountability purposes unless the student returns to school during the school start window the following fall. See <i>Secondary School Completion and Dropouts in Texas Public Schools</i> for the current definition of “dropout.”</p>

⁵⁷ TEC, [§25.085\(e\)](#)

⁵⁸ TEC, [§25.085\(e\)](#)

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Revision	<p><i>3.4.4 Information and Record Transfer</i></p> <ul style="list-style-type: none"> • Texas Unique Student ID • either the date the exit level requirement for Texas Assessment of Knowledge and Skills (TAKS) was met or for State of Texas Assessments of Academic Readiness (STAAR) the performance level on each end-of-course assessment and the date the performance was met • College Board College Entrance Examination Board (CEEB) campus code and ACT High School code (optional) <p>Family Education Rights and Privacy Act (FERPA) 34 CFR, §99.31(a)(2) and §99.34</p>	<p><i>3.4.4 Information and Record Transfer</i></p> <ul style="list-style-type: none"> • Texas Unique ID • either the date the exit level requirement for Texas Assessment of Knowledge and Skills (TAKS) was met or the performance level on each end-of-course assessment and the date the performance was met for State of Texas Assessments of Academic Readiness (STAAR) • College Board College Entrance Examination Board (CEEB) campus code and ACT high school code (optional) <p>Family Education Rights and Privacy Act (FERPA), 34 CFR, §99.31(a)(2) and §99.34</p>
Revision	<p><i>3.4.5 Students 21 Years of Age or Older and Placement in a Disciplinary Alternative Education Program (DAEP) or JJAEP</i></p> <p>A student who is 21 years of age or older who is admitted for the purpose of completing the requirements of a high school diploma is not eligible for placement in a DAEP or JJAEP if he or she engages in conduct that would require or authorize such placement for a student under the age of 21.</p>	<p><i>3.4.5 Students 21 Years of Age or Older and Placement in a Disciplinary Alternative Education Program (DAEP) or JJAEP</i></p> <p>A student who is 21 years of age or older and admitted for the purpose of completing the requirements of a high school diploma is not eligible for placement in a DAEP or JJAEP if he or she engages in conduct that would require or authorize such placement for a student under the age of 21.</p>

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3.5 Compulsory Attendance

However, if a child has not reached mandatory compulsory attendance age (6 years old as of September 1 of the current school year) the child’s parent or guardian may withdraw the student from school, and the child will not be in violation of compulsory attendance.

Unless specifically exempted by the TEC, [§25.086](#), a child who is at least 6 years of age, or who is younger than 6 years of age and has previously been enrolled in first grade, and who has not yet reached his or her 19th birthday must attend school.⁵⁹

A person who voluntarily enrolls in or attends school after turning 19 years of age is also required to attend school each day⁶⁰.

Note that an allegation of truant conduct applies only to an individual who is 12 years of age or older and younger than 19 years of age.⁶¹ The offense of parent contributing to nonattendance, however, applies to parents of students who are subject to compulsory attendance, regardless of the student’s age.⁶²

Note: A child engages in truant conduct if the child is required to attend school under the TEC, §25.085, and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year.⁶³ School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the TEC, §25.0915.⁶⁴ ⁶⁵In addition, “tardies” generally are not considered absences for purposes of compulsory attendance enforcement.⁶⁶

[TEC, §25.0915](#)
[19 TAC 129.1041-129.1047](#)

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)

3.5 Compulsory Attendance

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Unless specifically exempted by the [TEC, §25.086](#), a child who is at least six years of age **or younger** than six years of age **and has previously** been enrolled in first grade, and who has not yet reached his or her 19th birthday, must attend school.⁶⁷

A person who voluntarily enrolls in or attends school after turning 19 years of age is also required to attend school each day.⁶⁸

Note that an allegation of truant conduct applies only to an individual who is 12 years of age or older and younger than 19 years of age.⁶⁹ The offense of parent contributing to nonattendance, however, applies to parents of students who are subject to compulsory attendance, regardless of the student’s age.⁷⁰

Note: A child engages in truant conduct if the child is required to attend school under the [TEC, §25.085](#), and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year.⁷¹ School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the [TEC, §25.0915](#).⁷² In addition, **tardies** generally are not considered absences for purposes of compulsory attendance enforcement.

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		<p>TEC, §25.0915; 19 TAC §129.1043</p> <p>Tardiness as it relates to compulsory attendance is addressed in this November 13, 2001, To the Administrator Addressed letter and in the Opinion of the Texas Attorney General No. DM-0200, p. 1062 (1993).</p>

⁵⁹ TEC, [§25.085\(b\)](#)

⁶⁰ TEC, [§25.001\(e\)](#)

⁶¹ Family Code, Section 65.002

⁶² TEC, [§25.093](#)

⁶³ Family Code, Section 65.003 (a)

⁶⁴ [TEC, §25.0915](#)

⁶⁵ [19 TAC 129.1041-129.1047](#)

⁶⁶ 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).

⁶⁷ [TEC, §25.085\(b\)](#)

⁶⁸ [TEC, §25.001\(e\)](#)

⁶⁹ [Texas Family Code, §65.002](#)

⁷⁰ [TEC, §25.093](#)

⁷¹ [Texas Family Code, §65.003\(a\)](#)

⁷² [TEC, §25.0915; 19 TAC §129.1043](#)

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Change	2018–2019	2019–2020
Revision	<p>3.6 General Attendance-Taking Rules</p> <p>Attendance must not be taken by students or classroom aides and clerks that do not meet the requirements of a highly qualified paraprofessional⁷³. Using a student “sign-in” sheet to record attendance is not an acceptable method of taking roll and will result in the attendance being disallowed.</p> <p>Note: The only exception to a classroom teacher taking official attendance and the only method by which a student can take his or her own attendance is by using a fingerprint scanner. All other methods by which a student takes his or her own attendance (such as sign-in sheets) are not allowed under any circumstance. Use of a fingerprint scanner does not require a waiver. The school must be able to produce printable documentation of attendance information that must provide detailed information about the date and time that the student scanned in and out of the system.</p>	<p>3.6 General Attendance-Taking Rules</p> <p>Attendance must not be taken by students or classroom aides and clerks that do not meet the requirements for paraprofessionals. (For the requirements for paraprofessionals, see the TEA “Becoming an Educational Aide in Texas” web page located at https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/.) Using a student sign-in sheet to record attendance is not an acceptable method of taking roll and will result in the attendance being disallowed.</p> <p>Note: The only exception to a classroom teacher taking official attendance and the only method by which a student can take his or her own attendance is by using biometric technology. Examples of biometric technology include but are not limited to, fingerprint recognition, facial recognition, retina recognition, and iris recognition. All other methods by which a student takes his or her own attendance, such as sign-in sheets, are not allowed under any circumstance. Use of biometric technology does not require a waiver. The school must be able to produce printable documentation of attendance information that must provide detailed information about the date and time that the student logged in and out of the system.</p>
Deletion	<p>3.6 General Attendance-Taking Rules</p> <p>Requirements for Highly Qualified Paraprofessional</p>	<p>3.6 General Attendance-Taking Rules</p> <p>[Deleted.]</p>

⁷³ [Requirements for Highly Qualified Paraprofessional](#)

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Change	2018–2019	2019–2020
Revision	<p><i>3.6.1 Manual Entries for or Corrections to Student Attendance Data</i></p> <p>District staff members must always use ink to make manual entries or corrections in the attendance records, on daily absence slips, on 6-week absence reports, and on daily summary sheets.</p>	<p><i>3.6.1 Manual Entries for or Corrections to Student Attendance Data</i></p> <p>District staff members must always use ink to make manual entries or corrections in the attendance records, and on daily absence slips, six-week absence reports, and daily summary sheets.</p>

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Revision	<p>3.6.2 Time of Day for Attendance Taking</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.) during the second or fifth instructional hour of the day or its equivalent. The selected time may vary from campus to campus within your district. However, once a time has been selected, a campus must not change it during the school year.⁷⁴</p> <p>Your campus may select an official attendance-taking time that is not during the second or fifth instructional hour of the day 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.⁷⁵ 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, • allow for each campus to choose an alternative attendance-taking time for certain groups of students as described in Subsection 3.6.2.2, or • allow for both of these circumstances. <p>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. If the policy or documented procedures allow for a campus to choose an alternative attendance-taking time for the campus as a whole 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 campus as a whole must wait until the next school year to do so.</p>	<p>3.6.2 Time of Day for Attendance Taking</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.⁷⁶</p> <p>Your campus may select an 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.⁷⁷ 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, • 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, or • allow for both circumstances. <p>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. 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</p>
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	<p>These attendance provisions do not apply to alternative attendance programs such as the HSEP or the OFSDP. For special attendance provisions that apply to these programs, please refer to Section 11, on nontraditional programs.</p>	<p>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> <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>

⁷⁴ 19 TAC [§129.21\(h\)\(3\)](#)

⁷⁵ 19 TAC [§129.21\(h\)](#)

⁷⁶ [19 TAC §129.21\(h\)\(3\)](#)

⁷⁷ [19 TAC §129.21\(h\)](#)

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Revision	<p>3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations</p> <p>Your campus may choose an alternative attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time, such as the following (Note that this is not an exhaustive list.):</p> <ul style="list-style-type: none"> • dual-credit students who are attending classes at an institution of higher education, • career and technical education students who are scheduled to be at a worksite, or • PK or PPCD students who are reported by a particular campus but served at an off-campus location. <p>To implement the alternative attendance-taking time, your local school board must have first adopted a district policy allowing for an alternative attendance-taking time, or the superintendent must have established documented procedures allowing for an alternative attendance-taking time after having been delegated authority to do so by the board, as described in 3.6.2. (The policy may be adopted or procedures established at any time during the school year.) The alternative attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance-taking time (for example, for the semester or for the duration of employment). Once selected, the alternative attendance-taking time for a particular group for a particular period (for example, for the semester or for the duration of employment) must not be changed.</p>	<p>3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations</p> <p>Your campus may choose an alternative attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time, such as the following (not an exhaustive list):</p> <ul style="list-style-type: none"> • dual credit students who are attending classes at an institution of higher education, • career and technical education students who are scheduled to be at a worksite, or • pre-K or ECSE students who are reported by a particular campus but served at an off-campus location. <p>To implement the alternative attendance-taking time, your local school board must have first adopted a district policy allowing for an alternative attendance-taking time, or the superintendent must have established documented procedures allowing for an alternative attendance-taking time after having been delegated authority to do so by the board, as described in 3.6.2 Time of Day for Attendance Taking. (The policy may be adopted or procedures established at any time during the school year.) The alternative attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance-taking time (for example, for the semester or the duration of employment). Once selected, the alternative attendance-taking time for a particular group for a particular period (for example, for the semester or the duration of employment) must not be changed.</p>

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Change	2018–2019	2019–2020
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>For official attendance accounting purposes, “excused” and “unexcused” absences do not exist.⁷⁸ Students present at the official attendance-taking time are counted present for funding purposes. Note that having students sign in is not an acceptable method of taking attendance. With the exception of any reason listed in the following bulleted paragraphs, students who are absent at the official attendance-taking time are counted absent for funding purposes.</p> <p>Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes. Documentation from an electronic, radio-frequency, “smart card,” or similar tracking system that indicates only whether a student monitoring device was on campus at a particular time is not acceptable documentation unless supported with documentation that the student was with a campus official.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>For official attendance accounting purposes, excused and unexcused absences do not exist.⁷⁹ Students present at the official attendance-taking time are counted present for funding purposes. Note that having students sign in is not an acceptable method of taking attendance. Except for the reasons listed in the following bulleted paragraphs, students who are absent at the official attendance-taking time are counted absent for funding purposes.</p> <p>Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes. Documentation from an electronic, radio frequency, smart card, or similar tracking system that indicates only whether a student monitoring device was on campus at a particular time is not acceptable documentation unless supported with documentation that a student was with a campus official.</p>

⁷⁸ 19 TAC [§129.21\(h\)\(4\)](#)

⁷⁹ [19 TAC §129.21\(h\)\(4\)](#)

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Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Students who are enrolled in one or more TxVSN courses but attend part of the day at a regular campus and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Students who are enrolled in one or more TXVSN courses but attend a regular campus part of the day and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus.</p>
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>County extension service agents are eligible to be considered adjunct staff members because they are required to have at least a bachelor’s degree and are eligible for participation in the Teacher Retirement System of Texas. They are eligible for participation in the Teacher Retirement System because they are employed by the Texas AgriLife Extension Service, which is a member of the Texas A&M University System.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>19 TAC §129.21(j)(1); county extension service agents are eligible to be considered adjunct staff members because they are required to have at least a bachelor’s degree and are eligible for participation in the Teacher Retirement System of Texas. They are eligible for participation in the Teacher Retirement System because they are employed by the Texas A&M AgriLife Extension Service, which is a member of the Texas A&M University System.</p>
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Paraprofessionals must meet the requirements of a highly qualified paraprofessional.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Paraprofessionals must meet the requirements of an educational aide I, II, or III. (These requirements are explained on the TEA “Becoming an Educational Aide in Texas” web page located at https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/.)</p>

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Deletion	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Requirements for Highly Qualified Paraprofessional</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>[Deleted.]</p>
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC Chapter 74. 	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC §74.44.
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is in grades 6 through 12 and misses school for the purpose of sounding “Taps” at a military honors funeral held in Texas for a deceased veteran. 	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is in grades six through 12 and misses school for the purpose of playing “Taps” at a military honors funeral held in Texas for a deceased veteran.
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Acceptable forms of documentation include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, a subpoena, etc.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Acceptable forms of documentation include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, or a subpoena.</p>

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Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> ○ to participate in an activity ordered by a court under the Texas Family Code, Chapter 262 or 263, provided that scheduling the participation outside of school hours is not practicable⁸⁰ or ○ to attend an activity under a service plan under the Texas Family Code, Chapter 263, Subchapter B⁸¹. 	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> ○ to participate in an activity ordered by a court under the Texas Family Code, Chapter 262 or Chapter 263, provided that scheduling the participation outside of school hours is not practicable⁸² or ○ to attend an activity under a service plan under the Texas Family Code, Chapter 263, Subchapter B.⁸³
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> ● misses school for the purpose of serving as a student early voting clerk, if your school district has a policy allowing for this type of excused absence,⁸⁴ or misses school for the purpose of serving as an election clerk or student election clerk⁸⁵. 	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> ● misses school for the purpose of serving as a student early voting clerk, if your school district has a policy allowing for this type of excused absence,⁸⁶ or an election clerk or student election clerk.⁸⁷

⁸⁰ TEC, [§25.087\(b\)\(1\)\(F\)](#)

⁸¹ TEC, [§25.087\(b\)\(1\)\(F\)](#)

⁸² [TEC, §25.087\(b\)\(1\)\(F\)](#)

⁸³ [TEC, §25.087\(b\)\(1\)\(F\)](#)

⁸⁴ TEC, [§25.087\(b-1\)](#)

⁸⁵ TEC, [§25.087\(b\)\(1\)\(E\)](#)

⁸⁶ [TEC, §25.087\(b-1\)](#)

⁸⁷ [TEC, §25.087\(b\)\(1\)\(E\)](#)

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Change	2018–2019	2019–2020
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is temporarily absent because of a documented appointment for the student or the student’s child that is with a health care professional licensed, certified, or registered by an appropriate agency of the State of Texas⁸⁸ to practice in the United States.⁸⁹ A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner⁹⁰ to receive a generally recognized service⁹¹ for persons with that disorder.⁹² To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. The appointment should be supported by a document, such as a note from the health care professional.⁹³ <p>The appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health care professional. A school nurse will not count for FSP funding as a health care professional appointment.</p> <p>See the Texas Insurance Code, §1355.015(b), for a description of the term <i>health care practitioner</i>.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is temporarily absent because of a documented appointment for the student or the student’s child that is with a health care professional licensed, certified, or registered to practice in the United States.⁹⁴ A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner⁹⁵ to receive a generally recognized service⁹⁶ for persons with that disorder.⁹⁷ To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. The appointment must be supported by a document, such as a note, from the health care professional.⁹⁸ <p>A consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. An appointment with a school nurse will not count for FSP funding as an appointment with a health care professional.</p> <p>See the Texas Insurance Code, §1355.015(b), for a description of the term “health care practitioner.”</p>

⁸⁸ You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

⁸⁹ TEC, [§25.087\(b\)\(2\)](#)

⁹⁰ See the Texas Insurance Code, [§1355.015\(b\)](#), for a description of the term *health care practitioner*.

⁹¹ Generally recognized services include, but are not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

⁹² TEC, [§25.087\(b-3\)](#)

⁹⁴ [TEC, §25.087\(b\)\(2\)](#)

⁹⁵ See the [Texas Insurance Code, §1355.015\(b\)](#), for a description of the term “health care practitioner.”

⁹⁶ Generally recognized services include, but are not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

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Deletion	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>[Deleted.]</p>
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is 17 years of age or older and pursuing enlistment in a branch of the United States Armed Services or the National Guard. Your district 1) must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and 2) must adopt a) a policy stating when an absence will be excused for this purpose and b) a policy that verifies the student’s activities related to pursuing enlistment in a branch of the Armed Services or the Texas National Guard. 	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard. Your district must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying the student’s activities related to pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard.
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Your school district must allow a student whose absence is excused for any of the previously listed reasons (with the exception of the first five reasons, for which this paragraph does not apply) a reasonable amount of time to make up school work missed on these days.</p>	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <p>Your school district must allow a student whose absence is excused for any of the previously listed reasons—with the exception of the first five reasons, for which this paragraph does not apply—a reasonable amount of time to make up school work missed on these days.</p>

⁹⁶ Generally recognized services include, but are not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

⁹⁷ [TEC, §25.087\(b-3\)](#)

⁹⁸ [19 TAC §129.21\(j\)\(3\)](#)

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Revision	<p>3.6.3.1 Attendance Taken Before the End of the Academic Year</p> <p>For example, if a high school’s seniors graduate and receive their diplomas two days before the official end of the school year but return to school to “sign in” for those last two days, the students would not generate ADA for funding purposes for those days.</p> <p>Students Who Have Not Yet Graduated but Who Have Attended Graduation Ceremonies: A student who attends a graduation ceremony before completing requirements for a high school diploma is eligible to continue to generate ADA funding as long as the student meets the minimum 2-through-4-hour requirement or is continuing to participate in an alternative attendance accounting program, such as the 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 requirement⁹⁹ for those days. A student must be provided the appropriate number of hours of instruction, be counted absent, or be withdrawn.</p>	<p>3.6.3.1 Attendance Taken Before the End of the Academic Year</p> <p>For example, if a high school’s seniors graduate and receive their diplomas two days before the official end of the school year but return to school to sign in for those last two days, the students would not generate ADA for funding purposes for those days.</p> <p>Students Who Have Not Yet Graduated but Who Have Attended Graduation Ceremonies: A student who attends a graduation ceremony before completing requirements for a high school diploma is eligible to continue to generate ADA funding as long as the student meets the minimum two-through-four-hour requirement or is continuing to participate in an alternative attendance accounting program, such as the 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 two-through-four-hour requirement¹⁰⁰ for those days. A student must be provided the appropriate number of hours of instruction, be counted absent, or be withdrawn.</p>

⁹⁹ [19 TAC §129.21\(g\)](#)

¹⁰⁰ [19 TAC §129.21\(g\)](#)

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Revision	<p><i>3.6.5 Instruction Provided outside of the Regular School Day</i></p> <p>If selected students are required to attend school on Saturday to make up for absences, their attendance must not be counted for funding purposes (see 3.8.1 Makeup Days and Waivers for information on makeup days when all students are required to attend) (see also 3.6.4 Excused Absences for Compulsory Attendance Purposes). Also, for funding purposes, a student’s attending school on a Saturday does not nullify any previously recorded absence.</p>	<p><i>3.6.5 Instruction Provided outside of the Regular School Day</i></p> <p>If selected students are required to attend school on Saturday to make up for absences, their attendance must not be counted for funding purposes. (See 3.8.1 Makeup Days and Waivers for information on makeup days when all students are required to attend. See also 3.6.4 Excused Absences for Compulsory Attendance Purposes.) Also, for funding purposes, a student attending school on a Saturday does not nullify any previously recorded absence.</p>
Revision	<p><i>3.6.6 Attendance Accounting during Testing Days</i></p> <p>Also, a student who is exempt from taking exams and who attends school on an exam day only to “sign in” during the attendance-taking time has not met the minimum 2-through-4-hour requirement for that day.</p>	<p><i>3.6.6 Attendance Accounting during Testing Days</i></p> <p>Also, a student who is exempt from taking exams and who attends school on an exam day only to sign in during the attendance-taking time has not met the minimum two-through-four-hour requirement for that day.</p>
Revision	<p><i>3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District</i></p> <p>Your district is not required to take attendance for students who are not in membership (are not receiving the minimum 2 hours of instruction per day).</p>	<p><i>3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District</i></p> <p>Your district is not required to take attendance for students who are not in membership (not receiving the minimum two hours of instruction per day).</p>

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Revision	<p><i>3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District</i></p> <p>Your district should report demographic and special program information for all students served in the district through TSDS PEIMS, Submission 1.</p>	<p><i>3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District</i></p> <p>Your district should report demographic and special program information for all students served in the district through TSDS PEIMS Collection 1.</p>
Revision	<p><i>3.6.8 “Tardies”</i></p> <p>For official attendance accounting and FSP purposes, “tardies” do not exist.</p>	<p><i>3.6.8 Tardies</i></p> <p>For official attendance accounting and FSP purposes, tardies do not exist.</p>
Revision	<p><i>3.6.10 Students Attending Nonresidential Treatment Facilities</i></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><i>3.6.10 Students Attending Nonresidential Treatment Facilities</i></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 sending 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 two hours of instruction (half-day eligibility) or at least four hours of instruction (full-day eligibility) each school day. Note that the student is not eligible for the GEH program because the student is not confined to home or hospital bedside.</p>

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Revision	<p>3.7 General Education Homebound (GEH) Program</p> <p>You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<p>3.7 General Education Homebound (GEH) Program</p> <p>Access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>
Revision	<p>3.7.2 GEH Committee</p> <p>A designated campus committee must make decisions regarding GEH placement. Members of the committee should include but are not limited to the following:</p>	<p>3.7.2 GEH Committee</p> <p>A designated campus committee must make decisions regarding GEH placement. Members of the committee should include, but are not limited to:</p>
Revision	<p>3.7.2 GEH Committee</p> <p>Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and should, if possible, be provided instruction in all other courses in which the student is enrolled.</p>	<p>3.7.2 GEH Committee</p> <p>Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and, if possible, should be provided instruction in all other courses in which the student is enrolled.</p>

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Revision	<p>3.7.2.1 GEH Committee Documentation Responsibilities</p> <p>In qualifying a student for and providing the student GEH services, the following documentation is required:</p> <ul style="list-style-type: none"> • a district-developed form that documents GEH committee decisions regarding whether a student is to be served through GEH; • documentation on the form of the GEH committee’s decision regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided; • a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of 4 weeks; • documentation of the day(s) homebound instruction started and stopped; and • the teacher’s homebound instruction log. <p style="padding-left: 40px;">The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) is the following:</p> <ul style="list-style-type: none"> • the name of the homebound teacher, • the student’s name and Texas Unique Student ID, • the date that the homebound teacher visited the homebound student, and • the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.). 	<p>3.7.2.1 GEH Committee Documentation Responsibilities</p> <p>In qualifying a student for and providing the student GEH services, the following documentation is required:</p> <ul style="list-style-type: none"> • a district-developed form that documents the GEH committee decision about serving a student through GEH; • documentation on the form of the GEH committee’s decision about the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided; • a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of four weeks; • documentation of the day(s) homebound instruction started and stopped; and • the teacher’s homebound instruction log. <p style="padding-left: 40px;">The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) includes:</p> <ul style="list-style-type: none"> • the name of the homebound teacher, • the student’s name and Texas Unique ID, • the date that the homebound teacher visited the homebound student, and • the specific time period that the student was served (for example, 10:00 a.m. until 1:00 p.m.).
Revision	<p><i>3.7.4 Test Administration and GEH</i></p> <p>You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<p><i>3.7.4 Test Administration and GEH</i></p> <p>Access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>

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Revision	<p><i>3.7.5 Transition from GEH to the Classroom</i></p> <p>Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>	<p><i>3.7.5 Transition from GEH to the Classroom</i></p> <p>Once the student has completed the transition period determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>

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Revision	<p><i>3.7.6 Transitioning Students with Chronic Illness between Homebound and the Classroom</i></p> <p>A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the GEH program for at least 4 weeks will generate contact hours based on the following:</p> <ul style="list-style-type: none"> • Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart. • The length of the transition period must be determined by the GEH committee based on current medical information. <p>During the transition period, students are to be served through the GEH program for the period of time each week as specified by the GEH committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the GEH funding chart.</p> <p>Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>	<p><i>3.7.6 Transitioning Students with Chronic Illness between Homebound and the Classroom</i></p> <p>A student with a chronic illness or acute health problem that is a long-term condition and requires the student to be in the GEH program for at least four weeks will generate contact hours based on the following:</p> <ul style="list-style-type: none"> • Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart. • The length of the transition period must be determined by the GEH committee based on current medical information. <p>During the transition period, students are to be served through the GEH program for the period of time each week specified by the GEH committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the GEH funding chart.</p> <p>Once the student has completed the transition period determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>

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Revision	<p><i>3.7.7 Students with a Recurring Chronic or Acute Health Condition</i></p> <p>A student with a chronic illness or acute health problem that is a recurring condition that requires the student to be in the GEH program for a period of time (which may be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:</p>	<p><i>3.7.7 Students with a Recurring Chronic or Acute Health Condition</i></p> <p>A student with a chronic illness or acute health problem that is a recurring condition and requires the student to be in the GEH program for a period of time (in daily or weekly increments) totaling at least four weeks throughout the school year will generate contact hours based on the following:</p>				
Revision	<p style="text-align: center;">Attendance Accounting Information Related to Students with a Recurring Chronic or Acute Health Condition</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">For any week in which the student with the recurring condition:</td> <td style="width: 50%;">the student earns contact hours or attendance:</td> </tr> </table>	For any week in which the student with the recurring condition:	the student earns contact hours or attendance:	<p style="text-align: center;">Attendance Accounting Information Related to Students with a Recurring Chronic or Acute Health Condition</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">For any week in which the student with the recurring condition</td> <td style="width: 50%;">the student earns contact hours or attendance</td> </tr> </table>	For any week in which the student with the recurring condition	the student earns contact hours or attendance
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Revision	<p>3.8 Calendar</p> <p style="text-align: center;">Calendar Requirements for Funding</p> <p>Provide 75,600 minutes of operation along with any applicable waivers</p> <p>Provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and complying with their charter contract terms regarding student instruction time</p> <p>Provide 75,600 minutes of operation along with any applicable waivers</p> <p>Provide 32,400 minutes of instruction along with any applicable waivers</p> <p>Provide 43,200 minutes of instruction along with any applicable waivers</p>	<p>3.8 Calendar</p> <p style="text-align: center;">Calendar Requirements for Funding</p> <p>Provide 75,600 minutes of operation along with any applicable waivers.</p> <p>Provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and comply with charter contract terms regarding student instruction time OR provide 75,600 minutes of operation along with any applicable waivers.</p> <p>Provide 75,600 minutes of operation along with any applicable waivers.</p> <p>Provide 32,400 minutes of instruction along with any applicable waivers.</p> <p>Provide 43,200 minutes of instruction along with any applicable waivers.</p>
Revision	<p>3.8 Calendar</p> <p>Note: Since school districts and charter schools – as part of their third TSDS PEIMS data submission – do not report their calendars to TEA until after the school year is complete, districts may not realize they are subject to a funding reduction until time has expired to correct their calendars. Therefore, ensure that you have the required number of minutes/days built into your school board approved calendar.</p>	<p>3.8 Calendar</p> <p>Note: Since school districts and charter schools—as part of their third TSDS PEIMS data submission—do not report their calendars to TEA until after the school year is complete, districts may not realize they are subject to a funding reduction until time has expired to correct their calendars. Therefore, ensure that you have the required number of minutes/days built into your school board-approved calendar.</p>

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Revision	<p>3.8 Calendar</p> <p>However, charter schools operating before January 1, 2015 must provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and complying with their charter contract terms regarding student instruction time.</p>	<p>3.8 Calendar</p> <p>However, charter schools operating before January 1, 2015, must provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and complying with their charter contract terms regarding student instruction time. Also, districts or charter schools operating under the provisions in the TEC, §42.005(i-k),¹⁰¹ are eligible to receive full ADA funding in accordance with the operational and/or instructional minutes listed.</p> <p>TEC, §42.005(i-k)</p>
Revision	<p>3.8 Calendar</p> <p>Charter schools are not subject to the fourth-Monday-in-August or May 15 requirement and may schedule an earlier first or final school day.</p> <p>The number of days taught reported in TSDS PEIMS must be the actual number of days instruction offered (the actual number of school days in the school calendar or track calendar for a specific reporting period). Days the school is closed for holidays or local events and days of teacher in-service or preparation must not be counted. Your district must not report attendance on days when no instruction is offered (for example, senior days where seniors are not required to attend school). When a holiday occurs within an attendance accounting period, your district must document the date and name or purpose of the holiday in all reports required for audit purposes (detailed in Section 2).</p>	<p>3.8 Calendar</p> <p>Charter schools are not subject to the fourth Monday in August and the May 15 requirements and may schedule an earlier first or final school day.</p> <p>The number of days taught reported in TSDS PEIMS must be the actual number of days of instruction offered (the actual number of school days in the school calendar or track calendar for a specific reporting period). Days the school is closed for holidays or local events and days of teacher in-service or preparation must not be counted. Your district must not report attendance on days when no instruction is offered (for example, senior days when seniors are not required to attend school). When a holiday occurs within an attendance accounting period, your district must document the date and name or purpose of the holiday in all reports required for audit purposes (detailed in Section 2).</p>

¹⁰¹ [TEC, §42.005\(i-k\)](#)

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Revision	<p>3.8 Calendar</p> <p>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 the fourth Monday in August for up to 20% of district campuses if those days are financed with local funds and are in addition to the minimum number of days of instruction under the TEC, §25.081. Each district campus at which instruction begins earlier than the fourth Monday in August must be undergoing comprehensive reform, as determined by the board of trustees, and have the majority of its student population be made up of educationally disadvantaged students.</p>	<p>3.8 Calendar</p> <p>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 the fourth Monday in August for up to 20 percent of district campuses if those days are financed with local funds and are in addition to the minimum number of days of instruction under the TEC, §25.081. Each district campus at which instruction begins earlier than the fourth Monday in August must be undergoing comprehensive reform, as determined by the board of trustees, and have the majority of its student population made up of educationally disadvantaged students.</p>
Revision	<p>3.8 Calendar</p> <p>Regardless of the structure of the actual instructional calendar, the full school year for each instructional track offered by your district must be reported in six approximately equal reporting periods.</p>	<p>3.8 Calendar</p> <p>Regardless of the structure of the actual instructional calendar, the full school year for each instructional track offered by your district must be reported in six, approximately equal reporting periods.</p>

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Revision	<p>3.8.1.2 Makeup Days</p> <p>Your district must adopt a school calendar that is in accordance with the program type that is listed on the chart in Section 3.8. Your district is encouraged to make sure that the adopted calendar includes additional minutes to account for at least two bad weather or other missed school days related to health and safety concerns.</p> <p>If your district or charter school closes school on a scheduled school day, your district or charter school should have enough minutes built into its adopted calendar to make-up for any missed minutes or your district’s or charter school’s FSP funding may be reduced proportionately.</p> <p>A school district or charter school may add additional minutes to its school calendar to reach the required number of minutes/days in accordance with the program type that is listed on the chart in Section 3.8. While the TEA does not prohibit a district or charter school from scheduling additional minutes on a weekend day or a national holiday, the TEA strongly discourages scheduling any additional minutes on this type of day because attendance is likely to be low. The TEA encourages districts and charter schools to select practical days that do not fall on the weekend or on national holidays, as the agency does not grant waivers for low attendance on a makeup day. The TEA also encourages school districts and charter schools to carefully consider local circumstances when adopting their calendars and when selecting days to add additional minutes to. For instance, if your school district or charter school has been affected for the last several school years by ice storms in January or February, your district may wish to consider adopting a calendar that includes additional minutes to account for these types of issues.</p>	<p>3.8.1.2 Makeup Days</p> <p>Your district must adopt a school calendar that is in accordance with the program type listed on the chart in Section 3.8. Your district is encouraged to make sure that the adopted calendar includes additional minutes to account for at least two bad weather or other missed school days related to health and safety concerns.</p> <p>If your district or charter school closes school on a scheduled school day, your district or charter school should have enough minutes built into its adopted calendar to make up for any missed minutes or your district’s or charter school’s FSP funding may be reduced proportionately.</p> <p>A school district or charter school may add additional minutes to its school calendar to reach the required number of minutes/days in accordance with the program type that is listed on the chart in Section 3.8. While TEA does not prohibit a district or charter school from scheduling additional minutes on a weekend day or a national holiday, TEA strongly discourages scheduling any additional minutes on this type of day because attendance is likely to be low. TEA encourages districts and charter schools to select practical days that do not fall on the weekend or on national holidays because the agency does not grant waivers for low attendance on a makeup day. TEA also encourages school districts and charter schools to carefully consider local circumstances when adopting their calendars and selecting days to add additional minutes to. For instance, if your school district or charter school has been affected by ice storms in January or February for the last several school years, your district may wish to consider adopting a calendar that includes additional minutes to account for these types of issues.</p>

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Revision	<p>3.8.1.3 Missed School Day Waivers</p> <p>Due to weather, safety, or health issues, you fall short of the required number of minutes/days in accordance with the program type that is listed on the chart in Section 3.8 (beyond the additional minutes/days already built into the adopted school calendar for makeup minutes/days). A missed school day waiver application must be submitted using the TEA’s automated waiver application system, which is available in the online TEA Login (TEAL) secure environment.</p>	<p>3.8.1.3 Missed School Day Waivers</p> <p>If weather, safety, or health issues cause you to fall short of the required number of minutes/days in accordance with the program type listed on the chart in Section 3.8 beyond the additional minutes/days already built into the adopted school calendar for makeup minutes/days, a missed school day waiver application must be submitted using TEA’s automated waiver application system. This system is available in TEAL.</p>
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 inclement weather-related or health or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.</p> <p>An application for a low-attendance day waiver must be submitted using the TEA’s automated waiver application system, which is available in the online TEAL secure environment.</p>	<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 inclement weather-related or health or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.</p> <p>An application for a low-attendance day waiver must be submitted using TEA’s automated waiver application system, which is available in TEAL.</p>

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Revision	<p>3.8.1.5 Staff Development Waivers</p> <p>Staff development waiver minutes are for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. The total waiver minutes for staff development may not exceed 2,100 minutes per school year. For charter schools operating before January 1, 2015 staff development waivers may not exceed 5 days per school year.</p> <p>Staff development waiver minutes (days) may not be used prior to the first day of student instruction or after the last day of student instruction. On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction.</p> <p>Note: Districts or charter schools must demonstrate that they are providing high-quality staff development that will impact student outcomes.</p>	<p>3.8.1.5 Staff Development Waivers</p> <p>Staff development waiver minutes are for staff development in place of student instruction. Therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. The total waiver minutes for staff development may not exceed 2,100 minutes per school year. For charter schools operating before January 1, 2015, staff development waivers may not exceed five days per school year.</p> <p>Staff development waiver minutes/days may not be used prior to the first day of student instruction or after the last day of student instruction. On staff development days when students are in attendance part of the day, the district or open-enrollment charter school must provide at least 120 minutes of student instruction to receive full ADA funding.</p> <p>Note: Districts or charter schools must demonstrate that they are providing high quality staff development that will impact student outcomes.</p>
Revision	<p>3.8.1.6 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</p> <p>To find out whether a requested missed school day or, low-attendance day waiver has been granted and to create a record that a request was approved, district staff members must visit the TEA Waivers Online Report page at http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx and generate and print a report of the waiver request’s status.</p>	<p>3.8.1.6 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</p> <p>To determine if a requested missed school day or low-attendance day waiver has been granted and to create a record that a request was approved, district staff members must visit the TEA Waivers Online Report page at http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx and generate and print a report of the waiver request’s status.</p>

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Revision	<p>3.8.1.7 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes</p> <p>If district students are taking dual credit courses at an IHE with a calendar of fewer than 75,600 (including intermissions and recesses) minutes, your district may apply for a waiver of the 75,600 minute calendar requirement. Submit requests for a waiver using the TEA’s automated waiver application system, which is available in the online TEAL secure environment. See 11.3.1.2 Reporting Dual Credit Attendance in the Public Education Information Management System (TSDS PEIMS) When the Higher Education Calendar Is Shorter Than the School District Calendar for information on how to report these dual credit students’ attendance.</p>	<p>3.8.1.7 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes</p> <p>If district students are taking dual credit courses at an IHE with a calendar of fewer than 75,600 minutes, including intermissions and recesses, your district may apply for a waiver of the 75,600 minute calendar requirement. Submit requests for a waiver using TEA’s automated waiver application system, which is available in TEAL. See 11.3.1.2 Reporting Dual Credit Attendance in TSDS PEIMS When the Higher Education Calendar Is Shorter Than the School District Calendar for information on how to report the attendance of dual credit students.</p>
Revision	<p>3.8.1.8 Waivers Related to Students Taking Dual Credit Courses at IHEs with Calendars Beginning before the Fourth Monday in August</p> <p>If early college high school students and students taking dual credit courses at an IHE with a calendar that begins before the fourth Monday in August, your district may apply for a waiver of the start date requirement. Submit requests for a waiver using the TEA’s automated waiver application system, which is available in the online TEAL secure environment.</p>	<p>3.8.1.8 Waivers Related to Students Taking Dual Credit Courses at IHEs with Calendars Beginning before the Fourth Monday in August</p> <p>If early college high school (ECHS), P-TECH, Industry Cluster Innovative Academy (ICIA), or Texas Science, Technology, Engineering, and Math (T-STEM) students and students take dual credit courses at an IHE with a calendar that begins before the fourth Monday in August, your district may apply for a waiver of the start date requirement. Submit requests for a waiver using TEA’s automated waiver application system, which is available in TEAL.</p>

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Revision	<p>3.8.2 Closures for Bad Weather or Other Issues of Health or Safety</p> <table border="1"> <thead> <tr> <th style="text-align: center;">Situation</th> <th style="text-align: center;">Agency Policy</th> </tr> </thead> <tbody> <tr> <td>Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td> <td>Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day.</td> </tr> <tr> <td>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td> <td>Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day.</td> </tr> <tr> <td>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.</td> <td>Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day. If not use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. Choose a new second makeup day (420 minutes) to make up the other missed day. Show the days that schools were closed as holidays or other nonschool days in your district’s or charter school’s student attendance accounting</td> </tr> </tbody> </table>	Situation	Agency Policy	Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day.	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Show the days that schools were closed as holidays or other nonschool days in your district’s or charter school’s student attendance accounting	<p>3.8.2 Closures for Bad Weather or Other Issues of Health or Safety</p> <table border="1"> <thead> <tr> <th style="text-align: center;">Situation</th> <th style="text-align: center;">Agency Policy</th> </tr> </thead> <tbody> <tr> <td>Our school district or charter school closed all campuses for one day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td> <td>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day.</td> </tr> <tr> <td>Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td> <td>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days.</td> </tr> <tr> <td>Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.</td> <td>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. Choose a new second makeup day (420 minutes) to make up the other missed day. Show</td> </tr> </tbody> </table>	Situation	Agency Policy	Our school district or charter school closed all campuses for one day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day.	Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	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		<p>software calendar so that the days are not reported to the TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, delete the 1 makeup day that has not yet passed so that it becomes a school day, and add the day that schools were closed as a “missed school day” in the list of nonschool days. Rename the makeup day that has passed as an “other” nonschool day. Add a school day by either a) deleting a nonschool day that has not passed so that it becomes a school day or b) adding a day to the end of the last reporting period.</p>		<p>the days that schools were closed as holidays or other nonschool days in your district’s or charter school’s student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, delete the one makeup day that has not yet passed so that it becomes a school day, and add the day that schools were closed as a “missed school day” in the list of nonschool days. Rename the makeup day that has passed as an “other” nonschool day. Add a school day by either deleting a nonschool day that has not passed so that it becomes a school day or adding a day to the end of the last reporting period.</p>
	<p>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason. Both of the scheduled makeup day dates have passed.</p>	<p>Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day. If not, choose 2 new makeup days (840 minutes) to make up the missed days. Show the days that schools were closed as holidays or other nonschool days in your district’s or charter school’s student attendance accounting software calendar so that the days are not reported to the TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, add the days that schools were closed as “missed school days” in the list of nonschool days. Rename the makeup</p>	<p>Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason. Both scheduled makeup day dates have passed.</p>	<p>Determine if your district or charter school will have enough minutes built into the board- approved calendar to make up for the missed days. If not, choose two new makeup days (840 minutes) to make up the missed days.</p>

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	<p>days as “other” nonschool days. Add 2 school days by either a) deleting nonschool days that have not passed so that they become school days or b) adding days to the end of the last reporting period.</p>		<p>Show the days that schools were closed as holidays or other nonschool days in your district’s or charter school’s student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, add the days that schools were closed as “missed school days” in the list of nonschool days. Rename the makeup days as “other” nonschool days. Add two school days by either deleting nonschool days that have not passed so that they become school days or adding days to the end of the last reporting period.</p>
<p>Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason. We have a scheduled makeup day left in our calendar; however, we would like to use a different day to make up the missed day.</p>	<p>Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day. If not, the TEA advises using the already-scheduled makeup day. However, if your school district or charter school chooses to select a different makeup day, be aware that your district or charter school must not request a low-attendance day waiver for that makeup day.</p>	<p>Our school district or charter school closed all campuses for one day (420 minutes) for a health or safety reason. We have a scheduled makeup day left in our calendar; however, we would like to use a different day to make up the missed day.</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, TEA advises using the already scheduled makeup day. However, if your school district or charter school chooses to select a different makeup day, be aware that your district or charter school</p>
<p>Our school district or charter school closed all campuses for more than 2 days (840 minutes) for a health or safety reason.</p>	<p>Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day. If not, use your district’s or charter school’s 2 scheduled makeup days (840 minutes) to make up the first 2 missed days. (See preceding rows for how to report days in the student attendance accounting system, FSP System calendar, or both and for information on what to do if 1 or both makeup days have already passed.) Your district or charter school may apply for a waiver for the</p>		

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		missed school days beyond the first 2 missed days. See Subsection 3.8.2.2 for more information.			must not request a low-attendance day waiver for that makeup day.
	Our school district or charter school closed some but not all campuses for 1 day (420 minutes) or more for a health or safety reason (for example, flooding that affected only part of the district or charter school area).	Determine if your district or charter school will have enough minutes built into the board approved calendar to makeup for the missed day. If not, the school district or charter school must request missed school day waivers for those campuses.			Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days . If not, use your district’s or charter school’s two scheduled makeup days (840 minutes) to make up the first two missed days. (See preceding rows for how to report days in the student attendance accounting system, FSP System calendar, or both, and for information on what to do if one or both makeup days have already passed.) Your district or charter school may apply for a waiver for the missed school days beyond the first two missed days. See 3.8.1.2 Makeup Days for more information.
	Our school district or charter school delayed the start of the school day for 2 hours (120 minutes) for a health or safety reason.	District or charter school campuses may use an alternative attendance-taking time for the day. Please see Subsection 3.6.2.1 for instructions and requirements.		Our school district or charter school closed all campuses for more than two days (840 minutes) for a health or safety reason.	
	Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, ice storm is coming). Campuses have been open for at least 4 instructional hours (240 minutes).	If campuses will close before the official attendance-taking time, record attendance before the closure. Your district or charter school does not need to take any further action.			
	Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, ice storm is coming). Campuses have been open for fewer than 4 instructional hours (240 minutes),	Your district or charter school does not need to take any further action.		Our school district or charter school closed some, but not all , campuses for one day (420 minutes) or more for a health or safety reason (for example, flooding that	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, the school district or

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<p>and the official attendance-taking time has passed.</p>		<p>affected only part of the district or charter school area).</p>	<p>charter school must request missed school day waivers for those campuses.</p>
<p>Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, ice storm is coming). Campuses have been open for fewer than 4 instructional hours (240 minutes) and will be closed before the official attendance-taking time.</p>	<p>Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</p>	<p>Our school district or charter school delayed the start of the school day for two hours (120 minutes) for a health or safety reason.</p>	<p>District or charter school campuses may use an alternative attendance-taking time for the day. See 3.6.2.1 Attendance Taking and Delayed Start of School Day for instructions and requirements.</p>
		<p>Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, an ice storm is coming).</p>	<p>If campuses will close before the official attendance-taking time, record attendance before the closure. Your district or charter school does not need to take any further action.</p>
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		<p>Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, an ice storm is coming).</p>	<p>Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</p>

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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 2018-2019 school year, the only funded program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year is the program for providing extended school year services for certain students receiving special education services. See 4.13 Extended School Year (ESY) Services for more information. 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 2018-2019 school year.</p> <p>If a student is in membership for additional days beyond the 75,600 (including intermissions and recesses) minutes that make up the state funding year, the attendance that exceeds the 75,600 minutes will not generate state funding. For the purposes of calculating state funding, the state funding calendar year begins the fourth Monday in August unless a district uses a year-round system.</p> <p>Situations sometimes occur in which a student who has been served in one public school throughout the school year moves to another public school that is operating a calendar track during the summer. To account for situations in which school calendars do not align, up to 77,700 minutes of state funding will be allowed for individual students. However, no public school will be funded in excess of its 180-day calendar.</p> <p>The TEA will adjust the state funding accordingly for any school district or charter school that reports a student whose membership exceeds 77,700 minutes during a state funding year. The TEA will not make such adjustments when additional attendance is reported for eligible special education extended school year services.</p>	<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. 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 2019–2020 school year.</p> <p>If a student is in membership for additional days beyond the 75,600 minutes, including intermissions and recesses, that make up the state funding year, the attendance that exceeds the 75,600 minutes will not generate state funding. For the purposes of calculating state funding, the state funding calendar year begins the fourth Monday in August unless a district uses a year-round system.</p> <p>Situations sometimes occur in which a student who has been served in one public school throughout the school year moves to another public school that is operating a calendar track during the summer. To account for situations in which school calendars do not align, up to 77,700 minutes of state funding will be allowed for individual students. However, no public school will be funded in excess of its 180-day calendar.</p> <p>TEA will adjust the state funding accordingly for any school district or charter school that reports a student whose membership exceeds 77,700 minutes during a state funding</p>
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Change	2018–2019	2019–2020
	<p>Note that while the OFSDP allows for state-funding-eligible OFSDP credit recovery classes to be offered during the summer recess, an OSFDP-eligible student cannot earn more than the equivalent of one ADA (75,600 minutes worth of perfect attendance in the regular attendance program) for a 12-consecutive-month school year.</p>	<p>year. TEA will not make such adjustments when additional attendance is reported for eligible special education extended school year services.</p> <p>Note that while the OFSDP allows for state funding-eligible OFSDP credit recovery classes to be offered during the summer recess, an OSFDP-eligible student cannot earn more than the equivalent of one ADA (75,600 minutes worth of perfect attendance in the regular attendance program) for a 12-consecutive-month school year.</p>
Revision	<p>3.9 Data Submission</p> <p>Regardless of the basis it uses for student attendance accounting, your district must submit all the information required in the TSDS PEIMS <i>Data Standards</i> and must follow all definitions and instructions in this handbook.</p>	<p>3.9 Data Submission</p> <p>Regardless of the basis used for student attendance accounting, your district must submit all the information required in the TSDS PEIMS Data Standards and must follow all definitions and instructions in this handbook.</p>
Revision	<p>3.9 Data Submission</p> <p>For districts with year-round programs: If your district is registered with the TEA to operate a year-round program and has one or more tracks ending later than the June 23, 2016, 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 18, 2016, or 2 weeks after the completion of the latest year-round track, whichever comes first. However, the PEIMS staff will not process any resubmission after August 18, 2016. Corrections made after August 18, 2016, will be handled by the State Funding Division.</p>	<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 20, 2019, 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 15, 2019, 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 15, 2019. Corrections made after August 15, 2019, will be handled by the State Funding Division.</p>

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Change	2018–2019	2019–2020
Revision	<h3 style="color: #4F81BD;">3.9 Data Submission</h3> <p>Note: If a district other than a student’s home (sending) district is serving a student who is reported (for all TSDS PEIMS submissions) by the student’s home (sending) district, 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 such a situation would be special education shared services arrangements 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 4 hours but also attends night school in the district. The full-day student must be reported through the TSDS PEIMS as eligible full-day (for the time spent in regular school).</p>	<h3 style="color: #4F81BD;">3.9 Data Submission</h3> <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.</p>
Revision	<h3 style="color: #4F81BD;">3.10 Quality Control</h3> <p>If any attendance data are changed in the accounting system after data submission to TEA, such changes must be documented. Record, by name, the students the change affects, the code each student was assigned before data submission, the code each student was assigned after the change, and the effective date of each change.</p>	<h3 style="color: #4F81BD;">3.10 Quality Control</h3> <p>If any attendance data are changed in the accounting system after data submission to TEA, such changes must be documented. Record, by name, the students affected by the change, the code each student was assigned before data submission, the code each student was assigned after the change, and the effective date of each change.</p>

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Change	2018–2019	2019–2020
Revision	<p>3.11.1 Example 1</p> <p><i>If this same student were served in the regular kindergarten classroom by special education personnel for the entire afternoon session (in accordance with the student’s IEP), the student’s ADA eligibility code would be 1 - Eligible for Full-Day Attendance because of the time the student spends with special education personnel.</i></p>	<p>3.11.1 Example 1</p> <p><i>If this same student was served in the regular kindergarten classroom by special education personnel for the entire afternoon session (in accordance with the student’s Individualized Education Program [IEP]), the student’s ADA eligibility code would be 1 - Eligible for Full-Day Attendance because of the time the student spends with special education personnel.</i></p>
Revision	<p>3.11.2 Example 2</p> <p>A 4-year-old student enrolls in a 3-hour PK morning program in a district that offers both 3- and 4-year-old programs. This student qualifies based on limited English proficient (LEP) status. Additionally, the ARD committee identifies this student as a special education student and places the student in a self-contained PPCD classroom for a 3-hour afternoon session.</p> <p><i>This student’s ADA eligibility code is 1 - Eligible for Full-Day Attendance, and the student’s grade level is PK. The special education instructional setting code is 43, Self-contained Mild/Moderate/Severe, Regular Campus - At Least 50% and No More than 60%, because the student spends at least 50% and no more than 60% of the school day in special education instruction.</i></p>	<p>3.11.2 Example 2</p> <p>A four-year-old student enrolls in a three-hour pre-K morning program in a district that offers separate programs for three year and four year olds. This student qualifies based on identification as limited English proficient (LEP)/English learner (EL). Additionally, the ARD committee identifies this student as a special education student and places the student in a self-contained PPCD classroom for a three-hour afternoon session.</p> <p><i>This student’s ADA eligibility code is 1 - Eligible for Full-Day Attendance, and the student’s grade level is pre-K. The special education instructional setting code is 43 - Self-contained Mild/Moderate/Severe, Regular Campus - At Least 50 Percent and No More than 60 Percent, because the student spends at least 50 percent and no more than 60 percent of the school day in special education instruction.</i></p>

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Change	2018–2019	2019–2020
Revision	<p>3.11.4 Example 4</p> <p>Your school district decides to serve a 4-year-old student in a kindergarten classroom. Examples of reasons a district may choose to do this could include the student’s previously completing PK in another state, beginning but not completing kindergarten in another state, or completing private kindergarten in Texas, or an individualized assessment of the appropriate placement for the student.</p>	<p>3.11.4 Example 4</p> <p>Your school district decides to serve a four-year-old student in a kindergarten classroom. Examples of reasons a district may choose to do this could include: the student previously completing pre-K in another state; beginning but not completing kindergarten in another state; completing private kindergarten in Texas; or an individualized assessment of the appropriate placement for the student.</p>
Revision	<p>3.11.6 Example 6</p> <p>This same student decides to take five classes the spring semester.</p>	<p>3.11.6 Example 6</p> <p>This same student decides to take five classes in the spring semester.</p>
Revision	<p>3.11.7 Example 7</p> <p>A 21-year-old special education student graduated the prior year by meeting the requirements outlined by the ARD committee in the student’s IEP. The ARD committee determines that this student is still in need of special education and related services and places the student back in school full-day.¹⁰²</p> <p><i>Since this student graduated by meeting the requirements in the IEP and since the student is receiving a full day of service as required by the ARD committee, his ADA eligibility code is 1 - Eligible for Full-Day Attendance.</i></p>	<p>3.11.7 Example 7</p> <p>A 21-year-old special education student graduated the prior year by meeting the requirements outlined by the ARD committee in the student’s IEP. The ARD committee determines that this student is still in need of special education and related services and places the student back in school full day.¹⁰³</p> <p><i>Since this student graduated by meeting the requirements in his IEP and is receiving a full day of service as required by the ARD committee, his ADA eligibility code is 1 - Eligible for Full-Day Attendance.</i></p>

¹⁰² 19 TAC [§89.1070\(b\)\(2\)](#)

¹⁰³ [19 TAC §89.1070\(b\)\(2\)](#)

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Change	2018–2019	2019–2020
Revision	<p>3.11.8 Example 8</p> <p>A student is transferred into your district through meeting all the legal requirements associated with transfer students.</p> <p><i>If this student is a full-day student, the student’s ADA eligibility code is 3 - Eligible Transfer Student Full-Day. If this same student is served only one-half day, the student’s code is 6 - Eligible Transfer Student Half-Day.</i></p>	<p>3.11.8 Example 8</p> <p>A student is transferred into your district through meeting all the legal requirements associated with transfer students.</p> <p><i>If this student is a full-day student, the student’s ADA eligibility code is 3 - Eligible Transfer Student Full-Day. If this same student is served only a half day, the student’s code is 6 - Eligible Transfer Student Half-Day.</i></p>
Revision	<p>3.11.9 Example 9</p> <p><i>The ADA eligibility code for this student is 3 - Eligible Full-Day. The student would also be reported as a transfer student on the 40100 record (see Section 4).</i></p>	<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 record (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 Full-Day. The student would also be reported as a transfer student on the 40100 record (see Section 4).</i></p>	<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 record (see Section 4 Special Education).</i></p>

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Revision	<p>3.11.12 Example 12</p> <p>A campus that uses an automated attendance accounting system is storing the required first semester attendance reports, printed by 6-week period and reviewed by the appropriate personnel, in a safe in the administration office. During the spring semester, personnel discover an error in coding a student from the first day of school and subsequently correct it.</p> <p><i>Since changing the student’s code affects attendance totals for the entire first semester, the campus reprints all first semester reports, has the appropriate personnel reverify the data, destroys the old copies that were being stored for audit purposes, and replaces those copies with the new reports.</i></p> <p><i>Campuses using manual attendance accounting systems must document the change on the Student Detail Report and then recompute the respective Campus Summary Report totals and the respective District Summary Report totals.</i></p>	<p>3.11.12 Example 12</p> <p>A campus that uses an automated attendance accounting system stores the required first semester attendance reports, printed by six-week period and reviewed by the appropriate personnel, in a safe in the administration office. During the spring semester, personnel discover an error in coding a student from the first day of school and subsequently correct it.</p> <p><i>Since changing the student’s code affects attendance totals for the entire first semester, the campus reprints all first semester reports, has the appropriate personnel reverify the data, destroys the old copies that were being stored for audit purposes, and replaces those copies with the new reports.</i></p> <p><i>Campuses using manual attendance accounting systems must document the change in the Student Detail Report and then recompute the respective Campus Summary Report totals and the respective District Summary Report totals.</i></p>
Revision	<p>3.11.16 Example 16</p> <p>Your district plans to have several days of early dismissal (early-release days) during the school year.</p> <p><i>Effective for the 2018-2019 school year, the agency will no longer offer Early Release waivers and Early Release waivers previously approved for the 2018-2019 school year are rescinded.</i></p>	<p>3.11.16 Example 16</p> <p>Your district plans to have several days of early dismissal (early release days) during the school year.</p> <p><i>Since the beginning of the 2018–2019 school year, the agency no longer offers Early Release waivers. Early Release waivers previously approved for the 2018–2019 school year are rescinded.</i></p>

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Change	2018–2019	2019–2020
Revision	<p>3.11.17 Example 17</p> <p><i>Your district should submit a request for approval of a waiver to modify the class schedule for the days of testing using the TEA’s automated waiver application system, which is available in the online TEAL secure environment. The waiver will allow your district to take official attendance at an alternative time (fifth period) instead of your district’s normal official attendance time.</i></p>	<p>3.11.17 Example 17</p> <p><i>Your district should submit a request for approval of a waiver to modify the class schedule for the days of testing using TEA’s automated waiver application system, which is available in TEAL. The waiver will allow your district to take official attendance at an alternative time (fifth period) instead of your district’s normal official attendance time.</i></p>
Revision	<p>3.11.18 Example 18</p> <p>Your school district decides that it will have an early-release day on which classes are dismissed at noon. Your district has morning and afternoon sections of PK students. The morning section meets; however, the afternoon section does not meet.</p> <p><i>District personnel may take one of these three courses of action. Personnel may do any of the following:</i></p> <ul style="list-style-type: none"> • <i>count the afternoon section of PK students as absent, since the students received no instruction on that school day or</i> • <i>have students make up the day on an alternative day, and report the afternoon PK section with a separate calendar or</i> • <i>bring the afternoon PK students in for instruction with the morning section.</i> 	<p>3.11.18 Example 18</p> <p>Your school district decides that it will have an early release day on which classes are dismissed at noon. Your district has morning and afternoon sections of pre-K students. The morning section meets, and the afternoon section does not meet.</p> <p><i>District personnel may take one of these courses of action:</i></p> <ul style="list-style-type: none"> • <i>Count</i> the afternoon section of pre-K students as absent <i>because</i> the students received no instruction on that school <i>day</i>. • <i>Have</i> students make up the day on an alternative day, and report the afternoon pre-K section with a separate <i>calendar</i>. • <i>Bring</i> the afternoon pre-K students in for instruction with the morning section.

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Revision	<p>3.11.19 Example 19</p> <p>A district and a charter school operating after January 1, 2015, received a waiver for 2,100 minutes of staff development. This waiver allows the district to offer an instructional track that contains 73,500 minutes of operation. The only rule associated with attendance accounting that is affected by this particular waiver is the requirement that all instructional tracks must consist of at least 75,600 (including intermissions and recesses) minutes.</p> <p><i>The attendance of all students who attend this instructional track must be reported in six approximately equal reporting periods. The total number of school days, if added together from all reporting periods, must equal the actual number of school days offered over the full year.</i></p> <p>A charter school operating before January 1, 2015, received a waiver for 5 additional days of staff development.</p>	<p>3.11.19 Example 19</p> <p>A district or a charter school operating after January 1, 2015, receives a waiver for 2,100 minutes of staff development. This waiver allows the district or charter school to offer an instructional track that contains 73,500 minutes of operation. The only rule associated with attendance accounting that is affected by this particular waiver is the requirement that all instructional tracks must consist of at least 75,600 minutes, including intermissions and recesses.</p> <p><i>The attendance of all students who attend this instructional track must be reported in six, approximately equal reporting periods. The total number of school days, if added together from all reporting periods, must equal the actual number of school days offered over the full year.</i></p> <p>A charter school operating before January 1, 2015, receives a waiver for five additional days of staff development.</p>
Revision	<p>3.11.21 Example 21</p> <p>A student is required to go to court on a school day. The student is not present at 9:30 a.m. (the school’s official attendance time).</p>	<p>3.11.21 Example 21</p> <p>A student is required to go to court on a school day. The student is not present at 9:30 a.m., the school’s official attendance time.</p>

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Revision	<p>3.11.25 Example 25</p> <p><i>The GEH committee should convene to review all the student’s information (including the physician’s statement) to determine if homebound services are appropriate. If the GEH committee determines homebound services are appropriate, the following documentation must be retained:</i></p> <ul style="list-style-type: none"> • <i>documentation of the committee’s decision regarding the type(s) and amount of instruction to be provided to the student (including the designated amount of time per week that instruction will be provided)</i> • <i>a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of 4 weeks</i> • <i>documentation of the day(s) homebound instruction started and stopped</i> • <i>teacher’s homebound instruction log</i> <p><i>The GEH committee should convene to review current student information (including the physician’s statement) to determine if a transition period is necessary and to determine the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom, the GEH committee should document the following:</i></p> <ul style="list-style-type: none"> • <i>the length of time for the transition period</i> • <i>the amount of time the student will be served in both settings (homebound and classroom) during the transition period</i> • <i>the effective date the student returns to the classroom full-time</i> 	<p>3.11.25 Example 25</p> <p><i>The GEH committee should convene to review all the student’s information, including the physician’s statement, to determine if homebound services are appropriate. If the GEH committee determines homebound services are appropriate, the following must be retained:</i></p> <ul style="list-style-type: none"> • <i>documentation of the committee’s decision regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided</i> • <i>a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of four weeks</i> • <i>documentation of the day(s) homebound instruction started and stopped</i> • <i>the teacher’s homebound instruction log</i> <p><i>The GEH committee should convene to review current student information, including the physician’s statement, to determine if a transition period is necessary and to determine the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom, the GEH committee should document the following:</i></p> <ul style="list-style-type: none"> • <i>the length of time for the transition period</i> • <i>the amount of time the student will be served in both settings, homebound and classroom, during the transition period</i> • <i>the effective date the student returns to the classroom full time</i>

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Revision	<p>3.11.26 Example 26</p> <p><i>The GEH committee should convene as described in the last example. If the committee determines homebound services are appropriate, the student should be provided them for the remainder of the school year.</i></p>	<p>3.11.26 Example 26</p> <p><i>The GEH committee should convene as described in the last example. If the committee determines homebound services are appropriate, the student should receive them for the remainder of the school year.</i></p>
Revision	<p>3.11.27 Example 27</p> <p><i>The student also earns 1 additional day of attendance for attending school on Friday, per the 2-through-4-hour rule and the student’s being present at the time attendance was taken.</i></p>	<p>3.11.27 Example 27</p> <p><i>The student also earns one additional day of attendance for attending school on Friday, per the two-through-four-hour rule and because the student was present at the time attendance was taken.</i></p>
Revision	<p>3.11.29 Example 29</p> <p>A student attends a 50-minute dual credit class for the first period of the school day. He attends regular classes, each 50 minutes long, for second and third periods. He attends a 50-minute Career Preparation class for fourth period and then goes to his job (the training site for the Career Preparation class) for the rest of the day. The Career Preparation class is a V3 class.</p> <p><i>The ADA eligibility code for this student is 1 - Eligible Full-Day. The first through fourth period classes are each 50 minutes of instruction. The time at the training site counts as 120 minutes (the student should be working an average of 3 hours per day; if he were working 2 hours per day, then only 60 minutes would be counted).</i></p>	<p>3.11.29 Example 29</p> <p>A student attends a 50-minute dual credit class for the first period of the school day. He attends regular classes, each 50 minutes long, for second and third periods. He attends a 50-minute career preparation class for fourth period and then goes to his job (the training site for the career preparation class) for the rest of the day. The career preparation class is a V3 class.</p> <p><i>The ADA eligibility code for this student is 1 - Eligible Full-Day. The first through fourth period classes are each 50 minutes of instruction. The time at the training site counts as 120 minutes. The student should be working an average of three hours per day; if he were working two hours per day, then only 60 minutes would be counted.</i></p>

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Revision	<p>3.11.31 Example 31</p> <p>The student’s parent said that the student would be in the other state for several months but might return before the end of the school year. District staff members would like to withdraw the student for the duration of the student’s absence.</p> <p><i>Because your district has become aware that the student no longer resides in the district, your district may withdraw the student.</i></p>	<p>3.11.31 Example 31</p> <p>The student’s parent said that the student will be in the other state for several months but might return before the end of the school year. District staff members would like to withdraw the student for the duration of the student’s absence.</p> <p><i>Because your district is aware that the student no longer resides in the district, your district may withdraw the student.</i></p>
Revision	<p>3.11.32 Example 32</p> <p><i>If (s)he chooses, the district superintendent or the school principal may excuse some or all of the absences for compulsory attendance purposes (see 3.6.4 Excused Absences for Compulsory Attendance Purposes).</i></p>	<p>3.11.32 Example 32</p> <p><i>If he or she chooses, the district superintendent or the school principal may excuse some or all of the absences for compulsory attendance purposes (see 3.6.4 Excused Absences for Compulsory Attendance Purposes).</i></p>
Revision	<p>4.1 Responsibility</p> <p>List in the following spaces the name and phone number of the district personnel to whom all special education coding questions should be directed:</p>	<p>4.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all special education coding questions should be directed.</p>

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Revision	<p>4.2 Special Education and Eligibility</p> <p>The determination of whether a student is eligible for special education and related services is made by the student’s individualized family services plan (IFSP) committee (for children from birth through age 2) or admission, review, and dismissal (ARD) committee (for a student aged 3 years or older).</p> <p>Your district must make special education services available to the following:</p> <ul style="list-style-type: none"> • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her twenty-second birthday on September 1 of the current school year and who has not received a regular high school diploma; and • an eligible student who meets all three of the following requirements: <ul style="list-style-type: none"> ○ the student has not reached his or her twenty-second birthday on September 1 of the current school year; ○ the student has received a regular high school diploma under 19 TAC §89.1070(b)(2) and §89.1070 (g)(4), and • the student is returning to school under 19 TAC §89.1070(k). 	<p>4.2 Special Education and Eligibility</p> <p>The determination of a student’s eligibility for special education and related services is made by the student’s individualized family services plan (IFSP) committee (for children age two years or younger) or ARD committee (for students age three years or older).</p> <p>Your district must make special education services available to the following:</p> <ul style="list-style-type: none"> • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her 22nd birthday on September 1 of the current school year and who has not received a regular high school diploma; and • an eligible student who meets all three of the following requirements: <ul style="list-style-type: none"> ○ the student has not reached his or her 22nd birthday on September 1 of the current school year; ○ the student has received a regular high school diploma under 19 TAC §89.1070(b)(2)(A-C) or §89.1070 (g)(4)(A), (B), or (C), and • the student is returning to school under 19 TAC §89.1070(k).
Revision	<p>4.2 Special Education and Eligibility</p> <p>Your district also must make special education services available to an infant or toddler (child from birth through age 2) who has a visual or auditory impairment and whom an IFSP committee has determined to be eligible for special education services.</p>	<p>4.2 Special Education and Eligibility</p> <p>Your district also must make special education services available to an infant or toddler (a child age two years or younger) who has a visual or auditory impairment and whom an IFSP committee has determined to be eligible for special education services.</p>

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	<p><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></p> <p>Additionally, the ARD committee determines the date that services will begin (the effective date), the duration of the services, and records this information in the IEP.</p> <ol style="list-style-type: none"> The ARD committee provides the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel, Public Education Information Management System [PEIMS] clerks) as soon as possible. 	<p><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></p> <p>Additionally, the ARD committee determines the date that services will begin (the effective date) and the duration of the services, and records this information in the IEP.</p> <ol style="list-style-type: none"> The ARD committee provides the student’s coding information and effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.
Revision	<p><i>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i></p> <p>The ARD committee determines the date that any change in service will begin (the effective date), the duration of the services, and records this information in the IEP.</p> <ol style="list-style-type: none"> The ARD committee provides any changes in the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel, PEIMS clerks) as soon as possible. District personnel record the coding information and effective date of services in the attendance accounting system. The effective date is the date the student begins receiving the services in the new placement (as determined by the ARD committee), not the date on which the ARD committee revised the IEP. See note in Section 4.3.1 related to effective date. 	<p><i>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i></p> <p>The ARD committee determines the date that any change in service will begin (the effective date) and the duration of the services, and records this information in the IEP.</p> <ol style="list-style-type: none"> The ARD committee provides any changes in the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible. District personnel record the coding information and effective date of services in the attendance accounting system. The effective date is the date the student begins receiving the services in the new placement (as determined by the ARD committee), not the date on which the ARD committee revised the IEP. See 4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services for information related to effective date.

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Revision	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <p>1. When a student moves from one district to another within the state in the same school year and either a) the parents verify that the student was receiving special education services in the previous district or b) the previous district verifies in writing or by telephone that the student was receiving special education services, your district must meet the requirements of 34 Code of Federal Regulations (CFR), §300.323(a) and (e), regarding the provision of special education services.</p>	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <p>1. When a student moves from one district to another within the state in the same school year and either the parents verify that the student was receiving special education services in the previous district or the previous district verifies in writing or by telephone that the student was receiving special education services, your district must meet the requirements of 34 CFR, §300.323(a) and (e), regarding the provision of special education services.</p>

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	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <ul style="list-style-type: none"> • determines that an evaluation is necessary. The evaluation is considered a full individual and initial evaluation and must be completed within the timelines established by 19 Texas Administrative Code (TAC) §89.1011(c) and (e), and completes the requirements in 34 CFR, §300.323(f)(2), within 30 calendar days from the date of the completion of the evaluation report; or • determines that an evaluation is not necessary and completes the requirements outlined in 34 CFR, §300.323(f)(2), within 30 school days from the date the student is verified as being a student eligible for special education services. <ol style="list-style-type: none"> 3. The ARD committee provides the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel, PEIMS clerks) as soon as possible. 4. District personnel record the coding information and effective date of services in the attendance accounting system. 5. The ARD committee provides any changes in the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel, PEIMS clerks) as soon as possible. 	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <ul style="list-style-type: none"> • determines that an evaluation is necessary. A full individual and initial evaluation must be completed within the timelines established by 19 TAC §89.1011(c) and (e) and meet the requirements in 34 CFR, §300.323(f)(2), within 30 calendar days from the date of the completion of the evaluation report. OR • determines that an evaluation is not necessary and completes the requirements outlined in 34 CFR, §300.323(f)(2), within 30 school days from the date the student is verified as being a student eligible for special education services. <ol style="list-style-type: none"> 3. The ARD committee provides the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible. 4. District personnel record the coding information and effective date of services in the attendance accounting system. 5. The ARD committee provides any changes in the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.

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Change	2018–2019	2019–2020
Revision	<p><i>4.5.1 Private or Home School Students Aged 3 or 4 Years</i></p> <p>If an ARD committee determines that a private or home school student aged 3 or 4 years is eligible for and in need of special education instruction and/or related services, the parent may 1) enroll the student only in the public school, 2) “dual enroll” the student, or 3) decline to have the student enroll in public school.</p>	<p><i>4.5.1 Private or Home School Students Aged Three or Four Years</i></p> <p>If an ARD committee determines that a private or home school student three or four years of age is eligible for and in need of special education instruction and/or related services, the parent may enroll the student in public school, “dual enroll” the student, or decline to have the student enroll in public school.</p>
Revision	<p><i>4.5.2 Private or Home School Students Aged 5 through 21 Years</i></p> <p>If an ARD committee determines that a private or home school student aged 5 through 21 years is eligible for and in need of special education instruction and related services, the parent may enroll the student full-time in the public school.</p> <p>If the parent does not do this, your school district must make the special education and related services available as provided for in 19 TAC §89.1096. Since the obligation of your district to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, students receiving services under a services plan should be entered into the TSDS PEIMS with an ADA eligibility code of 0 - enrolled, not in membership, and counted on the last Friday of October for the fall TSDS PEIMS submission child count snapshot for data reporting purposes.</p>	<p><i>4.5.2 Private or Home School Students Aged Five through 21 Years</i></p> <p>If an ARD committee determines that a private or home school student five through 21 years of age is eligible for and in need of special education instruction and related services, the parent may enroll the student full time in public school.</p> <p>If the parent does not do this, your school district must make the special education and related services available as provided for in 19 TAC §89.1096. Since the obligation of your district to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, students receiving services under a services plan should be entered into TSDS PEIMS with an ADA eligibility code of 0 - Enrolled, Not in Membership, and counted on the last Friday of October for the fall TSDS PEIMS submission child count snapshot for data reporting purposes.</p>

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Revision	<p>4.6 Interim Alternative Educational Placements</p> <p>If special education services prescribed in a student’s IEP are provided while the student is placed in an appropriate interim alternative education setting (for example, in-school suspension or disciplinary alternative education program), special education contact hours may be claimed. If special education services are not provided, special education contact hours must not be claimed.</p>	<p>4.6 Interim Alternative Educational Placements</p> <p>Special education services must be provided as outlined in the student’s IEP while the student is placed in an appropriate disciplinary alternative education setting (for example, in-school suspension or DAEP. Special education contact hours should be claimed only if the IEP services are provided. If the IEP services are not provided, special education contact hours must not be claimed.</p>
Revision	<p>4.7 Instructional Setting Codes</p> <p>This subsection provides a description of each instructional setting as well as the numeric code that is used to report that setting in the local attendance accounting system and in the TSDS PEIMS.</p>	<p>4.7 Instructional Setting Codes</p> <p>This subsection provides a description of each instructional setting and the numeric code that is used to report that setting in the local attendance accounting system and TSDS PEIMS.</p>

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Addition	<h3 style="color: #4F81BD;">4.7 Instructional Setting Codes</h3>	<h3 style="color: #4F81BD;">4.7 Instructional Setting Codes</h3> <p>Note: If a student’s ARD committee determines that instruction through remote conferencing is appropriate for a student, that determination does not necessarily mean that the student’s instructional setting code will change with the provision of the instruction through remote conferencing. The student’s instructional setting code may stay the same if the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional setting code to use for the student, the ARD committee should consider the type of instruction and services being provided instead of the physical location of the student. For more information on virtual classroom participation, see 12.3.2 Remote Conferencing—Special Education Students.</p>

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Revision	<p>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</p> <p>A student who is receiving speech therapy services and is not receiving instructional services through any other instructional setting (for example, resource room) should have an instructional setting code of 00 reported on the TSDS PEIMS 42408 record. 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 42408 record 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, resource room) should be reported on the TSDS PEIMS 42408 record with the code for the primary setting [not with 00] and with a speech therapy indicator code of 2, regardless of whether the speech therapy is provided in the general education classroom or in a location other than a general education setting.</p> <p>Instructional Setting Code 00: Information Specific to TSDS PEIMS 42401 Record</p> <p>The TSDS PEIMS 42401 record (special education attendance data - student) allows for up to two 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, resource room) for a given period should have only one instructional setting code reported on the 42401 record for that period: 00. Code 00 may be used regardless of whether the speech therapy is provided in the general education classroom or in a location other than a general education setting.</p>	<p>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</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 42408 record. 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 42408 record 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 42408 record 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 Record</p> <p>The TSDS PEIMS 42401 record (special education attendance data - student) allows for up to two 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>
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	<p>A student who receives speech therapy services and who also receives instructional services through another instructional setting <i>other than mainstream*</i> (for example, resource room) for a given period should have two instructional setting codes reported on the 42401 record for that period: 00 and the code for the other instructional setting through which the student is receiving instructional services.</p> <p style="padding-left: 40px;">*The 42401 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 42401 record should have only one instructional setting code reported: 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 record 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 record for that period: 00 and the code for the other instructional setting through which the student is receiving instructional services. The 42401 record 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 record should have only one instructional setting code reported: 00.</p>
Revision	<p>4.7.2 Code 01 - Homebound</p> <p>You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout Subsection 4.7.2 and other parts of Section 4 related to the homebound instructional arrangement/setting and the licensure of physicians, “licensed” means licensed to practice in the United States.</p>	<p>4.7.2 Code 01 - Homebound</p> <p>Access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout subsection 4.7.2 and other parts of Section 4 related to the homebound instructional arrangement/setting and the licensure of physicians, “licensed” means licensed to practice in the United States.</p>

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Change	2018–2019	2019–2020
Revision	<p>4.7.2.4 Preschool Programs for Children with Disabilities and Homebound Services</p> <p>Students aged 3 through 5 years for whom the ARD committee has determined that homebound is the appropriate instructional setting should be reported with a grade level of EE (early education) and with the ADA eligibility code shown in the following table:</p> <p style="text-align: center;">ADA Eligibility Coding for Students Receiving Preschool Program for Children with Disabilities Services in the Homebound Instructional Setting</p>	<p>4.7.2.4 Early Childhood Special Education (ECSE) and Homebound Services</p> <p>Students aged three through five years for whom the ARD committee has determined that homebound is the appropriate instructional setting should be reported with a grade level of EE (early education) and with the ADA eligibility code shown in the following table.</p> <p style="text-align: center;">ADA Eligibility Coding for Students Receiving ECSE Services in the Homebound Instructional Setting</p>
Revision	<p>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</p> <p>A student who receives special education and related services in the special education homebound instructional setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present:</p>	<p>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</p> <p>A student who receives special education and related services in the special education homebound instructional setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present.</p>
Revision	<p>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</p> <ul style="list-style-type: none"> • the name of the homebound teacher or related service provider, • the student’s name and Texas Unique Student ID, • the date that the homebound teacher or related service provider visited the homebound student, and • the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.). 	<p>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</p> <ul style="list-style-type: none"> • the name of the homebound teacher or related service provider • the student’s name and Texas Unique ID • the date that the homebound teacher or related service provider visited the homebound student • the specific time period that the student was served (for example, 10:00 a.m. until noon)

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Revision	<p>4.7.2.6 Test Administration and the Homebound Instructional Setting</p> <p>A student receiving services in the special education homebound instructional setting who returns to his or her campus to take required state assessments must have a medical release from a licensed¹⁰⁴ physician to do so.</p>	<p>4.7.2.6 Test Administration and the Homebound Instructional Setting</p> <p>A student receiving services in the special education homebound instructional setting who returns to his or her campus to take required state assessments must have a medical release from a physician licensed in the United States to do so.</p>
	<p>4.7.2.6 Test Administration and the Homebound Instructional Setting</p> <p>You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<p>4.7.2.6 Test Administration and the Homebound Instructional Setting</p> <p>Access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>
Revision	<p>4.7.2.7 Transition from Homebound to the Classroom</p> <p>Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart, but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>	<p>4.7.2.7 Transition from Homebound to the Classroom</p> <p>Once the student has completed the transition period determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart, but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>

¹⁰⁴ You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

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Revision	<p>4.7.2.8 Transitioning Students with Chronic Illness between Homebound and the Classroom</p> <p>A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the homebound instructional setting for at least 4 weeks will generate contact hours based on the following:</p> <ul style="list-style-type: none"> • Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the homebound funding chart. • The length of the transition period must be determined by the ARD committee based on current medical information. <p>During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.</p> <p>Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>	<p>4.7.2.8 Transitioning Students with Chronic Illness between Homebound and the Classroom</p> <p>A student with a chronic illness or acute health problem that is a long-term condition and requires the student to be in the homebound instructional setting for at least four weeks will generate contact hours based on the following:</p> <ul style="list-style-type: none"> • Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the homebound funding chart. • The length of the transition period must be determined by the ARD committee based on current medical information. <p>During the transition period, students are to be served in the homebound instructional setting for the period of time each week specified by the ARD committee. Any student attendance in the classroom generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.</p> <p>Once the student has completed the transition period determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p>

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4.7.2.9 Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem that is a recurring condition that requires the student to be in the homebound instructional setting for a period of time (which may be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the homebound funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance and instructional setting code information for students with a recurring condition.

Attendance Accounting Information related to
Students with a Recurring Chronic or Acute Health Condition

For any week in which the student with the recurring condition:	the student earns contact hours or attendance:	The student's instructional setting code should be as follows:
is served solely in the homebound instructional setting,	according to the requirements of the homebound funding chart.	01, homebound.
is served for at least 4 hours in the homebound instructional setting and attends school at his or her campus,	according to the requirements of the homebound funding chart.	01, homebound, regardless of the fact that the student attended school at his or her campus in addition to receiving homebound instruction.

4.7.2.9 Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem that is a recurring **condition and requires** the student to be in the homebound instructional setting for a period of time (which may be in daily or weekly increments) totaling at least four weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the homebound funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance and instructional setting code information for students with a recurring condition.

Attendance Accounting Information related to
Students with a Recurring Chronic or Acute Health Condition

For any week in which the student with the recurring condition	the student earns contact hours or attendance	The student's instructional setting code should be as follows:
is served solely in the homebound instructional setting,	according to the requirements of the homebound funding chart.	01 - homebound
is served for at least four hours in the homebound instructional setting and attends school at his or her campus,	according to the requirements of the homebound funding chart.	01 - homebound, regardless of the fact that the student attended school at his or her campus in addition

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	<p>is served from 1 to 3 hours in the homebound instructional setting and attends school at his or her campus,</p>	<p>according to the requirements of the homebound funding chart for those days the student is provided instruction in the homebound setting and according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.</p>	<p>01, homebound, for those days the student is provided homebound instruction and the code for the applicable non-homebound special education instructional setting* the student is served in while at school (for example, 40, special education mainstream) for those days the student attends school.</p>			<p>to receiving homebound instruction</p>
				<p>is served from one to three hours in the homebound instructional setting and attends school at his or her campus,</p>	<p>according to the requirements of the homebound funding chart for those days the student is provided instruction in the homebound setting and according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.</p>	<p>01 - homebound, for those days the student is provided homebound instruction and the code for the applicable non-homebound special education instructional setting* the student is served in while at school (for example, 40 - special education mainstream) for those days the student attends school</p>
Revision	<p>4.7.3 Code 02 – Hospital Class</p> <p>This instructional setting code should be used when a student is provided special education instruction in a classroom in a hospital facility or a residential care and treatment facility not operated by your school district. A student with a disability who is served in but not residing in the facility is considered to be in an <i>off campus</i> campus instructional setting.</p>			<p>4.7.3 Code 02 – Hospital Class</p> <p>This instructional setting code should be used when a student is provided special education instruction in a classroom in a hospital facility or a residential care and treatment facility not operated by your school district. A student with a disability who is served in but not residing in the facility is considered to be in an off home campus instructional setting.</p>		

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Revision	<p><i>4.7.4 Code 08 - Vocational Adjustment Class (VAC)</i></p> <p>This instructional setting code is used for a student who is participating in a special education work-based learning program and is employed in a paid or unpaid full- or part-time job with regularly scheduled direct involvement by special education personnel in the implementation of the student’s IEP.</p>	<p><i>4.7.4 Code 08 - Vocational Adjustment Class (VAC)</i></p> <p>This instructional setting code is used for a student who is participating in a special education work-based learning program and employed in a paid or unpaid full- or part-time job with regularly scheduled, direct involvement by special education personnel in the implementation of the student’s IEP.</p>
Revision	<p><i>4.7.5 Code 30 - State Supported Living Centers</i></p> <p>This instructional setting code is used for a student who is provided special education and related services and who currently resides at a state supported living center when the services are provided at a state supported living center. If services are provided on a local district campus, the student is coded residential care and treatment facility.¹⁰⁵</p> <p>The thirteen state supported living centers in Texas currently serving students 0 through 21 years of age are the following:</p>	<p><i>4.7.5 Code 30 - State Supported Living Centers</i></p> <p>This instructional setting code is used for a student who is provided special education and related services and currently resides at a state supported living center when the services are provided at a state supported living center. If services are provided on a local district campus, the student is coded residential care and treatment facility.¹⁰⁶</p> <p>The 13 state supported living centers in Texas currently serving students through 21 years of age are the following:</p>

¹⁰⁵ 19 TAC [§89.63\(c\)\(11\)](#)

¹⁰⁶ 19 TAC [§89.63\(c\)\(11\)](#)

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4.7.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center

Coding for Students with Disabilities Residing in a Hospital or Care and Treatment Facility
and Receiving Education Services from Local School District

Student is incarcerated or is court ordered to remain at residential facility*?	Parents*** reside within district boundaries?	Student served at local district campus**?	Appropriate Instructional Setting Code
no	no	yes	81–89, based on services
no	no	no	02
no	yes	yes	based on services
no	yes	no	02
yes	no	N/A	81–89, based on services
yes	yes	N/A	02

4.7.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center

Coding for Students with Disabilities Residing in a Hospital or Care and Treatment Facility
and Receiving Education Services from Local School District

Student is incarcerated or court ordered to remain at the residential facility*?	Parent*** resides within district boundaries?	Student is served at the local district campus**?	Appropriate Instructional Setting Code
no	no	yes	81–89, based on services
no	no	no	02
no	yes	yes	based on services
no	yes	no	02
yes	no	N/A	81–89, based on services
yes	yes	N/A	02

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	<p>*The answer will be “no” except in situations involving adjudicated or incarcerated youth who are detained in secure facilities or other circumstances in which a court orders a student to remain at a facility site. In certain limited circumstances, an ARD committee may review official documentation and determine on a student-by-student basis that an individual student’s current legal or medical status precludes removal from the residential facility. In those individualized and documented cases, codes 81–89 may be used.</p> <p>**Local district campus indicates a county-district-campus number is assigned, a complete administrative structure and instructional program is in place, and the location of instructional services is separate from the location of residential and treatment services.</p> <p>***The instructional arrangement coding for an adult student who resided in a residential facility can be interchanged with the word “parent”.</p>	yes	yes	N/A	02	<p>*The answer will be “no” except in situations involving adjudicated or incarcerated youth who are detained in secure facilities or other circumstances in which a court orders a student to remain at a facility site. In certain limited circumstances, an ARD committee may review official documentation and determine on a student-by-student basis that an individual student’s current legal or medical status precludes removal from the residential facility. In those individualized and documented cases, codes 81–89 may be used.</p> <p>**Local district campus indicates a county-district-campus number is assigned, a complete administrative structure and instructional program is in place, and the location of instructional services is separate from the location of residential and treatment services.</p> <p>***The instructional arrangement coding for an adult student who resides in a residential facility can be interchanged with the word “parent.”</p>

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Change	2018–2019	2019–2020
Revision	<p><i>4.7.10 Code 40 - Special Education Mainstream</i></p> <p>The term “special education” means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.¹⁰⁷ “Specially designed instruction” means content, methodology, or delivery of instruction that has been adapted, as appropriate to the needs of an eligible child, to:</p> <ul style="list-style-type: none"> • address the unique needs that result from the child’s disability and • ensure access of the child to the general curriculum.¹⁰⁸ <p>Examples of special education and related services provided to a student in the mainstream instructional setting include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications or accommodations, special materials or equipment, consultation with the student and his or her general classroom teacher(s), staff development, and reduction of ratio of students to instructional staff members.</p>	<p><i>4.7.10 Code 40 - Special Education Mainstream</i></p> <p>The term special education means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.¹⁰⁹ Specially designed instruction means content, methodology, or delivery of instruction that has been adapted, as appropriate to the needs of an eligible child, to:</p> <ul style="list-style-type: none"> • address the unique needs that result from the child’s disability and • ensure access of the child to the general curriculum.¹¹⁰ <p>Examples of special education and related services provided to a student in the general education instructional setting include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications or accommodations, special materials or equipment, consultation with the student and his or her general classroom teacher(s), staff development, and reduction of ratio of students to instructional staff members.</p>

¹⁰⁷ 34 CFR, §300.39(a)(1)

¹⁰⁸ 34 CFR, §300.39(b)(3)(i) and (ii)

¹⁰⁹ [34 CFR, §300.39\(a\)\(1\)](#)

¹¹⁰ [34 CFR, §300.39\(b\)\(3\)\(i-ii\)](#)

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Revision	<p>4.7.10.1 Requirements</p> <p>For a student to be coded with an instructional setting code of 40 (special education mainstream), the student must have:</p> <ul style="list-style-type: none"> • special education and related services provided in a general education classroom on a regularly scheduled basis; • an IEP specifying the special education and related services that enable the student to access the general curriculum and to make progress toward individual goals and objectives; and • certified special education personnel involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> ○ to the student in the general education classroom and/or ○ in collaboration with the student’s general education classroom teacher(s). <p>Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, mainstream special education funding must not be generated.</p>	<p>4.7.10.1 Requirements</p> <p>For a student to be coded with an instructional setting code of 40 - Special Education Mainstream, the student must have:</p> <ul style="list-style-type: none"> • special education and related services provided in a general education classroom on a regularly scheduled basis; • an IEP specifying the special education and related services that enable the student to access the general curriculum and to make progress toward individual goals and objectives; and • certified special education personnel involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> ○ to the student in the general education classroom and/or ○ in collaboration with the student’s general education classroom teacher(s). <p>Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, 40 -Special Education Mainstream funding must not be generated.</p>

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Revision	<p style="border: 1px solid black; padding: 5px;">4.7.10.1 Requirements Related to Teachers Providing Instruction in Mainstream Settings</p> <p>A student with a disability receives specially designed instruction. The specially designed instruction documented in the IEP is provided by special education personnel. One teacher, even if dually certified, must not serve in both a general education and a special education role simultaneously when serving students in grades K–12. Students with disabilities who are aged three or four years may have an instructional setting code of 40, mainstream, if special education services are provided in classroom settings with nondisabled peers. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged 3 or 4 years.</p>	<p style="border: 1px solid black; padding: 5px;">4.7.10.1 Requirements Related to Teachers Providing Special Education Instruction in General Education Settings</p> <p>One teacher, even if dually certified, must not serve in both a general education and a special education role simultaneously when serving students in grades K–12. Students with disabilities who are aged three or four may have an instructional setting code of 40 - Special Education Mainstream, if special education services are provided in classroom settings with nondisabled peers. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged three or four years.</p>
Revision	<p>4.7.10.3 Preschool Programs for Children with Disabilities and Mainstream Instructional Settings</p> <p>4.7.10.3.1 District-Operated Preschool or Child Care Center, Staff and/or Community Access (3- through 5-Year-Olds): If your school district establishes a preschool education program or child care center to serve preschool-age children regardless of eligibility or other criteria, your district may use the mainstream code for a student in the program who receives special education services (other than speech therapy) in the general classroom.</p>	<p>4.7.10.3 Early Childhood Special Education (ECSE) and Mainstream Instructional Settings</p> <p>4.7.10.3.1 District-Operated Preschool or Child Care Center, Staff and/or Community Access (Three through Five-Year-Olds): If your school district establishes a preschool education program or child care center to serve preschool-age children regardless of eligibility or other criteria, your district may use the mainstream code for a student in the program who receives special education services other than speech therapy in the general classroom.</p>

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Revision	<p><i>4.7.11 Code 41 or 42 - Resource Room/Services</i></p> <p>Code 41 or 42 is used for a student who is receiving related services in a special education setting. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. These related services must be documented in the IEP, and they must be required to assist a child with a disability to benefit from special education. For more information about related services, refer to the Related Services Q & A document available at http://www.tea.texas.gov/index2.aspx?id=2147496874.</p>	<p><i>4.7.11 Code 41 or 42 - Resource Room/Services</i></p> <p>Code 41 or 42 is used for a student who is receiving related services in a special education setting. These related services must be documented in the IEP, and they must be required to assist a child with a disability to benefit from special education. For more information about related services, refer to the Related Services Q & A document.</p>

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Revision	<p><i>4.7.13 Additional Guidelines for Instructional Setting Codes 41–44</i></p> <p>The following additional guidelines may be helpful in determining the appropriate instructional setting code for a student receiving special education and related services.</p> <p>Base a student’s resource room/services or self-contained, mild/moderate/severe, regular campus instructional setting code on the percentage of the instructional day that the student receives direct, regularly scheduled special education and related services, as required in the student’s IEP, not on the student’s disability. For the purpose of determining a student’s instructional setting code, the instructional day is defined as that portion of the school day in which instruction takes place (not to include lunch, recess, passing periods, etc.).</p> <p>For example, if a student is provided:</p> <ul style="list-style-type: none"> • special education and related services for less than 50% of his or her instructional day in a setting other than general education, the student’s instructional setting code would be 41 or 42. • special education and related services for 50% or more of the student’s instructional day in a self-contained program on a regular education campus, the student’s instructional setting code would be 43 or 44. • full-time early childhood (preschool program for children with disabilities) special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses and the student is 3 through 5 years of age, the instructional setting code would be 45. <p>When determining a student’s instructional setting code (other than mainstream), include the percentage of time allocated for speech therapy services (outside of the general education setting) in the percentage of time in the special education setting.</p>	<p><i>4.7.13 Additional Guidelines for Instructional Setting Codes 41–44</i></p> <p>The following additional guidelines may be helpful in determining the appropriate instructional setting code for a student receiving special education and related services.</p> <p>Base a student’s resource room/services or self-contained, mild/moderate/severe, regular campus instructional setting code on the percentage of the instructional day that the student receives direct, regularly scheduled special education and related services as required in the student’s IEP, not on the student’s disability. For the purpose of determining a student’s instructional setting code, the instructional day is defined as that portion of the school day in which instruction takes place (not to include lunch, recess, passing periods, etc.).</p> <p>For example, if a student is provided:</p> <ul style="list-style-type: none"> • special education and related services for less than 50 percent of his or her instructional day in a setting other than general education, the student’s instructional setting code would be 41 or 42. • special education and related services for 50 percent or more of the student’s instructional day in a self-contained program on a regular education campus, the student’s instructional setting code would be 43 or 44. • full-time early childhood special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses and the student is three through five years of age, the instructional setting code would be 45. <p>When determining a student’s instructional setting code other than 40 - Mainstream, include the percentage of time allocated for speech therapy services outside of the general education</p>
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		setting in the percentage of time in the special education setting.
Revision	<i>4.7.14 Code 45 - Full-Time Early Childhood (Preschool Programs for Children with Disabilities) Special Education Setting</i>	<i>4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting</i>
Revision	<p>4.7.15 Code 50 - Residential Nonpublic School</p> <p>19 TAC §89.63(c)(8); 34 CFR, §300.146 and §300.147. A list of approved nonpublic schools can be accessed from the following TEA web page: http://www.tea.state.tx.us/index2.aspx?id=2147495614&menu_id=2147483703&menu_id2=2147483714.</p>	<p>4.7.15 Code 50 - Residential Nonpublic School</p> <p>19 TAC §89.63(c)(8); 34 CFR, §300.146 and §300.147. A list of approved nonpublic schools can be accessed at https://tea.texas.gov/Student Testing and Accountability/Monitoring and Interventions/Program Monitoring and Interventions/Nonpublic School Monitoring and Guidance Resources for Special Education/.</p>
Revision	<p>4.7.16 Code 60 - Nonpublic Day School</p> <p>For funding purposes, a nonpublic day school student is reported on the SPE-106, Nonpublic Day School Report. For more information, see the TEA Nonpublic Day School Programs Report page at http://www.tea.state.tx.us/index2.aspx?id=2147497536.</p> <p>19 TAC §89.63(c)(8); 34 CFR, §300.146 and §300.147. A list of approved nonpublic schools can be accessed from the following TEA web page: http://www.tea.state.tx.us/index2.aspx?id=2147495614&menu_id=2147483703&menu_id2=2147483714.</p>	<p>4.7.16 Code 60 - Nonpublic Day School</p> <p>For funding purposes, a nonpublic day school student is reported on the SPE-106, Nonpublic Day School Report. For more information, see the TEA Nonpublic Day and Residential Placement Notification and Application page at http://www.tea.state.tx.us/index2.aspx?id=2147497536.</p> <p>19 TAC §89.63(c)(8); 34 CFR, §300.146 and §300.147. A list of approved nonpublic schools can be accessed at https://tea.texas.gov/Student Testing and Accountability/Monitoring and Interventions/Program Monitoring and Interventions/Nonpublic School Monitoring and Guidance Resources for Special Education/.</p>
Revision	<p>4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, or 89 - Residential Care and Treatment Facility (Not School District Resident)</p> <p>as “foster group home” and “foster family home” are defined in 40 TAC §749.43 and §750.43.</p>	<p>4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, or 89 - Residential Care and Treatment Facility (Not School District Resident)</p> <p>“Foster group home” and “foster family home” are defined in 40 TAC §749.43 and §750.43.</p>

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Revision	<p>4.7.19.2 Residential Care and Treatment Facility Categories</p> <p>The categories for this instructional setting are as follows:</p> <ul style="list-style-type: none"> • 81, residential care and treatment facility - mainstream <p>Code 81 indicates a student resides in a facility and receives mainstream services on a local school district campus.</p> <ul style="list-style-type: none"> • 82, residential care and treatment facility - resource room/services - less than 21% <p>Code 82 indicates a student resides in a facility and receives resource room/services for less than 21% of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 83, residential care and treatment facility - resource room/services - at least 21% but less than 50% <p>Code 83 indicates a student resides in a facility and receives resource room/services for at least 21% but less than 50% of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 84, residential care and treatment facility - self-contained, mild/moderate/severe, regular campus - at least 50% but no more than 60% <p>Code 84 indicates a student resides in a facility and receives self-contained services for at least 50% but no more than 60% of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 85, residential care and treatment facility - self-contained, mild/moderate/severe, regular campus - more than 60% 	<p>4.7.19.2 Residential Care and Treatment Facility Categories</p> <p>The categories for this instructional setting are as follows:</p> <ul style="list-style-type: none"> • 81 - Residential Care and Treatment Facility - Mainstream <p>Code 81 indicates that a student resides in a facility and receives mainstream services on a local school district campus.</p> <ul style="list-style-type: none"> • 82 - Residential Care and Treatment Facility - Resource Room/Services - Less Than 21 Percent <p>Code 82 indicates that a student resides in a facility and receives resource room/services for less than 21 percent of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 83 - Residential Care and Treatment Facility - Resource Room/Services - At Least 21 Percent But Less Than 50 Percent <p>Code 83 indicates that a student resides in a facility and receives resource room/services for at least 21 percent but less than 50 percent of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 84 - Residential Care and Treatment Facility - Self-Contained, Mild/Moderate/Severe, Regular Campus - At Least 50 Percent But No More Than 60 Percent <p>Code 84 indicates that a student resides in a facility and receives self-contained services for at least 50 percent</p>
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<p>Code 85 indicates a student resides in a facility and receives self-contained services for more than 60% of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 86, residential care and treatment facility - separate campus <p>Code 86 indicates a student resides in a facility and receives special education and related services on a local school district campus in a self-contained program at a separate campus operated by your school district.</p> <ul style="list-style-type: none"> • 87, residential care and treatment facility - community class <p>Code 87 indicates a student resides in a facility and receives special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school district.</p> <ul style="list-style-type: none"> • 88, residential care and treatment facility - vocational adjustment class <p>Code 88 indicates a student resides in a facility and receives VAC services.</p> <ul style="list-style-type: none"> • 89, residential care and treatment facility - full-time early childhood special education setting. <p>Code 89 indicates a student is 3 to 5 years of age, resides in a facility, and receives full-time special education and related services in educational programs designed primarily for children with disabilities on a local school district campus (other than a separate campus).</p>	<p>but no more than 60 percent of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 85 - Residential Care and Treatment Facility - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent <p>Code 85 indicates that a student resides in a facility and receives self-contained services for more than 60 percent of the student’s total instructional day on a local school district campus.</p> <ul style="list-style-type: none"> • 86 - Residential Care and Treatment Facility - Separate Campus <p>Code 86 indicates that a student resides in a facility and receives special education and related services on a local school district campus in a self-contained program at a separate campus operated by your school district.</p> <ul style="list-style-type: none"> • 87 - Residential Care and Treatment Facility - Community Class <p>Code 87 indicates that a student resides in a facility and receives special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school district.</p> <ul style="list-style-type: none"> • 88 - Residential Care and Treatment Facility - Vocational Adjustment Class <p>Code 88 indicates that a student resides in a facility and receives VAC services.</p>
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Change	2018–2019	2019–2020
		<ul style="list-style-type: none"> • 89 - Residential Care and Treatment Facility - Full-Time Early Childhood Special Education Setting. <p>Code 89 indicates a student is three to five years of age, resides in a facility, and receives full-time special education and related services in educational programs designed primarily for children with disabilities on a local school district campus other than a separate campus.</p>

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Change	2018–2019	2019–2020
Revision	<p>4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus</p> <ul style="list-style-type: none"> • The student is provided instruction by school district personnel in a facility (other than a nonpublic day school) not operated by a school district.¹¹¹ • The student is in a self-contained program at a separate campus operated by your school district that provides only special education and related services.¹¹² <p>For a student with an off home campus instructional setting who is served in a district other than his or her home district, there should be an agreement between the home district and the receiving district regarding the reporting of TSDS PEIMS and attendance data. If the home district reports these data, it may report the student as being enrolled in the home district, even though the student attends the entire instructional day in the receiving district. However, it is also permissible for the receiving district to report the student in the TSDS PEIMS, instead of the home district. Only one district may report TSDS PEIMS data for an individual student. The receiving district is responsible for recording student absences and attendance. The receiving district must either submit this information to the home district (if the home district is responsible for reporting TSDS PEIMS data) or enter the information (if the receiving district is responsible for reporting TSDS PEIMS data for the student).</p>	<p>4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus</p> <ul style="list-style-type: none"> • The student is provided instruction by school district personnel in a facility, other than a nonpublic day school, not operated by a school district.¹¹³ • The student is in a self-contained program at a separate campus operated by your school district that provides only special education and related services.¹¹⁴ <p>For a student with an off home campus instructional setting who is served in a district other than his or her home district, there should be an agreement between the home district and the receiving district regarding the reporting of TSDS PEIMS and attendance data. If the home district reports these data, it may report the student as being enrolled in the home district, even though the student attends the entire instructional day in the receiving district. However, it is also permissible for the receiving district to report the student in TSDS PEIMS instead of the home district. Only one district may report TSDS PEIMS data for an individual student. The receiving district is responsible for recording student absences and attendance. The receiving district must either submit this information to the home district, if the home district is responsible for reporting TSDS PEIMS data, or enter the information, if the receiving district is responsible for reporting TSDS PEIMS data for the student.</p>

¹¹¹ 19 TAC [§89.63\(c\)\(7\)\(B\)](#)

¹¹² 19 TAC [§89.63\(c\)\(7\)\(C\)](#)

¹¹³ [19 TAC §89.63\(c\)\(7\)\(B\)](#)

¹¹⁴ [19 TAC §89.63\(c\)\(7\)\(C\)](#)

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Revision	<p>4.7.20.1 Off Home Campus Categories</p> <p>The categories for this instructional setting are as follows:</p> <ul style="list-style-type: none"> • 91, off home campus - mainstream <p>Code 91 indicates a student is receiving mainstream services in an off-home-campus setting.</p> <p>A student 3 through 5 years of age who is receiving special education services in a licensed community child care facility or preschool that is working in a collaborative partnership with your school district may be coded 91, provided that the majority of students in his or her class are students who are not receiving special education services. For the student to generate ADA and contact hours, a certified special education teacher must provide services under the 2-through-4-hour rule as applicable to meet the individual needs of the student. See 4.9.7 PPCD Services and Students Served in a Community-Based Preschool or Child Care Facility for more information.</p> <ul style="list-style-type: none"> • 92, off home campus - resource room/services - less than 21% <p>Code 92 indicates a student is receiving resource room/services for less than 21% of the student’s total instructional day in an off-home-campus setting.</p> <ul style="list-style-type: none"> • 93, off home campus - resource room/services - at least 21% but less than 50% <p>Code 93 indicates a student is receiving resource room/services for at least 21% but less than 50% of the student’s total instructional day in an off-home-campus setting.</p> <ul style="list-style-type: none"> • 94, off home campus - self-contained, mild/moderate/severe, regular campus - at least 50% but no more than 60% 	<p>4.7.20.1 Off Home Campus Categories</p> <p>The categories for this instructional setting are as follows:</p> <ul style="list-style-type: none"> • 91 - Off Home Campus - Mainstream <p>Code 91 indicates that a student is receiving mainstream services in an off home campus setting.</p> <p>A student three through five years of age who is receiving special education services in a licensed community child care facility or preschool that is working in a collaborative partnership with your school district may be coded 91, provided that the majority of students in his or her class are students who are not receiving special education services. For the student to generate ADA and contact hours, a certified special education teacher must provide services under the two-through-four-hour rule as applicable to meet the individual needs of the student. See 4.9.7 ECSE Services and Students Served in a Community-Based Preschool or Child Care Facility for more information.</p> <ul style="list-style-type: none"> • 92 - Off Home Campus - Resource Room/Services – Less Than 21 Percent <p>Code 92 indicates that a student is receiving resource room/services for less than 21 percent of the student’s total instructional day in an off home campus setting.</p> <ul style="list-style-type: none"> • 93 - Off Home Campus - Resource Room/Services - At Least 21 Percent But Less Than 50 Percent <p>Code 93 indicates that a student is receiving resource room/services for at least 21 percent but less than 50</p>
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<p>Code 94 indicates a student is receiving self-contained services for at least 50% but no more than 60% of the student’s total instructional day in an off-home-campus setting.</p> <ul style="list-style-type: none"> • 95, off home campus - self-contained, mild/moderate/severe, regular campus - more than 60% <p>Code 95 indicates a student is receiving self-contained services for more than 60% of the student’s total instructional day in an off-home-campus setting.</p> <ul style="list-style-type: none"> • 96, off home campus - separate campus <p>Code 96 indicates a student is receiving special education and related services in a self-contained program at a separate campus operated by your school district. This code also applies to students aged 3 to 5 years who receive special education and related services in a self-contained classroom on a separate campus.</p> <ul style="list-style-type: none"> • 97, off home campus - community class <p>Code 97 indicates a student is receiving special education and related services by school district personnel in a setting or environment (other than a nonpublic day school) not operated by a school district that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals and objectives (including 18 plus programs/services). This code also applies to students aged 3 to 5 years who receive special education and related services in a community setting.</p> <ul style="list-style-type: none"> • 98, off home campus - full-time early childhood special education setting 	<p>percent of the student’s total instructional day in an off home campus setting.</p> <ul style="list-style-type: none"> • 94 - Off Home Campus - Self-Contained, Mild/Moderate/Severe, Regular Campus - At Least 50 Percent But No More Than 60 Percent <p>Code 94 indicates that a student is receiving self-contained services for at least 50 percent but no more than 60 percent of the student’s total instructional day in an off home campus setting.</p> <ul style="list-style-type: none"> • 95 - Off Home Campus - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent <p>Code 95 indicates that a student is receiving self-contained services for more than 60 percent of the student’s total instructional day in an off home campus setting.</p> <ul style="list-style-type: none"> • 96 - Off Home Campus - Separate Campus <p>Code 96 indicates that a student is receiving special education and related services in a self-contained program at a separate campus operated by your school district. This code also applies to students three to five years of age who receive special education and related services in a self-contained classroom on a separate campus.</p> <ul style="list-style-type: none"> • 97 - Off Home Campus - Community Class <p>Code 97 indicates that a student is receiving special education and related services by school district</p>
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	<p>Code 98 indicates a student who is 3 to 5 years of age is receiving full-time special education and related services in educational programs designed primarily for children with disabilities in a multidistrict classroom located on a regular campus.</p> <p>An off-home-campus instructional setting code should not be used when a district establishes a program on a regular campus to serve students from a single district in a central setting (for example, a centralized class on a regular campus that is not a separate campus to serve young children with disabilities). Students in such a program would be coded based on the amount of general education and special education services received at a centralized location on a regular campus.</p> <p>Also, an off-home-campus instructional setting code must not be used for students with disabilities placed by school districts in nonpublic day school settings (see 4.7.16 Code 60 – Nonpublic Day School).</p>	<p>personnel in a setting or environment other than a nonpublic day school not operated by a school district that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals and objectives, including 18 plus programs/services. This code also applies to students three to five years of age who receive special education and related services in a community setting.</p> <ul style="list-style-type: none"> • 98 - Off Home Campus - Full-Time Early Childhood Special Education Setting <p>Code 98 indicates that a student who is three to five years of age is receiving full-time special education and related services in educational programs designed primarily for children with disabilities in a multidistrict classroom located on a regular campus.</p> <p>An off home campus instructional setting code should not be used when a district establishes a program on a regular campus to serve students from a single district in a central setting (for example, a centralized class on a regular campus that is not a separate campus to serve young children with disabilities). Students in such a program would be coded based on the amount of general education and special education services received at a centralized location on a regular campus.</p> <p>Also, an off home campus instructional setting code must not be used for students with disabilities placed by school districts in nonpublic day school settings (see 4.7.16 Code 60 – Nonpublic Day School).</p>

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Change	2018–2019	2019–2020
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 42408 record must show an instructional setting code of 00 and a speech therapy indicator code of 1.¹¹⁵ The student’s TSDS PEIMS 42401 record also must show an instructional setting code of 00. An instructional setting code of 40 must not be used.</p> <p>For your district to claim funding for speech-language pathology services provided to a student, the ARD committee must document in the student’s IEP the services that the student’s speech therapist will provide.</p>	<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 42408 record must show an instructional setting code of 00 and a speech therapy indicator code of 1.¹¹⁶ The student’s TSDS PEIMS 42401 record also must show an instructional setting code of 00. An instructional setting code of 40 must not be used.</p> <p>For your district to claim funding for speech-language pathology services provided to a student, the ARD committee must document the services that the student’s speech therapist will provide in the student’s IEP.</p>

¹¹⁵ 19 TAC [§89.63](#)

¹¹⁶ [19 TAC §89.63](#)

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Revision	<p>4.8.1.2 Indicator Code 2 – Speech Therapy with Other Services</p> <p>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 42408 record must show a speech therapy indicator code of 2, regardless of the environment where the speech therapy services are provided. The student’s TSDS PEIMS 42408 record must show an instructional setting code other than 00. The student’s TSDS PEIMS 42401 record must show both the student’s primary instructional setting code (a code other than 00) and the instructional setting code of 00. (Note, however, that the 42401 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 42401 record should have only one instructional setting code reported: 00.)</p> <p>For a student to be coded with an instructional setting code of 40 (mainstream) (on the TSDS PEIMS 42408 record) and a speech therapy indicator code of 2, the student must have:</p> <ul style="list-style-type: none"> • certified special education personnel (other than a certified speech pathologist/therapist) involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> ○ to the student in the general education environment and/or; ○ in collaboration with the student’s general education classroom teacher(s); and • a certified speech pathologist/therapist involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> ○ to the student regardless of the location (general education class or location other than a general education setting) and/or; ○ in collaboration with the student’s general education classroom teacher(s). <p>When determining a student’s primary instructional setting code (other than mainstream), include the percentage of time allocated for speech therapy</p>	<p>4.8.1.2 Indicator Code 2 – Speech Therapy with Other Services</p> <p>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 42408 record 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 42408 record must show an instructional setting code other than 00. The student’s TSDS PEIMS 42401 record must show both the student’s primary instructional setting code (a code other than 00) and the instructional setting code of 00. (The 42401 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 42401 record 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 42408 record, the student must have:</p> <ul style="list-style-type: none"> • certified special education personnel (other than a certified speech pathologist/therapist) involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> ○ to the student in the general education environment and/or; ○ in collaboration with the student’s general education classroom teacher(s); and • a certified speech pathologist/therapist involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> ○ to the student regardless of the location (general education class or location other than a general education setting) and/or;
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	services (outside of the general education setting) in the percentage of time in the special education setting.	<ul style="list-style-type: none"> ○ in collaboration with the student’s general education classroom teacher(s). <p>When determining a student’s primary instructional setting code other than mainstream, include the percentage of time allocated for speech therapy services outside of the general education setting in the percentage of time in the special education setting.</p>

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Revision	<p>4.9 Preschool Programs for Children with Disabilities (PPCDs)</p> <p>Eligible children with disabilities aged 3 through 21 years are entitled to receive a FAPE under the Individuals with Disabilities Education Act (IDEA). In Texas, school district PPCDs provide special education and related services for eligible children with disabilities aged 3 through 5 years. Any child aged 3 through 5 years who is eligible for and receiving special education and related services through a school district is considered to be receiving PPCD services.</p> <p>PPCD refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive PPCD services in a variety of settings, including district settings, such as PK, resource, and self-contained classrooms, and community settings, such as community-based Head Start programs and preschools.</p> <p>A student receiving PPCD services may have a grade level of EE, PK, or K (kindergarten), depending on the student’s age, the location where services are provided, and whether the student is eligible for PK.</p>	<p>4.9 Early Childhood Special Education (ECSE) Services</p> <p>Eligible children with disabilities aged three through 21 years are entitled to receive a FAPE under the Individuals with Disabilities Education Act (IDEA). In Texas, special education and related services for eligible children with disabilities, aged three through five years, have historically been referred to as preschool programs for children with disabilities (PPCD). In effort to clarify and promote understanding that any child aged three through five years who is eligible for and receiving special education and related services through a school district must be served in the least restrictive environment specified in the child’s IEP, references to PPCD are being phased out of this and other TEA publications over time and will instead be considered to be receiving ECSE services.</p> <p>ECSE refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive PPCD services in a variety of settings, including district settings, such as [PK] pre-K, resource, and self-contained classrooms, and community settings, such as community-based Head Start programs and preschools.</p> <p>A student receiving services may have a grade level of EE, pre-K, or K (kindergarten), depending on the student’s age, the location where services are provided, and whether the student is eligible for pre-K.</p>

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Revision	<p><i>4.9.1 Eligibility for PPCD Services</i></p> <p>PPCD services are special education services provided to children aged 3 through 5 years. To receive PPCD services, a child aged 3 through 5 years must meet the same eligibility requirements as other special education students.</p>	<p><i>4.9.1 Eligibility for ECSE Services</i></p> <p>ECSE services are special education services provided to children aged three through five years. To receive ECSE services, a child aged three through five years must meet the same eligibility requirements as other special education students.</p>
Revision	<p><i>4.9.2 ADA (State Funding) Eligibility for Students Receiving PPCD Services</i></p> <p>Students receiving PPCD services are eligible for ADA on the same basis as other students enrolled in your district. That is, they are subject to the 2-through-4-hour rule, based on the time the student is served.</p> <p>If the student is scheduled for and provided services for which he or she is eligible for at least 4 hours each day, the student is eligible for full-day attendance (ADA eligibility code of 1). If the student is scheduled for and provided services for which he or she is eligible for at least 2 hours but fewer than 4 hours each day, the student is eligible for half-day attendance (ADA eligibility code of 2). If the student is scheduled for and provided services for which he or she is eligible for fewer than 2 hours each day, the student is not eligible to generate ADA (ADA eligibility code of 0).</p> <p>For more information on ADA eligibility codes and the 2-through-4-hour rule, see 3.2.1 ADA Eligibility Coding and 3.2.2 Funding Eligibility. For information specific to PPCD students who attend a PK program, see the following subsection.</p>	<p><i>4.9.2 ADA (State Funding) Eligibility for Students Receiving ECSE Services</i></p> <p>Students receiving ECSE services are eligible for ADA on the same basis as other students enrolled in your district. That is, they are subject to the two-through-four-hour rule, based on the time the student is served.</p> <p>If the student is scheduled for and provided services for which he or she is eligible for at least four hours each day, the student is eligible for full-day attendance (ADA eligibility code 1). If the student is scheduled for and provided services for which he or she is eligible for at least two hours but fewer than four hours each day, the student is eligible for half-day attendance (ADA eligibility code 2). If the student is scheduled for and provided services for which he or she is eligible for fewer than two hours each day, the student is not eligible to generate ADA (ADA eligibility code 0).</p> <p>For more information on ADA eligibility codes and the two-through-four-hour rule, see 3.2.1 ADA Eligibility Coding and 3.2.2 Funding Eligibility. For information specific to ECSE students who attend a pre-K program, see the following subsection.</p>

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Revision	<p><i>4.9.3 PPCD Services and PK Programs</i></p> <p>A student who is eligible for PPCD services may or may not be eligible for free public PK enrollment. Eligibility for free public PK programs is limited by statute.¹¹⁷ For the eligibility criteria for free PK, see Section 7 Prekindergarten (PK), specifically 7.2 Eligibility.</p> <p>When a student who is eligible for both special education and PK is served in a PK classroom, the student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student. The student is eligible for full-day attendance (ADA eligibility code of 1) if the student is scheduled for and receives at least 4 hours of instruction and services. The student is eligible for half-day attendance (ADA eligibility code of 2) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of instruction or services.</p> <p>When a student who is eligible for special education but is not eligible for PK is served in a PK classroom, the student’s instructional setting code should be determined based on the amount of special education services, located in the chart on the following page.¹¹⁸</p> <p>If a special education teacher is not in the classroom for the student’s entire instructional day ADA will not be generated.</p>	<p><i>4.9.3 ECSE Services and Pre-K Programs</i></p> <p>A student who is eligible for ECSE services may or may not be eligible for free public pre-K enrollment. Eligibility for free public pre-K programs is limited by statute.¹¹⁹ For the eligibility criteria for free pre-K, see Section 7 Prekindergarten (Pre-K), specifically 7.2 Eligibility.</p> <p>When a student who is eligible for both special education and pre-K is served in a pre-K classroom, the student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student. The student is eligible for full-day attendance (ADA eligibility code 1) if the student is scheduled for and receives at least four hours of instruction and services. The student is eligible for half-day attendance (ADA eligibility code 2) if the student is scheduled for and receives at least two hours but fewer than four hours of instruction or services.</p> <p>When a student who is eligible for special education but is not eligible for pre-K is served in a pre-K classroom, the student’s instructional setting code should be determined based on the amount of special education services, located in the chart on the following page.¹²⁰</p> <p>If a special education teacher is not in the classroom for the student’s entire instructional day, ADA will not be generated.</p>

¹¹⁷ TEC, [§29.153](#)

¹¹⁸ Special education services, as explained in 19 TAC §89.63(c)(1), may include indirect, and/or consultative services by a special education teacher. See Coding Chart 1: PPCD Services and PK for ADA eligibility.

¹¹⁹ TEC, [§29.153](#)

¹²⁰ Special education services, as explained in [19 TAC §89.63\(c\)\(1\)](#), may include indirect, and/or consultative services by a special education teacher. See Coding Chart 1: ECSE Services and Pre-K for ADA eligibility.

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Revision	<p><i>4.9.3 PPCD Services and PK Programs</i></p> <p>Special education services, as explained in 19 TAC §89.63(c)(1), may include indirect, and/or consultative services by a special education teacher. See Coding Chart 1: PPCD Services and PK for ADA eligibility ..</p>	<p><i>4.9.3 ECSE Services and Pre-K Programs</i></p> <p>Special education services, as explained in 19 TAC §89.63(c)(1), may include indirect, and/or consultative services by a special education teacher. See Coding Chart 1: ECSE Services and Pre-K for ADA eligibility.</p>
Revision	<p><i>4.9.3 PPCD Services and PK Programs</i></p> <p>Coding Chart 1: PPCD Services and PK PPCD Ind. PPCD Ind.</p>	<p><i>4.9.3 ECSE Services and Pre-K Programs</i></p> <p>Coding Chart 1: ECSE Services and Pre-K</p>
Revision	<p><i>4.9.4 PPCD Services and Kindergarten Programs</i></p> <p>Also, note that a 6-year-old student must not have an instructional setting code of 45, full-time early childhood (PPCD) special education setting.</p>	<p><i>4.9.4 ECSE Services and Kindergarten Programs</i></p> <p>Also, note that a student who is six years old on or before the October fall snapshot date must not have an instructional setting code of 45 - Full-time Early Childhood Special Education Setting. An instructional setting code change from 45 – Full-time Early Childhood to 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus due to the student turning six during the school year as required for student attendance and accounting purposes does not constitute a change in placement described in 34 CFR, §300.116.</p> <p>PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899) indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035 and 34 CFR, §300.101(b).) The term PPCD continues to exist currently in the TSDS TEDS.</p>
Revision	<p><i>4.9.4 PPCD Services and Kindergarten Programs</i></p>	<p><i>4.9.4 ECSE Services and Kindergarten Programs</i></p>

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Revision	<p><i>4.9.5 PPCD Services and Head Start</i></p>	<p><i>4.9.5 ECSE Services and Head Start</i></p> <p>PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899) indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035 and 34 CFR, §300.101(b).) The term PPCD continues to exist currently in the TSDS TEDS.</p>
Revision	<p><i>4.9.6 PPCD Services and Students Served in a District-Operated Preschool or Child Care Facility</i></p> <p>If your district establishes an early childhood education program to serve all 3- and/or 4-year-olds regardless of eligibility or other criteria, your district may use the mainstream code (40) for a student in the program who receives special education services (other than speech therapy) in the general classroom.</p>	<p><i>4.9.6 ECSE Services and Students Served in a District-Operated Preschool or Child Care Facility</i></p> <p>If your district establishes an early childhood education program to serve all three and/or four year olds regardless of eligibility or other criteria, your district may use the mainstream code (40) for a student in the program who receives special education services other than speech therapy in the general classroom.</p>

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Revision	<p><i>4.9.7 PPCD Services and Students Served in a Community-Based Preschool or Child Care Facility</i></p> <p>For students with disabilities served in a community-based preschool or child care facility, refer to the chart in 4.9.8 Coding Chart: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility to make coding determinations for grade level, instructional setting code, and PPCD indicator. ADA eligibility and weighted funding for these arrangements depend on the amount of time served directly by special education staff members, since preschool and child care services do not generate ADA or weighted funding.</p> <p>If your district enters into a collaborative effort with a preschool or child care center to serve all 3- and/ or 4-year-olds regardless of eligibility or other criteria, your district may use the off home campus - mainstream code (91) for a student in the program who receives special education services (other than speech therapy) in the general classroom. However, for code 91 to be used for the student, the majority of students in his or her class must be students who are not receiving special education services.</p> <p>Community-based child care settings and facilities include, but are not limited to, a private child care center, a private preschool, and a community-based Head Start program.</p>	<p><i>4.9.7 ECSE Services and Students Served in a Community-Based Preschool or Child Care Facility</i></p> <p>For students with disabilities served in a community-based preschool or child care facility, refer to the chart in 4.9.8 Coding Chart: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility to make coding determinations for grade level, instructional setting code, and ECSE indicator. ADA eligibility and weighted funding for these arrangements depend on the amount of time served directly by special education staff members, since preschool and child care services do not generate ADA or weighted funding.</p> <p>If your district enters into a collaborative effort with a preschool or child care center to serve all three and/or four year olds regardless of eligibility or other criteria, your district may use the Off Home Campus - Mainstream code (91) for a student in the program who receives special education services other than speech therapy in the general classroom. However, for code 91 to be used for the student, the majority of students in his or her class must be students who are not receiving special education services.</p> <p>Community-based child care settings and facilities include, but are not limited to, private child care centers, private preschools, and community-based Head Start programs.</p>

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Revision	<p><i>4.9.8 Coding Chart: PPCD Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</i></p> <p>Coding Chart 3: PPCD Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</p>	<p><i>4.9.8 Coding Chart: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</i></p> <p>Coding Chart 3: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</p>
Revision	<p><i>4.9.9 PPCD Services and Private or Home School Student Aged 3 or 4 Years and in Need of Special Education</i></p> <p>Under 19 TAC §89.1096, Provision of Services for Students Placed by Their Parents in Private Schools or Facilities, the amount and type, if any, of special education and related services made available by your district to students with disabilities placed in private schools or facilities are determined based on ongoing consultation with representatives of the private school and representatives of parentally placed private school students with disabilities and a proportionate share calculation.</p>	<p><i>4.9.9 ECSE Services and Private or Home School Student Aged Three or Four Years and in Need of Special Education</i></p> <p>Under 19 TAC §89.1096, Provision of Services for Students Placed by their Parents in Private Schools or Facilities, the amount and type, if any, of special education and related services made available by your district to students with disabilities placed in private schools or facilities are determined based on ongoing consultation with representatives of the private school and representatives of parentally placed private school students with disabilities and a proportionate share calculation.</p>
Revision	<p>4.9.9.1 Dual Enrollment of Private or Home School Student</p> <p>If an ARD committee determines that a private or home school student aged 3 or 4 years is eligible for and in need of special education instruction and/or related services, the parent may 1) enroll the student only in the public school, 2) “dual enroll” the student, or 3) decline to have the student enroll in public school.</p>	<p>4.9.9.1 Dual Enrollment of Private or Home School Student</p> <p>If an ARD committee determines that a private or home school student aged three or four years is eligible for and in need of special education instruction and/or related services, the parent may enroll the student only in the public school, dual enroll the student, or decline to have the student enroll in public school.</p>

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Revision	<p><i>4.9.10 Some Common Instructional Setting Codes for Students Receiving PPCD Services</i></p> <p>Following is a list of instructional setting codes commonly used for students receiving PPCD services. Note that it is not an exhaustive list. For a complete list of instructional setting codes and detailed information on when to use them, see 4.7 Instructional Setting Codes.</p> <p>Commonly used instructional setting codes for students receiving PPCD services:</p> <p style="padding-left: 40px;">45 - Full-Time Early Childhood (PPCD) Special Education Setting See 4.7.14 Code 45 – Full-Time Early Childhood Special Education Setting.</p>	<p><i>4.9.10 Some Common Instructional Setting Codes for Students Receiving ECSE Services</i></p> <p>Following is a list of instructional setting codes commonly used for students receiving ECSE services. Note that it is not an exhaustive list. For a complete list of instructional setting codes and detailed information on when to use them, see 4.7 Instructional Setting Codes.</p> <p>Commonly used instructional setting codes for students receiving ECSE services:</p> <p style="padding-left: 40px;">45 - Full-Time Early Childhood Special Education Setting (FT ECSE) See 4.7.14 Code 45 – Full-Time Early Childhood Special Education Setting.</p>
Revision	<p>4.10 Special Education Services for Infants and Toddlers</p> <p>Infants and toddlers (children 0 through 2 years of age) who have visual or auditory impairments or both and who are served by your district are eligible for special education services¹²¹ and are eligible to generate ADA. The following subsections describe the coding information to use for these children.</p>	<p>4.10 Special Education Services for Infants and Toddlers</p> <p>Infants and toddlers (children ages two or younger) who have visual or auditory impairments or both and who are served by your district are eligible for special education services¹²² and are eligible to generate ADA. The following subsections describe the coding information to use for these children.</p>

¹²¹ Under the TEC, [§29.003](#), a FAPE must be available from birth to students with visual or auditory impairments.

¹²² Under the [TEC, §29.003](#), a FAPE must be available from birth to students with visual or auditory impairments.

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Revision	<p>4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs</p> <p>An SSA is an arrangement in which school districts enter into a written contract to jointly operate their special education programs. School districts may also enter into SSAs to establish regional day school programs for the deaf. A student who attends a program operated under an SSA may be reported by the receiving district without the necessity of a legal transfer. Note: With the closing of STS, RDSPD SSAs must report students who reside in one district but receive educational services in another district as transfer students.</p> <p>For more information on ADA eligibility codes, see 3.2.1 ADA Eligibility Coding.</p> <p>The matter of which district will report the student should be outlined in the SSA agreement between the member districts. The same district reports the student for all TSDS PEIMS reporting. If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district, the student must be reported on the 40100 record 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>	<p>4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs</p> <p>A shared services arrangement (SSA) is an arrangement in which school districts enter into a written contract to jointly operate their special education programs. School districts may also enter into SSAs to establish regional day school programs for the deaf. A student who attends a program operated under an SSA may be reported by the receiving district without the necessity of a legal transfer. Note: With the closing of STS, RDSPD SSAs must report students who reside in one district but receive educational services in another district as transfer students.</p> <p>For more information on ADA eligibility codes, see 3.2.1 ADA Eligibility Coding.</p> <p>The matter of which district will report the student should be outlined in the SSA agreement between the member districts. The same district reports the student for all TSDS PEIMS reporting. If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district, the student must be reported on the 40100 record 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>

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Revision	<p>4.11.1 Regional Day School Programs for the Deaf (RDSPDs)</p> <p>The following table shows the ADA eligibility codes to use for students in an RDSPD.</p> <table border="1"> <thead> <tr> <th style="text-align: center;">If a student is enrolled in an RDSPD:</th> <th style="text-align: center;">then use ADA eligibility code:</th> </tr> </thead> <tbody> <tr> <td>and is a full-day student (served for at least 4 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 2 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 4 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 attribution code of 6 – transfer student on the 40100 record)</td> </tr> <tr> <td>and is a half-day student (served for at least 2 hours [120 minutes]) but is not a resident of the district submitting TSDS PEIMS data</td> <td>6 —eligible for half-day attendance (note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 40100 record)</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 4 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 2 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 4 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 attribution code of 6 – transfer student on the 40100 record)	and is a half-day student (served for at least 2 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 40100 record)	<p>4.11.1 Regional Day School Programs for the Deaf (RDSPDs)</p> <p>The following table shows the ADA eligibility codes to use for students in an RDSPD.</p> <table border="1"> <thead> <tr> <th style="text-align: center;">If a student is enrolled in an RDSPD:</th> <th style="text-align: center;">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 attribution code of 6 - Transfer Student on the 40100 record.)</td> </tr> <tr> <td>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,</td> <td>6 - Eligible for Half-Day Attendance. (Note: This also requires that the student be assigned an attribution code of 6 – Transfer Student on the 40100 record.)</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 attribution code of 6 - Transfer Student on the 40100 record.)	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 40100 record.)
If a student is enrolled in an RDSPD:	then use ADA eligibility code:																					
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Revision	<h3 style="color: #4F81BD;">4.13 Extended School Year (ESY) Services</h3> <ol style="list-style-type: none"> 2. Each special education teacher and related service provider who provides ESY services is responsible for maintaining an ESY services record or register of the actual instructional eye-to-eye contact hours that each student receives. The ESY services record or register must contain the following data: <ol style="list-style-type: none"> a. The name of the district and the campus b. The county-district-campus number c. The beginning and ending dates of each week of ESY services d. The grade level of each student as shown in the attendance system for the regular school year e. The student’s name as shown in the attendance system for the regular school year f. The instructional setting code of the student as shown in the attendance system for the regular school year g. The total actual contact hours served. Each teacher or special education service provider must record in 30-minute increments the actual number of contact hours the student was served in class each day. Increments of fewer than 30 minutes are not counted. h. The total contact hours by instructional setting code, in order to sum the total ESY services contact hours for each instructional setting 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 the TEA using 42408 ESY Services Student Records according to Section 2 of the TSDS PEIMS <i>Data Standards</i>. <p>Note: A student coded with an instructional setting code of 40, mainstream, is ineligible for state funding through ESY services. This prohibition does not mean that your district should not or</p>	<h3 style="color: #4F81BD;">4.13 Extended School Year (ESY) Services</h3> <ol style="list-style-type: none"> 2. Each special education teacher and related service provider who provides ESY services is responsible for maintaining an ESY services record or register of the actual instructional eye-to-eye contact hours that each student receives. The ESY services record or register must contain the following data: <ol style="list-style-type: none"> a. the name of the district and the campus b. the county-district-campus number c. the beginning and ending dates of each week of ESY services d. the grade level of each student as shown in the attendance system for the regular school year e. the student’s name as shown in the attendance system for the regular school year f. the instructional setting code of the student as shown in the attendance system for the regular school year g. the total actual contact hours served. (Each teacher or special education service provider must record the actual number of contact hours the student was served in class each day in 30-minute increments. Increments of fewer than 30 minutes are not counted.) h. the total contact hours by instructional setting code, in order to sum the total ESY services contact hours for each instructional setting 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
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	<p>cannot administer mainstream services as an ESY service. If a student who received mainstream services during the regular school year requires mainstream services through the summer, then your school district should serve the student accordingly. However, funding for the mainstream service must come from sources other than those for ESY services.</p>	<p>records or registers locally for audit purposes. Your district must report ESY services data to TEA using 42408 ESY Services Student Records according to Section 2 of the TSDS PEIMS Data Standards.</p> <p>Note: A student coded with an instructional setting code of 40 - Special Education Mainstream is ineligible for state funding through ESY services. This prohibition does not mean that your district should not or cannot administer mainstream services as an ESY service. If a student who received mainstream services during the regular school year requires mainstream services through the summer, then your school district should serve the student accordingly. However, funding for the mainstream service must come from sources other than those for ESY services.</p>
Revision	<p>4.17 Teacher Requirements</p> <p>Beginning with the 2016-2017 school year, schools and teachers will only need to meet state requirements for certification. The federal term of “highly qualified teacher status” will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.</p> <p>¹²¹ For the certification required for particular assignments, see 19 TAC Chapter 231, available at http://info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=231&rl=Y.</p>	<p>4.17 Teacher Requirements</p> <p>Since the beginning of the 2016–2017 school year, schools and teachers only need to meet state requirements for certification. The federal term “highly qualified teacher status” will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.</p> <p>¹²² For the certification required for particular assignments, see 19 TAC Chapter 231.</p>

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Revision	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 1: An 8-year-old special education student (instructional setting code 41, resource room/services - less than 21%) develops a medical condition, and the school obtains a licensed physician’s statement affirming that the medical condition will prevent him from attending school for at least 4 weeks.</p> <ol style="list-style-type: none"> 1. <i>The ARD committee should convene to review all of the student information (including the physician’s statement) to determine if homebound services are appropriate. If the ARD committee determines homebound services are appropriate, the committee should document the following in the student’s records:</i> <ol style="list-style-type: none"> a) <i>Licensed physician’s statement and ARD committee documentation, which must be on file before a student may be coded homebound</i> b) <i>The date that homebound services will begin</i> c) <i>The change of placement from resource room to a homebound setting, which will result in a change in the instructional setting code from 41 to 01, homebound</i> d) <i>The type, frequency, and duration of services that will be provided in the homebound setting</i> e) <i>The certified special education and related service providers who will be serving the student in the homebound setting</i> 2. <i>At the end of the week, special education staff members should inform the attendance clerk of the amount of time the student received service from the certified special education teacher and the number of absences to be recorded in the attendance accounting system.</i> <p><i>Example A: If the student is served 4 or more hours that week, the student is recorded present every day that week.</i></p>	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 1: An eight-year-old special education student (instructional setting code 41 - Resource Room/Services - Less Than 21 Percent) develops a medical condition, and the school obtains a licensed physician’s statement affirming that the medical condition will prevent him from attending school for at least four weeks.</p> <ol style="list-style-type: none"> 1. The ARD committee should convene to review all the student information, including the physician’s statement, to determine if homebound services are appropriate. If the ARD committee determines homebound services are appropriate, the committee should document the following in the student’s records: <ol style="list-style-type: none"> a) licensed physician’s statement and ARD committee documentation, which must be on file before a student may be coded homebound b) the date that homebound services will begin c) the change of placement from resource room to a homebound setting, which will result in a change in the instructional setting code from 41 to 01 - Homebound d) the type, frequency, and duration of services that will be provided in the homebound setting e) the certified special education and related service providers who will be serving the student in the homebound setting
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<p><i>Example B: If the student is served 2 hours that week, the student is recorded present for 2 days and absent for 3 days of that week.</i></p> <p><i>Example C: If the student does not receive any service during the week, absences must be recorded for every day of that week, resulting in 0 eligible days present.</i></p> <p>3. <i>The ARD committee should convene to review current student information (including the physician’s statement) to determine if a transition period is necessary and the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom setting, the ARD committee should document the following in the student’s IEP:</i></p> <ul style="list-style-type: none"> <i>a) The length of time for the transition period</i> <i>b) The amount of time the student will be served in both settings (homebound and classroom) during the transition period</i> <i>c) The effective date that the student’s instructional setting code will change back to 41</i> 	<p>2. At the end of the week, special education staff members should inform the attendance clerk of the amount of time the student received service from the certified special education teacher and the number of absences to be recorded in the attendance accounting system.</p> <p>Example A: If the student is served four or more hours that week, the student is recorded present every day that week.</p> <p>Example B: If the student is served two hours that week, the student is recorded present for two days and absent for three days of that week.</p> <p>Example C: If the student does not receive any service during the week, absences must be recorded for every day of that week, resulting in zero eligible days present.</p> <p>3. The ARD committee should convene to review current student information, including the physician’s statement, to determine if a transition period is necessary and the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom setting, the ARD committee should document the following in the student’s IEP:</p> <ul style="list-style-type: none"> a) the length of time for the transition period b) the amount of time the student will be served in both settings (homebound and classroom) during the transition period
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		c) the effective date that the student’s instructional setting code will change back to 41
Revision	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 2: A student with a chronic illness or acute health problem (recurring condition) will be absent from school for at least 4 weeks over the entire school year, as documented by a licensed¹²³ physician. The ARD committee determines and documents in the IEP that during the time of absence, the student will be served through the homebound instructional setting.</p> <p>¹²³ You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 2: A student with a chronic illness or acute health problem (recurring condition) will be absent from school for at least four weeks over the entire school year, as documented by a licensed physician.¹²⁴ The ARD committee determines and documents in the IEP that during the time of absence, the student will be served through a homebound instructional setting.</p> <p>¹²⁴ Access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>
Revision	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 5: A student with a chronic, recurring illness normally receives special education and related services in the special education homebound instructional setting. The student’s doctor has provided documentation stating that the student may attend school when able. The student’s ARD committee has specified that the student is to be served in the special education mainstream instructional setting when the student is well enough to attend school.</p>	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 5: A student with a chronic, recurring illness normally receives special education and related services in the special education homebound instructional setting. The student’s doctor has provided documentation stating that the student may attend school when able. The student’s ARD committee has specified that the student is to receive special education and related services in a general education setting when the student is well enough to attend school.</p>
Revision	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 2: A student attends six general education classes a day. In five of the six general education classes the student receives special education services by certified special education personnel.</p>	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 2: A student attends six general education classes a day. In five of the six general education classes, the student receives special education services by certified special education personnel.</p>

¹²³ You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

¹²⁴ Access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

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Revision	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 3: A student attends all general education classes and receives special education services in the general education setting. For 1 hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom.</p> <p style="text-align: center;"><i>The instructional setting code for this student is 40, mainstream, because the student receives all special education and related services in the general education class. (If this student received physical therapy in a location other than a general education setting, then the instructional setting code would be 41, resource room/services - less than 21%.) The student’s physical therapy indicator code is 1.</i></p> <p>Example 4: A student attends all general education classes with an interpreter from the RDSPD.</p> <p style="text-align: center;"><i>The instructional setting code for this student is 40, mainstream, because the student receives special education services in the general education class. Regardless of the amount of time the interpreter spends with the student, the instructional setting code is 40.</i></p>	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 3: A student attends all general education classes and receives special education services in the general education setting. For one hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom.</p> <p style="text-align: center;"><i>The instructional setting code for this student is 40 - Mainstream because the student receives all special education and related services in the general education setting. (If this student received physical therapy in a location other than a general education setting, then the instructional setting code would be 41 - Resource Room/Services - Less Than 21 Percent.) The student’s physical therapy indicator code is 1.</i></p> <p>Example 4: A student attends all general education classes with an interpreter from the RDSPD.</p> <p style="text-align: center;"><i>The instructional setting code for this student is 40 - Mainstream because the student receives special education services in the general education setting. Regardless of the amount of time the interpreter spends with the student, the instructional setting code is 40.</i></p>
Revision	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 5: A 4-year-old student with a disability who is eligible for the PK program and the special education program receives special education and related services (including speech therapy) in the PK classroom for 3 hours 5 days a week.</p>	<p>4.18.4 Code 40 - Mainstream Examples</p> <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.</p>

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Revision	<p>4.18.5 Codes 41 and 42 - Resource Room/Services Examples</p> <p>Example 1: A student attends four general education classes and three special education classes a day. The student attends the three special education classes in the resource room.</p> <p style="text-align: center;"><i>The instructional setting code for this student is 42, resource room/services - at least 21% and less than 50%, because the student is in a location other than a general education setting of the general education class to receive special education services in the resource room and the student receives special education services for at least 21% and less than 50% ($3/7 = 43\%$) of the student's total instructional day.</i></p> <p><i>If this student attended six general education classes and one special education class a day, then the student would have an instructional setting code of 41, resource room/services - less than 21%, because the student would be in a location other than a general education setting of the general education class to receive special education services and would receive special education services for less than 21% ($1/7 = 14\%$) of the student's total instructional day.</i></p> <p>Example 2: A student attends all general classes and receives special education services in the general education setting, except for 1 hour a week, as documented in the IEP, when the student is pulled out to receive physical therapy in a special education setting.</p>	<p>4.18.5 Codes 41 and 42 - Resource Room/Services Examples</p> <p>Example 1: A student attends four general education classes and three special education classes a day. The student attends the three special education classes in the resource room.</p> <p style="text-align: center;"><i>The instructional setting code for this student is 42 - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent because the student is in a location other than a general education setting to receive special education services in the resource room and the student receives special education services for at least 21 percent and less than 50 percent ($3/7 = 43$ percent) of the student's total instructional day.</i></p> <p><i>If this student attended six general education classes and one special education class a day, then the student would have an instructional setting code of 41 - Resource Room/Services - Less Than 21 Percent because the student would be in a location other than a general education setting to receive special education services and would receive special education services for less than 21 percent ($1/7 = 14$ percent) of the student's total instructional day.</i></p> <p>Example 2: A student attends all general classes and receives special education services in the general education setting, except for one hour a week, as documented in the IEP, when the student receives physical therapy in a special education setting.</p>

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Revision	<p><i>4.18.6 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</i></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 6 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 style="padding-left: 40px;">TSDS PEIMS 42408 Record and Student Detail Report: <i>The instructional setting code for this student is 43, self-contained, mild/ moderate/severe, regular campus - at least 50% and no more than 60%, because 50% (151/300 = 50%) of the student’s instructional day is spent in special education. The speech therapy indicator code is 2.</i></p> <p style="padding-left: 40px;">TSDS PEIMS 42401 Record: <i>Two instructional setting codes are recorded for this student: 43, self-contained, mild/ moderate/severe, regular campus - at least 50% and no more than 60%, and 00, no instructional setting.</i></p> <p>Example 5: A student legally transferred into the serving district attends classes for the entire instructional day, in the special education classroom that serves students from other districts.</p>	<p><i>4.18.6 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</i></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 style="padding-left: 40px;">TSDS PEIMS 42408 Record 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 style="padding-left: 40px;">TSDS PEIMS 42401 Record: <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> <p>Example 5: A student transfers and is enrolled into a district providing a special education classroom that serves students from other districts. The student attends this class for the entire instructional day.</p>

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Revision	<p><i>4.18.7 Code 45 - Full-Time Early Childhood (PPCD) Special Education Setting (FT EC SPED) Example</i></p> <p>A 4-year-old student with a disability receives full-time special education and related services in educational programs designed primarily for children with disabilities located on local school district campuses. No education or related services are provided in the mainstream early childhood settings.</p> <p><i>The instructional setting code for this student is 45, full-time early childhood special education setting, because no education or related services are provided in mainstream early childhood settings.</i></p>	<p><i>4.18.7 Code 45 - Full-Time Early Childhood Special Education Setting (FT ECSE) Example</i></p> <p>A four-year-old student with a disability receives full-time special education and related services in educational programs designed primarily for children with disabilities located on local school district campuses. No education or related services are provided in the general education early childhood settings.</p> <p>The instructional setting code for this student is 45 - Full-Time Early Childhood Special Education Setting because no education or related services are provided in general education early childhood settings.</p>
Revision	<p><i>4.18.8 Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples</i></p> <p>Example 1: A residential care and treatment facility is within the boundaries of your school district. Several special education students who reside in the facility attend school and receive special education services at a school campus in your district. These students’ parents do not reside within the boundaries of your district.</p> <p><i>For a special education student who resides in the residential care and treatment facility and receives all special education and related services in mainstream classes at a local school district campus, the instructional setting code is 81, residential care and treatment facility - mainstream.</i></p>	<p><i>4.18.8 Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples</i></p> <p>Example 1: A residential care and treatment facility is within the boundaries of your school district. Several special education students who reside in the facility attend school and receive special education services at a school campus in your district. These students’ parents do not reside within the boundaries of your district.</p> <p><i>For a special education student who resides in the residential care and treatment facility and receives all special education and related services in a general education setting at a local school district campus, the instructional setting code is 81 - Residential Care and Treatment Facility - Mainstream.</i></p>

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Revision	<p><i>4.18.8 Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples</i></p> <p>Example 5: A four-year-old special education student who resides in a residential care and treatment facility within your district’s boundaries receives full-time special education and related services in the PPCD on a local school district elementary campus.</p>	<p><i>4.18.8 Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples</i></p> <p>Example 5: A four-year-old special education student who resides in a residential care and treatment facility within your district’s boundaries receives full-time early childhood special education and related services on a local school district elementary campus.</p>

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Revision	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>Example 2: A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee determined are required for the student to have an appropriate education.</p> <p>There should be an agreement between the home district and the receiving district regarding the reporting of TSDS PEIMS and attendance data for this student. If the home district reports these data, it may report this student as being enrolled in the home district, even though the student attends the entire instructional day in the receiving district. However, it is also permissible for the receiving district to report this student in the TSDS PEIMS, instead of the home district. Only one district may report TSDS PEIMS data for an individual student. The receiving district is responsible for recording student absences and attendance. The receiving district must either submit this information to the home district (if the home district is responsible for reporting TSDS PEIMS data) or enter the information (if the receiving district is responsible for reporting TSDS PEIMS data for the student).</p> <p><i>If the student attends three general education classes and three special education classes, the instructional setting is determined according to which entity reports TSDS PEIMS attendance data for the student. If reported by the home district, the instructional setting code for this student is 94, off home campus - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60% (3/6 = 50%). If reported by the receiving district, the instructional setting code for this student is 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%.</i></p> <p><i>If the student attends five special education classes and one general education class in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district reports TSDS PEIMS data for the student, then the instructional setting code for this student is 95, off home campus - self-contained, mild/moderate/severe, regular campus - more than 60%</i></p>	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>Example 2: A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee determined are required for the student to have an appropriate education.</p> <p>There should be an agreement between the home district and the receiving district regarding the reporting of TSDS PEIMS and attendance data for this student. If the home district reports these data, it may report this student as being enrolled in the home district, even though the student attends the entire instructional day in the receiving district. However, it is also permissible for the receiving district, instead of the home district, to report this student in TSDS PEIMS. Only one district may report TSDS PEIMS data for an individual student. The receiving district is responsible for recording student absences and attendance. The receiving district must either submit this information to the home district, if the home district is responsible for reporting TSDS PEIMS data, or enter the information, if the receiving district is responsible for reporting TSDS PEIMS data.</p> <p><i>If the student attends three general education classes and three special education classes, the instructional setting is determined according to which entity reports TSDS PEIMS attendance data for the student. If reported by the home district, the instructional setting code for this student is 94 - Off Home Campus - Self-Contained, Mild/Moderate/Severe, Regular Campus - At Least 50 Percent and No More Than 60 Percent (3/6 = 50 percent). If reported by the receiving district, 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.</i></p>
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	<p><i>(5/6 = 83%). If the receiving district reports TSDS PEIMS data for the student, the instructional setting code is 44, self-contained, mild/moderate/severe, regular campus - more than 60%.</i></p> <p><i>If the student receives special education services and support in mainstream classes in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district enters TSDS PEIMS data for this student, then the instructional setting code for this student is 91, off home campus - mainstream. If the receiving district reports TSDS PEIMS data for this student, the instructional setting code is 40, mainstream.</i></p>	<p><i>If the student attends five special education classes and one general education class in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district reports TSDS PEIMS data for the student, then the instructional setting code for this student is 95 - Off Home Campus - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent (5/6 = 83 percent). If the receiving district reports TSDS PEIMS data for the student, the instructional setting code is 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent.</i></p> <p><i>If the student receives special education services and support in a general education setting in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district enters TSDS PEIMS data for this student, then the instructional setting code for this student is 91 - Off Home Campus - Mainstream.</i></p>
Revision	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>Example 5: A 3-year-old student with a disability receives special education services (including speech therapy) in a community-based child care center for 4 hours 5 days a week and is in a class in which the majority of students are not receiving special education services.</p>	<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.</p>

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Revision	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>Example 8: A student with a disability attends and receives special education services in a community setting or environment (not operated by a school district) that prepares the student for postsecondary education/training, integrated employment, and/or independent living skills (including 18 plus programs/services). The student may also receive direct involvement or instruction provided by school district personnel.</p>	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>Example 8: A student with a disability attends and receives special education services in a community setting or environment not operated by a school district that prepares the student for postsecondary education/training, integrated employment, and/or independent living skills (including 18 plus programs/services and work-based learning programs). The student may also receive direct involvement or instruction provided by school district personnel.</p> <p><i>The instructional setting code for this student is 97 - Off Home Campus - Community Class.</i></p>
Revision	<p>5.1 Responsibility</p> <p>List in the following spaces the name and phone number of the district personnel to whom all CTE coding questions should be directed:</p>	<p>5.1 Responsibility</p> <p>In the spaces below, provide the name and phone number of the district personnel to whom all CTE coding questions should be directed.</p>
Revision	<p>5.2 Eligibility and Eligible Days Present</p> <ul style="list-style-type: none"> • Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements for English language arts and reading, science, mathematics, or fine arts. 	<p>5.2 Eligibility and Eligible Days Present</p> <ul style="list-style-type: none"> • Teachers with less than a bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements for English language arts and reading, science, mathematics, or fine arts.

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Revision	<p>5.2 Eligibility and Eligible Days Present</p> <ul style="list-style-type: none"> An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements for English language arts and reading, science, mathematics, or fine arts. 	<p>5.2 Eligibility and Eligible Days Present</p> <ul style="list-style-type: none"> An individual who has been issued a school district teaching permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with the TEC, §21.003. Teachers with less than a bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements for English language arts and reading, science, mathematics, or fine arts.
Revision	<p>5.2 Eligibility and Eligible Days Present</p> <p>2. Your district must report a teacher of record for each CTE course, except for a dual credit course taught in a non-campus-based setting, such as a community or technical college¹²⁵. The teacher of record reported through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.</p>	<p>5.2 Eligibility and Eligible Days Present</p> <p>2. Your district must report a teacher of record for each CTE course, except for a dual credit course taught in a non-campus-based setting, such as a community or technical college.¹²⁶ The teacher of record reported through TSDS Class Roster must be the teacher in the classroom responsible for teaching and learning, grades, and attendance.</p>
Addition	<p>5.2.2 Eligibility of Courses for Funding</p>	<p>5.2.2 Eligibility of Courses for Funding</p> <p>The state approved technology application courses in cybersecurity that are part of a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement beginning in the 2018–2019 school year. School districts receive weighted funding for students who enroll in technology application courses on cybersecurity that are included in the cybersecurity pathway. Districts must report CTE attendance contact hours for students enrolled in approved cybersecurity courses.</p>

¹²⁵ Reporting a teacher of record for a dual credit class taught in a non-campus-based setting is optional.

¹²⁶ Reporting a teacher of record for a dual credit class taught in a non-campus-based setting is optional.

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Revision	<p>5.2.2 Eligibility of Courses for Funding</p> <p>A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters is available on the following TEA web page. http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html</p>	<p>5.2.2 Eligibility of Courses for Funding</p> <p>A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters is available at https://tea.texas.gov/Academics/College,_Career,_and_Military_Prep/Career_and_Technical_Education/CTE_Texas_Essential_Knowledge_and_Skills_for_2017-2018/.</p>																
Revision	<p>5.2.3 Earning CTE Contact Hours</p> <p>A student may enroll simultaneously in as many CTE courses as his or her schedule permits. For funding purposes, however, the student may receive no more than 6 contact hours per day (see 4.15 Eligible Days Present and Contact Hours).</p>	<p>5.2.3 Earning CTE Contact Hours</p> <p>A student may enroll simultaneously in as many CTE courses as his or her schedule permits. For funding purposes, however, the student may receive no more than six contact hours per day (see 4.15 Eligible Days Present and Contact Hours) with the exception of students enrolled in approved cybersecurity courses. Districts must report CTE attendance contact hours for students enrolled in the approved cybersecurity courses.</p>																
Revision	<p>5.3 Enrollment Procedures</p> <p>If your district operates a block schedule, CTE staff members may need to review student schedules more often, depending on the type of block schedule.</p>	<p>5.3 Enrollment Procedures</p> <p>If your district operates on a block schedule, CTE staff members may need to review student schedules more often, depending on the type of block schedule.</p>																
Revision	<p>5.4 Withdrawal Procedures</p> <p>2. Attendance personnel record the effective date of withdrawal in the attendance accounting system, and eligible CTE days are no longer accumulated from that date forward for the course from which the student withdrew.</p>	<p>5.4 Withdrawal Procedures</p> <p>2. Attendance personnel record the effective date of withdrawal in the attendance accounting system. Eligible CTE days are no longer accumulated from that date forward for the course from which the student withdrew.</p>																
Revision	<p>5.5 CTE (Contact-Hour) Codes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">CTE Course's Average Minutes per Day</th> <th style="text-align: center;">CTE Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">45–89</td> <td style="text-align: center;">V1</td> </tr> <tr> <td style="text-align: center;">90–149</td> <td style="text-align: center;">V2</td> </tr> <tr> <td style="text-align: center;">150–180+</td> <td style="text-align: center;">V3</td> </tr> </tbody> </table>	CTE Course's Average Minutes per Day	CTE Code	45–89	V1	90–149	V2	150–180+	V3	<p>5.5 CTE (Contact Hour) Codes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">CTE Course's Average Minutes per Day</th> <th style="text-align: center;">CTE Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">45–89</td> <td style="text-align: center;">V1</td> </tr> <tr> <td style="text-align: center;">90–134</td> <td style="text-align: center;">V2</td> </tr> <tr> <td style="text-align: center;">135–180+</td> <td style="text-align: center;">V3</td> </tr> </tbody> </table>	CTE Course's Average Minutes per Day	CTE Code	45–89	V1	90– 134	V2	135 –180+	V3
CTE Course's Average Minutes per Day	CTE Code																	
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Revision	<p>5.5.1 Special Instructions for Districts Operating Block Schedules</p> <p>If your district operates block schedules in which class periods are not in equal-length increments, use the chart above to determine the CTE code to assign to each CTE course.</p> <p>Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Average minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even-numbered days of the month, district personnel must review a 2-week cycle. (One week the course will meet on Monday, Wednesday, and Friday, and the next week the course will meet on Tuesday and Thursday.)</p>	<p>5.5.1 Special Instructions for Districts Operating Block Schedules</p> <p>If your district operates block schedules in which class periods are not in equal length increments, use the chart above to determine the CTE code to assign to each CTE course.</p> <p>Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Average minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even numbered days of the month, district personnel must review a two-week cycle. (One week, the course will meet on Monday, Wednesday, and Friday, and the next week, the course will meet on Tuesday and Thursday.) District personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle.</p>
Revision	<p>5.6 Computing Contact Hours</p> <p>No matter what CTE code is assigned to a student, district personnel must record in the Student Detail Report the total number of eligible days present for that code for each student for each 6-week reporting period. When computing the Campus Summary Report (Section 2), district personnel must record contact hours for each CTE code. District personnel multiply the number of eligible days present for each CTE code by the corresponding contact-hour multiplier to derive contact hours. Each CTE code has a different contact-hour multiplier.</p>	<p>5.6 Computing Contact Hours</p> <p>No matter what CTE code is assigned to a student, district personnel must record the total number of eligible days present for that code for each student for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report (2.3.2 Campus Summary Reports), district personnel must record contact hours for each CTE code. District personnel multiply the number of eligible days present for each CTE code by the corresponding contact hour multiplier to derive contact hours. Each CTE code has a different contact hour multiplier.</p>

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Revision	<p><i>5.7.1 Career Preparation Eligibility Requirements</i></p> <ul style="list-style-type: none"> • The Career Preparation course¹²⁷ is for paid experience only. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. • Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. 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. • 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 Career Preparation learning experiences. • Students unemployed for more than 15 consecutive school days are not eligible for contact hours. 	<p><i>5.7.1 Career Preparation Eligibility Requirements</i></p> <ul style="list-style-type: none"> • The Career Preparation course¹²⁸ is for paid or unpaid experiences. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. • Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. 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. • A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to participate in paid Career Preparation learning experiences. • Students unemployed or without an unpaid work-based learning experience for more than 15 consecutive school days are not eligible for contact hours.

¹²⁷ 19 TAC [§127.13](#) and [§127.14](#)

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

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Revision	<p><i>5.7.1 Career Preparation Eligibility Requirements</i> 19 TAC §127.13 and §127.14</p>	<p><i>5.7.1 Career Preparation Eligibility Requirements</i> 19 TAC §127.14 and §127.15</p>																		
Revision	<p><i>5.7.2 Practicum Course Eligibility Requirements</i></p> <ul style="list-style-type: none"> Practicum courses and other two or three-credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, paid, or unpaid work experiences for students. Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student’s coherent sequence of courses 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. 	<p><i>5.7.2 Practicum Course Eligibility Requirements</i></p> <ul style="list-style-type: none"> Practicum courses and other two credit or three credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, paid, or unpaid work experiences for students. Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student’s coherent sequence of courses 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. 																		
Revision	<p><i>5.7.2 Practicum Course Eligibility Requirements</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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	<p><i>5.7.2 Practicum Course Eligibility Requirements</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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
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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 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/Curriculum and Instructional Programs/Learning Support and Programs/Career and Technical Education/Career and Technical Education - Career Preparation and Practicum Courses/http://tea.texas.gov/CTE Career Preparation and Practicum Courses/</p>	<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 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>
Revision	<p>5.9 Career and Technical Education for the Disabled (CTED) Courses</p> <p>For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and that the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.</p>	<p>5.9 Career and Technical Education for the Disabled (CTED) Courses</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>
Revision	<p>5.10 Contracting with Other Entities to Provide CTE Instruction</p> <p>Your school district may contract with another entity to provide CTE instruction for students enrolled in the district to receive high school credit.¹²⁹ The entity may be a school district, a community or technical college, or a career school. In all cases, the home (sending) district must report the student’s attendance when the course is a high-school-credit-only course (that is, not a dual-credit course).</p>	<p>5.10 Contracting with Other Entities to Provide CTE Instruction</p> <p>Your school district may contract with another entity to provide CTE instruction for students enrolled in the district to receive high school credit.¹³⁰ The entity may be a school district, a community or technical college, or a career school. In all cases, the home (sending) district must report the student’s attendance when the course is a high school credit only course (that is, not a dual credit course).</p>

¹²⁹ TEC, [§29.184](#)

¹³⁰ [TEC, §29.184](#)

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Revision	<p><i>5.10.2 Student Absences and Contracted CTE Courses</i></p> <p>Students absent at the time attendance is taken are counted absent for the entire day. Students present at the time attendance is taken are counted present for the entire day.</p>	<p>5.10.2 Student Absences and Contracted CTE Courses</p> <p>Students absent at the time attendance is taken are counted as absent for the entire day. Students present at the time attendance is taken are counted as present for the entire day.</p>
Revision	<p><i>5.10.3 Dual Credit CTE Courses</i></p> <p>If your school district and a college offer a dual-credit CTE course that meets all the TAC requirements for dual-credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding.</p>	<p><i>5.10.3 Dual Credit CTE Courses</i></p> <p>If your school district and a college offer a dual credit CTE course that meets all TAC requirements for dual credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding.</p>
Revision	<p>5.13.1 Example 1</p> <p>Student A is enrolled in one 60-minute-per-day CTE course.</p> <p><i>The CTE code for Student A is entered as V1 in the attendance accounting system (one 60-minute class = V1).</i></p> <p>Student B is enrolled in one 120-minute-per-day CTE course.</p> <p><i>The CTE code for Student B is entered as V2 in the attendance accounting system (one 120-minute class = V2).</i></p> <p>Student C is enrolled in three 60-minute-per-day CTE courses.</p> <p><i>The CTE code for Student C is entered as V3 in the attendance accounting system (one 60-minute class = V1; V1 + V1 + V1 = V3).</i></p> <p>Student D is enrolled in one 180-minute-per-day CTE course.</p>	<p>5.13.1 Example 1</p> <p>Student A is enrolled in one 60-minute per day CTE course.</p> <p><i>The CTE code for Student A is entered as V1 in the attendance accounting system (one 60-minute class = V1).</i></p> <p>Student B is enrolled in one 120-minute per day CTE course.</p> <p><i>The CTE code for Student B is entered as V2 in the attendance accounting system (one 120-minute class = V2).</i></p> <p>Student C is enrolled in three 60-minute per day CTE courses.</p> <p><i>The CTE code for Student C is entered as V3 in the attendance accounting system (one 60-minute class = V1; V1 + V1 + V1 = V3).</i></p> <p>Student D is enrolled in one 180-minute per day CTE course.</p>

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Revision	<p>5.13.2 Example 2</p> <p>A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and in Principles of Applied Engineering for 45 minutes per day for the second semester.</p>	<p>5.13.2 Example 2</p> <p>A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and Principles of Applied Engineering for 45 minutes per day for the second semester.</p>
Revision	<p>5.13.3 Example 3</p> <p>A student is enrolled in Principles of Health Science for 55 minutes per day and in Medical Terminology for 55 minutes per day for the first semester and in Medical Microbiology for 55 minutes per day for the second semester.</p> <p><i>The CTE code for this student is entered in the attendance accounting system as V2 for the first semester and as V1 for the second semester.</i></p>	<p>5.13.3 Example 3</p> <p>A student is enrolled in Principles of Health Science for 55 minutes per day and Medical Terminology for 55 minutes per day for the first semester and Medical Microbiology for 55 minutes per day for the second semester.</p> <p><i>The CTE code for this student is entered in the attendance accounting system as V2 for the first semester and V1 for the second semester.</i></p>
Revision	<p>5.13.4 Example 4</p> <p><i>The student may, however, earn high school credit for successful completion of the grade 9–12 course</i></p>	<p>5.13.4 Example 4</p> <p><i>The student may earn high school credit for successful completion of the grade 9–12 course.</i></p>

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Revision	<p>5.13.5 Example 5</p> <p>A student is enrolled in Child Guidance for 174 minutes per day and in Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day.</p> <p><i>The CTE code for this student is entered in the attendance accounting system as V4 for the first semester and as V3 for the second semester. The student is coded as V4 for the first semester because the student is enrolled in one CTE course that is taught for 174 minutes per day and in one CTE course that is taught for 87 minutes per day.</i></p>	<p>5.13.5 Example 5</p> <p>A student is enrolled in Child Guidance for 174 minutes per day and Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day.</p> <p><i>The CTE code for this student is entered in the attendance accounting system as V4 for the first semester and V3 for the second semester. The student is coded as V4 for the first semester because the student is enrolled in one CTE course that is taught for 174 minutes per day and one CTE course that is taught for 87 minutes per day.</i></p>
Revision	<p>5.13.9 Example 9</p> <p>A student enrolled in Interior Design I, a 1-hour CTE course, on the first day of school. After 2 weeks in the course, the student decided to take Health Science Theory/Health Science Clinical, a 2-hour CTE course, instead of Interior Design I.</p> <p><i>The CTE code for this student is entered as V1 in the attendance accounting system for the first 2 weeks of school and as V2 for the remainder of the semester.</i></p>	<p>5.13.9 Example 9</p> <p>A student enrolls in Interior Design I, a one-hour CTE course, on the first day of school. After two weeks in the course, the student decides to take Health Science Theory/Health Science Clinical, a two-hour CTE course, instead of Interior Design I.</p> <p><i>The CTE code for this student is entered as V1 in the attendance accounting system for the first two weeks of school and V2 for the remainder of the semester.</i></p>

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Revision	<p>5.13.10 Example 10</p> <p>A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even-numbered days of the month.</p> <p><i>The CTE code for this student is entered in the attendance accounting system as V1. To illustrate, over a 2-week period, the student receives 450 minutes of instruction in Advanced Animal Science. One week the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction.</i></p>	<p>5.13.10 Example 10</p> <p>A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even numbered days of the month.</p> <p><i>The CTE code for this student is entered in the attendance accounting system as V1. To illustrate, the student receives 450 minutes of instruction in Advanced Animal Science over a two-week period. One week, the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week, the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction.</i></p>
Revision	<p>5.13.12 Example 12</p> <p><i>Your district is eligible for full ADA funding for the student provided there is a written dual-credit agreement with the college.</i></p>	<p>5.13.12 Example 12</p> <p><i>Your district is eligible for full ADA funding for the student provided there is a written dual credit agreement with the college.</i></p>
Revision	<p>5.13.14 Example 14</p> <p>An 8th grade student, not enrolled in a CTED course, but is enrolled in a Principles of Law, Public Safety, Corrections, and Security course is not eligible to generate contact hour funding.</p>	<p>5.13.14 Example 14</p> <p>An eighth grade student who is not enrolled in a CTED course but is enrolled in a Principles of Law, Public Safety, Corrections, and Security course is not eligible to generate contact hour funding.</p>

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Revision	<p>5.13.15 Example 15</p> <p>A student is enrolled in Welding I, a two-credit course. The course is scheduled to meet each school day during the school’s 4th and 5th periods. Each class period is 50 minutes (100 total minutes/day). Because of a schedule conflict this student is only able to attend the Welding I class during 5th period.</p>	<p>5.13.15 Example 15</p> <p>A student is enrolled in Welding I, a two-credit course. The course is scheduled to meet each school day during the school’s fourth and fifth periods. Each class period is 50 minutes (100 total minutes per day). Because of a schedule conflict, this student is only able to attend the Welding I class during fifth period.</p>
Revision	<p>Section 6 Bilingual/English as a Second Language (ESL)</p> <p>The term “limited English proficient (LEP) student,” as used in Section 6 of the handbook, is interchangeable with the terms “English language learner (ELL),” used in 19 Texas Administrative Code Chapter 89, and “student of limited English proficiency,” used in the Texas Education Code, Chapter 29, Subchapter B.</p> <p>The terms “exit” and “reclassify,” as used in Section 6 of the handbook, are interchangeable with the term “transfer,” used in the Texas Education Code, Chapter 29, Subchapter B.</p>	<p>Section 6 Bilingual/English as a Second Language (ESL)</p> <p>The term “limited English proficient (LEP) student” is interchangeable with the terms “English learner (EL),” used in 19 TAC Chapter 89, Subchapter BB, and “student of limited English proficiency,” used in the TEC, Chapter 29, Subchapter B. As such, language in the coding of these students will now bridge these terms to be LEP/EL.</p> <p>The terms “exit,” as used in this section, is interchangeable with the term “transfer,” used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms “reclassification” and “exit” in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process for ELs who have met criteria to be identified as non-LEP/English Proficient (EP), and “exit” describes the process for reclassified students to no longer participate in a bilingual or ESL program.</p>
Revision	<p>6.1 Responsibility</p> <p>List in the following spaces the name and phone number of the district personnel to whom all bilingual and ESL education program coding questions should be directed:</p>	<p>6.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all bilingual and ESL education program coding questions should be directed.</p>

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Addition		<h3>6.2 Identification of English Learners (ELs)/Enrollment Procedures</h3> <p>This subsection explains the procedures for identifying a student as an EL and enrolling the EL in the bilingual or ESL education program for the first time in a Texas public school. This includes students coming in to a Texas school for the first time from another state or country. For students who are transferring from another Texas public school, see 6.2.1 Students Transferring from within Texas.</p> <p>The procedures below must be completed within the first four weeks of a student’s initial enrollment in a Texas public school.</p> <ol style="list-style-type: none">1. Upon enrollment in a Texas public school, a student’s parent completes a home language survey, indicating the language spoken in the home most of the time and the language spoken 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. <p>If a language other than English is indicated on any portion of the survey, the district must assess the student for English language proficiency. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program.</p> <ol style="list-style-type: none">2. District personnel, who are proficient in the language of the test and trained in the language proficiency
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		<p>testing requirements of the test publisher, assess the student for English language proficiency using the state-approved English language proficiency assessment. Additionally, primary language proficiency is assessed, as appropriate, using the state-approved Spanish language proficiency assessment or informal language assessment measures for languages other than Spanish (19 TAC §89.1226(d)).</p> <p>Important: A student will be identified as an English learner if the student’s ability in English is so limited or the student’s disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)).</p> <p>3. The language proficiency assessment committee (LPAC) convenes to identify the student as an English learner or as English proficient, based on the results of the English language proficiency assessment, and recommends placement of the identified English learner in either the bilingual or ESL education program, in accordance with 19 TAC §89.1205 (a) and (c). However, district personnel do not yet assign the student a bilingual or ESL program type code in the attendance accounting system.</p> <p>4. The LPAC must give written notice to the student’s parents informing them that the student has been classified as an EL and requesting documented parental approval to place the student in the required bilingual or ESL education program. The notice must include information about the benefits of the bilingual or ESL education program for which the student has been recommended and state that it is an integral part of the school program (19 TAC §89.1220(h)).</p>
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<p>The parental approval form must contain a space for the parent’s or legal guardian’s signature and a space for the date the form was signed or documented approval must be obtained in accordance with 19 TAC §89.1220 (m).</p> <p>5. Once documented parental approval has been received, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code¹³¹ in the attendance accounting system.</p> <p>A student may be recorded absent on the effective date of a program change. However, as with all other students who are absent, no bilingual/ESL ADA may be earned by the student for that date.</p> <p>To be eligible for state bilingual/ESL funding, the district must have all required documentation for each eligible student on file.</p> <p><i>6.2.1 Students Transferring from within Texas</i></p> <p>This subsection explains the procedures for verifying EL identification status and enrolling a student in the bilingual or ESL education program who has transferred from another Texas public school.</p> <p>The procedures below must be completed within the first four weeks of a student’s transfer to and enrollment in a Texas public school.</p> <p>1. District personnel shall obtain the student records from the sending district, including the Home Language Survey and supporting LPAC documentation. Multiple</p>

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		<p>attempts to obtain records shall be documented in writing.</p> <p>2. 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.</p> <p>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 code¹³² in the attendance accounting system.</p>
Addition		<h3 style="color: #4F81BD;">6.2 Identification of English Learners (ELs)/Enrollment Procedures</h3> <p>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.</p>

¹³¹ 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.

¹³² 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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Addition		<p><i>6.2.1 Students Transferring from within Texas</i></p> <p>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.</p>

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Revision	<h2 style="color: #4F81BD;">6.2 Eligibility</h2> <p>To be eligible for state funding, a student in the bilingual or ESL education program must meet the following requirements:</p> <ul style="list-style-type: none"> • have a language other than English indicated on the home language survey; • be considered ELL because the student tested below the cutoff scores on the test appropriately administered for the student’s grade level. The following guidelines should be used in determining whether a student is considered ELL:¹³³ <ul style="list-style-type: none"> ○ grades prekindergarten (PK) through 1: student scores below cutoff score on an oral language proficiency test (OLPT) approved by the Texas Education Agency (TEA), and ○ grades 2 through 12: <ul style="list-style-type: none"> ▪ student scores below cutoff score on an approved OLPT, and/or ▪ student scores below cutoff scores on the English reading and English language arts sections of a norm-referenced standardized test in English (selected from the <i>List of Approved Tests for Assessment of English Language Learners</i>); • be recommended for placement in the program by a language proficiency assessment committee (LPAC); and • have a record of parental approval to place the ELL in a bilingual or ESL education program. For ELL in grades 9 through 12, check LPAC documentation for services recommended by the LPAC to meet student needs. 	<h2 style="color: #4F81BD;">6.3 Program Placement/Eligibility</h2> <p>To be eligible for state funding, a student in the bilingual or ESL education program must meet the following requirements:</p> <ul style="list-style-type: none"> • have a language other than English indicated on the home language survey • be identified as an LEP/EL based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1225(f)): <ul style="list-style-type: none"> ○ in pre-K through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency ○ in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency • be recommended for placement in the program by a language proficiency assessment committee (LPAC) • have a record of parental approval to place the ELL in a bilingual or ESL education program <p>Each EL must be served according to the following guidelines. On a student’s initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the EL. The LPAC must: designate, subject to parental approval, the initial</p>
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	<p>Each student must be served according to the following guidelines: On a student’s initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the ELL student. The LPAC must designate, subject to parental approval, the initial instructional placement of each ELL in the required program; classify the student’s level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each ELL student; and recommend the student’s exit from the bilingual or ESL education program.¹³⁴ A student must not be exited from the bilingual or ESL education program in grades PK through the end of first grade.¹³⁵</p> <ul style="list-style-type: none"> ▪ Important: Students with a grade level of EE (early education) cannot generate bilingual/ESL eligible days present. 	<p>instructional placement of each EL in the required bilingual and ESL program; classify the student’s level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each EL; determine whether reclassification criteria has been met at the end of the year only; and recommend the student’s exit from the bilingual or ESL education program, as appropriate, upon reclassification at the end of the year only.¹³⁶ Reclassification as English proficient may only occur at the end of the school year, and a student may not be reclassified in pre-K or kindergarten.¹³⁷</p> <p>19 TAC §89.1225(j)</p>

¹³³ 19 Texas Administrative Code (TAC) [§89.1225\(f\)](#)

¹³⁴ 19 TAC [§89.1220\(g\)](#)

¹³⁵ 19 TAC [§89.1225\(i\)](#)

¹³⁶ [19 TAC §89.1220\(g\)](#)

¹³⁷ [19 TAC §89.1225\(j\)](#)

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Change	2018–2019	2019–2020
Revision	<p><i>6.2.1 Students Who Are Eligible to Be Served in the Bilingual or ESL Education Program but Are <u>Not Eligible for Funding</u></i></p> <p>The following students may be served by your district’s bilingual or ESL education program. However, these students are not eligible for bilingual or ESL education program funding.</p> <ul style="list-style-type: none"> • Students in PK through grade 1 who score at or above the cutoff score on the OLPT • Students in grades 2 through 12 who score at or above the cutoff score on the OLPT and at or above the 40th percentile on the reading and language arts sections of a standardized achievement test • Students: <ul style="list-style-type: none"> ○ who have exited (been transitioned out of) the bilingual or ESL education program, ○ whose parents approve of the students’ continuing to participate in the program, and ○ whose schools wish to continue to provide bilingual or ESL education program services to the students <p><i>6.2.2 Parent Denial of Services and Eligibility of Students to Receive Bilingual/ESL Summer School Services</i></p> <p>If a student’s parent has denied bilingual/ESL education services and the only summer school program available is a bilingual/ESL summer school program, then the student is not eligible to generate bilingual/ESL ADA in the summer school program.¹³⁸ The student must not participate in the summer school program or earn bilingual/ESL eligible days present (be assigned a bilingual or ESL program type code in the attendance accounting system) in the summer program unless the parents explicitly allow, in writing, placement of the student in the bilingual or ESL education program.</p>	<p><i>6.3.1 Students Who Are Eligible to Be Served in the Bilingual or ESL Education Program but Are <u>Not Eligible for Funding</u></i></p> <p>The following students may be served by a district’s bilingual or ESL education program with parental approval. However, these students are not eligible for bilingual or ESL education program funding.</p> <ul style="list-style-type: none"> • Students who do not meet identification criteria to be considered an English learner. • Students who have met reclassification criteria but will continue in program services, based on the nature and goals of the program. <p><i>6.3.2 Parent Denial of Services and Eligibility of Students to Receive Bilingual/ESL Summer School Services</i></p> <p>If a student’s parent has denied bilingual/ESL education services and the only summer school program available is a bilingual/ESL summer school program, then the student is not eligible to generate bilingual/ESL ADA in the summer school program.¹³⁹ The student must not participate in the summer school program or earn bilingual/ESL eligible days present (be assigned a bilingual or ESL program type code in the attendance accounting system) in the summer program unless the district has documented parental approval for placement of the student in the bilingual or ESL education program.</p>

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Change	2018–2019	2019–2020
Addition		<p><i>6.3.3 Requirement to Serve Eligible Students</i></p> <p>A district must place a student in a bilingual or ESL education program as soon as the district identifies the student as an EL and the LPAC recommends program placement based on the identification and placement process outlined in 6.3 Program Placement/Eligibility. Recommended program placement still occurs if parental approval is pending; however, the district may only count the student for bilingual education funding after parental approval has been obtained and all necessary documentation has been received. If a parent ultimately denies program services, a district must discontinue serving the student, but the student’s EL identification remains until the student meets reclassification criteria. Review parental permission codes for clarification.</p>

¹³⁸ 19 TAC [§89.1250\(2\)\(B\)](#)

¹³⁹ [19 TAC §89.1250\(2\)\(B\)](#)

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Deletion	<h3>6.3 Enrollment Procedures</h3> <p>This subsection explains the procedures for enrolling a student in the bilingual or ESL education program.</p> <ol style="list-style-type: none">1. A student enrolls in your district, and the student’s parent completes a home language survey (see 6.11.1 Home Language Survey Requirements). Students in grades 9 through 12 may complete the home language survey themselves. If a language other than English is indicated on any portion of the survey, your district must test the student for English proficiency.2. District personnel test the student for English proficiency.<ol style="list-style-type: none">a. If your district is required to provide a bilingual education program, trained district personnel must administer an OLPT in the home language of each student who is eligible to be served in the bilingual education program. If the home language of the student is Spanish, your district must administer the Spanish version of the TEA-approved OLPT that is administered in English.b. If the student is in PK, kindergarten, or grade 1, trained district personnel administer the OLPT in English. If the student tests below the cutoff score (determined by the exam instrument used), the student is considered an ELL as determined by the LPAC.c. If the student is in grades 2 through 12, trained district personnel administer the OLPT in English. If the student tests below the cutoff score (determined by the exam instrument used), the student is considered an ELL as determined by the LPAC.	[Deleted.]
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Regardless of whether the student tests below the cutoff score on the OLPT, district personnel also administer the TEA-approved standardized achievement test. If the student scores below the 40th percentile on either the reading or the language arts section of the test, the student is considered an ELL as determined by the LPAC.

Important: The standardized achievement test should not be administered if the student’s ability in English is so limited that the test is not valid.¹⁴⁰

If the student is considered an ELL, continue to the next enrollment step. If the student is **not** considered an ELL, the student does not qualify for bilingual/ESL funding.

3. The LPAC recommends placement of the student in either the bilingual or ESL education program, but district personnel **do not yet** assign the student a bilingual or ESL program type code in the attendance accounting system.
4. The LPAC must give written notice to the student’s parents informing them that the student has been classified as an ELL and requesting approval (through completion of an approval form) to place the student in the required bilingual or ESL education program. The notice must include information about the benefits of the bilingual or ESL education program for which the student has been recommended and state that it is an integral part of the school program.¹⁴¹

The parental approval form must contain a space for the parent’s or legal guardian’s signature and a space for the date the form was signed, as signed and dated documentation of parental approval is required for bilingual/ESL eligible days present to be claimed for funding purposes.

¹⁴⁰ 19 TAC [§89.1225\(f\)](#)

¹⁴¹ 19 TAC [§89.1220\(i\)](#)

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Change	2018–2019	2019–2020
	<p>5. Once parental approval has been received, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code¹⁴² in the attendance accounting system.</p> <p>A student may be recorded absent on the effective date of a program change. However, as with all other students who are absent, no bilingual/ESL ADA may be earned by the student for that date.</p> <p>To be eligible for state bilingual/ESL funding, the district must have all required documentation for each eligible student on file.</p> <p><i>6.3.1 Students Who Move to Your District</i></p> <p>Within 4 weeks (20 school days) of his or her initial enrollment in the district, a student must be identified as an ELL and enrolled in the required bilingual or ESL education program.¹⁴³ However, even though the student may be served in the bilingual or ESL education program, the student should not be coded with the bilingual or ESL program type code¹⁴⁴ unless all documentation, including the signed and dated parental approval form, is on file. Funds for bilingual/ESL students must not be claimed until all documentation is in place.</p> <p>When a bilingual/ESL student moves to your school district, your district (the receiving district) should immediately begin serving the student in the bilingual or ESL education program while it works actively to secure documentation (LPAC records and assessment information) from the sending district. In the event that no LPAC records are received from the sending district, district should make multiple diligent, documented attempts to get the required documentation from the sending district to avoid possible miscoding. If your district does not receive this documentation within 4 weeks (20 school days) of the student’s enrollment in your district, your district must go through the standard identification and assessment procedures in order to code the student as an ELL in a bilingual education or an ESL program.</p> <p>To be eligible for the state bilingual/ESL funding, the district must have all required documentation for each eligible student on file.</p>	

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¹⁴² To find the appropriate codes to use, please consult the program type code tables available at the following link:

http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search for the C093 code table for parental permission codes.

¹⁴³ 19 TAC [§89.1225\(g\)](#)

¹⁴⁴ To find the appropriate code to use, please consult the program type code tables available at the following link:

http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

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Change	2018–2019	2019–2020
Addition		<p>6.4 Program Services: Bilingual and ESL Education Services a District Is Required to Provide</p> <p>Each district is required to offer a bilingual education and/or ESL program for identified English learners, based on the following requirements:</p> <ul style="list-style-type: none"> • In the elementary grades (pre-K through fifth or sixth grade when clustered with elementary grades), a bilingual education program must be provided when there are 20 or more identified ELs in the same grade level with the same primary language classification across the district. • If the district is not required to provide a bilingual education program, an ESL program must be provided in pre-K through twelfth grade, regardless of the number of identified ELs and the grade level and primary language classification of the ELs. • A district may choose to provide a bilingual education program in grade levels for which the district is not required (beyond the elementary grades) or when the district has not yet met the minimum number of identified ELs to require implementation of a bilingual education program. <p>Note: ELs who successfully complete English for speakers of other languages (ESOL) I and ESOL II may satisfy the English I and English II graduation requirement(s).</p>

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Revision	<h3 style="color: #4F81BD;">6.4 Eligibility of Your District’s Bilingual or ESL Education Program for State Funding</h3> <p>For your district to claim bilingual/ESL eligible days present for funding, your district must show that its bilingual and ESL education programs meet the following state requirements.¹⁴⁵</p> <ol style="list-style-type: none"> 1. A student is served in a full-time bilingual instructional program by staff members certified to teach bilingual education. The amount of instruction in each language (the student’s home language and English) must align with TEA guidelines specific to either transitional bilingual programs (early exit, late exit) or dual language programs (one-way, two-way). The appropriate bilingual program type code should be recorded for each student served in a bilingual program. 2. A student is provided instruction in ESL by staff members certified to teach ESL or bilingual education. In PK through grade 8, teachers integrate the English Language Proficiency Standards (ELPS) using second language acquisition methods while delivering content instruction, either via pull-out or content-based ESL programming. In high school, the ESL program must be consistent with graduation requirements¹⁴⁶. The LPAC may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in ESL courses, additional state elective English courses, and special assistance provided through locally determined programs. The appropriate ESL program type code should be recorded for each student served in an ESL program. 3. A student is served in a program approved by the TEA under an exception to the a bilingual program or under a waiver to the ESL program. A student is served in a program approved by the TEA under an exception to a language other than English for as long as the State Board for Educator Certification does not have a certificate for that language. A TEA-approved exception or waiver remains valid for the 	<h3 style="color: #4F81BD;">6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding</h3> <p>For a district to claim eligible days present for bilingual education program funding, a district must show that its bilingual education program meets one or both of the following state requirements.¹⁴⁸</p> <ol style="list-style-type: none"> 1. A student is served in a full-time bilingual instructional program by staff members certified to teach bilingual education. The amount of instruction in each language (the student’s home language and English) must align with TEA guidelines specific to either transitional bilingual programs (early exit, late exit) or dual language programs (one-way, two-way). The appropriate bilingual program type code should be recorded for each student served in a bilingual program. 2. A student is served in an alternative language program approved by TEA under an exception to the bilingual education program. A TEA-approved exception remains valid for the current year only (the TEC, §29.061; 19 TAC §89.1207). The appropriate alternative language program type code should be recorded for each student served in an alternative language program under a bilingual education exception. <p>For a district to claim eligible days present for ESL program funding, it must show that its ESL program meets one or both of the following state requirements (19 TAC §89.1205).</p> <ol style="list-style-type: none"> 1. A student is provided instruction in ESL by staff members certified to teach ESL or bilingual education. In pre-K
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¹⁴⁵ 19 TAC [§89.1210](#)

¹⁴⁶ under 19 TAC [Chapter 74](#)

¹⁴⁸ [19 TAC §89.1210](#); [19 TAC §89.1205](#)

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Change	2018–2019	2019–2020
	<p>current year only.¹⁴⁷ The appropriate bilingual or ESL program type code should be recorded for each student served in program under a bilingual exception or ESL waiver.</p>	<p>through grade 12, teachers integrate the English Language Proficiency Standards (ELPS) using second language acquisition methods while delivering content instruction, either via pull-out or content-based ESL models. In high school, the ESL program must be consistent with graduation requirements.¹⁴⁹ The appropriate ESL program type code should be recorded for each student served in an ESL program.</p> <p>2. A student is served in a program approved by TEA under a waiver to the ESL program. A TEA-approved waiver remains valid for the current year only.¹⁵⁰ The appropriate alternative language education program type code should be recorded for each student served in a program under an ESL waiver.</p>

¹⁴⁷ Texas Education Code (TEC), [§29.061](#); 19 TAC [§89.1207](#)

¹⁴⁹ under [19 TAC Chapter 74](#)

¹⁵⁰ [TEC, §29.061](#); [19 TAC §89.1207](#)

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Addition

6.6 Program Services: Teacher Certification Requirements

The following charts describe the certification requirements for teachers of bilingual and ESL education programs in pre-K through twelfth grade, per the [TEC, §29.061](#). Funding is generated when a student is identified as an EL and is being served in a bilingual, ESL, or alternative language (ALP) program with parental approval.

Bilingual Education Programs	Teacher Certification Requirement
transitional bilingual/early exit	teacher(s) certified in grade level/content area and in bilingual education exit
transitional bilingual/late exit	
dual language immersion/one way	teacher(s) certified in grade level/content area and in bilingual education; or the teacher certified in bilingual education (instructing the language other than English component) is paired with a teacher certified in grade level/content area and ESL (instructing the English component)
dual language immersion/two way	

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Change	2018–2019	2019–2020	
		ESL Programs	Teacher Certification Requirement
		ESL/content-based	English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
		ESL/pull-out	English learners receive instruction in English language arts and reading (ELAR) by an ESL certified teacher.
		<p>Note: ESOL I and ESOL II must be taught by teachers who have an appropriate grade level/content area certification plus an ESL or bilingual certification.</p>	

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Revision	<h3 style="color: #4F81BD;">6.5 Eligible Days Present</h3> <p>This subsection describes the procedure for reporting bilingual/ESL eligible days present in the attendance accounting system. District personnel must do the following:</p> <ul style="list-style-type: none"> • identify each student who is being served in the bilingual or ESL education program and is eligible for funding, according to 6.2 Eligibility, with the appropriate bilingual or ESL program type code¹⁵¹ in the attendance accounting system. • record the total number of eligible bilingual/ESL days present for each 6-week reporting period in the Student Detail Report for every student eligible for the program. • at the end of each 6-week reporting period, compute a Campus Summary Report (see Section 2). Personnel must summarize the total eligible bilingual/ESL days present, for every student in the program, by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in your district. The Campus Summary Report must include the total eligible bilingual/ESL days present for each grade level on that campus, the total eligible bilingual/ESL days present for all grades, and the campus bilingual/ESL ADA. • at the end of each 6-week reporting period, compute a District Summary Report (see Section 2). Personnel add the information from all Campus Summary Reports for each track in your district to comprise the District Summary Report for each track. This report must include eligible bilingual/ESL days present for each grade level in your district, the total eligible bilingual/ESL days present for all grades, and your district’s bilingual/ESL ADA. 	<h3 style="color: #4F81BD;">6.7 Program Services: Eligible Days Present</h3> <p>This subsection describes the procedure for reporting bilingual/ESL/ALP eligible days present in the attendance accounting system. District personnel must do the following:</p> <ul style="list-style-type: none"> • Identify each student who is being served in the bilingual education, ESL, or ALP program and is eligible for funding, according to 6.3 Program Placement/Eligibility, with the appropriate bilingual, ESL, or ALP type code¹⁵² in the attendance accounting system. • Record the total number of eligible bilingual/ESL days present for each six-week reporting period in the Student Detail Report for every student eligible for the program. • At the end of each six-week reporting period, compute a Campus Summary Report (see Section 2 Audit Requirements). Personnel must summarize the total eligible bilingual/ESL/ALP days present, for every student in the program, by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in your district. The Campus Summary Report must include the total eligible bilingual/ESL/ALP days present for each grade level on that campus, the total eligible bilingual/ESL/ALP days present for all grades, and the campus bilingual/ESL/ALP ADA. • At the end of each six-week reporting period, compute a District Summary Report (see Section 2 Audit Requirements). Personnel add the information from all
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¹⁵¹ To find the appropriate code to use, please consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

¹⁵² To find the appropriate code to use, consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

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Change	2018–2019	2019–2020
	<p><i>6.5.1 Eligible Days Present and Students Placed in a Disciplinary Setting</i></p>	<p>Campus Summary Reports for each track in your district to comprise the District Summary Report for each track. This report must include eligible bilingual/ESL/ALP days present for each grade level in your district, the total eligible bilingual/ESL/ALP days present for all grades, and your district’s bilingual/ESL/ALP ADA.</p> <p><i>6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting</i></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 from the TSDS PEIMS 42400 record for bilingual education or ESL program contact hours effective the first day of placement in the disciplinary setting.</p>

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Deletion	<h2>6.6 Requirement to Serve Eligible Students</h2> <p>Your district must place a student in a bilingual or ESL education program as soon as your district identifies the student as an ELL (through the home language survey and test scores) and the LPAC has recommended such placement, regardless of whether or not parental approval has been received.</p> <p>Your district must place the student in the bilingual or ESL education program on the date the LPAC recommends that service begin but may count the student for bilingual education funding only after parental approval is received (and all other requirements having to do with the home language survey, test scores, and documentation of LPAC recommendation have been met)¹⁵³. If a parental denial is received, your district must discontinue serving the student. Review parental permission codes for clarification.</p> <h2>6.7 Bilingual and ESL Education Services Your District Is Required to Provide</h2> <p>Each district that is required to offer bilingual and ESL education programs must offer the following for students of limited English proficiency:</p> <ol style="list-style-type: none">1. bilingual or ESL education in PK through the elementary grades;2. bilingual education or instruction in English as a second language in middle school; and3. instruction according to LPAC recommendation:<ol style="list-style-type: none">a. Under the graduation requirements adopted by the State Board of Education in March 2010, ELL students who successfully complete English for Speakers of Other Languages (ESOL) I and ESOL II may satisfy the English I and English II graduation requirement(s). Students who are identified as ELL and are at the beginning or intermediate level of English language proficiency, as defined by 19	[Deleted.]
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Change	2018–2019	2019–2020
	<p>TAC §74.4(d), relating to English Language Proficiency Standards, may be enrolled in ESOL I or ESOL II.</p> <p>b. For all other ELL students in grades 9 through 12, LPAC documentation must reflect appropriate services to meet the student’s needs. For example, LPAC documentation may indicate that a student will enroll in state elective English courses to strengthen his or her English skills, enroll in ESL courses for local credit, participate in tutorials, or be assigned to teachers with training in sheltered instruction.</p> <p>All ELL students in grades 9 through 12 who are served according to LPAC recommendations are to be coded as ESL for funding purposes.</p> <p>Important: Students not served in a state-required program must be served in a program approved by the TEA under an exception or a waiver.</p> <p>19 TAC §89.1220(j)</p>	

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Change	2018–2019	2019–2020
Revision	<p>6.8 Exit Procedures/Reclassification</p> <p>This subsection explains the procedures for withdrawing a student from the bilingual or ESL education program.</p> <ol style="list-style-type: none"> 1. A student is withdrawn from the bilingual or ESL education program if: <ul style="list-style-type: none"> • the LPAC classifies the student as English proficient when the student attains the required exit criteria as stated in the TEC, §29.056(g) (see 6.8.2 Exit Criteria); or • the parent requests in writing to remove his or her child from the program and place the child in a general education classroom; or 2. Once a student has met the criteria for exiting the bilingual or ESL program, your district must notify the student’s parent of the student’s reclassification as English proficient and obtain parental approval for his or her exit from the bilingual or ESL education program.¹⁵⁴ 	<p>6.8 Reclassification Criteria and Exit Procedures</p> <p>This subsection explains the criteria for the reclassification of ELs as English proficient and outlines the procedures for exiting a student from the bilingual or ESL education program.</p> <ol style="list-style-type: none"> 1. At the end of the school year, the LPAC will determine whether an EL has met the criteria to be reclassified as English proficient and is able to participate equitably in grade-level content instruction that is delivered with no second language acquisition supports, per the TEC, §29.056(g). The English Learner Reclassification Criteria Chart can be located on the TEA Bilingual and English as a Second Language Education Programs web page. 2. Once a student has met the criteria for reclassification as English proficient, a district must notify the student’s parent of the student’s reclassification as English proficient and obtain parental approval for his or her exit from the bilingual or ESL education program.¹⁵⁵ Due to the nature of a language program’s goals, the LPAC may recommend that the English proficient student continue in the language program with parental approval; however, such a student is not eligible to generate bilingual/ESL ADA.

¹⁵⁴ 19 TAC [§89.1240\(b\)](#)

¹⁵⁵ [19 TAC §89.1240\(b\)](#)

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Change	2018–2019	2019–2020
Deletion	<p><i>6.8.1 Effective Date of Campus/District Withdrawal</i></p> <p>For a student who has been classified by the LPAC as English proficient at the end of the school year, the first day of the following school year is considered the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward. It is rare to change ELL related codes during the school year.</p>	<p><i>6.8.1 Effective Date of Campus/District Withdrawal</i></p> <p>For a student who has been classified by the LPAC as English proficient at the end of the school year, the first day of the following school year is considered the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward.</p>
Deletion	<p><i>6.8.2 Exit Criteria</i></p> <p>The following chart shows the criteria for transferring an ELL student out of the bilingual or ESL education program at different grade levels.</p> <p>IMPORTANT: The exit criteria shown in this chart are accurate as of the publication date of this handbook but are subject to change. Visit the TEA Bilingual Education web page at http://tea.texas.gov/bilingual/esl/education/ for the most current exit criteria.</p> <p>[See chart in text.]</p>	<p>[Deleted, including chart.]</p>
Revision	<p><i>6.8.3 Exit Procedures and Criteria for ELL Students Receiving Special Education Services</i></p> <p>Information is available in the document entitled “Process for Considering Special Exit Criteria from Bilingual/English as a Second Language (ESL) Services under 19 TAC §89.1225(k).”</p> <p>To access this document, go to http://tea.texas.gov/bilingual/esl/education/, and click on the link entitled “Process for Exiting ELL Students Receiving Special Education Services from Bilingual/ESL Programs.”</p>	<p><i>6.8.2 Reclassification Procedures and Criteria for ELs Receiving Special Education Services</i></p> <p>Information is available in the document titled Process for Considering Special Reclassification for English Learners who also have Identified Special Needs, per the process described in 19 TAC §89.1225(l). This document is located on the TEA Bilingual and English as a Second Language Education Programs web page.</p>

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Change	2018–2019	2019–2020
Deletion	<p><i>6.8.4 Continuation of Bilingual or ESL Education Program Services After a Student Has Met Exit Criteria</i></p> <p>A student who has met the exit criteria for being reclassified out of the bilingual or ESL education program may continue to participate in the program, with school and parental approval. However, such a student is not eligible to generate bilingual/ESL ADA.</p>	[Deleted.]

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Revision	<p>6.9 Evaluation of a Student Who Has Been Transferred (Transitioned/Exited/Reclassified) Out of the Bilingual or ESL Education Program</p> <p>During the first 2 years after a student has met criteria to transfer out of a bilingual or ESL education program, the LPAC must monitor the student’s academic progress. During this time, the ELL codes of F and S are used to reflect the first and second years of monitoring. Program type codes other than 0 and parental permission codes should not be present, as the student is no longer an ELL and no longer served.</p> <p>If the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first 2 years after the student has been transitioned out of the program, the LPAC must consider reenrolling the student in a bilingual or ESL education program.</p> <p>In determining whether to reenroll the student, the LPAC should evaluate the following:</p> <ul style="list-style-type: none"> • the total amount of time the student was enrolled in a bilingual or ESL education program • the student’s grades each grading period in each subject in the foundation curriculum (reading/ELA, math, science, social studies) • the type of additional interventions provided to the student • the student’s performance on each assessment instrument administered • the number of credits the student has earned toward high school graduation, if applicable • any disciplinary actions taken against the student <p>After the LPAC reevaluates the student’s progress, the committee may 1) require intensive instruction for the student or 2) reenroll the student in a bilingual or ESL education program.</p>	<p>6.9 Monitoring of a Student Who Has Been Reclassified</p> <p>During the first two years after a student has met reclassification criteria, the LPAC must monitor the student’s academic progress. During this time, the LEP/EL indicator codes of F and S are used to reflect the first and second years of monitoring.</p> <p>If the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two years after the student has been reclassified, the LPAC must determine, based on the student’s second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a bilingual or ESL program.</p> <p>In determining whether to reenroll the student, the LPAC should evaluate the following:</p> <ul style="list-style-type: none"> • the total amount of time the student was enrolled in a bilingual or ESL education program • the student’s grades each grading period in each subject in the foundation curriculum (reading/ELA, math, science, social studies) • the type of additional interventions provided to the student • the student’s performance on each assessment instrument administered • the number of credits the student has earned toward high school graduation, if applicable • any disciplinary actions taken against the student <p>Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with PEIMS for an additional two years of monitoring, as required by federal</p>
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		statute. During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring.

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Deletion	<h2>6.10 Teacher Certification Requirements</h2> <p>The following paragraphs describe the certification requirements for teachers of bilingual and ESL education program courses. Funding is generated by a Local Education Agency (LEA) if a student is identified as an ELL and is being served in a Bilingual or ESL program.</p> <h3>6.10.1 Students in Grades PK through 5</h3> <p>Students in grades PK through 5 (or through 6, if grade 6 is clustered with elementary grades) who are counted for funding in the transitional bilingual education program (early exit, late exit) must be served by bilingual-certified staff members. In dual language programs (one-way, two-way), a teacher assigned to the component of the program provided in a language other than English must hold a bilingual teaching credential. A teacher assigned to the component of a dual language program provided in English must be certified by the board in either bilingual education or English as a second language.</p> <p>Students in grades PK through 5 (or through 6, if grade 6 is clustered with elementary grades) who are counted for funding in the ESL education program must be served by ESL-certified staff members.</p> <h3>6.10.2 Students in Grades 6 through 8</h3> <p>Students in grades 6 through 8 (if grade 6 is not clustered with elementary grades [PK–5]) must be served by at least one teacher who is certified in ESL for that grade level and is responsible for meeting the linguistic needs of the ELL students.</p> <h3>6.10.3 Students in Grades 9 through 12</h3> <p>Students in grades 9 through 12 may be counted for funding in a bilingual or ESL education program even if they are served by staff members who are not bilingual/ESL-certified, but only if the staff members have received professional development in sheltered instruction. However, ESOL I and ESOL II must be taught by teachers who have an English or English Language Arts certification plus an ESL or Bilingual certification.</p>	[Deleted.]
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Revision	<p>6.11 Documentation</p> <p>For your district to claim bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. Documentation requirements are listed below.</p> <p><i>6.11.1 Home Language Survey Requirements</i></p> <p>When a student enrolls in a Texas school for the very first time, the Home Language Survey is completed. This original Home Language Survey is retained in the student’s record over the course of the student’s educational career.</p> <p>Your district must administer home language surveys to students new to the district:</p> <ul style="list-style-type: none"> • for whom a survey has never been completed (in Texas); • or for whom a copy of the survey cannot be located within 20 school days (after multiple documented attempts). <p>Your district should not administer the home language survey to a student for whom a survey is currently on file with the district.</p> <p>Your district must require that the survey be signed by the student’s parent or guardian for students in PK through grade 8, or by the student for students in grades 9 through 12. Electronic parent signatures are permissible.</p> <p>For a student moving from one district to another within Texas, the original copy of the home language survey or a copy of the original copy of the home language survey must be kept in the student’s record. If the original copy or a copy of the original copy is not included in the student’s record, then a new home language survey must be conducted by the receiving district.</p>	<p>6.10 Documentation</p> <p>For a district to claim bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. Documentation requirements are listed below.</p> <p><i>6.10.1 Home Language Survey Requirements</i></p> <p>When a student enrolls in a Texas public school for the very first time, the home language survey is completed. This original home language survey is retained in the student’s record over the course of the student’s educational career.</p> <p>A district should not administer the home language survey to a student for whom a survey has previously been completed in another Texas public school. Every effort should be made to obtain the original home language survey. If the original home language survey cannot be obtained, document all attempts. The LPAC will review all other applicable documentation on the identification and placement of a student as an EL in a bilingual or ESL program and will continue language services as applicable.</p> <p>A parent signature is required on the home language survey for students in pre-K through grade eight. For students in grades nine through 12, the home language survey can be signed by the student or by his/her parent. Electronic parent signatures are permissible.</p>

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Deletion	<p><i>6.11.2 Test Result Documentation Requirement</i></p> <p>The following documentation must be on file for every student accumulating eligible bilingual/ESL days present: proof of a qualifying score on a TEA-approved OLPT, and/or qualifying scores on the English reading and English language arts sections of a TEA-approved norm-referenced measure. The official scores must be documented in the student’s record.</p> <p><i>6.11.3 LPAC Recommendation and Parental Approval Requirements</i></p> <p>The following documentation must be on file for every student accumulating eligible bilingual/ESL days present:</p> <ol style="list-style-type: none">1. Written documentation of the recommendation for placement by the LPAC2. Written documentation of the annual review and recommendation of the LPAC3. A record of parental approval to place an ELL student in a bilingual or ESL education program. This record must include the parent’s signature and the date the parent signed the document indicating approval.<ul style="list-style-type: none">• A record of parental approval must be obtained during the initial identification of an ELL student for placement in a bilingual or ESL education program.• Once the record of parental approval is obtained, it remains in effect until the ELL student is exited from the bilingual or ESL education program and is reclassified as a non-ELL student.• The parental approval becomes invalid if the parent signs a parental denial form of bilingual/ESL services, which may occur at any time while the student continues to be identified as an ELL.	[Deleted.]
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- For a student whose parent has denied approval, the LPAC annual review must consider whether the student still qualifies for services. If so, an attempt to obtain parental approval should be made before the beginning of the next school year.

The LPAC may identify a student as an ELL, exit a student from a program, or place a student in a program without written approval of the student’s parent or guardian if:

1. the student is 18 years of age or has had the disabilities of minority removed;
2. reasonable attempts to inform and obtain permission from a parent or guardian have been made and documented;
3. approval is obtained from:
 - A. an adult whom the district recognizes as standing in parental relation to the student, including a foster parent or employee of a state or local governmental agency with temporary possession or control of the student; or
 - B. the student, if no parent, guardian, or other responsible adult is available; or
4. a parent or guardian has not objected in writing to the proposed entry, exit, or placement.¹⁵⁶

A student receiving bilingual/ESL program services under any of the circumstances described in the preceding paragraph is not eligible for bilingual/ESL funding.

During the monitoring period (the 2-year period following the student’s exiting from the bilingual or ESL education program),¹⁵⁷ if the LPAC determines the

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	<p>student will be reenrolled in a bilingual or ESL education program, parental approval must be acquired again.</p> <p>19 TAC §89.1220(m) TEC, §29.0561</p>	

¹⁵⁶ 19 TAC [§89.1220\(m\)](#)

¹⁵⁷ TEC, [§29.0561](#)

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Revision	<p>6.11.4 Other Required Documentation</p> <p>The student’s record must contain documentation of all actions impacting the ELL. This documentation must include the following¹⁵⁸:</p> <ol style="list-style-type: none"> 1. the identification of the student as an ELL; 2. the designation of the student’s level of language proficiency; 3. the recommendation of program placement; 4. parental approval of entry or placement into the program; 5. parental denial, if applicable; 6. the dates of entry into, and placement within, the program; 7. documentation of state assessment participation decisions and any linguistic accommodations, the justification for these decisions¹⁵⁹, and additional instructional interventions provided to the student. 8. documentation of the student’s eligibility to use the special provision for the end-of-course exam for English I/ESOL I; 9. the date of exit from the program and parental notification and approval of the student’s exit from the program; 10. the results of monitoring the student’s academic success; and 11. TELPAS writing collections kept for 2 years. <p>The documentation described in items 1–10 must be forwarded in the same manner as other student records to another school district in which the student enrolls.¹⁶⁰ The student’s TELPAS writing collections should be</p>	<p>6.10.2 Other Required Documentation</p> <p>The student’s record must contain documentation of all actions impacting the EL. This documentation must include the following:¹⁶¹</p> <ol style="list-style-type: none"> 1. the identification of the student as an EL 2. the designation of the student’s level of language proficiency 3. the recommendation of program placement 4. parental approval of entry or placement into the program 5. parental denial, if applicable 6. the dates of entry into, and placement within, the program 7. documentation of state assessment participation decisions and any linguistic accommodations, the justification for these decisions¹⁶² 8. additional instructional interventions provided to the student 9. documentation of the student’s eligibility to use the special provision for the end-of-course exam for English I/ESOL I, if applicable 10. the date of reclassification as English proficient and parental notification and approval of the student’s exit from the program, if applicable
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	forwarded as well. Student record documentation also should be forwarded if the student enrolls at another campus within your district.	<p>11. the results of monitoring the student’s academic success, including the two years after students have been reclassified</p> <p>12. TELPAS writing collections kept for two years</p> <p>The documentation described in items 1–12 must be forwarded in the same manner as other student records to another school district in which the student enrolls.¹⁶³ Student record documentation also the same district.</p>
Revision	<i>6.11.4 Other Required Documentation</i> in accordance with 19 TAC Chapter 101, Subchapter AA , Commissioner’s Rules Concerning the Participation of Limited English Proficient Students in State Assessments	<i>6.10.2 Other Required Documentation</i> in accordance with 19 TAC Chapter 101, Subchapter AA , Commissioner’s Rules Concerning the Participation of English Language Learners in State Assessments

¹⁵⁸ 19 TAC [§89.1220\(l\)](#)

¹⁵⁹ in accordance with 19 TAC Chapter 101, [Subchapter AA](#), Commissioner’s Rules Concerning the Participation of Limited English Proficient Students in State Assessments

¹⁶⁰ 19 TAC [§89.1220\(l\)](#)

¹⁶¹ [19 TAC §89.1220\(l\)](#)

¹⁶² in accordance with [19 TAC Chapter 101, Subchapter AA](#), Commissioner’s Rules Concerning the Participation of English Language Learners in State Assessments

¹⁶³ [19 TAC §89.1220\(l\)](#)

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Revision	<p>6.12 Quality Control</p> <p>Your district should record the appropriate bilingual or ESL program type code¹⁶⁴ for a student in the attendance accounting system as soon as the student meets all eligibility requirements. All documentation must be on file before the indicator is recorded. The sooner documentation is on file, the sooner funds may be earned for serving the student.</p> <p>A student who withdraws from school should be coded with a bilingual or ESL program type code of 0 upon withdrawal.</p> <p>A student who has been classified by the LPAC as English proficient at the end of the school year should be coded with a bilingual or ESL program type code of 0 at the beginning of the following school year.</p> <p>At the beginning of each semester and at the end of each 6-week or 9-week reporting period, the appropriate bilingual/ESL staff members should verify the Student Detail Report to ensure that a student’s coding is correct.</p>	<p>6.10.3 Quality Control</p> <p>A district must record the appropriate bilingual, ESL, or ALP program type code¹⁶⁵ for a student in the attendance accounting system as soon as the student meets all eligibility requirements. All documentation must be on file before the indicator is recorded. The sooner documentation is on file, the sooner funds may be earned for serving the student.</p> <p>At the beginning of each semester and at the end of each six-week or nine-week reporting period, the appropriate bilingual/ESL staff members should verify the Student Detail Report to ensure that a student’s coding is correct.</p>
Revision	<p>6.12 Quality Control</p> <p>To find the appropriate code to use, please consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.</p>	<p>6.10.3 Quality Control</p> <p>To find the appropriate code to use, consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.</p>

¹⁶⁴ To find the appropriate code to use, please consult the program type code tables available at the following link:
http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

¹⁶⁵ To find the appropriate code to use, consult the program type code tables available at the following link:
http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

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Deletion	<h3>6.13 Examples</h3> <p>6.13.1 Example 1</p> <p>A student’s home language survey indicates that Spanish is spoken in the student’s home most of the time. The student’s test scores on an approved OLPT are below the cutoff score, and the LPAC recommends placement in the bilingual education program. However, the student’s parent has denied placing the student in the bilingual or ESL education program.</p> <p><i>Your school district must not serve the student in either program and must not claim the student for bilingual/ESL state funds. The student should be recorded in the TSDS PEIMS as an ELL with a parental permission code of “C” for parental denial and a bilingual or ESL program type code of 0.</i></p> <p>6.13.2 Example 2</p> <p>A student in grade 3 has a home language survey on file that indicates Spanish is spoken in the student’s home most of the time. The student’s test scores on the standardized English achievement test are in the 42nd percentile in reading and in the 45th percentile in language arts. The LPAC has recommended placement in the ESL program.</p> <p><i>If the student’s parent approves, your district may serve the student in the ESL program. However, your district must not claim the student for bilingual/ESL state funds. Funds must not be collected even though the LPAC recommended placement in the program and the home language survey indicates a language other than English because the student has scored above the cutoff score on the standardized achievement test.</i></p> <p>6.13.3 Example 3</p> <p>An ELL student is assessed in March to determine if he or she could be reclassified as English proficient. The LPAC meets in April to recommend that the student be reclassified as a non-ELL. Your school district will continue to receive funding for the student until the end of the school year.</p>	[Deleted.]
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Your school district should not pull the student from the classroom before the end of the school year. The student should continue to be served in the bilingual or ESL education program until the end of the school year. Your district should place the student in an all-English classroom at the beginning of the following school year.

6.13.4 Example 4

A student's parent denies placement of his or her child in a bilingual or ESL education program. Therefore, the student is entered in the TSDS PEIMS as an ELL with parental denial. The following school year, the student is still considered as an ELL with parental denial.

Your school district does not change the status of the student as an ELL with parental denial until the student meets the testing criteria to no longer be considered an ELL. Your district should continue to code the student as LEP with parental denial until all criteria are met.

6.13.5 Example 5

The only summer school program your district is offering is a bilingual or ESL education program. Parents who have previously denied placement of their child in the bilingual or ESL education program would like their child to participate in the summer school program.

The student must not participate in the summer school program or earn bilingual/ESL eligible days present (be assigned a bilingual or ESL program type code in the attendance accounting system) in the summer program unless the parents explicitly allow, in writing, placement of the student in the bilingual or ESL education program.

6.13.6 Example 6

A student is enrolled in a one-way dual language program starting in kindergarten and meets criteria for program exit at the end of 4th grade. The district's dual language program extends to the secondary level. The LPAC

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	<p>documents the student’s reclassification but recommends that the student continue participation in the dual language program.</p> <p><i>If the student’s parent approves, your district may continue to serve the student in the dual language program for the entire program duration. This is true for all students participating in a one-way or two-way dual language program because continued program participation leads to attainment of the district’s biliteracy goals. This is also true for any student that participated in ESL or transitional bilingual programming who wishes to continue participation after reclassification. However, your district must not claim the student for bilingual/ESL state funds. Funds must not be collected even though the LPAC recommended placement in the program and the Home Language Survey indicates a language other than English because the student has met criteria for reclassification.</i></p>	
Addition		<p>6.11 Resources</p> <p>For further detailed guidance, examples, and resources, see the FAQ for English Learners and LPAC located on the TEA Bilingual and English as a Second Language Education Programs webpage. This resource is updated frequently by the TEA English Learner Support Division.</p> <p>Additional PEIMS coding clarification can be found in the Section 6 TSDS Appendices in the document Code Guide for Bilingual/English as a Second Language (ESL) Program Association from the July 2019 release.</p>
Revision	<p>7.1 Responsibility</p> <p>List in the following spaces the name and phone number of the district personnel to whom all PK coding questions should be directed:</p>	<p>7.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all pre-K coding questions should be directed.</p>

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Revision	<p>7.2 Eligibility</p> <p>If the student is eligible for PK because the student is homeless, the student must fit the definition of homeless as defined by 42 United States Code (USC), §11302, and 42 USC, §11434a. (See 7.2.4 PK Eligibility Based on Homelessness.)</p>	<p>7.2 Eligibility</p> <p>If the student is eligible for pre-K because the student is homeless, the student must fit the definition of homeless as defined by 42 USC, §11434a. (See 7.2.4 Pre-K Eligibility Based on Homelessness.)</p>
Revision	<p>7.2 Eligibility</p> <p>7. is the child¹⁶⁶ of a person eligible for the Star of Texas Award as:</p>	<p>7.2 Eligibility</p> <ul style="list-style-type: none"> • is the child¹⁶⁷ of a person eligible for the Star of Texas Award such as:
Revision	<p>7.2.1 PK Eligibility and Age</p> <p>Students under 5 years of age who do not meet eligibility requirements but are still served in the PK program should be coded ineligible half-day (ADA eligibility code 5).</p>	<p>7.2.1 Pre-K Eligibility and Age</p> <p>Students under five years of age who do not meet eligibility requirements but are still served in the pre-K program should be coded ineligible half day (ADA eligibility code 5).</p>

¹⁶⁶ [HB 357](#)

¹⁶⁷ [HB 357](#)

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Revision	<p><i>7.2.2 PK Eligibility Based on a Student’s Being Limited English Proficient (LEP)</i></p> <p>Appropriate PK staff members determine that a student is eligible for PK based on not speaking and comprehending the English language by:</p> <ol style="list-style-type: none"> 1. administering the home language survey (if a language other than English is indicated on any portion of the survey, then the student must be tested for English proficiency); 2. testing the student using oral instruments from the list of state approved tests for assessment of limited English proficient (LEP) students; and 3. having a language proficiency assessment committee (LPAC)¹⁶⁸ evaluate the student and receiving confirmation from the LPAC that the LPAC has identified the student as an English language learner. <p>If a student qualifies for PK on the basis of not speaking and comprehending the English language, is receiving required services through the bilingual/ESL program, and then moves out of the district, the student would be qualified to attend PK in the new district provided that the documentation described in 7.2.2.1 is made available to the new district.¹⁶⁹ This requirement also applies to PK LEP 3-year-olds who are promoted to the PK LEP 4-year-old program.</p> <p>If a student qualifies for PK on the basis of being LEP, is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for PK if the student enrolls in the new district provided that the documentation described in 7.2.2.1 is made available to the new district.</p> <p>Many districts preregister PK students to determine and plan for the size of the next school year’s PK program. Districts may begin this process after April 1 of each year. However, your district must have all the documentation described in 7.2.2.1 on file before claiming a student as eligible for PK funding on the basis</p>	<p><i>7.2.2 Pre-K Eligibility Based on a Student’s Being Limited English Proficient (LEP)/English Learner (EL)</i></p> <p>Appropriate pre-K staff members determine that a student is eligible for pre-K based on not speaking and comprehending the English language by identifying the child as LEP/EL following the process outlined in Section 6 Bilingual/English as a Second Language (ESL).</p> <p>If a student qualifies for pre-K on the basis of not speaking and comprehending the English language, is receiving required services through the bilingual/ESL program, and then moves out of the district, the student would be qualified to attend pre-K in the new district provided that the documentation described in 7.2.2.1 Documentation Required is made available to the new district.¹⁷¹ This requirement also applies to pre-K LEP/EL three year olds who are promoted to the pre-K LEP/EL four-year-old program.</p> <p>If a student qualifies for pre-K on the basis of being LEP/EL, is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for pre-K if the student enrolls in the new district provided that the documentation described in 7.2.2.1 Documentation Required is made available to the new district.</p> <p>Many districts preregister pre-K students to determine and plan for the size of the next school year’s <u>pre-K</u> 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. However, your district must have all the documentation described in 7.2.2.1</p>
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	<p>of the student’s being LEP. If preregistration has not occurred, starting on the first day of school, your district has up to 20 school days¹⁷⁰ 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.</p> <p>19 TAC §89.1225(g)</p>	<p>Documentation Required on file before claiming a student as eligible for pre-K funding on the basis of the student’s being LEP/EL. A child remains eligible for pre-K if the parent denies bilingual/ESL support as long as they maintain the documentation required in 7.2.2.1 Documentation Required. If preregistration has not occurred, starting on the first day of school, a district has up to four calendar weeks¹⁷² to complete this documentation. However, as stated before, a district may not claim a student as eligible for pre-K funding until this documentation is on file (see 6.10.1 Home Language Survey Requirements and 6.11.2 Test Documentation Requirement).</p> <p>19 TAC §1226(b)</p>

¹⁶⁸ 19 Texas Administrative Code (TAC) [§89.1220](#)

¹⁶⁹ See 19 TAC [§89.1225\(i\)](#).

¹⁷¹ See [19 TAC §89.1225\(i\)](#).

¹⁷⁰ 19 TAC [§89.1225\(g\)](#)

¹⁷² [19 TAC §89.1225\(g\)](#)

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Revision	<p>7.2.2.1 Documentation Required</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"> 1. Home language survey. The home language survey must be administered in English and Spanish; for students of other language groups, the home language survey must be translated into the home language whenever possible. The survey must contain the following questions¹⁷³: <ol style="list-style-type: none"> a. “What language is spoken in your home most of the time?” b. “What language does your child (do you) speak most of the time?” 2. Proof of a qualifying score on an approved oral language proficiency test. The official scores must be documented in the student’s records. 3. Documentation of the LPAC’s identification of the student as an English language learner. 	<p>7.2.2.1 Documentation Required</p> <p>If the student is eligible for pre-K because the student does not speak and comprehend the English language, the following documentation must be on file.</p> <ul style="list-style-type: none"> • Home language survey. The home language survey shall be administered in English, Spanish, and Vietnamese. For students of other language groups, the home language survey shall be translated into the home language whenever possible. The survey shall contain the following questions:¹⁷⁴ <ul style="list-style-type: none"> ○ “What language is spoken in the child’s home most of the time?” ○ “What language does the child speak most of the time?” • Proof that the student's score on the English oral language proficiency test is below the level designated for indicating English proficiency. The official scores must be documented in the student’s records.

¹⁷³ 19 TAC [§89.1215\(b\)](#)

¹⁷⁴ [19 TAC §89.1215\(b\)](#)

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Revision	<p><i>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i></p> <p>Any student considered educationally disadvantaged is eligible to receive free PK. The TEC, §5.001(4), defines <i>educationally disadvantaged</i> as “eligible to participate in the national free or reduced-price lunch program.” If a student is eligible for PK because the student is educationally disadvantaged (eligible to participate in the NSLP), your district must verify and document that the student is eligible to participate in the NSLP, either because the student’s family income level meets requirements for participation in the NSLP or because of automatic eligibility for the NSLP.</p> <p>For a student to qualify for the NSLP, either:</p> <ol style="list-style-type: none"> 1. the student must be automatically eligible for the NSLP 	<p><i>7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i></p> <p>Any student considered educationally disadvantaged is eligible to receive free pre-K. The TEC, §5.001(4), defines “educationally disadvantaged” as “eligible to participate in the national free or reduced-price lunch program.” If a student is eligible for pre-K because the student is educationally disadvantaged (eligible to participate in the NSLP), your district must verify and document that the student is eligible to participate in the NSLP, either because the student’s family income level meets requirements for participation in the NSLP or because of automatic eligibility for the NSLP.</p> <p>For a student to qualify for the NSLP, either:</p> <ol style="list-style-type: none"> 1. the student is automatically eligible
Revision	<p><i>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i></p> <p>Since income level documentation must be current for a student to qualify for PK based on eligibility for the NSLP, your district must verify income level documentation no earlier than the April 1 before the next school year.</p>	<p><i>7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i></p> <p>Since income level documentation must be current for a student to qualify for pre-K based on eligibility for the NSLP, your district must verify income level documentation on or after April 1 of each school year.</p>

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Revision	<p><i>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i></p> <p>If the new district finds that the determination was accurate, the student need not requalify for the PK program in the new district.</p>	<p><i>7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i></p> <p>If the new district finds that the determination was accurate, the student does not need to requalify for the pre-K program in the new district.</p>
Addition	<p><i>7.2.4 PK Eligibility Based on Homelessness</i></p>	<p><i>7.2.4 Pre-K Eligibility Based on Homelessness</i></p> <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>

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Revision	<p><i>7.2.5 PK Eligibility Based on a Parent’s Membership in the Armed Forces</i></p> <p>The following definitions apply when determining a student’s PK eligibility based on the membership of a parent¹⁷⁵ in the armed forces:</p> <p>The term “member of the armed forces” includes:</p> <ol style="list-style-type: none"> a. active duty uniformed members (parents or official guardians) of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who have eligible children residing in Texas. b. activated or mobilized uniformed members of the Texas National Guard (army or air guard), or activated or mobilized members of the reserve components of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who have eligible children residing in Texas. c. uniformed service members who are missing in action (MIA). <p>Also, for purposes of eligibility for enrollment in a PK program, a child is considered to be the child of a member of the armed forces if either of the following conditions is met:</p> <ol style="list-style-type: none"> a. the child is the biological or adopted child of the member of the armed forces; or b. the child is a stepchild of the member of the armed forces. 	<p><i>7.2.5 Pre-K Eligibility Based on a Parent’s Membership in the Armed Forces</i></p> <p>The following definitions apply when determining a student’s pre-K eligibility based on the membership of a parent¹⁷⁶ in the armed forces:</p> <p>Those who qualify as a member of the armed forces include:</p> <ul style="list-style-type: none"> • active duty uniformed members (parents or official guardians) of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who have eligible children residing in Texas • activated or mobilized uniformed members of the Texas National Guard (army or air guard), or activated or mobilized members of the reserve components of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who have eligible children residing in Texas • uniformed service members who are missing in action (MIA) <p>Also, for purposes of eligibility for enrollment in a pre-K program, a child is considered to be the child of a member of the armed forces if either of the following conditions is met:</p> <ul style="list-style-type: none"> • the child is the biological or adopted child of the member of the armed forces • the child is a stepchild of the member of the armed forces

¹⁷⁵ “Parent” includes a stepparent. A stepchild is eligible for PK enrollment whether or not the child resides in the same household as the stepparent.

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¹⁷⁶ “Parent” includes a stepparent. A stepchild is eligible for pre-K enrollment whether or not the child resides in the same household as the stepparent.

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Revision	<p>7.2.5.1 Documentation Required</p> <p>If the student is eligible for PK because the student is the child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is on active duty or has been injured or killed while on active duty, one of the following forms of documentation must be on file:</p> <ol style="list-style-type: none"> 1. Documentation that a district employee verified the student’s US Department of Defense (DoD) photo identification for children of active duty service members. The documentation must include the printed name and signature of the person who verified the identification and the date that it was verified. <p>If the student has not been issued such an ID, then documentation must be on file that a district employee verified the military member’s DoD photo identification (or other DoD-issued documentation indicating that the person is an active-duty member of the military) and verified documentation showing that the student is a child of the military member. The documentation to be kept on file must include the printed name and signature of the person who verified the DoD and other documentation and the date that it was verified, as well as a photocopy of the documentation showing that the student is a child of the military member.</p> <p>Important: Your district should not make a copy of DoD identification.</p> <ol style="list-style-type: none"> 2. A statement of service from the installation adjutant general director of human resources for children of active members, mobilized reservists, or members of the Texas National Guard. This office would use the military personnel systems and documentation to verify that the service member is in fact on active duty in Texas or a Texas mobilized reservist. For Texas National Guard members (army or air guard), the Texas National Guard’s Office of the Adjutant General may provide documentation or an official letter from a commander (at or 	<p>7.2.5.1 Documentation Required</p> <p>If the student is eligible for pre-K because the student is the child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is on active duty or has been injured or killed while on active duty, one of the following forms of documentation must be on file:</p> <ul style="list-style-type: none"> • Documentation that a district employee verified the student’s US DoD photo identification for children of active duty service members. The documentation must include the printed name and signature of the person who verified the identification and the date that it was verified. <ul style="list-style-type: none"> ○ If the student has not been issued such an ID, then documentation must be on file that a district employee verified the military member’s DoD photo identification, or other DoD-issued documentation indicating that the person is an active duty member of the military, and verified documentation showing that the student is a child of the military member. The documentation to be kept on file must include the printed name and signature of the person who verified the DoD and other documentation, the date that it was verified, and a photocopy of the documentation showing that the student is a child of the military member. <p>Important: Your district should not make a copy of DoD identification.</p>
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<p>above the lieutenant colonel or, for the navy, at the commander level) confirming active or mobilized status, which is acceptable documentation.</p> <p>3. A copy of the death certificate using the service-appropriate DoD form, or a DoD form that indicates death as the reason for the separation from service, for children of service members who died or were killed.</p> <p>If the DoD form is not available, the family would ask the casualty assistance office of the closest casualty area command (in Texas) to provide a memorandum signed by the casualty office stating that the service member was killed in action or died while serving.</p> <p>4. A copy of Purple Heart orders or citation for children of service members or mobilized reservists or guardsmen who were wounded or injured in combat.</p> <p>A copy of the line of duty determination documentation for children of service members or mobilized reservists or guardsmen who were injured while serving active duty but were <i>not</i> wounded or injured in combat.</p> <p>If this documentation is not available, a copy of an official letter from a commander (at or above the lieutenant colonel or, for the navy, at the commander level) that states that the service member was wounded or injured while on active duty is acceptable.</p> <p>A copy of a letter from the US Department of Veterans Affairs indicating that the service member has a service-connected disability and is eligible for disability compensation is also acceptable.</p> <p>5. Documentation that a service member is MIA for children of service members who are MIA.</p>	<ul style="list-style-type: none"> • A statement of service from the installation adjutant general director of human resources for children of active members, mobilized reservists, or members of the Texas National Guard. This office uses military personnel systems and documentation to verify that the service member is in fact on active duty in Texas or a Texas mobilized reservist. For Texas National Guard members (army or air guard), the Texas National Guard’s Office of the Adjutant General may provide documentation or an official letter from a commander (at or above the lieutenant colonel or, for the navy, at the commander level) confirming active or mobilized status, which is acceptable documentation. • For children of service members who died or were killed, a copy of the death certificate using the service-appropriate DoD form or a DoD form that indicates death as the reason for the separation from service. <ul style="list-style-type: none"> ○ If the DoD form is not available, the family can ask the casualty assistance office of the closest casualty area command in Texas to provide a memorandum signed by the casualty office stating that the service member was killed in action or died while serving. • A copy of Purple Heart orders or citation for children of service members, mobilized reservists, or guardsmen who were wounded or injured in combat. <ul style="list-style-type: none"> ○ A copy of the line of duty determination documentation for children of service members, mobilized reservists, or guardsmen who were injured while serving active duty but were <i>not</i> wounded or injured in combat.
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		<ul style="list-style-type: none"> • Documentation that a service member is MIA for children of service members who are MIA. • 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.

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Revision	<p><i>7.2.6 PK Eligibility Based on a Child’s Having Been in Foster Care</i></p> <p>Students who are in or who have ever been in the conservatorship of the Texas DFPS (that is, in foster care) following an adversary hearing are eligible for free PK. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.</p> <p>If a student qualifies for PK on the basis of having ever been in foster care, the student remains eligible for enrollment after the student begins a PK class even if that student is no longer in foster care.</p> <p>At least annually, the DFPS and Child Protective Services mail verification letters of PK eligibility to the parents and caregivers of eligible children. These letters serve as proof of eligibility. However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child’s eligibility for PK services by contacting a DFPS education specialist. A list of DFPS education specialists and their contact information is available on the <i>TEA Student Attendance Accounting Handbook</i> web page at http://www.tea.state.tx.us/index2.aspx?id=7739. The DFPS education specialist will write and sign a letter addressed to the school district attesting to the student’s eligibility for free PK based on having been in foster care. The parent or guardian then presents the signed letter to the appropriate district personnel.</p>	<p><i>7.2.6 Pre-K Eligibility Based on a Child’s Having Been in Foster Care</i></p> <p>Students who are in or who have ever been in the conservatorship of the Texas DFPS (that is, in foster care) following an adversary hearing are eligible for free pre-K. This includes not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.</p> <p>If a student qualifies for pre-K on the basis of having ever been in foster care, the student remains eligible for enrollment after the student begins a pre-K class even if that student is no longer in foster care.</p> <p>At least annually, the DFPS and Child Protective Services mail verification letters of pre-K eligibility to the parents and caregivers of eligible children. These letters serve as proof of eligibility. However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child’s eligibility for pre-K services by contacting a DFPS education specialist. More information about DFPS can be found at https://tea.texas.gov/FosterCareStudentSuccess/CPS/. The DFPS education specialist will write and sign a letter addressed to the school district attesting to the student’s eligibility for free pre-K based on having been in foster care. The parent or guardian presents this signed letter to the appropriate district personnel.</p> <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>
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Revision	<p><i>7.2.7 PK Eligibility Based on a Parent’s Star of Texas Award</i></p> <p>A student is eligible on the basis that their parent or guardian has received the Star of Texas Award. A child is eligible for prekindergarten if a parent has received a Star of Texas Awards for peace officers, firefighters, and emergency medical first responders.</p>	<p><i>7.2.7 Pre-K Eligibility Based on a Parent’s Star of Texas Award</i></p> <p>A student is eligible on the basis that his or her parent or guardian has received the Star of Texas Award for peace officers, firefighters, and emergency medical first responders.</p>
Revision	<p><i>7.2.7.1 Documentation Required</i></p> <p>The Office of the Governor, Criminal Justice Division honors recipients annually in September. The resolution (certificate) awarded to an individual, serves as proof of eligibility to enroll these children in free prekindergarten if they are age-eligible. A list of past honorees may be viewed on the Criminal Justice Division—Past Honorees webpage. Honorees may also provide a letter from their local representative as documentation for eligibility. If an individual has a prekindergarten-aged child and has been nominated but not notified as an honoree prior to the current school year, that individual may make a request that the Early Childhood Education Division to determine eligibility based on the nomination submitted for review to the Criminal Justice Division¹⁷⁷.</p>	<p><i>7.2.7.1 Documentation Required</i></p> <p>The Office of the Governor, Criminal Justice Division honors recipients annually in September. The resolution (certificate) awarded to an individual serves as proof of eligibility to enroll these children in free pre-K if they are age eligible. A list of past honorees may be viewed on the Criminal Justice Division—Past Honorees webpage. Honorees may also provide a letter from their local representative as documentation for eligibility. If an individual has a [PK] pre-K-aged child and has been nominated but not notified as an honoree prior to the current school year, that individual may make a request that the Early Childhood Education Division to determine eligibility based on the nomination submitted for review to the Criminal Justice Division.¹⁷⁸</p> <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>

¹⁷⁷ [Office of the Governor Past Star of Texas Awards](#)

¹⁷⁸ [Office of the Governor Past Star of Texas Awards](#)

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Revision	<p>7.3 Enrollment Procedures</p> <p>Appropriate PK staff members then determine that the student is eligible for PK based on one of the six criteria in 7.2 Eligibility.</p>	<p>7.3 Enrollment Procedures</p> <p>Appropriate pre-K staff members then determine that the student is eligible for pre-K based on one of the seven criteria in 7.2 Eligibility.</p>
Revision	<p>7.4 Withdrawal Procedures</p> <p>See 3.4 Withdrawal Procedures in Section 3, on general attendance requirements.</p>	<p>7.4 Withdrawal Procedures</p> <p>See 3.4 Withdrawal Procedures on general attendance requirements.</p>

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7.5 Eligible Days Present and ADA Eligibility

Students in PK are also eligible for special programs such as special education (that is, preschool program for children with disabilities [PPCD]) and bilingual/ESL, provided they meet the requirements for these programs. Those programs' requirements are provided in Sections 4 and 6.

The following table shows the ADA eligibility codes to use for students served in a PK classroom. (For the PK program type codes to use for PK students, see the C185 code table in the *Texas Education Data Standards*, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.)

Note: The 2-through-4-hour rule includes recess and in-class breakfast. For funding purposes, instructional time includes recess and in-class breakfast.

ADA Eligibility Coding for Students Served in a PK Classroom		
	Student Age	ADA Eligibility Code
A student eligible for PK ¹ served in the PK classroom by a PK teacher for ½ day	3 or 4	2 half-day
A student eligible for PK ¹ served in the PK classroom by a PK teacher for the full day	3 or 4	2 half-day
A student ineligible for PK ² served in the PK classroom by a PK teacher for ½ day	3 or 4	5 ineligible half-day
A student ineligible for PK ² served in the PK classroom by a PK teacher for the full day	3 or 4	4 ineligible full-day
A student eligible for PK ¹ and special education (PPCD) served in the PK classroom by a	3 or 4	1 eligible full-day

7.5 Eligible Days Present and ADA Eligibility

Students in pre-K are also eligible for special programs such as special **education and** bilingual/ESL, provided they meet the requirements for these programs. Those programs' requirements are provided in Section 4 Special Education and Special 6 Bilingual/English as a Second Language (ESL).

The following table shows the ADA eligibility codes to use for students served in a pre-K classroom. (For the pre-K program type codes to use for pre-K students, see the C185 code table in the TEDS, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.)

Note: The two-through-four-hour rule includes recess, **breakfast, and lunch**. For funding purposes, instructional time includes recess, **breakfast, and lunch**.

ADA Eligibility Coding for Students Served in a Pre-K Classroom		
	Student Age	ADA Eligibility Code
A student eligible for pre-K ¹ served in the pre-K classroom by a pre-K teacher for ½ day	3 or 4	2 half-day
A student eligible for pre-K ¹ served in the pre-K classroom by a pre-K teacher for the full day	3 or 4	2 half-day

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<p>PK teacher for ½ day and served in the PPCD for ½ day³</p> <p>¹According to 7.2 Eligibility. ²Ineligible PK students may be served in the PK classroom only if space is available and other eligible PK students are not denied enrollment. ³This circumstance is just one example of a circumstance in which a student eligible for PPCD services is served in a PK classroom. For more information on coding of PK students who are eligible for special education services, see 7.5.1 Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom and 4.9.3 PPCD Services and PK Programs.</p> <p>For every student eligible for the program, district personnel must record the total number of eligible half-days present for each 6-week reporting period in the Student Detail Report. For every student who is served in the program but did not meet the eligibility requirements, district personnel must record the total number of ineligible half-days present for each 6-week reporting period in the Student Detail Report. Also, for every student eligible for both PK and the PPCD, district personnel must record the total number of eligible days present for each 6-week reporting period in the Student Detail Report.</p>		<table border="1"> <tr> <td>A student ineligible for pre-K² served in the pre-K classroom by a pre-K teacher for ½ day</td> <td style="text-align: center;">3 or 4</td> <td style="text-align: center;">5 ineligible half-day</td> </tr> <tr> <td>A student ineligible for pre-K² served in the pre-K classroom by a pre-K teacher for the full day</td> <td style="text-align: center;">3 or 4</td> <td style="text-align: center;">4 ineligible full-day</td> </tr> <tr> <td>A student eligible for pre-K¹ and special education (PPCD) served in the pre-K classroom by a pre-K teacher for ½ day and served in a special education setting for ½ day³</td> <td style="text-align: center;">3 or 4</td> <td style="text-align: center;">1 eligible full-day</td> </tr> </table> <p>¹According to 7.2 Eligibility. ²Ineligible pre-K students may be served in the pre-K classroom only if space is available and other eligible pre-K students are not denied enrollment. ³This circumstance is just one example of a circumstance in which a student eligible for ECSE services is served in a pre-K classroom. For more information on coding of pre-K students who are eligible for special education services, see 7.5.1 Students Who Are Eligible for Special Education and Are Served in a Pre-K Classroom and 4.9.3 ECSE Services and Pre-K Programs.</p> <p>For every student eligible for the program, district personnel must record the total number of eligible half-days present for each six-week reporting period in the Student Detail Report. For every student who is served in the program but did not meet the eligibility requirements, district personnel must record the total number of ineligible half-days present for each six-week reporting period in the Student Detail Report. Also, for every student eligible for both pre-K and special education services, district personnel must record the total number of eligible days present for each six-week reporting period in the Student Detail Report.</p>	A student ineligible for pre-K ² served in the pre-K classroom by a pre-K teacher for ½ day	3 or 4	5 ineligible half-day	A student ineligible for pre-K ² served in the pre-K classroom by a pre-K teacher for the full day	3 or 4	4 ineligible full-day	A student eligible for pre-K ¹ and special education (PPCD) served in the pre-K classroom by a pre-K teacher for ½ day and served in a special education setting for ½ day ³	3 or 4	1 eligible full-day
	A student ineligible for pre-K ² served in the pre-K classroom by a pre-K teacher for ½ day	3 or 4	5 ineligible half-day								
	A student ineligible for pre-K ² served in the pre-K classroom by a pre-K teacher for the full day	3 or 4	4 ineligible full-day								
A student eligible for pre-K ¹ and special education (PPCD) served in the pre-K classroom by a pre-K teacher for ½ day and served in a special education setting for ½ day ³	3 or 4	1 eligible full-day									

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Revision	<p><i>7.5.1 Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom</i></p> <p>A student who is eligible for both special education (PPCD) and PK and is served in a PK classroom is eligible for full-day attendance (ADA eligibility code of 1) if the student is scheduled for and receives at least 4 hours of instruction and services (that is, receives at least 2 hours of special education services in addition to the 2 hours of PK program instruction). The student is eligible for half-day attendance (ADA eligibility code of 2) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of instruction or services. The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.</p> <p>When a student who is eligible for special education (PPCD) but is not eligible for PK is served in a PK classroom, the student’s ADA eligibility is determined by the amount of time that the student is provided special education services each day. The student is eligible for full-day attendance (ADA eligibility code of 1) only if the student is scheduled for and receives at least 4 hours of special education services each day. The student is eligible for half-day attendance (ADA eligibility code of 2) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of special education services each day. The student’s instructional setting code should be determined based on the information in the chart shown in 4.9.3 PPCD Services and PK Programs.</p>	<p><i>7.5.1 Students Who Are Eligible for Special Education and Are Served in a Pre-K Classroom</i></p> <p>A student who is eligible for both special education and pre-K and is served in a pre-K classroom is eligible for full-day attendance (ADA eligibility code 1) if the student is scheduled for and receives at least four hours of instruction and services (that is, receives at least two hours of special education services in addition to the two hours of pre-K program instruction). The student is eligible for half-day attendance (ADA eligibility code 2) if the student is scheduled for and receives at least two hours but fewer than four hours of instruction or services. The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.</p> <p>When a student who is eligible for special education but is not eligible for pre-K is served in a pre-K classroom, the student’s instructional setting code and ADA eligibility should be determined based on the information in Coding Chart 1: ECSE Services and Pre-K in 4.9.3 ECSE Services and Pre-K Programs.</p>

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Revision	<p>7.6.3 Example 3</p> <p>A student is served in the PPCD for half of the day and in PK for the other half of the day. The student meets the eligibility requirements for the PK program.</p> <p><i>The ADA eligibility code for this student is 1—Eligible for Full-Day Attendance, and the grade level is PK. The instructional setting code for this student is 43 (self-contained, mild/moderate/severe, regular campus - at least 50% but no more than 60%) (see 4.7 Instructional Setting Codes for instructional setting coding guidelines).</i></p>	<p>7.6.3 Example 3</p> <p>A student is served in a special education setting for half of the day and in pre-K for the other half of the day. The student meets the eligibility requirements for the pre-K program.</p> <p><i>The ADA eligibility code for this student is 1 - Eligible for Full-Day Attendance, and the grade level is pre-K. The instructional setting code for this student is 43 (Self-Contained, Mild/Moderate/Severe, Regular Campus - at least 50 percent but no more than 60 percent). See 4.7 Instructional Setting Codes for instructional setting coding guidelines.</i></p>
Revision	<p>7.6.4 Example 4</p> <p>A student is served in the PPCD for half of the day and in PK for the other half of the day. The student does not meet the eligibility requirements for the PK program.</p> <p><i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance, and the grade level is EE. The instructional setting code for this student is 43 (self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%) (see 4.7 Instructional Setting Codes for instructional setting coding guidelines).</i></p>	<p>7.6.4 Example 4</p> <p>A student is served in a special education setting for half of the day and in pre-K for the other half of the day. The student does not meet the eligibility requirements for the pre-K program.</p> <p><i>The ADA eligibility code for this student is 2 - Eligible for Half-Day Attendance, and the grade level is EE. 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). See 4.7 Instructional Setting Codes for instructional setting coding guidelines.</i></p>
Revision	<p>7.6.5 Example 5</p> <p><i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance, and the grade level is PK. The instructional setting code for this student is 00, and the speech therapy indicator code is 1 (see 4.7 Instructional Setting Codes for instructional setting coding guidelines).</i></p>	<p>7.6.5 Example 5</p> <p><i>The ADA eligibility code for this student is 2 - Eligible for Half-Day Attendance, and the grade level is pre-K. The instructional setting code for this student is 00, and the speech therapy indicator code is 1. See 4.7 Instructional Setting Codes for instructional setting coding guidelines.</i></p>

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Revision	<p>7.6.6 Example 6</p> <p><i>The ADA eligibility code for this student is 5—Ineligible Half-Day, and the grade level is EE. The instructional setting code for this student is 00, and the speech therapy indicator code is 1, even though the student will not earn eligible days present for special education. If the same student is served by a speech therapist for 1 hour a day, the coding is the same. (See 4.7 Instructional Setting Codes for instructional setting coding guidelines.)</i></p>	<p>7.6.6 Example 6</p> <p><i>The ADA eligibility code for this student is 5 - Ineligible Half-Day, and the grade level is EE. The instructional setting code for this student is 00, and the speech therapy indicator code is 1, even though the student will not earn eligible days present for special education. If the same student is served by a speech therapist for one hour a day, the coding is the same. See 4.7 Instructional Setting Codes for instructional setting coding guidelines.</i></p>
Deletion	<p>7.6.7 Example 7</p> <p>A student is served in the PK program for half of the day. The student is eligible for the PK program because she is LEP. The district in which the student attends PK does not have a PK teacher certified or on permit to teach bilingual education or ESL. The district does not have a bilingual/ESL program under an exception or waiver.</p> <p><i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance. Even though this student is classified as LEP, she is not eligible for bilingual/ESL eligible days present because she is not served by staff members certified or on permit to teach bilingual education or ESL.</i></p>	<p>[Deleted.]</p>
Revision	<p>7.6.8 Example 8</p> <p>A student is served in the PK program for half of the day. The student is eligible for the PK program because he is LEP. The district in which the student attends PK has a certified bilingual teacher teaching the PK class.</p> <p><i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance, and the bilingual/ESL indicator code is 1. This student accumulates bilingual/ESL days present as well as half-day eligible days present.</i></p>	<p>7.6.7 Example 7</p> <p>A student is served in the pre-K program for half of the day. The student is eligible for the pre-K program because he is LEP. The district in which the student attends pre-K has a certified bilingual teacher teaching the pre-K class.</p> <p><i>The ADA eligibility code for this student is 2- Eligible for Half-Day Attendance, and the bilingual/ESL indicator code is 1. This student accumulates bilingual/ESL days present and half-day eligible days present.</i></p>

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Revision	<p>7.6.9 Example 9</p> <p>A student qualifies for PK on the basis of being eligible to participate in the NSLP because the student’s family income level meets requirements for participation in the NSLP. The student moves to a new district. The student’s previous district provides the student’s new district with a copy of the records used to determine the student’s eligibility. The new district reviews the records and finds that the previous district’s determination that the student is eligible for participation in the NSLP and thus for PK is correct.</p> <p><i>The student does not need to requalify for the PK program in the new school district for the current school year.</i></p> <p><i>If the new district had reviewed the records and found that the previous district made an error in its eligibility determination, the student would need to requalify for the PK program.</i></p> <p>7.6.10 Example 10</p> <p>A PK-age student whose parents are divorced resides in your district with her custodial parent. The student’s noncustodial parent serves in the US military and is stationed at a base in another state.</p> <p><i>The student is eligible for PK, and her ADA eligibility code is 2—Eligible for Half-Day Attendance.</i></p> <p><i>If a student has a parent in the US military, he or she is eligible for PK regardless of whether the student’s parents are married or where the military parent resides.</i></p>	<p>7.6.8 Example 8</p> <p>A student qualifies for pre-K on the basis of being eligible to participate in the NSLP because the student’s family income level meets requirements for participation in the NSLP. The student moves to a new district. The student’s previous district provides the student’s new district with a copy of the records used to determine the student’s eligibility. The new district reviews the records and finds that the previous district’s determination that the student is eligible for participation in the NSLP and thus for pre-K is correct.</p> <p><i>The student does not need to requalify for the pre-K program in the new school district for the current school year.</i></p> <p><i>If the new district had reviewed the records and found that the previous district made an error in its eligibility determination, the student would need to requalify for the pre-K program.</i></p> <p>7.6.9 Example 9</p> <p>A pre-K-age student whose parents are divorced resides in your district with her custodial parent. The student’s noncustodial parent serves in the US military and is stationed at a base in another state.</p> <p><i>The student is eligible for pre-K, and her ADA eligibility code is 2 - Eligible for Half-Day Attendance.</i></p> <p><i>If a student has a parent in the US military, he or she is eligible for pre-K regardless of whether the student’s parents are married or where the military parent resides.</i></p>

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Revision	<p>8.1 Responsibility</p> <p>List in the following spaces the name and phone number of the district personnel to whom all gifted/talented coding questions should be directed:</p>	<p>8.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all gifted/talented coding questions should be directed.</p>
Revision	<p>8.5 Policies for Selection of Students to Participate in the Gifted/Talented Program</p> <p>2. assessment measures collected from multiple sources according to each area defined in <i>The Texas State Plan for the Education of Gifted/Talented Students</i>;</p>	<p>8.5 Policies for Selection of Students to Participate in the Gifted/Talented Program</p> <ul style="list-style-type: none"> • assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students
Revision	<p>8.7 Documentation</p> <p>Your district must keep on file a class roster of all students who are served in the gifted/talented program in each school year.</p>	<p>8.7 Documentation</p> <p>Your district must keep a class roster of all students who are served in the gifted/talented program in each school year on file.</p>
Revision	<p>8.9.1 Example 1</p> <p>A third-grade student is served through the gifted/talented program at Sunshine Elementary for the entire school year.</p> <p><i>The gifted/talented indicator code for this student is entered as 1 for the entire school year in the attendance accounting system.</i></p>	<p>8.9.1 Example 1</p> <p>A third grade student is served through the gifted/talented program at Sunshine Elementary for the entire school year.</p> <p><i>The gifted/talented indicator code of 1 is entered for this student for the entire school year in the attendance accounting system.</i></p>

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Revision	<p>8.9.2 Example 2</p> <p>A seventh-grade student is served through the gifted/talented program at Moonlight Middle School for the first and second 6-week reporting periods. During the fourth week of the third 6-week reporting period, the student’s parent requests that the child not be served in the gifted/talented program any longer.</p> <p><i>The gifted/talented indicator code for this student is entered as 1 for the first, second, and third 6-week reporting periods in the attendance accounting system. There should not be a gifted/talented indicator in the fourth 6-week reporting period for this student.</i></p>	<p>8.9.2 Example 2</p> <p>A seventh grade student is served through the gifted/talented program at Moonlight Middle School for the first and second six-week reporting periods. During the fourth week of the third six-week reporting period, the student’s parent requests that the child not be served in the gifted/talented program any longer.</p> <p><i>The gifted/talented indicator code of 1 is entered for this student for the first, second, and third six-week reporting periods in the attendance accounting system.</i></p>
Revision	<p>8.9.3 Example 3</p> <p>A second-grade student attends Sunshine Elementary from the beginning of school until the second week of the fourth 6-week reporting period. During that second week, the student moves to Raindrop Elementary. The student is served through the gifted/talented program at both schools.</p> <p><i>The gifted/talented indicator code for this student is entered as 1 in the first, second, and third 6-week reporting periods in Sunshine Elementary’s attendance accounting system. The gifted/talented indicator code for this student is entered as 1 in the fourth 6-week reporting period in Raindrop Elementary’s attendance accounting system. Because the student was served through the gifted/talented program at both schools during the fourth 6-week reporting period, district staff members should take care that the student is reported in only one campus’s gifted/talented enrollment.</i></p>	<p>8.9.3 Example 3</p> <p>A second grade student attends Sunshine Elementary from the beginning of school until the second week of the fourth six-week reporting period. During that second week, the student moves to Raindrop Elementary. The student is served through the gifted/talented program at both schools.</p> <p><i>The gifted/talented indicator code of 1 is entered for this student in the first, second, and third six-week reporting periods in Sunshine Elementary’s attendance accounting system. The gifted/talented indicator code of 1 is entered for this student in the fourth six-week reporting period in Raindrop Elementary’s attendance accounting system. Because the student was served through the gifted/talented program at both schools during the fourth six-week reporting period, district staff members should ensure that the student is reported in only one campus’s gifted/talented enrollment.</i></p>

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Revision	<p>8.9.4 Example 4</p> <p>A first-grade student is tested and identified for gifted/talented services in April. The student will not be served through the gifted/talented program until the following school year.</p> <p><i>The gifted/talented indicator code for this student is entered as 0 for the entire school year. Only students who have been identified and served during the school year are eligible.</i></p>	<p>8.9.4 Example 4</p> <p>A first grade student is tested and identified for gifted/talented services in April. The student will not be served through the gifted/talented program until the following school year.</p> <p><i>The gifted/talented indicator code of 0 is entered for this student for the entire school year. Only students who have been identified and served during the school year are eligible.</i></p>
Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>Your district may choose whether to offer a PRS program.</p>	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>Your district may choose to offer a PRS program.</p>
Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>Examples of such technology might be interactive video conferencing or a robot that allows for virtual interaction between student and teacher.</p>	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>Examples of such technology are interactive video conferencing and a robot that allows for virtual interaction between student and teacher.</p>
Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>Following are examples of support services that a district may choose to offer:</p>	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>The following are examples of support services that a district may choose to offer:</p>

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Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <ul style="list-style-type: none"> is in the pregnancy prenatal period and is attending regular classes and receiving PRS support services, or is confined to the home in the pregnancy prenatal or postpartum periods and is receiving CEHI. <p>District staff members should code a student as PRS in the attendance accounting system on the date the student begins receiving services.</p> <p>Note: The phrase “coded PRS” is used throughout this section. To “code a student as PRS” refers to identifying a student within the Texas Student Data System Public Education Information Management System (TSDS PEIMS) as meeting eligibility requirements for PRS (student is pregnant or in the postpartum period) and receiving services on the 400 (Student Basic Attendance) or 42401 (Student Flexible Attendance) record. A student who is pregnant should be coded with an at-risk indicator code on the 40110 record (Student Enrollment Record) because of being pregnant.</p>	<p>Section 9 Pregnancy-Related Services (PRS)</p> <ul style="list-style-type: none"> is in the pregnancy prenatal period, attending regular classes, and receiving PRS support services, or is confined to the home in the pregnancy prenatal or postpartum periods and is receiving CEHI. <p>District staff members should code a student as PRS in the attendance accounting system on the date the student begins receiving services.</p> <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 42400 (Student Basic Attendance) or 42401 (Student Flexible Attendance) record. A student who is pregnant should be coded with an at-risk indicator code on the 40110 record (Student Enrollment Record) because of being pregnant.</p>
Revision	<p>9.1 Responsibility</p> <p>List in the space provided below the name and phone number of the district personnel to whom all PRS coding questions should be directed:</p>	<p>9.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all PRS coding questions should be directed.</p>

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Revision	<p>9.2 Eligibility and Eligible Days Present</p> <p>Eligibility for Funding: Students who are eligible for average daily attendance (ADA) and who are eligible for PRS program services are eligible for funding under the PRS program beginning on the date services begin.</p>	<p>9.2 Eligibility and Eligible Days Present</p> <p>Eligibility for Funding: Students who are eligible for ADA and PRS program services are eligible for funding under the PRS program beginning on the date services begin.</p>
Revision	<p>9.2.1 Absences</p> <p>During the prenatal period, a student is absent if she does not come to school or, if the student is receiving CEHI, if CEHI is not provided. During the postpartum period, a student is absent if CEHI is not provided.</p>	<p>9.2.1 Absences</p> <p>During the prenatal period, a student is absent if she does not come to school. During the prenatal period, the student is also absent if the student is receiving CEHI and CEHI is not provided. During the postpartum period, a student is absent if CEHI is not provided.</p>
Revision	<p>9.2.3 PRS and the Life Skills Program for Student Parents</p> <p>The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2017–2018 school year.</p>	<p>9.2.3 PRS and the Life Skills Program for Student Parents</p> <p>The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2019–2020 school year.</p>

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Revision	<p>9.2.5 Eligible Days Present</p> <p>Students who are being served in the PRS program and who are eligible for funding, according to the requirements of this section, must be identified as PRS in the attendance accounting system. The total number of PRS eligible days present must be recorded for each 6-week reporting period in the Student Detail Report (see Section 2) for every student served through the program. Entry dates into and withdrawal dates from the program (if applicable) for each student receiving PRS must also be documented in the Student Detail Report.</p> <p>At the end of each 6-week reporting period, a campus must generate a Campus Summary Report (see Section 2). The report must include a summary of the total PRS eligible days present, for every student in the program, by grade level. Your district must have a separate Campus Summary Report for each instructional track, for each campus in the district. Each campus report must include the total PRS eligible days present for all grades, as well as PRS ADA for the campus.</p>	<p>9.2.5 Eligible Days Present</p> <p>Students who are being served in the PRS program and eligible for funding, according to the requirements of this section, must be identified as PRS in the attendance accounting system. The total number of PRS eligible days present must be recorded for each six-week reporting period in the Student Detail Report (see Section 2 Audit Requirements) for every student served through the program. Entry dates into and withdrawal dates from the program, if applicable, for each student receiving PRS must also be documented in the Student Detail Report.</p> <p>At the end of each six-week reporting period, a campus must generate a Campus Summary Report (see Section 2 Audit Requirements). The report must include a summary of the total PRS eligible days present for every student in the program by grade level. Your district must have a separate Campus Summary Report for each instructional track for each campus in the district. Each campus report must include the total PRS eligible days present for all grades as well as PRS ADA for the campus.</p>
Revision	<p>9.3 Enrollment Procedures</p> <p>The student’s eligibility to receive PRS is verified by either of the following:</p> <ul style="list-style-type: none"> • a campus official or • a medical practitioner¹⁷⁹ licensed¹⁸⁰ to practice in the United States. 	<p>9.3 Enrollment Procedures</p> <p>The student’s eligibility to receive PRS is verified by either of the following:</p> <ul style="list-style-type: none"> • a campus official • a medical practitioner¹⁸¹ licensed¹⁸² to practice in the United States

¹⁷⁹ The term “medical practitioner” includes a physician, an advanced nurse practitioner, and a midwife licensed under the Texas Occupations Code, [Chapter 203](#).

¹⁸⁰ Throughout Section 9, “licensed” means licensed to practice in the United States. You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

¹⁸¹ The term “medical practitioner” includes a physician, an advanced nurse practitioner, and a midwife licensed under the [Texas Occupations Code, Chapter 203](#).

¹⁸² Throughout Section 9, “licensed” means licensed to practice in the United States. Access the Texas Medical Board’s searchable database of licensed physicians at https://public.tmb.state.tx.us/HCP_Search/SearchInput.aspx.

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Revision	<h3>9.3 Enrollment Procedures</h3> <p>Throughout Section 9, “licensed” means licensed to practice in the United States. You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<h3>9.3 Enrollment Procedures</h3> <p>Throughout Section 9, “licensed” means licensed to practice in the United States. Access the Texas Medical Board’s searchable database of licensed physicians at https://public.tmb.state.tx.us/HCP_Search/SearchInput.aspx.</p>
Revision	<h3>9.4 Withdrawal Procedures</h3> <ul style="list-style-type: none"> • the student no longer receives services through the PRS program; • the student returns early from postpartum confinement to attend her regular classes on a school campus; • the student reaches the first day of the seventh week after her pregnancy ended and a licensed medical practitioner has not authorized an extension of postpartum confinement; • if the student’s postpartum confinement was extended, the student reaches the first day of the 11th week after her pregnancy ended; or • if the student has been allowed to use the break-in-service option, the student reaches the first day of the school week that follows 10 weeks of postpartum confinement. 	<h3>9.4 Withdrawal Procedures</h3> <ul style="list-style-type: none"> • The student no longer receives services through the PRS program. • The student returns early from postpartum confinement to attend her regular classes on a school campus. • The student reaches the first day of the seventh week after her pregnancy ended and a licensed medical practitioner has not authorized an extension of postpartum confinement. • If the student’s postpartum confinement was extended, the student reaches the first day of the 11th week after her pregnancy ended. • If the student has been allowed to use the break-in-service option, the student reaches the first day of the school week that follows 10 weeks of postpartum confinement.

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Revision	<p>9.5 PRS and District and Campus Improvement Plans</p> <ol style="list-style-type: none"> 1. include a description of your district’s PRS program; 2. describe the specific services available to a student through the PRS program; and 3. summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students. 	<p>9.5 PRS and District and Campus Improvement Plans</p> <ul style="list-style-type: none"> • Include a description of your district’s PRS program. • Describe the specific services available to a student through the PRS program. • Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students.
Revision	<p>9.7 On-Campus PRS Support Services</p> <p>If your district serves prenatal students with on-campus support services, it will receive the 2.41 PRS weighted funding (your district should code students in the attendance accounting system as receiving PRS while they are being served on campus) (see the Section 9 introduction).</p>	<p>9.7 On-Campus PRS Support Services</p> <p>If your district serves prenatal students with on-campus support services, it will receive the 2.41 PRS weighted funding. Your district should code students in the attendance accounting system as receiving PRS while they are being served on campus (see the Section 9 introduction).</p>
Revision	<p><i>9.9.3 CEHI during Break-in-Service Confinement</i></p> <p>It allows the student to receive CEHI during an initial period of postpartum confinement while recovering from delivery (student recovery period), return to school until the baby is released from the hospital, and then receive CEHI during the remainder of the eligible postpartum confinement time while caring for the baby (baby recovery period). (If the baby is hospitalized again, the student may receive an additional period of CEHI when the baby is released if the student has not already received 10 weeks of postpartum confinement CEHI.)</p>	<p><i>9.9.3 CEHI during Break-in-Service Confinement</i></p> <p>It allows the student to receive CEHI during an initial period of postpartum confinement while recovering from delivery (student recovery period), return to school until the baby is released from the hospital, and then receive CEHI during the remainder of the eligible postpartum confinement time while caring for the baby (baby recovery period). If the baby is hospitalized again, the student may receive an additional period of CEHI when the baby is released if the student has not already received 10 weeks of postpartum confinement CEHI.</p>

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Revision	<p><i>9.9.4 Additional Information on CEHI and Confinement</i></p> <p>See the PRS Waiver Application in the TEAL application for waiver requests.</p>	<p><i>9.9.4 Additional Information on CEHI and Confinement</i></p> <p>See the PRS Waiver Application in TEAL for waiver requests.</p>
Revision	<p><i>9.9.4 Additional Information on CEHI and Confinement</i></p> <p>Waiver Applications in TEAL</p>	<p><i>9.9.4 Additional Information on CEHI and Confinement</i></p> <p>Information on the PRS waiver can be found at https://tea.texas.gov/StateWaivers/.</p>
Revision	<p>9.11 Returning to Campus for Support Services or Testing</p> <p>You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.</p>	<p>9.11 Returning to Campus for Support Services or Testing</p> <p>Access the Texas Medical Board’s searchable database of licensed physicians at https://public.tmb.state.tx.us/HCP_Search/SearchInput.aspx.</p>
Revision	<p>9.12 PRS and Special Education Services (SPED)</p> <p>If your district has a PRS program, it must provide special education students who become pregnant with access to the services offered through the PRS program. A pregnant special education student’s admission, review, and dismissal (ARD) committee and PRS program staff members must collaboratively address the student’s service needs.</p>	<p>9.12 PRS and Special Education Services (SPED)</p> <p>If your district has a PRS program, it must provide access to the services offered through the PRS program to special education students who become pregnant. A pregnant special education student’s ARD committee and PRS program staff members must collaboratively address the student’s service needs.</p>

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Revision	<p><i>9.12.1 ARD Committee Meetings</i></p> <p>A district must serve a special education student with special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement (that is, the student must be served even when the period of confinement is expected to be fewer than 4 consecutive weeks or fewer than 4 weeks total for the school year).</p>	<p><i>9.12.1 ARD Committee Meetings</i></p> <p>A district must serve a special education student with special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement. That is, the student must be served even when the period of confinement is expected to be fewer than four consecutive weeks or fewer than four weeks total for the school year.</p>
Revision	<p><i>9.12.1 ARD Committee Meetings</i></p> <p>The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, parenting instruction, etc.</p>	<p><i>9.12.1 ARD Committee Meetings</i></p> <p>The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, and parenting instruction.</p>
Revision	<p><i>9.12.2 SPED, PRS, and Earning Eligible Days Present</i></p> <p>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 4.7.2.5 Homebound Funding and Homebound Documentation Requirements, but the student is not eligible to generate PRS weighted funding for the week.</p> <p>(See 9.17.8 Example 8 for an example of what must occur when a special education student requires special education homebound services and PRS.)</p>	<p><i>9.12.2 SPED, PRS, and Earning Eligible Days Present</i></p> <p>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 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. However, the student is not eligible to generate PRS weighted funding for the week.</p> <p>See 9.17.8 Example 8 for an example of what must occur when a special education student requires special education homebound services and PRS.</p>

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Revision	<p>9.13 PRS and Career and Technical Education (CTE)</p> <p>For a) student to earn CTE contact hours while also being provided CEHI, the student must continue to receive the same amount and type of CTE service that she was receiving before she began receiving CEHI.</p>	<p>9.13 PRS and Career and Technical Education (CTE)</p> <p>For a student to earn CTE contact hours while also being provided CEHI, the student must continue to receive the same amount and type of CTE service that she was receiving before she began receiving CEHI.</p>
Revision	<p>9.14 Test Administration during CEHI</p> <p>Students confined to the home or hospital bedside may earn eligible days present as stated in the chart above when CEHI instructors administer routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.</p>	<p>9.14 Test Administration during CEHI</p> <p>Students confined to the home or hospital bedside may earn eligible days present as stated in the chart above when CEHI instructors administer routine quizzes, daily or weekly classroom exams, etc., that are part of the instructional requirements of a class.</p>

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Revision	<h3 style="color: #4F81BD;">9.15 Documentation</h3> <ol style="list-style-type: none"> 1. Affirmation by a campus official or by a licensed medical practitioner verifying the student’s eligibility to receive PRS (see 9.3 Enrollment Procedures) 2. Intake documentation by a campus official recording the date of initial contact with a student regarding the student’s pregnancy (see 9.7 On-Campus PRS Support Services) 3. For each period of prenatal confinement, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the prenatal confinement (see 9.8 CEHI during Prenatal Confinement) 4. Documentation by a campus official of the date when the student’s pregnancy ended (see 9.9 CEHI during Postpartum Confinement) 5. When the break-in-service option is used, documentation by a campus official of the infant’s hospitalization period(s), including the date(s) the infant was released from the hospital (see 9.9 CEHI during Postpartum Confinement) 6. For each student whose postpartum period was extended, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the extended confinement (see 9.9 CEHI during Postpartum Confinement) 7. When the prenatal student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation by a licensed medical practitioner granting permission for the student to be on campus for the 	<h3 style="color: #4F81BD;">9.15 Documentation</h3> <ul style="list-style-type: none"> • affirmation by a campus official or by a licensed medical practitioner verifying the student’s eligibility to receive PRS (see 9.3 Enrollment Procedures) • intake documentation by a campus official recording the date of initial contact with a student regarding the student’s pregnancy (see 9.7 On-Campus PRS Support Services) • for each period of prenatal confinement, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the prenatal confinement (see 9.8 CEHI during Prenatal Confinement) • documentation by a campus official of the date when the student’s pregnancy ended (see 9.9 CEHI during Postpartum Confinement) • when the break-in-service option is used, documentation by a campus official of the infant’s hospitalization period(s), including the date(s) the infant was released from the hospital (see 9.9 CEHI during Postpartum Confinement) • for each student whose postpartum period was extended, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the
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	<p>temporary, limited services (see 9.11 Returning to Campus for Support Services or Testing)</p> <p>8. When a special education student is served through the PRS program, both PRS and special education documentation (see 9.12 PRS and Special Education Services (SPED))</p> <p>9. The teacher’s log of the actual amount of CEHI each student received for each week the student received CEHI (applies to both prenatal and postpartum periods)</p> <p>The minimum documentation required in the logs maintained by a CEHI teacher is the following:</p> <ul style="list-style-type: none"> • the name of the teacher, • the student’s name and Texas Unique Student ID, • the date that the teacher visited the student, and • the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.) 	<p>extended confinement (see 9.9 CEHI during Postpartum Confinement)</p> <ul style="list-style-type: none"> • when the prenatal student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation by a licensed medical practitioner granting permission for the student to be on campus for the temporary, limited services (see 9.11 Returning to Campus for Support Services or Testing) • when a special education student is served through the PRS program, both PRS and special education documentation (see 9.12 PRS and Special Education Services (SPED)) • the teacher’s log of the actual amount of CEHI each student received for each week the student received CEHI (applies to both prenatal and postpartum periods) <p>The minimum documentation required in the logs maintained by a CEHI teacher is:</p> <ul style="list-style-type: none"> ○ the name of the teacher, ○ the student’s name and Texas Unique ID, ○ the date that the teacher visited the student, and ○ the specific time period that the student was served (for example, 10:00 a.m. until noon).
Revision	<h3 style="color: #4F81BD;">9.16 Quality Control</h3> <p>During the prenatal period, a student should no longer be identified as receiving PRS if, for any reason, the services stop.</p>	<h3 style="color: #4F81BD;">9.16 Quality Control</h3> <p>During the prenatal period, a student should no longer be identified as receiving PRS if the services stop for any reason.</p>

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Change	2018–2019	2019–2020
Revision	<p>9.17.3 Example 3</p> <p>As expected, the student returns to school full-time after the end of the second week.</p>	<p>9.17.3 Example 3</p> <p>As expected, the student returns to school full time after the end of the second week.</p>
Revision	<p>9.17.8 Example 8</p> <p>On your district’s obtaining the medical note confirming the need for bed rest, the following should occur:</p> <ol style="list-style-type: none"> 1. district personnel change the student’s instructional setting code to 01 (homebound); 2. the special education staff and the PRS staff work collaboratively to implement the services specified in the student’s individualized education program (IEP); 3. district personnel document special education attendance based on the Homebound Funding Chart (see 4.7.2.5 Homebound Funding and Homebound Documentation Requirements); and 4. in addition to the homebound services provided through the special education program, the PRS program must provide at least 2 hours a week of PRS for 2–5 days’ attendance credit and at least 1 hour a week for 1 day’s attendance credit. 	<p>9.17.8 Example 8</p> <p>On your district’s obtaining the medical note confirming the need for bed rest, the following should occur:</p> <ul style="list-style-type: none"> • District personnel change the student’s instructional setting code to 01 (homebound). • The special education staff and the PRS staff work collaboratively to implement the services specified in the student’s IEP. • District personnel document special education attendance based on the Homebound Funding Chart (see 4.7.2.5 Homebound Funding and Homebound Documentation Requirements). • In addition to the homebound services provided through the special education program, the PRS program must provide at least two hours a week of PRS for two to five days of attendance credit and at least one hour a week for one day of attendance credit.

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Change	2018–2019	2019–2020
Revision	<p>Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals</p> <p>Important: Although your district may determine 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) (see 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding) and the AEP.</p>	<p>Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals</p> <p>Important: Although your district may determine that an AEP is required to better serve the needs of a particular student, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) (see 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding) and the AEP for that student to be eligible for funding.</p>
Revision	<p>10.1 Responsibility</p> <p>List in the space provided below the name and phone number of the district personnel to whom all AEP and discipline questions should be directed:</p>	<p>10.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all AEP and discipline questions should be directed.</p>
Revision	<p>10.3 School Calendar Requirements and Waivers of These Requirements</p> <p>A district or charter school’s AEP’s are eligible to earn full ADA if the district or charter school provides at least 43,200 minutes of instruction.¹⁸³</p>	<p>10.3 School Calendar Requirements and Waivers of These Requirements</p> <p>A district or charter school’s AEPs are eligible to earn full ADA if the district or charter school provides at least 43,200 minutes of instruction.¹⁸⁴</p>

¹⁸³ [TEC § 42.005](#)

¹⁸⁴ [TEC, § 42.005](#)

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Change	2018–2019	2019–2020																					
Revision	<p>10.5 AEPs for Students in Residential Facilities</p> <p>Per the TEC, §5.001, “residential facility” means (A) a facility operated by a state agency or political subdivision, including a child placement agency, that provides 24-hour custody or care of a person 22 years of age or younger, if the person resides in the facility for detention, treatment, foster care, or any noneducational purpose; and (B) any person or entity that contracts with or is funded, licensed, certified, or regulated by a state agency or political subdivision to provide custody or care for a person under Paragraph (A).</p>	<p>10.5 AEPs for Students in Residential Facilities</p> <p>Per the TEC, §5.001(8), “residential facility” means “(A) a facility operated by a state agency or political subdivision, including a child placement agency, that provides 24-hour custody or care of a person 22 years of age or younger, if the person resides in the facility for detention, treatment, foster care, or any noneducational purpose; and (B) any person or entity that contracts with or is funded, licensed, certified, or regulated by a state agency or political subdivision to provide custody or care for a person under Paragraph (A).”</p>																					
Revision	<p>10.6.1 Students Required to Attend a JJAEP</p> <p style="text-align: center;">ADA Eligibility of Students Served by a JJAEP</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">The student is being served by a JJAEP on the basis of:</th> <th style="width: 20%;">Population of County in Which District Is Located</th> <th style="width: 50%;">Is the student eligible for ADA?</th> </tr> </thead> <tbody> <tr> <td>a mandatory expulsion under the TEC, §37.007(a), (d), or (e).</td> <td style="text-align: center;">Greater than 125,000</td> <td>No, unless specifically authorized in writing by TEA (ADA code 0, 4, or 5 unless otherwise authorized)¹⁸⁵</td> </tr> <tr> <td>a mandatory expulsion under the TEC, §37.007(a), (d), or (e).</td> <td style="text-align: center;">At least 72,000 but less than 125,001</td> <td>Yes (ADA code 0, 1, or 2), unless the county has created a JJAEP approved by TJJJ¹⁸⁶, then use ADA code 0, 4, or 5</td> </tr> <tr> <td>a mandatory expulsion under the TEC, §37.007(a), (d), or (e).</td> <td style="text-align: center;">Less than 72,000</td> <td>Yes (ADA code 0, 1, or 2)</td> </tr> </tbody> </table>	The student is being served by a JJAEP on the basis of:	Population of County in Which District Is Located	Is the student eligible for ADA?	a mandatory expulsion under the TEC, §37.007(a), (d), or (e) .	Greater than 125,000	No, unless specifically authorized in writing by TEA (ADA code 0, 4, or 5 unless otherwise authorized) ¹⁸⁵	a mandatory expulsion under the TEC, §37.007(a), (d), or (e) .	At least 72,000 but less than 125,001	Yes (ADA code 0, 1, or 2), unless the county has created a JJAEP approved by TJJJ ¹⁸⁶ , then use ADA code 0, 4, or 5	a mandatory expulsion under the TEC, §37.007(a), (d), or (e) .	Less than 72,000	Yes (ADA code 0, 1, or 2)	<p>10.6.1 Students Required to Attend a JJAEP</p> <p style="text-align: center;">ADA Eligibility of Students Served by a JJAEP</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">The student is being served by a JJAEP on the basis of:</th> <th style="width: 20%;">Population of County in Which District Is Located</th> <th style="width: 50%;">Is the student eligible for ADA?</th> </tr> </thead> <tbody> <tr> <td>a mandatory expulsion under the TEC, §37.007(a), (d), or (e).</td> <td style="text-align: center;">greater than 125,000</td> <td>no, unless specifically authorized in writing by TEA (ADA code 0, 4, or 5, unless otherwise authorized)¹⁸⁷</td> </tr> <tr> <td>a mandatory expulsion under the TEC, §37.007(a), (d), or (e).</td> <td style="text-align: center;">less than 125,000</td> <td>yes (ADA code 0, 1, or 2), unless the county has created a JJAEP approved by TJJJ,¹⁸⁸ then use ADA code 0, 4, or 5</td> </tr> </tbody> </table>	The student is being served by a JJAEP on the basis of:	Population of County in Which District Is Located	Is the student eligible for ADA?	a mandatory expulsion under the TEC, §37.007(a), (d), or (e) .	greater than 125,000	no, unless specifically authorized in writing by TEA (ADA code 0, 4, or 5, unless otherwise authorized) ¹⁸⁷	a mandatory expulsion under the TEC, §37.007(a), (d), or (e) .	less than 125,000	yes (ADA code 0, 1, or 2), unless the county has created a JJAEP approved by TJJJ, ¹⁸⁸ then use ADA code 0, 4, or 5
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¹⁸⁵ Funding is provided to the JJAEP by the TJJJ. TEC, [§37.011\(h\)](#)

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¹⁸⁷ Funding is provided to the JJAEP by the TJJJ. [TEC, §37.011\(h\)](#)

¹⁸⁸ If the JJAEP is approved by the TJJJ, funding is provided by the TJJJ. General Appropriations Act, Article V, TJJJ Rider 13.

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Change	2018–2019	2019–2020
Revision	<p><i>10.6.2 Disciplinary Removals of Students with Disabilities</i></p> <p>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. Note that a special education student’s instructional setting will not change as a result of his or her placement in a DAEP.</p>	<p><i>10.6.2 Disciplinary Removals of Students with Disabilities</i></p> <p>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. While in a DAEP, a special education student must receive all current IEP designated services.</p>
Revision	<p><i>10.6.3 Out-of-School Suspension (OSS)</i></p> <p>A principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under the TEC, §37.001, as conduct for which a student may be suspended.¹⁸⁹</p>	<p><i>10.6.3 Out-of-School Suspension (OSS)</i></p> <p>A principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under the TEC, §37.001, as conduct for which a student may be suspended.¹⁹⁰ A student in a grade level below grade three may not be given OSS unless engagement of a conduct that relates to the TEC, §37.005, occurs.</p>
Revision	<p>11.1 Responsibility</p> <p>List in the space provided below the name(s) and phone number(s) of the district personnel to whom all nontraditional program questions should be directed:</p>	<p>11.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all nontraditional program questions should be directed.</p>

¹⁸⁹ TEC, [§37.005\(a\)](#)

¹⁹⁰ [TEC, §37.005\(a\)](#)

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Change	2018–2019	2019–2020
Revision	<p>11.2 General Requirements</p> <p>Generally, a school calendar must provide for 75,600 (including intermissions and recesses) minutes of instruction (see 3.8 Calendar).¹⁹¹</p> <p>A student must not be double-counted for ADA while attending both a regular school program and a nontraditional program.</p>	<p>11.2 General Requirements</p> <p>Generally, a school calendar must provide for 75,600 minutes of instruction, including intermissions and recesses (see 3.8 Calendar).¹⁹²</p> <p>A student must not be double counted for ADA while attending both a regular school program and a nontraditional program.</p>
Revision	<p>11.3 College Credit Programs</p> <p>Your district may offer several different types of college credit programs. The chart on the following two pages provides information on these programs.</p>	<p>11.3 College Credit Programs</p> <p>Your district may offer several different types of college credit programs. The following chart provides information on these programs.</p>
Revision	<p>11.3 College Credit Programs</p> <p style="text-align: center;">Dual Credit 19 TAC §§4.81–4.85 and 74.25</p> <p>Awarded immediately by the PS institution offering the course; recognized by the school district and PS institution based on articulation agreement</p>	<p>11.3 College Credit Programs</p> <p style="text-align: center;">Dual Credit 19 TAC §4.54, §§4.81–4.85, and 74.25</p> <p>Awarded immediately by the PS institution offering the course when a passing grade is earned; recognized by the school district and PS institution based on articulation agreement</p>

¹⁹¹ Texas Education Code (TEC), [§25.081](#)

¹⁹² [TEC, §25.081](#)

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Change	2018–2019	2019–2020
Revision	<p style="text-align: center;">11.3 College Credit Programs</p> <p style="text-align: center;">Early College High School 19 TAC §§4.151–4.161 and §102.1091</p> <p style="text-align: center;">A HS model that provides students at risk of not graduating with a blended HS and college curriculum (students earn a HS diploma and 60 college credit hrs tuition-free)</p> <p style="text-align: center;">Awarded immediately by the PS institution offering the course; recognized by the school district and PS institution based on articulation agreement</p> <p style="text-align: center;">No cost to student; a student enrolled in an ECHS course for HS graduation credit must not be required to pay for tuition, fees, or required textbooks</p> <p style="text-align: center;">To operate an ECHS, districts and PS institutions must receive ECHS designation from the TEA and THECB</p>	<p style="text-align: center;">11.3 College Credit Programs</p> <p style="text-align: center;">Early College High School and Industry Cluster Innovative Academies TEC, §29.908, 19 TAC §§4.151–4.161 and §102.1091</p> <p style="text-align: center;">A HS model that provides students at risk of not graduating (or those who wish to accelerate their instruction) with a blended HS and college curriculum (Students earn a HS diploma and up to 60 college credit hrs tuition-free.)</p> <p style="text-align: center;">Awarded immediately by the PS institution offering the course when a passing grade is earned; recognized by the school district and PS institution based on articulation agreement</p> <p style="text-align: center;">No cost to student; a student enrolled in a college course for HS graduation credit must not be required to pay for tuition, fees, required textbooks, or other expenses</p> <p style="text-align: center;">To operate an ECHS, districts must receive ECHS designation from TEA.¹⁹³</p> <p style="text-align: center;">ECHS students have up to five years to complete high school.</p>

¹⁹³ Texas Higher Education Coordinating Board

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Change	2018–2019	2019–2020
Addition	<h3 style="color: #4F81BD;">11.3 College Credit Programs</h3>	<h3 style="color: #4F81BD;">11.3 College Credit Programs</h3> <p style="text-align: center;">Pathways in Technology Early College High School TEC §§29.551–29.557, 19 TAC §102.1095</p> <p>A HS model that provides students at risk of not graduating (or those wishing to accelerate their instruction) with a blended HS and college curriculum and the opportunity to earn college credit and technical certifications (Students earn a HS diploma, up to 60 college credit hrs tuition-free, and technical credentials.)</p> <p>Courses taken as part of the Academic Course Guide Manual (ACGM) are awarded immediately by the PS institution offering the course when a passing grade is earned; recognized by the school district and PS institution based on articulation agreement</p> <p>Courses taken as part of the Workforce Education Course Manual (WECM) as determined by PS institution; awarded on the student’s meeting the requirements of the PS institution</p> <p style="text-align: center;">Eligible</p> <p>The district or charter in which the student is enrolled must pay for tuition, fees, and required textbooks, to the extent those charges are not waived by the institution of higher education.</p> <p>No cost to student; a student enrolled in a college course for HS graduation credit must not be required to pay for tuition, fees, required textbooks, or any other expenses.</p> <p style="text-align: center;">To operate a P-TECH, districts must receive P-TECH designation from TEA.</p> <p style="text-align: center;">P-TECH students have up to six years to complete high school.</p>

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Change	2018–2019	2019–2020
Addition	<h3 style="color: #4F81BD;">11.3 College Credit Programs</h3>	<h3 style="color: #4F81BD;">11.3 College Credit Programs</h3> <p style="text-align: center;">Texas Science, Technology, Engineering, and Math Academy</p> <p style="text-align: center;">19 TAC §102.1093</p> <p style="text-align: center;">A 6–12 or a 9–12 model that provides students at risk of not graduating (or those wishing to accelerate their instruction) with a blended HS and college curriculum and the opportunity to earn college credit and technical certifications (students earn a HS diploma, college credit tuition-free, and technical credentials)</p> <p style="text-align: center;">Courses taken as part of the Academic Course Guide Manual (ACGM) are awarded immediately by the PS institution offering the course when a passing grade is earned; recognized by the school district and PS institution based on articulation agreement</p> <p style="text-align: center;">Courses taken as part of the Workforce Education Course Manual (WECM) as determined by PS institution; awarded on the student’s meeting the requirements of the PS institution</p> <p style="text-align: center;">Eligible</p> <p style="text-align: center;">The district or charter in which the student is enrolled must pay for tuition, fees, and required textbooks, to the extent those charges are not waived by the institution of higher education</p> <p style="text-align: center;">No cost to student; a student enrolled in a college course for HS graduation credit must not be required to pay for tuition, fees, required textbooks, or any other expenses.</p> <p style="text-align: center;">To operate a T-STEM, districts must receive T-STEM designation from TEA.</p>

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Change	2018–2019	2019–2020
Deletion	<p>11.3 College Credit Programs</p> <p style="text-align: center;">Articulated Technical Credit (Public Law 109-270, 2006)</p> <p>An opportunity for a student to earn college credit for technical courses identified by a statewide articulation system through enhanced HS CTE¹⁹⁴ courses</p> <p style="text-align: center;">Determined by PS institution; awarded on the student’s meeting the requirements of the PS institution</p> <p style="text-align: center;">Eligible</p> <p>Required teacher professional development provides information for courses on the articulation process, content of college-equivalent courses, and expected levels of student performance</p> <p style="text-align: center;">No cost to student</p> <p>The student must earn at least an 80 in the HS course(s) and often must complete at least 6 hrs in the PS institution before earning the PS credit. The secondary teacher must have a baccalaureate degree or higher with a major in the teaching discipline and have a minimum of an associate degree and 3 yrs verifiable nonteaching work experience directly related to the teaching discipline. More information at www.atctexas.org</p> <p style="text-align: center;">career and technical education</p>	<p>11.3 College Credit Programs</p> <p>[Deleted.]</p>
Revision	<p><i>11.3.1 Dual Credit (High School and College or University) Programs</i></p> <p>Please note that Texas Administrative Code (TAC) rules for ECHS programs¹⁹⁵ prohibit requiring a student enrolled in an ECHS course for high school graduation credit to pay for tuition, fees, or required textbooks.</p>	<p><i>11.3.1 Dual Credit (High School and College or University) Programs</i></p> <p>Note that TAC rules for early college high school (ECHS) programs¹⁹⁶ prohibit requiring a student enrolled in an ECHS course for high school graduation credit to pay for tuition, fees, or required textbooks.</p>

¹⁹⁴ career and technical education

¹⁹⁵ 19 Texas Administrative Code (TAC) [§102.1091](#)

¹⁹⁶ [19 TAC §102.1091](#)

2019–2020 Student Attendance Accounting Handbook: Change Document

Change	2018–2019	2019–2020																																																																																												
Deletion	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th rowspan="2"></th> <th colspan="2">To Qualify for Math Courses*</th> <th colspan="4">To Qualify for English Courses*</th> </tr> <tr style="background-color: #d3d3d3;"> <th>Assessment</th> <th>Math/ Algebra</th> <th>Combined/ Composite</th> <th>ELA/Reading Skills</th> <th>Objective Writing/ Sentence Skills</th> <th>Writing/ Essay</th> <th>Combined/ Composite</th> </tr> </thead> <tbody> <tr> <td rowspan="11" style="background-color: #d3d3d3; text-align: center; vertical-align: middle;">Academic Courses</td> <td>ACT</td> <td>19</td> <td>23</td> <td>19</td> <td>-</td> <td>-</td> <td>23</td> </tr> <tr> <td>SAT</td> <td>500</td> <td>1070</td> <td>500</td> <td>-</td> <td>-</td> <td>1070</td> </tr> <tr> <td>TAKS¹⁹⁷</td> <td>2200</td> <td>-</td> <td>2200</td> <td>-</td> <td>3</td> <td>-</td> </tr> <tr> <td>PSAT/ NMSQT¹⁹⁸</td> <td>50</td> <td>107</td> <td>50</td> <td>-</td> <td>-</td> <td>107</td> </tr> <tr> <td>PLAN</td> <td>19</td> <td>23</td> <td>19</td> <td>-</td> <td>-</td> <td>23</td> </tr> <tr> <td>ASPIRE</td> <td>431</td> <td></td> <td>435</td> <td></td> <td></td> <td></td> </tr> <tr> <td>STAAR EOC¹⁹⁹ Algebra I and passing score in Algebra II course</td> <td>4000</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>STAAR EOC Algebra II</td> <td>4000</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>STAAR EOC English II</td> <td></td> <td></td> <td>4000</td> <td></td> <td></td> <td></td> </tr> <tr> <td>STAAR EOC English III</td> <td></td> <td></td> <td>4000</td> <td></td> <td></td> <td></td> </tr> <tr> <td>TSI²⁰⁰ Assessment</td> <td>350</td> <td>-</td> <td>351</td> <td>363</td> <td>5</td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Students must meet both subject and composite score standards where both are listed.</p>		To Qualify for Math Courses*		To Qualify for English Courses*				Assessment	Math/ Algebra	Combined/ Composite	ELA/Reading Skills	Objective Writing/ Sentence Skills	Writing/ Essay	Combined/ Composite	Academic Courses	ACT	19	23	19	-	-	23	SAT	500	1070	500	-	-	1070	TAKS ¹⁹⁷	2200	-	2200	-	3	-	PSAT/ NMSQT ¹⁹⁸	50	107	50	-	-	107	PLAN	19	23	19	-	-	23	ASPIRE	431		435				STAAR EOC ¹⁹⁹ Algebra I and passing score in Algebra II course	4000						STAAR EOC Algebra II	4000						STAAR EOC English II			4000				STAAR EOC English III			4000				TSI ²⁰⁰ Assessment	350	-	351	363	5		<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <p>[Chart deleted and replaced.]</p>
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	STAAR EOC English III			4000																																																																																										
	TSI ²⁰⁰ Assessment	350	-	351	363	5																																																																																								
Addition	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p>	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <p>See new Minimum Passing Standards to Demonstrate College Readiness chart in section.</p>																																																																																												

¹⁹⁷ Texas Assessment of Knowledge and Skills

¹⁹⁸ Preliminary SAT/National Merit Scholarship Qualifying Test

¹⁹⁹ State of Texas Assessment of Academic Readiness End-of-Course

²⁰⁰ Texas Success Initiative

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Change	2018–2019	2019–2020
Addition	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p>	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <p>See new Minimum Passing Standards to Demonstrate Dual Credit Eligibility chart in section.</p>
Revision	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <ul style="list-style-type: none"> • The student is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college. • The student is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment. • The student was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States. • The student has been exempted from meeting minimum passing standards for demonstrating college readiness by the institution of higher education at which the student will be taking a dual-credit course and the student is non-degree-seeking or non-certificate-seeking. 	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <ul style="list-style-type: none"> • The student is enrolled in a certificate program of one year or less (level one certificates, 42 or fewer semester credit hours, or the equivalent) at a public junior college, a public technical institute, or a public state college. • The student is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment. • The student was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States. • The student has been exempted from meeting minimum passing standards for demonstrating college readiness by the institution of higher education at which the student will be taking a dual credit course and the student is not seeking a degree or a certificate.

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Change	2018–2019	2019–2020
Revision	<p>11.3.2 Early College High School Programs: Student Eligibility Requirements</p> <p>A student enrolled in a Texas Education Agency (TEA)-designated Early College High School may enroll in dual credit courses if the student demonstrates college readiness by achieving the minimum passing standard(s) on a qualifying assessment instrument, as shown in the chart on the preceding page.</p>	<p>11.3.2 College and Career Readiness School Models: Student Eligibility Requirements</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, as shown in the chart on the preceding page.</p>
Revision	<p>11.4 Gateway to College (GTC) and Similar Programs</p> <p>A “GTC” program is a program that your school district or charter school may develop through a memorandum of understanding (MOU) with the Gateway to College nonprofit organization or a similar organization in which eligible students are enrolled in the district or charter school and attend classes (either full-time, or part-time) at an institution of higher education (IHE) for the purpose of earning a high school diploma and earning college credits.</p>	<p>11.4 Gateway to College (GTC) and Similar Programs</p> <p>A Gateway to College (GTC) program is a program that your school district or charter school may develop through a memorandum of understanding with the GTC nonprofit organization or a similar organization in which eligible students are enrolled in the district or charter school and attend classes (either full time or part time) at an institution of higher education for the purpose of earning a high school diploma and earning college credits.</p>
Revision	<p>11.5 Optional Extended Year Program (OEYP)</p> <p>The Optional Extended Year Program (OEYP) will not be funded for 2018-2019. Local education agencies will not be required to report OEYP attendance.</p>	<p>11.5 Optional Extended Year Program (OEYP)</p> <p>The Optional Extended Year Program (OEYP) will not be funded for 2019–2020. Local education agencies will not be required to report OEYP attendance.</p>

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Change	2018–2019	2019–2020
	<p>11.6 Optional Flexible School Day Program (OFSDP)²⁰¹</p> <p>The OFSDP is a program that your district may offer to provide flexible hours and days of attendance for students who have dropped out of school or are at risk of dropping out; are participating in an approved early college high school plan; are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education; or as a result of attendance requirements under TEC, §25.092, will be denied credit for one or more classes in which the students have been enrolled. One goal of the program is to target those students who are unable to attend school in a traditional setting, for example, because the students must seek employment to support their families, must provide child care during traditional school hours, or are involved in an Early College High School that is designed to complement a traditional college schedule. Under these circumstances, the students might be able to attend school only during evening hours or for a couple of hours during the day. The second goal of the program is to offer students who are at risk of being denied credit for classes because of failure to meet attendance requirements the opportunity to recover that credit.</p> <p>Students participating in an OFSDP may attend on a fixed or flexible schedule that does not meet the traditional 75,600 minutes, 5-days-per-week requirement. Typical OFSDP instructional arrangements include the following:</p> <ul style="list-style-type: none"> • Weekend or night classes • Extended day classes • Classes offered throughout the year • Flexible schedules • Credit recovery classes 	<p>11.6 Optional Flexible School Day Program (OFSDP)</p> <p>The OFSDP²⁰² is a program that your district may offer to provide flexible hours and days of attendance for students who have dropped out of school or are at risk of dropping out; are participating in a TEA-designated ECHS, P-TECH, or ICIA; are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education; or as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the students have been enrolled. One goal of the program is to target those students who are unable to attend school in a traditional setting, for example, because the students must seek employment to support their families, must provide child care during traditional school hours, or are involved in a TEA-designated ECHS, P-TECH, or ICIA that is designed to complement a traditional college schedule. Under these circumstances, the students might be able to attend school only during evening hours or for a couple of hours during the day. The second goal of the program is to offer students who are at risk of being denied credit for classes because of failure to meet attendance requirements the opportunity to recover that credit.</p> <p>Students participating in an OFSDP may attend on a fixed or flexible schedule that does not meet the traditional 75,600 minutes, five-days-per-week requirement. Typical OFSDP instructional arrangements include the following:</p> <ul style="list-style-type: none"> • weekend or night classes • extended day classes • classes offered throughout the year • flexible schedules • credit recovery classes

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Change	2018–2019	2019–2020
Revision	<p><i>11.6.1 Student Eligibility</i></p> <p>A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:</p> <ul style="list-style-type: none"> • the student meets one of the following conditions: <ul style="list-style-type: none"> ○ the student is at risk of dropping out of school, as defined by the TEC, §29.081, ○ the student is attending a school implementing an approved innovative campus plan, ○ the student is attending an online dropout recovery education program, as defined by the TEC, §29.081 (e-2)²⁰³, and ○ the student is at risk of dropping out of school, as defined by the TEC, §29.081, ○ the student is attending a school implementing an approved innovative campus plan, • the student, if less than 18 years of age and not emancipated by marriage or court order, and the student’s parent, or person standing in parental relation to the student, agree in writing to the student’s participation. 	<p><i>11.6.1 Student Eligibility</i></p> <p>A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if</p> <ul style="list-style-type: none"> • the student meets one of the following conditions: <ul style="list-style-type: none"> ○ the student is at risk of dropping out of school, as defined by the TEC, §29.081, ○ the student is attending a campus implementing an approved innovative campus plan, ○ the student is attending a TEA-designated ECHS, P-TECH, or ICIA, ○ the student is attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2), ○ the student is attending a campus with an approved early college high school program designation as defined by the TEC, §29.908, or ○ the student, as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the student has been enrolled. • the student, if less than 18 years of age and not emancipated by marriage or court order, and the student’s parent, or person standing in parental relation to the student, agree in writing to the student’s participation.

²⁰¹ See TEC, [§29.0822](#).

²⁰² See TEC, [§29.0822](#).

²⁰³ [TEC, §29.081 \(e-2\)](#)

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Change	2018–2019	2019–2020
Addition	<p><i>11.6.2 OFSDP Funding</i></p>	<p><i>11.6.2 OFSDP Attendance and Funding</i></p> <p>OFSDP requires a teacher of record to record the actual number of student instructional minutes on any given day, whether OFSDP only or the OFSDP in combination with regular attendance and/or special program attendance. The teacher must verify and sign the attendance records. Districts may use paperless methods as long as:</p> <ul style="list-style-type: none"> • attendance procedures are described in their OFSDP application (including that the classroom teacher verifies the attendance data and the district maintains documentation required for audit purposes) and • attendance practices and records are in compliance with <u>2.2.3 Paperless Attendance Accounting Systems</u>.
Revision	<p><i>11.6.2 OFSDP Funding</i></p> <p>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>	<p><i>11.6.2 OFSDP Attendance and Funding</i></p> <p>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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Change	2018–2019	2019–2020
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 1) classes held during the regular school day and 2) 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:</p> <ul style="list-style-type: none"> • must not have the same attendance time or minutes reported simultaneously through the OFSDP and the regular attendance program and • must not have the same attendance time or minutes reported simultaneously through the TSDS PEIMS with both a 42400 record and a 42401 (OFSDP) record. <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 6 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.</p>	<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:</p> <ul style="list-style-type: none"> • must not have the same attendance time or minutes reported simultaneously through the OFSDP and the regular attendance program and • must not have the same attendance time or minutes reported simultaneously through TSDS PEIMS with both a 42400 record and a 42401 (OFSDP) record. <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.</p>

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Change	2018–2019	2019–2020
Deletion	<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 for each course the student successfully completes.</p>	<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>
Deletion	<p><i>11.6.5 Attendance Process</i></p> <p>Note: Applications no longer need to be submitted 90 days before the program’s start date.</p>	<p><i>11.6.5 Attendance Process</i></p> <p>[Deleted.]</p>
Revision	<p><i>11.6.6 FSP Funding Eligibility for Students 21 through 25 Years of Age</i></p> <p>Note that a student who is at least 21 years of age and under 26 years of age and admitted by your school district to complete the requirements for a high school diploma is eligible to generate ADA (and thus FSP funding [including OFSDP funding]).</p> <p>Also, a student receiving special education services who is 21 years of age on September 1 of a school year is eligible for services (including OFSDP services) through the end of that school year or until graduation, whichever comes first.</p>	<p><i>11.6.6 FSP Funding Eligibility for Students 21 through 25 Years of Age</i></p> <p>Note that a student who is at least 21 years of age and under 26 years of age and admitted by your school district to complete the requirements for a high school diploma is eligible to generate ADA and FSP funding, including OFSDP funding.</p> <p>Also, a student receiving special education services who is 21 years of age on September 1 of a school year is eligible for services, including OFSDP services, through the end of that school year or until graduation, whichever comes first.</p>

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Change	2018–2019	2019–2020
Revision	<p>11.7 Optional Flexible Year Program (OFYP)</p> <ul style="list-style-type: none"> provide for at least 170 school days (or 71,400 minutes) (for students who are not at risk) and at least 180 school days (75,600, including intermissions and recesses minutes) (for students who are at risk) during the regular school year; and 	<p>11.7 Optional Flexible Year Program (OFYP)</p> <ul style="list-style-type: none"> provide for at least 170 school days (or 71,400 minutes) for students who are not at risk and at least 180 school days (75,600, including intermissions and recesses minutes) for students who are at risk during the regular school year; and
Revision	<p>11.7.2 Scheduling of OFYP School Days</p> <p>The TEA also strongly encourages each district, upon OFYP approval, to notify parents and students that the district has been approved to provide an OFYP and include in this notice details of how the district plans to implement the program (that is, whether the district will schedule its OFYP school days throughout the year or at the end of the year).</p>	<p>11.7.2 Scheduling of OFYP School Days</p> <p>TEA also strongly encourages each district, upon OFYP approval, to notify parents and students that the district has been approved to provide an OFYP and include details of how the district plans to implement the program in this notice (that is, whether the district will schedule its OFYP school days throughout the year or at the end of the year).</p>
Revision	<p>11.7.4 Additional Information</p> <p>A student who receives special education services and whose individualized education program (IEP) requires that the student be provided instruction, services, or both for a specified number of school days must be provided instruction and services for that number of school days regardless of whether the student is eligible for the OFYP. If an OFYP-ineligible student who receives special education services is attending school on OFYP school days because of IEP requirements, the student’s reported instructional track must include those days, and attendance must be taken for the student for those days.</p>	<p>11.7.4 Additional Information</p> <p>A student who receives special education services and whose IEP requires that the student be provided instruction, services, or both for a specified number of school days must be provided instruction and services for that number of school days regardless of whether the student is eligible for the OFYP. If an OFYP-ineligible student who receives special education services is attending school on OFYP school days because of IEP requirements, the student’s reported instructional track must include those days and attendance must be taken for the student for those days.</p>

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Change	2018–2019	2019–2020
Revision	<p>11.8 High School Equivalency Program (HSEP)</p> <p>The HSEP is also known as the “In-School GED Program.” The Texas In-School GED Program provides an alternative for high school students aged 16 years and older who are at risk of not graduating from high school and earning a high school diploma. The purpose of the program is to prepare eligible students to take a high school equivalency examination (GED).</p>	<p>11.8 High School Equivalency Program (HSEP)</p> <p>The HSEP provides an alternative for high school students aged 16 years and older who are at risk of not graduating to earn a TxCHSE instead of a high school diploma. The purpose of the program is to prepare eligible students to take a high school equivalency examination.</p>
Revision	<p><i>11.8.1 HSEP Eligibility Requirements</i></p> <p>A student is eligible to participate in an HSEP if:</p> <ul style="list-style-type: none"> • the student has been ordered by a court under Code of Criminal Procedure, Article 45.054, or by the Texas Juvenile Justice Department to: 	<p><i>11.8.1 HSEP Eligibility Requirements</i></p> <p>A student is eligible to participate in an HSEP if:</p> <ul style="list-style-type: none"> • the student has been ordered by a court under Family Code, §65.103, or by the TJJD to:

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Change	2018–2019	2019–2020
Revision	<p><i>11.8.2 HSEP Attendance Accounting and Funding</i></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, in traditional classes that count toward graduation requirements, or in both. A student must receive instruction in the HSEP (or the HSEP in combination with traditional coursework) at least 45 minutes on a given day for instructional contact time to be recorded. If actual instructional contact time in the HSEP (or the HSEP in combination with traditional coursework) does not equal at least 45 minutes on a given day, your district must record 0 minutes of instructional contact time for that day. The maximum number of instructional contact minutes allowed each school day, including any instructional time accounted for in traditional courses toward graduation requirements, is 600 minutes.</p> <p>HSEP attendance is reported using the 42401 series TSDS PEIMS records. For students in grades 9–12 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.</p>	<p><i>11.8.2 HSEP Attendance Accounting and Funding</i></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, traditional classes that count toward graduation requirements, or both. A student must receive instruction in the HSEP or the HSEP in combination with traditional coursework at least 45 minutes on a given day for instructional contact time to be recorded. If actual instructional contact time in the HSEP or the HSEP in combination with traditional coursework does not equal at least 45 minutes on a given day, your district must record zero minutes of instructional contact time for that day. The maximum number of instructional contact minutes allowed each school day, including any instructional time accounted for in traditional courses toward graduation requirements, is 600 minutes.</p> <p>HSEP attendance is reported using the 42401 series TSDS PEIMS records. 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.</p>

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Change	2018–2019	2019–2020
Revision	<p><i>11.9.1 Some Important Compact Definitions</i></p> <p>“Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders²⁰⁴.</p> <p>“Child of a military family” means a school-age child, enrolled in kindergarten through 12th grade, in the household of an active duty member.</p> <p>“Education(al) records” means those official records, files, and data directly related to a student and maintained by the school or local education agency.²⁰⁵</p> <p>“Member state” means a state that has enacted the compact.</p> <p>“Sending state” means the state from which a child of a military family is sent, brought, or caused to be sent or brought.</p> <p>“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and Public Health Services.</p> <p>The US NOAA is an agency of the US Department of Commerce (DOC). The US NOAA Commissioned Corps²⁰⁶ is made up of approximately 300 science and technology professionals who serve in leadership and command positions in the NOAA and DOC and in the Armed Forces during wartime or national emergencies.</p>	<p><i>11.9.1 Some Important Compact Definitions</i></p> <p>Active duty means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.²⁰⁷</p> <p>Child of a military family means a school-age child, enrolled in kindergarten through 12th grade, in the household of an active duty member.</p> <p>Education(al) records means those official records, files, and data directly related to a student and maintained by the school or LEA.²⁰⁸</p> <p>Member state means a state that has enacted the compact.</p> <p>Sending state means the state from which a child of a military family is sent, brought, or caused to be sent or brought.</p> <p>Uniformed services means the Army, Navy, Air Force, Marine Corps, Coast Guard, the National Oceanic and Atmospheric Administration (NOAA) Commissioned Corps, and the Public Health Services Commissioned Corps.</p> <p>The US NOAA is an agency of the US Department of Commerce (DOC). The US NOAA Commissioned Corps²⁰⁹ is made up of approximately 300 science and technology professionals who serve in leadership and command positions in the NOAA and DOC and in the armed forces during wartime or national emergencies.</p>

²⁰⁴ pursuant to 10 USC, §1209 and §1211

²⁰⁵ See Article II of the compact in the TEC, [§162.002](#), for the full definition.

²⁰⁷ pursuant to [10 USC, §1209](#) and [§1211](#)

²⁰⁸ See Article II of the compact in the [TEC, §162.002](#), for the full definition.

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Change	2018–2019	2019–2020
Revision	<p><i>11.9.1 Some Important Compact Definitions</i></p> <p>US National Oceanic and Atmospheric Administration Commissioned Corps website: http://www.noaa.gov/</p> <p>US Public Health Service Commissioned Corps website: http://www.usphs.gov/default.aspx.</p>	<p><i>11.9.1 Some Important Compact Definitions</i></p> <p>The US National Oceanic and Atmospheric Administration Commissioned Corps website is http://www.noaa.gov/.</p> <p>The US Public Health Service Commissioned Corps website is https://usphs.gov/.</p>
Revision	<p><i>11.9.2 Notable Compact Provisions and Requirements</i></p> <p>Following are notable compact provisions and requirements.</p>	<p><i>11.9.2 Notable Compact Provisions and Requirements</i></p> <p>The following are notable compact provisions and requirements.</p>
Revision	<p>11.9.2.1 Entitlement to Continue at Grade Level</p> <p>A child of a military family who moves to your district from another member state and who satisfactorily completed a particular grade level in the sending state is entitled to enroll in the next highest grade level. The child must be admitted and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph.</p> <p>A child of a military family who is under the age of five on September 1 and who moved to Texas from another member state where the child completed prekindergarten is eligible for enrollment in kindergarten and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph.</p>	<p>11.9.2.1 Entitlement to Continue at Grade Level</p> <p>A child of a military family who moves to your district from another member state and satisfactorily completed a particular grade level in the sending state is entitled to enroll in the next highest grade level. The child must be admitted and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph.</p> <p>A child of a military family who is under the age of five on September 1 and moved to Texas from another member state where the child completed prekindergarten is eligible for enrollment in kindergarten and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph.</p>

²⁰⁸ See Article II of the compact in the [TEC, §162.002](#), for the full definition.

²⁰⁹ The US National Oceanic and Atmospheric Administration Commissioned Corps website is <http://www.noaa.gov/>.

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Revision	<p>11.9.2.2 Certain Absences Excused for Compulsory Attendance Purposes</p> <p>That same statute also permits a student to be counted as present for FSP (funding) purposes if the student is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides.</p>	<p>11.9.2.2 Certain Absences Excused for Compulsory Attendance Purposes</p> <p>That same statute also permits a student to be counted as present for FSP funding purposes if the student is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides.</p>
Revision	<p>12.1 Responsibility</p> <p>List in the space provided below the name(s) and phone number(s) of the district personnel to whom all questions related to virtual, remote, and self-paced electronic instruction should be directed:</p>	<p>12.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all questions related to virtual, remote, and self-paced electronic instruction should be directed.</p>

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Revision	<p>12.2 Texas Virtual School Network (TxVSN)</p> <p>The network was established by Senate Bill 1788, passed by the 80th Texas Legislature, Regular Session, in May 2007. The Texas Education Code (TEC), Chapter 30A, which established the TxVSN, does not affect the provision of distance learning courses offered under other law. The TxVSN creates an additional distance learning option for districts.</p> <p>Courses approved through the TxVSN review process first became available for grades 9 through 12 through the TxVSN statewide course catalog in January 2009.</p> <p>TxVSN online courses may be provided through the TxVSN statewide course catalog by a TxVSN course provider, defined as a school district or open-enrollment charter school that meets certain eligibility requirements; a Texas public or private institution of higher education²¹⁰; a regional education service center; or a nonprofit or private entity that meets certain eligibility requirements. A full-time virtual TxVSN OLS program may be provided only by a Texas public school district or open-enrollment charter school that meets certain eligibility requirements, has notified the Texas Education Agency (TEA) of its intent to participate in the OLS program, and was in operation on January 1, 2013. For a list of the TxVSN online schools officially recognized by the agency, see the TEA TxVSN Online Schools Program web page at http://www.tea.state.tx.us/index2.aspx?id=4826.</p>	<p>12.2 Texas Virtual School Network (TXVSN)</p> <p>The network was established by Senate Bill 1788, passed by the 80th Texas Legislature, 2007. The TEC, Chapter 30A, which established the TXVSN, does not affect the provision of distance learning courses offered under other law. The TXVSN creates an additional distance learning option for districts.</p> <p>Courses approved through the TXVSN review process first became available for grades nine through 12 through the TXVSN statewide course catalog in January 2009.</p> <p>TXVSN online courses may be provided through the TXVSN statewide course catalog by a TXVSN course provider. This is defined as a school district or open-enrollment charter school that meets certain eligibility requirements. Courses also may be provided by a Texas public or private institution of higher education,²¹¹ a regional education service center, or a nonprofit or private entity that meets certain eligibility requirements. A full-time virtual TXVSN OLS program may be provided only by a Texas public school district or open-enrollment charter school that meets certain eligibility requirements, has notified TEA of its intent to participate in the OLS program, and was in operation on January 1, 2013. For a list of the TXVSN online schools officially recognized by the agency, see the TXVSN OLS Campuses page at https://www.txvsn.org/OLS-Campuses or the TEA Texas Virtual School Network - Online Schools Program web page at https://tea.texas.gov/Academics/Learning_Support_and_Programs/Texas_Virtual_School_Network/Texas_Virtual_School_Network_-_Online_Schools_Program/.</p>

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²¹⁰ as defined by 20 United States Code, §1001

²¹¹ as defined by [20 USC, §1001](#)

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Revision	<p>12.2.1.1 Student Eligibility for Full-Time Enrollment in TxVSN Courses or Program</p> <p>“Full-time enrollment” means enrollment in five or more TxVSN courses for grades 9 through 12 or enrollment in a grade 3 through 8 TxVSN OLS program offered by an officially recognized TxVSN online school.</p> <p>A student is eligible for full-time enrollment in TxVSN courses or in a TxVSN OLS program only if the student meets criteria #1 and #2 in 12.2.1 and also meets one of the following three criteria:</p> <ol style="list-style-type: none"> 1. the student was enrolled in a public school in this state in the preceding school year; or 2. the student is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding year; or 3. the student has been placed in substitute care²¹² in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; or 4. the student: <ol style="list-style-type: none"> a. is a dependent of a member of the United States military; b. was previously enrolled in high school in this state; and c. no longer resides in this state as a result of a military deployment or transfer. 	<p>12.2.1.1 Student Eligibility for Full-Time Enrollment in TXVSN Courses or Program</p> <p>Full-time enrollment means enrollment in four or more TXVSN high school-level courses or enrollment in a grade three through eight TXVSN OLS program offered by an officially recognized TXVSN online school.</p> <p>A student is eligible for full-time enrollment in TXVSN courses or in a TXVSN OLS program only if the student meets criteria #1 and #2 in 12.2.1 Student Eligibility for Full-Time Enrollment in TXVSN Courses or Program and also meets one of the following four criteria.</p> <ol style="list-style-type: none"> 1. The student was enrolled in a public school in this state in the preceding school year. 2. The student is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding year. 3. The student has been placed in substitute care²¹³ in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year. 4. The student <ol style="list-style-type: none"> a. is otherwise eligible to enroll in a public school in this state or b. meets the following requirements: <ol style="list-style-type: none"> i. is a dependent of a member of the United States military ii. was previously enrolled in high school in this state
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		iii. no longer resides in this state as a result of a military deployment or transfer
	<p>12.2.1.2 Student Eligibility and Documentation</p> <p>For a student whose eligibility to enroll in TxVSN courses is based on being a dependent of a member of the United States military and no longer residing in Texas because of a military deployment or transfer, the following must be on file:</p> <ul style="list-style-type: none"> documentation that a district employee verified the student’s Department of Defense (DoD) photo identification for children of active duty service members. The documentation must include the printed name and signature of the person who verified the identification and the date that it was verified. Important: Your district should not make a copy of the identification. <p>If the student has not been issued such an ID, then documentation must be on file that a district employee verified the military member’s DoD photo identification (or other DoD-issued documentation indicating that the person is an active-duty member of the military) and verified documentation showing that the student is a dependent of the military member.</p>	<p>12.2.1.2 Student Eligibility and Documentation</p> <p>For a student whose eligibility to enroll in TXVSN courses is based on being a dependent of a member of the United States military who has been deployed or transferred to this state or is no longer residing in Texas because of a military deployment or transfer, the following must be on file.</p> <ul style="list-style-type: none"> Documentation that a district employee has verified the student’s DoD photo identification for children of active duty service members. The documentation must include the printed name and signature of the person who verified the identification and the date that it was verified. Important: Your district should not make a copy of the identification. <p>If the student has not been issued such an ID, then documentation must be on file that a district employee verified the military member’s DoD photo identification or other DoD-issued documentation indicating that the person is an active-duty member of the military and verified documentation showing that the student is a dependent of the military member.</p>

²¹² Per the Texas Family Code, [§263.001\(a\)\(4\)](#), “substitute care” means the placement of a child who is in the conservatorship of the Texas Department of Family and Protective Services or an authorized agency in care outside the child’s home. The term includes foster care, institutional care, adoption, placement with a relative of the child, or commitment to the Texas Juvenile Justice Department

²¹³ Per the [Texas Family Code, §263.001\(a\)\(4\)](#), “substitute care” means the placement of a child who is in the conservatorship of the Texas DFPS or an authorized agency in care outside the child’s home. The term includes foster care, institutional care, adoption, placement with a relative of the child, or commitment to the TJJD.

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Revision	<p>12.2.2.1 Courses for Grades 9 through 12</p> <p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TxVSN courses for grades 9 through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 55 minutes each day for each virtual course taken through the TxVSN. In other words, each TxVSN course is considered to be 55 minutes of daily classroom time for purposes of the 2-through-4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) A total of no more than three semester courses taken through the TxVSN statewide course catalog may be used in determining a student’s ADA eligibility for any one semester with a maximum of six total semester courses in a school year.²¹⁴ Students enrolled in online courses offered by an officially recognized TxVSN online school are not subject to the three-course maximum; no more than five total semester courses taken through the TxVSN may be used in determining a student’s ADA eligibility for any one semester, with a maximum of 10 TxVSN semester courses within a school year..</p> <p>An exception applies to a student who lacks up to ten semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TxVSN course catalog in the second semester of the school year; or, if the student is enrolled in an officially recognized TxVSN online school, he or she may earn funding for a maximum of 10 TxVSN semester courses in the second semester of the school year. Each course is considered to be 55 minutes of daily classroom instruction for purposes of the 2-through-4-hour rule.</p> <p>For purposes of recording a student’s daily attendance, a student enrolled full-time in TxVSN courses for grades 9 through 12 (enrolled in five TxVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period.</p>	<p>12.2.2.1 Courses for Grades Nine through 12</p> <p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN 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 to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 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.) A total of no more than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student’s ADA eligibility for any one semester with a maximum of six total semester courses in a school year.²¹⁵ Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum. For a student enrolled in an officially recognized TXVSN online school, no more than four total semester courses taken through the TXVSN may be used in determining a student’s ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.</p> <p>An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. If the student is enrolled in an officially recognized TXVSN online school, he or she may earn funding for a maximum of eight TXVSN semester courses in the second semester of the school year. Each course is considered to be 60 minutes of daily</p>
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		<p>classroom instruction for purposes of the two-through-four-hour rule.</p> <p>For purposes of recording a student’s daily attendance, a student enrolled full-time in TXVSN courses for grades nine through 12 (enrolled in four or more TXVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period.</p>
Revision	<p>12.2.2.2 Programs for Grades 3 through 8</p> <p>Successful completion is defined as completion of the TxVSN education program and demonstrated academic proficiency sufficient for promotion to the next grade level.</p>	<p>12.2.2.2 Programs for Grades Three through Eight</p> <p>Successful completion is defined as completion of the TXVSN education program and demonstrated academic proficiency with passing grades sufficient for promotion to the next grade level.</p>
Revision	<p>12.2.2.3 Enrollment in a TxVSN Course or Program and Receipt of Special Program Services</p> <p>A student’s enrollment in one or more TxVSN courses or in a TxVSN OLS program offered by a TxVSN online school does not necessarily preclude your district from serving the student in other special programs, such as special education, career and technical education (CTE), bilingual/English as a Second Language (ESL) education, or pregnancy-related services.</p>	<p>12.2.2.3 Enrollment in a TXVSN Course or Program and Receipt of Special Program Services</p> <p>A student’s enrollment in one or more TXVSN courses or in a TXVSN OLS program offered by an officially recognized TXVSN online school does not necessarily preclude your district from serving the student in other special programs, such as special education, CTE, bilingual/ESL education, or PRS.</p>

²¹⁴ TEC, [§30A.153\(a-1\)](#)

²¹⁵ [TEC, §30A.153\(a-1\)](#)

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12.2.4 Examples

Example 1

A student who is scheduled for and receiving instruction in traditional classes for 185 minutes each day and who is enrolled in one TxVSN course for grades 9 through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance because the online course is considered to be 55 minutes of daily classroom time.

The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.

If the student does not successfully complete the TxVSN course, the TEA will adjust the student's ADA eligibility status to half-day eligibility because the 55 minutes for that course will no longer be considered classroom time and the student will have fallen below the 4 hours (240 minutes) required for full-day eligibility.

Example 2

A student who is scheduled for and receiving instruction in traditional classes for 4 hours (240 minutes) each day and who is enrolled in one or more TxVSN courses for grades 9 through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.

The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.

Whether the student successfully completes the TxVSN course(s) does not impact the student's ADA eligibility status because the student does not need the additional 55 minutes generated by the online course to be eligible for full-day attendance.

12.2.4 Examples

Example 1

A student who is scheduled for and receiving instruction in traditional classes for **200** minutes each day and who is enrolled in one TXVSN course for grades nine through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance because the online course is considered to be **60** minutes of daily classroom time.

The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.

If the student successfully completes the TXVSN course, his or her ADA eligibility status does not change. If the student does not successfully complete the TXVSN course, TEA will adjust the student's ADA eligibility status to half-day eligibility because the **60** minutes for that course will no longer be considered classroom time and the student will have fallen below the four hours (240 minutes) required for full-day eligibility.

Example 2

A student who is scheduled for and receiving instruction in traditional classes for four hours (240 minutes) each day and who is enrolled in one or more TXVSN courses for grades nine through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.

The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.

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<p>Example 3 A student who is scheduled for and receiving instruction in traditional classes for 1 hour (60 minutes) each day and is enrolled in two TxVSN courses for grades 9 through 12 is reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because each TxVSN course is considered to be 55 minutes of daily classroom time (110 minutes total for both TxVSN courses).</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 alternative attendance-taking time set for that student.</p> <p>If the student does not successfully complete both TxVSN courses, the TEA will adjust the student’s ADA eligibility status to enrolled, not in membership, and the FSP funding for the student to \$0.</p> <p>Example 4 A student who is scheduled for and receiving instruction in traditional classes for 1 hour (60 minutes) each day and is enrolled in four yearlong TxVSN statewide catalog courses for grades 9 through 12 is reported with an ADA eligibility code of 2 – Eligible for Half-Day Attendance because only a maximum of three TxVSN statewide course catalog courses (165 minutes) may apply toward ADA eligibility and 165 minutes plus 60 minutes totals only 225 minutes.</p> <p>Example 5 A student who is enrolled in five or more TxVSN courses for grades 9 through 12 offered by an officially recognized TxVSN online school is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student is considered present (in attendance) for each day of instruction in the reporting period.</p> <p>If the student successfully completes at least five courses, his or her ADA eligibility status does not change. If the student successfully completes only</p>	<p>Whether the student successfully completes the TXVSN course(s) does not impact the student’s ADA eligibility status because the student does not need the additional 60 minutes generated by the online course to be eligible for full-day attendance.</p> <p>Example 3 A student who is scheduled for and receiving instruction in traditional classes for 55 minutes each day and is enrolled in two TXVSN courses for grades nine through 12 is reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because each TXVSN course is considered to be 60 minutes of daily classroom time.</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 alternative attendance-taking time set for that student.</p> <p>If the student successfully completes both TXVSN courses, his or her ADA eligibility status does not change. If the student does not successfully complete at least one TXVSN course, 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 because the 60 minutes for that course will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.</p> <p>Example 4 A student who is scheduled for and receiving instruction in traditional classes for 50 minutes each day and is enrolled in four yearlong TXVSN statewide catalog courses for grades nine through 12 is reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because each TXVSN course is</p>
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three or four of the courses, the TEA will adjust the student’s ADA eligibility status to half-day eligibility. If the student successfully completes only two or fewer of the courses, the TEA will adjust the student’s ADA eligibility status to enrolled, not in membership, and the FSP funding for the student to \$0.

Example 6

A student enrolled full time in a grade 3 through 8 TxVSN OLS program offered by an officially recognized TxVSN online school is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.

The student is considered to be present (in attendance) for each day of instruction in the reporting period.

If the student successfully completes the TxVSN education program (completes the program and is promoted to the next grade level), his or her ADA eligibility code does not change. If the student does not demonstrate academic proficiency sufficient for promotion to the next grade level, the TEA will adjust the student’s ADA eligibility status to enrolled, not in membership, and the FSP funding for the student to \$0.

Example 7

A student who is not scheduled for traditional classes, is not receiving instruction in traditional classes, is eligible for full-time enrollment in TxVSN courses, and is enrolled in five or more TxVSN courses for grades 9 through 12 offered by a district or charter school that is **not** an officially recognized TxVSN online school is reported with an ADA eligibility code of 2 – Eligible for Half-Day Attendance because only a maximum of three TxVSN statewide course catalog courses (165 minutes) may apply toward ADA eligibility in any one semester. The student is considered present (in attendance) for each day of instruction in the reporting period.

If the student successfully completes at least three TxVSN courses in a semester, his or her ADA eligibility status does not change. If the student successfully completes two or fewer of the courses, the TEA will adjust the

considered to be 60 minutes of daily classroom time. However, only a maximum of three TXVSN statewide course catalog courses (180 minutes) may apply in any one semester toward ADA eligibility.

The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.

If the student successfully completes two or more TXVSN courses, his or her ADA eligibility status does not change. If the student does not successfully complete at least two TXVSN courses, 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 because the 60 minutes each for two TXVSN courses will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.

Example 5

A student who is enrolled in a school operating on a block schedule* and is scheduled for and receiving instruction in traditional classes for three hours (180 minutes) each day and is enrolled sequentially within a single semester in two TXVSN courses for grades nine through 12 (e.g., Geometry A or U.S. Government for the first half of the semester followed by Geometry B or Economics for the second half of the semester) is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance for each half of the semester because the additional 60 minutes generated by the TXVSN course is sufficient to be eligible for full-day attendance. (180 + 60 for the TXVSN course taken during the first half of the semester = 240 minutes; 180 + 60 for the TXVSN course taken during the second half of the semester = 240 minutes.)

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	<p>student’s ADA eligibility status to enrolled, not in membership, and adjust the FSP funding for the student to \$0.</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 alternative attendance-taking time set for that student.</p> <p>If the student successfully completes both TXVSN courses, his or her ADA eligibility status does not change for either half of the semester. If the student does not successfully complete at least one of the TXVSN courses, TEA will adjust the student’s ADA eligibility to status to 2 - Eligible for Half-Day Attendance for that half of the semester because the 60 minutes for that course will no longer be considered classroom time and the student will have fallen below the four hours (240 minutes) required for full-day eligibility for that part of the semester.</p> <p>*The accelerated block schedule allows a student to complete both semesters of a two-semester course within a single semester by completing semester A of the course during the first half of the semester and then semester B of the course during the second half of the semester.</p> <p>Example 6 A student who is enrolled full time in a grades nine through 12 full-time TXVSN OLS program operated by an official, TEA-recognized TXVSN online school and is taking four or more TXVSN courses is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student is considered present (in attendance) for each day of instruction in the reporting period.</p> <p>If the student successfully completes at least four courses, his or her ADA eligibility status does not change. If the student successfully completes only two or three of the courses, TEA will adjust the student’s ADA eligibility status to half-day</p>
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<p>eligibility because the 60 minutes for each course not successfully completed will no longer be considered classroom time and the student will have fallen below the four hours (240 minutes) required for full-day eligibility. If the student does not successfully complete at least two of the courses (that is, the student successfully completes only one or none of the courses), 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 because the 60 minutes for each course not successfully completed will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.</p> <p>Example 7 A student who is enrolled full-time in a grades three through eight TXVSN OLS program operated by an official, TEA-recognized TXVSN online school is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student is considered to be present (in attendance) for each day of instruction in the reporting period.</p> <p>If the student successfully completes the TXVSN grade-level program and demonstrates academic proficiency 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 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> <p>Example 8 A student who is not scheduled for traditional classes, is not receiving instruction in traditional classes, is eligible for full-</p>
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		<p>time enrollment in TXVSN courses, and is enrolled in four or more TXVSN courses for grades nine through 12 offered by a district or charter school that is <i>not</i> an officially recognized TXVSN online school is reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because only a maximum of three TXVSN statewide course catalog courses (180 minutes) may apply toward ADA eligibility in any one semester. The student is considered present (in attendance) for each day of instruction in the reporting period.</p> <p>If the student successfully completes at least two TXVSN courses in a semester, his or her ADA eligibility status does not change. If the student does not successfully complete at least two of the courses, TEA will adjust the student’s ADA eligibility status to 0 - Enrolled, Not in Membership, and adjust the FSP funding for the student to zero dollars because the 60 minutes each for two TXVSN courses will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.</p>
Revision	<p>12.3 Remote Instruction That Is Not Delivered through the TxVSN</p> <p>This subsection (12.3) addresses remote instruction other than virtual instruction provided through the TxVSN. For requirements related to the TxVSN, see 12.2 Texas Virtual School Network (TxVSN).</p>	<p>12.3 Remote Instruction That Is Not Delivered through the TXVSN</p> <p>This subsection addresses remote instruction other than virtual instruction provided through the TXVSN. For requirements related to the TXVSN, see 12.2 Texas Virtual School Network (TXVSN).</p>

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Revision	<p>12.3 Remote Instruction That Is Not Delivered through the TxVSN</p> <p>For the purposes of this subsection (12.3), “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 or a robot that allows for virtual interaction between student and teacher. The technology must allow for both two-way audio and two-way video interaction.</p>	<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 or a robot that allows for virtual interaction between student and teacher. The technology must allow for both two-way audio and two-way video interaction.</p>

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Revision	<p>12.3.1 Remote Conferencing—Regular Education Students</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>In Subsection 12.3.1, “remote conferencing” means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided on the student’s campus.</p> </div> <p>If your school district provides instruction through remote conferencing to a regular education student, your district may, with the approval of a waiver request, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met:</p> <ul style="list-style-type: none"> • The student is unable to attend school because of a temporary medical condition²¹⁶. • The student’s temporary medical condition is documented by a physician licensed to practice in the United States. <p>The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition (such as confinement at home for disciplinary reasons).</p> <p>If a waiver is granted, the affected student will generate attendance according to the 2-through-4-hour rule and based on whether the student is virtually “present” at the official attendance-taking time. The student will not be considered to be receiving homebound program instruction and will not be eligible to generate eligible days present through the general education homebound (GEH) program. If the student is eligible to be served through the GEH program, your district should evaluate whether it is more appropriate to serve the student through that program or through remote conferencing. 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 must not generate attendance through both remote conferencing and the GEH program simultaneously. See 3.7 General</p>	<p>12.3.1 Remote Conferencing—Regular Education Students</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>In this subsection, remote conferencing means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided on the student’s campus.</p> </div> <p>If your school district provides instruction through remote conferencing to a regular education student, your district may, with the approval of a waiver request, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met.</p> <ul style="list-style-type: none"> • The student is unable to attend school because of a temporary medical condition.²¹⁷ • The student’s temporary medical condition is documented by a physician licensed to practice in the United States. <p>The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons.</p> <p>If a waiver is granted, the affected student will generate attendance according to the two-through-four-hour rule and based on whether the student is virtually “present” at the official attendance-taking time. The student will not be considered to be receiving homebound program instruction and will not be eligible to generate eligible days present through the GEH program. If the student is eligible to be served through the GEH</p>
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	<p>Education Homebound (GEH) Program for GEH requirements. See 12.3.3 Remote Homebound Instruction—Regular Education Students for requirements specific to remote GEH instruction.</p> <p>Your district can submit a request for a general waiver using the TEA’s automated waiver application system, which is available in the online TEA Login (TEAL) secure environment. When submitting a waiver request, cite the following requirements in item 3 of the “General Waivers” section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the <i>Student Attendance Accounting Handbook</i>, which is adopted annually through 19 TAC §129.1025, and 2) the agency’s policy of considering only face-to-face instruction as classroom time for purposes of FSP funding.</p>	<p>program, your district should evaluate whether it is more appropriate to serve the student through that program or through remote conferencing. 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 must not generate attendance through both remote conferencing and the GEH program simultaneously. See 3.7 General Education Homebound (GEH) Program for GEH requirements. See 12.3.3 Remote Homebound Instruction—Regular Education Students for requirements specific to remote GEH instruction.</p> <p>Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the handbook, which is adopted annually through 19 TAC §129.1025, and 2) the agency’s policy of considering only face-to-face instruction as classroom time for purposes of FSP funding.</p>

²¹⁶ Pregnancy, in and of itself, is not considered a medical condition. See **12.3.3 Remote Homebound Instruction—Regular Education Students** for information on remote pregnancy-related services compensatory education home instruction.

²¹⁷ Pregnancy, in and of itself, is not considered a medical condition. See 12.3.3 Remote Homebound Instruction—Regular Education Students for information on remote PRS compensatory education home instruction.

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12.3.2 Remote Conferencing—Special Education Students

In Subsection 12.3.2, “remote conferencing” means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided on the student’s campus or 2) in which a student at an on- or off-campus location receives instruction or special education services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote instruction from an appropriately credentialed individual who is not on the student’s campus.

If your school district provides instruction through remote conferencing to a special education student (for all or part of the school day), your district may, with the approval of a waiver request, count that instruction as classroom time for FSP funding purposes, including in the calculation of contact hours. To do so, the following conditions must be met:

- The student’s admission, review, and dismissal (ARD) committee must have determined, in a manner consistent with state and federal law²¹⁸, that the remote instruction to be provided meets the needs of the student. *
- The ARD committee must have documented that determination in the student’s individualized education program.

*Note: If a student’s ARD committee determines that instruction through remote conferencing is appropriate for a student, that determination does not necessarily mean that the student’s instructional setting code will change with the provision of the instruction through remote conferencing. The student’s instructional setting code may stay the same if the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional setting code to use for the student, the ARD committee should consider the type of instruction and services being provided instead of the physical location of the student.

12.3.2 Remote Conferencing—Special Education Students

In this subsection, remote conferencing means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided on the student’s campus or 2) in which a student at an on- or off-campus location receives instruction or special education services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote instruction from an appropriately credentialed individual who is not on the student’s campus.

If your school district provides instruction through remote conferencing to a special education **student for** all or part of the school **day**, your district may, with the approval of a waiver request, count that instruction as classroom time for FSP funding purposes, including in the calculation of contact hours. To do so, the following conditions must be met.

- The student’s ARD committee must have determined, in a manner consistent with state and federal law,²¹⁹ that the remote instruction to be provided meets the needs of the **student**.
- The ARD committee must have documented that determination in the student’s individualized education program.

Note: If a student’s ARD committee determines that instruction through remote conferencing is appropriate for a student, that determination does not necessarily mean that the student’s instructional setting code will change with the provision of the instruction through remote conferencing. The student’s instructional setting code may stay the same if

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²¹⁸ including provisions related to least-restrictive environment (LRE) and free appropriate public education (FAPE) requirements

²¹⁹ including provisions related to least-restrictive environment (LRE) and FAPE requirements

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<p>The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis.</p> <p>If a waiver is granted, the affected student will generate attendance according to the 2-through-4-hour rule and based on whether the student is physically present on campus at the official attendance-taking time (if the student is scheduled to be on campus at that time) or is virtually “present” at the official attendance-taking time (if the student is scheduled to be off-campus at that time).</p> <p>Please note that the remote conferencing instruction described in this subsection (12.3.2) is different from remote special education homebound program instruction. For general requirements related to special education homebound instruction, see 4.7.2 Code 01 - Homebound. For requirements specific to remote special education homebound instruction, see 12.3.4 Remote Homebound Instruction—Special Education Students. If a student is eligible to be placed in the special education homebound instructional setting, it is the responsibility of the student’s ARD committee to determine whether it is more appropriate to place the student in that setting or in another setting that is provided via remote conferencing.</p> <p>Your district can submit a request for a general waiver using the TEA’s automated waiver application system, which is available in the online TEAL secure environment. When submitting a waiver request, cite the following requirements in item 3 of the “General Waivers” section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the <i>Student Attendance Accounting Handbook</i>, which is adopted annually through 19 TAC §129.1025, and 2) the agency’s policy of considering only face-to-face instruction as classroom time for purposes of FSP funding. Note that requirement 1 needs to be cited only if the student is scheduled to be off campus at the official attendance-taking time.</p>	<p>the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional setting code to use for the student, the ARD committee should consider the type of instruction and services being provided instead of the physical location of the student.</p> <p>The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis.</p> <p>If a waiver is granted, the affected student will generate attendance according to the two-through-four-hour rule and based on whether the student is physically present on campus at the official attendance-taking time if the student is scheduled to be on campus at that time or is virtually “present” at the official attendance-taking time if the student is scheduled to be off-campus at that time.</p> <p>Please note that the remote conferencing instruction described in this subsubsection is different from remote special education homebound program instruction. For general requirements related to special education homebound instruction, see 4.7.2 Code 01 - Homebound. For requirements specific to remote special education homebound instruction, see 12.3.4 Remote Homebound Instruction—Special Education Students. If a student is eligible to be placed in the special education homebound instructional setting, it is the responsibility of the student’s ARD committee to determine whether it is more appropriate to place the student in that setting or in another setting that is provided via remote conferencing.</p> <p>Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) the</p>
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		<p>requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the handbook, which is adopted annually through 19 TAC §129.1025, and 2) the agency’s policy of considering only face-to-face instruction as classroom time for purposes of FSP funding. Note that requirement 1 needs to be cited only if the student is scheduled to be off campus at the official attendance-taking time.</p>

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Revision	<p>12.3.3 Remote Homebound Instruction—Regular Education Students</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>In Subsection 12.3.3, “remote homebound instruction” means remote instruction in which a student receives individualized instruction through the GEH program or compensatory education home instruction (CEHI) program and in which all requirements of the program are met except for in-person instruction from the homebound teacher. See 3.7 General Education Homebound (GEH) Program for GEH program requirements. See Section 9 Pregnancy-Related Services (PRS) for CEHI program requirements.</p> </div> <p>If your school district provides remote homebound instruction to an eligible regular education student, your district may, with the approval of a waiver request, count the student in attendance for FSP funding purposes provided that all requirements of the homebound program are met except for face-to-face instruction from the homebound teacher.</p> <p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 3.7.3 GEH Funding Chart or 9.10 Confinement and Earning Eligible Days Present, as applicable.</p> <p>Your district can submit a request for a general waiver using the TEA’s automated waiver application system, which is available in the online TEAL secure environment. When submitting a waiver request, cite the following requirement in item 3 of the “General Waivers” section: the requirement that a homebound teacher serve a student in person at the student’s home or hospital bedside in order for FSP funding to be generated, as required by Subsection 3.7.3 [GEH] or Subsection 9.10 [CEHI] of the <i>Student Attendance Accounting Handbook</i>, which is adopted annually through 19 TAC §129.1025.</p>	<p>12.3.3 Remote Homebound Instruction—Regular Education Students</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>In this subsection, remote homebound instruction means remote instruction in which a student receives individualized instruction through the GEH program or CEHI program and in which all requirements of the program are met except for in-person instruction from the homebound teacher. See 3.7 General Education Homebound (GEH) Program for GEH program requirements. See Section 9 Pregnancy-Related Services (PRS) for CEHI program requirements.</p> </div> <p>If your school district provides remote homebound instruction to an eligible regular education student, your district may, with the approval of a waiver request, count the student in attendance for FSP funding purposes provided that all requirements of the homebound program are met except for face-to-face instruction from the homebound teacher.</p> <p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 3.7.3 GEH Funding Chart or 9.10 Confinement and Earning Eligible Days Present, as applicable.</p> <p>Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in item 3 of the General Waivers section: the requirement that a homebound teacher serve a student in person at the student’s home or hospital bedside in order for FSP funding to be generated, as required by 3.7.3 GEH Funding Chart or 9.10 Confinement and Earning Eligible Days Present of</p>
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		the handbook , which is adopted annually through 19 TAC §129.1025 .

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Revision	<p>12.3.4 Remote Homebound Instruction—Special Education Students</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In Subsection 12.3.4, “remote homebound instruction” means remote instruction in which a special education student with an instructional setting code of 01 (homebound) receives individualized instruction through special education homebound instruction and in which all requirements related to special education homebound instruction are met except for in-person instruction from the homebound teacher. See 4.7.2 Code 01 - Homebound for special education homebound requirements.</p> </div> <p>A student’s ARD committee is responsible for determining, in a manner consistent with state and federal law, whether remote homebound instruction meets the needs of the student.</p> <p>If your school district provides remote homebound instruction to a special education student, your district may, with the approval of a waiver request, count the student in attendance for FSP funding purposes, including weighted funding purposes, provided that the following requirements are met:</p> <ul style="list-style-type: none"> • The student’s ARD committee must have determined, in a manner consistent with state and federal law²²⁰, that the remote homebound instruction to be provided meets the needs of the student. • The ARD committee must have documented that determination in the student’s individualized education program. • All requirements related to the provision of special education homebound instruction must be met except for face-to-face instruction from the homebound teacher. <p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements.</p>	<p>12.3.4 Remote Homebound Instruction—Special Education Students</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In this subsection, remote homebound instruction means remote instruction in which a special education student with an instructional setting code of 01 - Homebound receives individualized instruction through special education homebound instruction and in which all requirements related to special education homebound instruction are met except for in-person instruction from the homebound teacher. See 4.7.2 Code 01 - Homebound for special education homebound requirements.</p> </div> <p>A student’s ARD committee is responsible for determining, in a manner consistent with state and federal law, whether remote homebound instruction meets the needs of the student.</p> <p>If your school district provides remote homebound instruction to a special education student, your district may, with the approval of a waiver request, count the student in attendance for FSP funding purposes, including weighted funding purposes, provided that the following requirements are met:</p> <ul style="list-style-type: none"> • The student’s ARD committee must have determined, in a manner consistent with state and federal law,²²¹ that the remote homebound instruction to be provided meets the needs of the student. • The ARD committee must have documented that determination in the student’s IEP. • All requirements related to the provision of special education homebound instruction must be met except for face-to-face instruction from the homebound teacher.
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	<p>Your district can submit a request for a general waiver using the TEA’s automated waiver application system, which is available in the online TEAL secure environment. When submitting a waiver request, cite the following requirement in item 3 of the “General Waivers” section: the requirement that a homebound teacher serve a student in person at the student’s home or hospital bedside in order for FSP funding to be generated, as required by Subsection 4.7.2.5 of the <i>Student Attendance Accounting Handbook</i>, which is adopted annually through 19 TAC §129.1025.</p>	<p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements.</p> <p>Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in item 3 of the General Waivers section: the requirement that a homebound teacher serve a student in person at the student’s home or hospital bedside in order for FSP funding to be generated, as required by 4.7.2.5 Homebound Funding and Homebound Documentation Requirements of the handbook, which is adopted annually through 19 TAC §129.1025.</p>

²²⁰ including provisions related to LRE and FAPE requirements

²²¹ including provisions related to LRE and FAPE requirements

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Revision	<p>12.3.5 Distance Learning</p> <p>In Subsection 12.3, including Subsection 12.3.5, “distance learning” means remote instruction* in which a student physically located at his or her home campus participates in a class provided at another campus in the same district or in another district at which students and a teacher are physically present. In Subsection 12.3, including Subsection 12.3.5, distance learning does not include instruction provided through the TxVSN. For requirements related to the TxVSN, see 12.2 Texas Virtual School Network (TxVSN).</p> <p>*To reiterate, “remote instruction” means instruction provided through a technology that allows for real-time, two-way audio and two-way video interaction between a student and teacher who are in different physical locations.</p>	<p>12.3.5 Distance Learning</p> <p>In 12.3 Remote Instruction That Is Not Delivered through the TXVSN, including this subsubsection, distance learning means remote instruction in which a student physically located at his or her home campus participates in a class provided at another campus in the same district or in another district at which students and a teacher are physically present. Distance learning does not include instruction provided through the TXVSN. For requirements related to the TXVSN, see 12.2 Texas Virtual School Network (TxVSN).</p> <p>(To reiterate, remote instruction means instruction provided through a technology that allows for real-time, two-way audio and two-way video interaction between a student and teacher who are in different physical locations.)</p>
Revision	<p>12.5 Self-Paced Computer Courses</p> <p>Subsection 12.5 addresses time spent in self-paced courses, not time spent in virtual courses, remote courses, or CTE independent study courses.</p>	<p>12.5 Self-Paced Computer Courses</p> <p>This subsection addresses time spent in self-paced courses, not time spent in virtual courses, remote courses, or CTE independent study courses.</p>

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Section 13 Appendix: Average Daily Attendance (ADA) and Funding

Definitions

Note on ADA and HSEP Attendance: Attendance for the High School Equivalency Program is recorded in contact minutes instead of days present. For this program, 360 contact minutes (60 minutes \times 6 hours), or 6 hours, is equivalent to one full day of attendance (one day present), and 1,080 hours (6 hours \times 180 days), or 180 days, is equivalent to a full school year's attendance, or one ADA (the attendance that would be earned by one traditional-program student with perfect attendance). A student must receive at least 45 minutes of instruction in a day for contact minutes to be recorded for the day and may earn a maximum of 600 contact minutes (10 hours) in a single day.

The number of days present that is equivalent to the contact minutes earned by a student for a particular six-week period is calculated as follows:

- Sum the total contact minutes for the reporting period.
- Divide the total contact minutes by 60 to determine the number of hours for the reporting period.
- Divide the number of hours for the reporting period by 6 (that is, the number of hours that is equal to one day present) to determine the number of days present for the reporting period.
- Round the number of days present down to the nearest half day.

Once the number of days present is determined, that number can be used in the regular ADA calculation shown in the table above.

Section 13 Appendix: Average Daily Attendance (ADA) and Funding

Definitions

Note on ADA and HSEP Attendance: Attendance for the HSEP is recorded in contact minutes instead of days present. For this program, 360 contact minutes (60 minutes \times 6 hours), or six hours, is equivalent to one full day of attendance (one day present), and 1,080 hours (6 hours \times 180 days), or 180 days, is equivalent to a full school year's attendance, or one ADA (the attendance that would be earned by one traditional-program student with perfect attendance). A student must receive at least 45 minutes of instruction in a day for contact minutes to be recorded for the day and may earn a maximum of 600 contact minutes (10 hours) in a single day.

The number of days present that is equivalent to the contact minutes earned by a student for a particular six-week period is calculated as **follows**.

1. **Sum** the total contact minutes for the reporting period.
2. **Divide** the total contact minutes by 60 to determine the number of hours for the reporting period.
3. **Divide** the number of hours for the reporting period by 6 (that is, the number of hours that is

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<p>Note on ADA and OFSDP Attendance: Attendance for the Optional Flexible School Day Program is recorded in contact minutes instead of days present. For this program, 240 contact minutes (60 minutes \times 4 hours), or 4 hours, is equivalent to one full day of attendance (one day present), and 720 hours (4 hours \times 180 days), or 180 days, is equivalent to a full school year’s attendance, or one ADA (the attendance that would be earned by one traditional-program student with perfect attendance). A student must receive at least 45 minutes of instruction in a day for contact minutes to be recorded for the day and may earn a maximum of 600 contact minutes (10 hours) in a single day.</p> <p>The number of days present that is equivalent to the contact minutes earned by a student for a particular six-week period is calculated as follows:</p> <ol style="list-style-type: none"> 1. Sum the total contact minutes for the reporting period. 2. Divide the total contact minutes by 60 to determine the number of hours for the reporting period. 3. Divide the number of hours for the reporting period by 4 (that is, the number of hours that is equal to one day present) to determine the number of days present for the reporting period. 4. Round the number of days present down to the nearest half day. <p><i>School Days:</i> School days are the total number of days that classes are held in the school year. The law requires that districts have 75,600 minutes unless a waiver has been issued to shorten the school year. Charter schools are not subject to the 75,600-minute requirement. However, state funding is reduced in proportion to the number of minutes by which a charter school’s calendar falls below 75,600 minutes. To receive full funding, a charter school must offer 75,600 minutes (including intermissions and recesses), minus any minutes</p>	<p>equal to one day present) to determine the number of days present for the reporting period.</p> <ol style="list-style-type: none"> 4. Round the number of days present down to the nearest half day. <p>Once the number of days present is determined, that number can be used in the regular ADA calculation shown in the table above.</p> <p>Note on ADA and OFSDP Attendance: Attendance for the OFSDP is recorded in contact minutes instead of days present. For this program, 240 contact minutes (60 minutes \times 4 hours), or four hours, is equivalent to one full day of attendance (one day present), and 720 hours (4 hours \times 180 days), or 180 days, is equivalent to a full school year’s attendance, or one ADA (the attendance that would be earned by one traditional-program student with perfect attendance). A student must receive at least 45 minutes of instruction in a day for contact minutes to be recorded for the day and may earn a maximum of 600 contact minutes (10 hours) in a single day.</p> <p>The number of days present that is equivalent to the contact minutes earned by a student for a particular six-week period is calculated as follows.</p> <ol style="list-style-type: none"> 1. Sum the total contact minutes for the reporting period. 2. Divide the total contact minutes by 60 to determine the number of hours for the reporting period. 3. Divide the number of hours for the
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<p>waived by the TEA in writing, just as a school district is required to. Maximum funding is based on 75,600 minutes.</p> <p><i>Special Education Full Time Equivalent (FTE):</i> Special education FTEs are calculated by multiplying the number of eligible days present in a 6-week period that students were placed into a special program instructional setting by the multiplier of the instructional setting (see 4.15.1 Contract Hours for Each Instructional Setting). Excess special education contact hours in that instructional setting for the 6-week period are subtracted from calculated contact hours for the 6-week period. The net contact hours are divided by the number of days in the 6-week period multiplied by six. The calculated FTE for the 6-week period is added to the same instructional setting’s monthly FTE and divided by six. The FTE is multiplied by the special education weight appropriate for that instructional setting.</p> <h3 style="color: #4F81BD;">Information on Weights</h3> <p>Special Education — Weight: 1.1 to 5.0</p> <p>A special education student is assigned one of 12 special education instructional settings, each with a varying weight (from 1.1 to 5.0) that is based on the duration of the daily service provided and the location of the instruction.</p> <p>For most special education students, weighted special education funding is based on the number of special education contact hours the students generate. Thirty contact hours per week equates to one special education “full-time equivalent (FTE).” Contact hours for a period are determined by multiplying a student’s special education eligible days present for the period by the contact-hour multiplier for the student’s instructional setting.</p> <p>An approximation of weighted funding can be determined as follows: The number of FTEs for a particular instructional setting is determined by dividing the number of contact hours for the year earned by all students assigned to that setting by 1,080 (6 hours × 180 days). A district’s weighted funding for those FTEs is approximately equal to the number of FTEs multiplied by the</p>	<p>reporting period by four (that is, the number of hours that is equal to one day present) to determine the number of days present for the reporting period.</p> <ol style="list-style-type: none"> 4. Round the number of days present down to the nearest half day. <p>School Days: School days are the total number of days that classes are held in the school year. The law requires that districts and charter schools operating after January 1, 2015, have 75,600 operational minutes unless a waiver has been issued to shorten the school year. Charter schools operating before January 1, 2015, must provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and complying with their charter contract terms regarding student instruction time OR provide 75,600 minutes of operation along with any applicable waivers. However, state funding is reduced in proportion to the number of minutes by which a charter school’s calendar falls below 75,600 minutes or 180 days of attendance (for charter schools operating before January 1, 2015).</p> <p>Special Education Full-Time Equivalent (FTE): Special education FTEs are calculated by multiplying the number of eligible days present in a six-week period that students were placed into a special program instructional setting by the multiplier of the instructional setting (see 4.15.1 Contract Hours for Each Instructional Setting). Excess special education contact hours in that instructional setting for the six-week period are subtracted from calculated contact hours for the six-week period. The net contact hours are divided by the number of days in the six-week period multiplied by six. The calculated FTE for the six-week period is added to the same instructional setting’s monthly FTE</p>
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district’s adjusted basic allotment multiplied by the applicable weight for the instructional setting.

Special education students assigned the mainstream instructional setting do not generate special education funding based on contact hours and the portion of an FTE that those hours constitute. Instead, they generate special education funding based on ADA.

A student cannot earn more than 6 contact hours, earned by any combination special education and career and technical education classes, per day. Hours in excess of 6 contact hours per day must be reported as excess special education contact hours and are not factored in to weighted funding calculations.

For more information, see 4.15 Eligible Days Present and Contact Hours.

Contact-Hour Multiplier for Each Instructional Setting

Instructional Setting	Contact-Hour Multiplier
homebound	1.000
hospital class	4.500
no instructional setting (speech therapy only)	0.250
resource room	2.859
self-contained mild/moderate/severe	2.859
full-time early childhood	2.859
off home campus	4.250
vocational adjustment class	5.500
state supported living center	5.500
residential care and treatment	5.500

Career and Technical Education (CTE)—Weight: 1.35
CTE funding pays for CTE course materials and staff salaries. CTE courses are designed to enable students to gain entry-level employment in high-skill, high-wage jobs; continue their education; or do both.

and divided by six. The FTE is multiplied by the special education weight appropriate for that instructional setting.

Information on Weights

Special Education — Weight: 1.1 to 5.0

A special education student is assigned one of 12 special education instructional settings, each with a varying weight (from 1.1 to 5.0) that is based on the duration of the daily service provided and the location of the instruction.

For most special education students, weighted special education funding is based on the number of special education contact hours the students generate. Thirty contact hours per week equates to one special education “full-time equivalent (FTE).” Contact hours for a period are determined by multiplying a student’s special education eligible days present for the period by the **contact hour** multiplier for the student’s instructional setting.

An approximation of weighted funding can be determined as follows: The number of FTEs for a particular instructional setting is determined by dividing the number of contact hours for the year earned by all students assigned to that setting by 1,080 (6 hours × 180 days). A district’s weighted funding for those FTEs is approximately equal to the number of FTEs multiplied by the district’s adjusted basic allotment multiplied by the applicable weight for the instructional setting.

Special education students assigned the mainstream instructional setting do not generate special education funding based on contact hours and the portion of an FTE that those hours constitute. Instead, they generate special education funding based on ADA.

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Funding is based on contact hours, similar to special education. Contact hours are calculated based on the number of eligible days of students taking CTE classes multiplied by the V code (V1, V2, V3, V4, V5, or V6) for the appropriate number of hours that the student is enrolled. See 5.5.1 Special Instructions for Districts Operating Block Schedules and 5.6 Computing Contact Hours for more information. For a detailed explanation of how a district’s total CTE allotment is calculated, see the document entitled *Estimating a District’s Foundation School Program (FSP) CTE Allotment*, available on the TEA CTE Allotment web page at http://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Career_and_Technology_Education_Allotment/.

A student cannot earn more than six contact hours, earned by any combination special education and career and technical education classes, per day. Hours in excess of six contact hours per day must be reported as excess special education contact hours and are not factored in to weighted funding calculations.

For more information, see 4.15 Eligible Days Present and Contact Hours.

Contact Hour Multiplier for Each Instructional Setting

Instructional Setting	Contact Hour Multiplier
homebound	1.000
hospital class	4.500
no instructional setting (speech therapy only)	0.250
resource room	2.859
self-contained mild/moderate/severe	2.859
full-time early childhood	2.859
off home campus	4.250
vocational adjustment class	5.500
state supported living center	5.500
residential care and treatment	5.500

CTE—Weight: 1.35

CTE funding pays for CTE course materials and staff salaries. CTE courses are designed to enable students to gain entry-level employment in high-skill, high-wage jobs; continue their education; or do both.

Funding is based on contact hours, similar to special education. Contact hours are calculated based on the number of

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Change	2018–2019	2019–2020
		<p>eligible days of students taking CTE classes multiplied by the V code (V1, V2, V3, V4, V5, or V6) for the appropriate number of hours that the student is enrolled. See 5.5.1 Special Instructions for Districts Operating Block Schedules and 5.6 Computing Contact Hours for more information. For a detailed explanation of how a district’s total CTE allotment is calculated, see “Estimating a District’s Foundation School Program (FSP) CTE Allotment,” available on the TEA CTE Allotment web page at http://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Career_and_Technology_Education_Allotment/.</p>
Revision	<p>Glossary</p> <p>2-through-4-hour rule – The shortened name for the requirement that a student, other than a student who is eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program, must be scheduled for and provided instruction 2 through 4 hours each day to be eligible for attendance for Foundation School Program (FSP) purposes (eligible to generate average daily attendance [ADA] and thus funding). Note: The 2-through-4-hour rule includes recess and in-class breakfast.</p>	<p>Glossary</p> <p>two-through-four-hour rule – The shortened name for the requirement that a student, other than a student who is eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program, must be scheduled for and provided instruction two through four hours each day to be eligible for attendance for FSP purposes (eligible to generate ADA and thus funding). Note: The two-through-four-hour rule includes recess and in-class breakfast. (For prekindergarten ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.)</p>

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>age – For the purposes of establishing FSP eligibility, a student’s age as of September 1 of the current school year. However, a child with a disability may become eligible for services from the date of birth if other special education requirements are met.</p>	<p>Glossary</p> <p>age – For the purposes of establishing FSP eligibility, a student’s age as of September 1 of the current school year. However, a child with a disability may become eligible for services from the date of birth if other special education requirements are met. If school starts before the student’s birth date, the attendance is eligible for the entire school year as long as the student will be the required age on or before September 1 of the current school year.</p>

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>at-risk – At risk of dropping out of school according to state criteria defined in the Texas Education Code (TEC), §29.081(d). At-risk students include the following:</p> <ul style="list-style-type: none"> • students who were not advanced from one grade level to the next for one or more school years • students in grades 7–12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester • students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, Subchapter B, and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument • students in prekindergarten, kindergarten, or grade 1, 2, or 3 who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year • limited English proficient (LEP) students, as defined by the TEC, §29.052 	<p>Glossary</p> <p>at-risk – At risk of dropping out of school according to state criteria defined in the TEC, §29.081(d). At-risk students include the following:</p> <ul style="list-style-type: none"> • students who were not advanced from one grade level to the next for one or more school years • students in grades seven to 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester • students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, Subchapter B, and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument • students in pre-K, kindergarten, or grades one, two, or three who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year • LEP students, as defined by the TEC, §29.052, interchangeable with the term English learner (EL), as used in 19 TAC Chapter 89, Subchapter BB

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>career and technical education career preparation and practicum courses – Teacher and student assignment designations for instruction that develops essential knowledge and skills through a combination of classroom-based technical instruction and work-based training (Career Preparation courses are paid learning experiences only; practicum courses for each Career Cluster are paid or unpaid learning experiences) in career and technical education occupationally specific training areas. The work-based training components (paid or unpaid) may be provided through cooperative education, internships, job-shadowing, apprenticeships (US Bureau of Apprenticeship and Training [BAT] approved), clinical rotation, preceptorships, etc. The coordinated classroom instruction, work-based training, and education should provide the student with a variety of learning experiences that will give the student the broadest possible understanding of all aspects of the business or industry.</p>	<p>Glossary</p> <p>career and technical education career preparation and practicum courses – Teacher and student assignment designations for instruction that develops essential knowledge and skills through a combination of classroom-based technical instruction and work-based training (career preparation courses are paid or unpaid learning experiences; practicum courses for each Career Cluster are paid or unpaid learning experiences) in career and technical education occupationally specific training areas. The work-based training components (paid or unpaid) may be provided through cooperative education, internships, job-shadowing, apprenticeships (US Bureau of Apprenticeship and Training [BAT] approved), clinical rotation, preceptorships, etc. The coordinated classroom instruction, work-based training, and education should provide the student with a variety of learning experiences that will give the student the broadest possible understanding of all aspects of the business or industry.</p>
Revision	<p>Glossary</p> <p>Career Cluster – One of the 16 Career Clusters around which career and technical education is organized.</p> <p>http://tea.texas.gov/cte/.</p>	<p>Glossary</p> <p>Career Cluster – One of the 16 Career Clusters around which career and technical education is organized. Further information can be found at http://tea.texas.gov/cte/.</p>

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>days of instruction – The number of days to satisfy the instructional time requirements established under the Student Attendance Accounting Handbook that are required by a district or charter school to accumulate 75,600 minutes of operation in a school year.</p>	<p>Glossary</p> <p>days of instruction – The number of days to satisfy the instructional time requirements defined in the <i>Student Attendance Accounting Handbook</i> that are required by a district or charter school to accumulate 75,600 minutes of operation in a school year.</p>
Revision	<p>Glossary</p> <p>disciplinary alternative education program (DAEP) – An alternative education program that meets the following requirements: Instruction is provided in a setting other than a student’s regular classroom; is located on or off of a regular school campus; provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP; focuses on English, math, science, history, and self-discipline; provides for students’ educational and behavioral needs;</p>	<p>Glossary</p> <p>disciplinary alternative education program (DAEP) – An alternative education program that meets the following requirements: Instruction is provided in a setting other than a student’s regular classroom; is located on or off of a regular school campus; provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP; focuses on English Language Arts, math, science, history, and self-discipline; provides for students’ educational and behavioral needs; is taught by a certified teacher as defined in the TEC, §37.008(a)(7);</p>

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Change	2018–2019	2019–2020
Addition		<p>Glossary</p> <p>early childhood special education services (ECSE) – A program that provides special education services to children with disabilities aged three through five years. These students may have any disability recognized in Texas under IDEA-B including noncategorical early childhood (see definition). Developmental delay is not a recognized disability for children over age three in Texas. A student over age three with a developmental delay is subject to the two hours of instruction per day rule for membership (Section 3 General Attendance Requirements and Section 4 Special Education).</p>
Revision	<p>Glossary</p> <p>early education (EE) – A grade level for students 0 through 5 years of age who have not been placed in prekindergarten or kindergarten.</p>	<p>Glossary</p> <p>early education (EE) – A grade level for students through five years of age who have not been placed in prekindergarten or kindergarten.</p>
Addition	<p>Glossary</p>	<p>Glossary</p> <p>English learner (EL) – A student who is in the process of acquiring English and has another language as the primary language; synonymous with ELL and limited English proficient LEP.</p> <p>English proficient (EP) – A student who has met reclassification criteria and is no longer identified as an EL; synonymous with non-EL, non-ELL, and non-LEP.</p>

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>expulsion – Expulsion involves a due process hearing that results in a student’s being removed to either no educational setting or a disciplinary alternative educational setting. A student must be expelled from school for certain offenses²²² and may be expelled for others. The student is generally withdrawn from the school he or she was attending on the date that expulsion takes effect.</p>	<p>Glossary</p> <p>expulsion – Expulsion involves a due process hearing that results in a student being removed to either a noneducational setting or a disciplinary alternative educational setting. A student over the age of 10 must be expelled from school for certain offenses²²³ and may be expelled for others. A student under the age of 10, when necessary, must be expelled to a district alternative education setting and receive educational services according to the TEC, §37.007(e)(2). The student is generally withdrawn from the school he or she was attending on the date that expulsion takes effect.</p>
Revision	<p>Glossary</p> <p>High School Equivalency Program (HSEP) – Also known as the “In-School GED Program,” a program that provides an alternative for high school students 16 through 21 years of age (22 years of age if qualified for special education) who are at risk of not graduating from high school and earning a high school diploma. The purpose of the program is to prepare eligible students to take a high school equivalency examination (GED).</p>	<p>Glossary</p> <p>High School Equivalency Program (HSEP) – The HSEP provides an alternative for high school students 16 through 21 years of age (22 years of age if qualified for special education) who are at risk of not graduating from high school and earning a high school diploma to earn a Texas Certificate of High School Equivalency (TxCHSE). The purpose of the program is to prepare eligible students to take a high school equivalency examination.</p>

²²² According to the TEC, [§37.007](#), Expulsion For Serious Offenses

²²³ According to the [TEC, §37.007](#), Expulsion for Serious Offenses

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Revision	<h3 style="margin: 0;">Glossary</h3> <p>homeless students – As defined by 42 USC, §11302(a), the terms “homeless”, “homeless individual”, and “homeless person” mean —</p> <ol style="list-style-type: none"> (1) an individual or family who lacks a fixed, regular, and adequate nighttime residence; (2) an individual or family with 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, including a car, park, abandoned building, bus or train station, airport, or camping ground; (3) an individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing); (4) an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided; (5) an individual or family who — <ol style="list-style-type: none"> (A) will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, as evidenced by — <ol style="list-style-type: none"> (i) a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days; 	<h3 style="margin: 0;">Glossary</h3> <p>homeless students – As defined by 42 USC, §11302(a), the terms “homeless,” “homeless individual,” and “homeless person” mean —</p> <ol style="list-style-type: none"> (1) an individual or family who lacks a fixed, regular, and adequate nighttime residence; (2) an individual or family with 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, including a car, park, abandoned building, bus or train station, airport, or camping ground; (3) an individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing); (4) an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided; (5) an individual or family who — <ol style="list-style-type: none"> (A) will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State, or local government
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<p>(ii) the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or</p> <p>(iii) credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;</p> <p>(B) has no subsequent residence identified; and</p> <p>(C) lacks the resources or support networks needed to obtain other permanent housing; and</p> <p>(6) unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who —</p> <p>(A) have experienced a long term period without living independently in permanent housing,</p> <p>(B) have experienced persistent instability as measured by frequent moves over such period, and</p> <p>(C) can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.</p> <p>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 [within the meaning of §11302(a)(1)]; and</p>	<p>programs for low-income individuals or by charitable organizations, as evidenced by —</p> <p>(i) a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;</p> <p>(ii) the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or</p> <p>(iii) credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;</p> <p>(B) has no subsequent residence identified; and</p> <p>(C) lacks the resources or support networks needed to obtain other permanent housing; and</p> <p>(6) unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who —</p> <p>(A) have experienced a long term period without living independently in permanent housing,</p>
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<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; are abandoned in hospitals; or are awaiting foster care placement; (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)²²⁴ of this title]; <p>Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2). Pursuant to the federal Every Student Succeeds Act of 2015 (ESSA), amendments to this definition take effect on December 10, 2016, which include removal of the phrase “or are awaiting foster care placement.” The ESSA also adds provisions specific to students in foster care.</p>	<ul style="list-style-type: none"> (B) have experienced persistent instability as measured by frequent moves over such period, and (C) can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment. <p>The term “unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian.</p> <p>As defined by 42 USC, §11434a, the term “homeless children and youths” —</p> <ul style="list-style-type: none"> (A) means individuals who lack a fixed, regular, and adequate nighttime residence; and (B) includes — <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
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Change	2018–2019	2019–2020
		accommodation for human beings [within the meaning of §11302(a)(2)(C) of this title];
Deletion	<p>Glossary</p> <p>Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2). Pursuant to the federal Every Student Succeeds Act of 2015 (ESSA), amendments to this definition take effect on December 10, 2016, which include removal of the phrase “or are awaiting foster care placement.” The ESSA also adds provisions specific to students in foster care.</p>	<p>Glossary</p> <p>[Deleted.]</p>
Revision	<p>Glossary</p> <p>instructional day – That portion of the school day in which instruction takes place. The instructional day includes, recess and in-class breakfast.</p>	<p>Glossary</p> <p>instructional day – That portion of the school day in which instruction takes place. The instructional day includes, recess and in-class breakfast. The instructional day does not include passing periods. Note: For prekindergarten ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.</p>

²²⁴ Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2). Pursuant to the federal Every Student Succeeds Act of 2015 (ESSA), amendments to this definition take effect on December 10, 2016, which include removal of the phrase “or are awaiting foster care placement.” The ESSA also adds provisions specific to students in foster care.

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>juvenile justice alternative education program (JJAEP) – The alternative education program that the juvenile board of a county with a population greater than 125,000²²⁵ must develop subject to the approval of the Texas Juvenile Justice Department (TJJD); or that counties with a population of at least 72,000 but less than 125,001 may develop subject to the approval of the TJJD; or that counties with a population of less than 125,000 may choose to develop without the approval of the TJJD.²²⁶</p>	<p>Glossary</p> <p>juvenile justice alternative education program (JJAEP) – Students who engage in conduct that requires placement in an alternative setting according to the TEC, §37.001, may be mandated to JJAEP or placed by a discretionary decision. The alternative education program that the juvenile board of a county with a population greater than 125,000²²⁷ must develop subject to the approval of the TJJD or that counties with a population of less than 125,000 may choose to develop without the approval of the TJJD.²²⁸ Students who engage in conduct that requires placement in an alternative setting according to the TEC, §37.001, may be mandated to JJAEP or placed by a discretionary decision.</p>
Revision	<p>Glossary</p> <p>membership – The total number of public school students who were reported in membership as of the October snapshot date (the last Friday in October) at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for fewer than two hours per day.</p>	<p>Glossary</p> <p>membership – The total number of public school students who were reported in membership as of the October snapshot date (the last Friday in October) at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment because it does not include those students who are served in the district for fewer than two hours per day.</p>

²²⁵ 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.

²²⁶ See the TEC, [§37.011](#) and [§37.012](#), for additional information.

²²⁷ 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.

²²⁸ See the TEC, [§37.011](#) and [§37.012](#), for additional information.

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>military (member of uniformed services) (definition applicable for Interstate Compact on Educational Opportunity for Military Children) – Activity duty uniformed member of the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders²²⁹. “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and Public Health Services.</p>	<p>Glossary</p> <p>military (member of uniformed services) (definition applicable for Interstate Compact on Educational Opportunity for Military Children) – Activity duty uniformed member of the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.²³⁰ “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, the NOAA Commissioned Corps, and the Public Health Services Commissioned Corps.</p>
Revision	<p>Glossary</p> <p>Optional Flexible School Day Program (OFSDP) – A program providing flexible hours and days of attendance for students who have dropped out of school or are at risk of dropping out; are participating in an approved early college high school plan; are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education; or as a result of attendance requirements under §25.092, will be denied credit for one or more classes in which the students have been enrolled.</p>	<p>Glossary</p> <p>Optional Flexible School Day Program (OFSDP) – A program providing flexible hours and days of attendance for students who have dropped out of school or are at risk of dropping out; are participating in a TEA-designated Early College High School (ECHS), Pathways in Technology Early College High School (P-TECH), or Industry Cluster Innovative Academy (ICIA); are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education; or as a result of attendance requirements under the TEC, §25.092, will be denied credit for one or more classes in which the students have been enrolled.</p>

²²⁹ pursuant to 10 USC, §1209 and §1211

²³⁰ pursuant to [10 USC, §1209](#) and [§1211](#)

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>out-of-school suspension – A student is removed from school according to the TEC , §37.005, Suspension.</p>	<p>Glossary</p> <p>out-of-school suspension – A student is removed from school according to the TEC, §37.005.</p>
Deletion	<p>Glossary</p> <p>preschool program for children with disabilities (PPCD) – A program that provides special education services to children with disabilities aged 3 through 5 years. These students may have any disability recognized in Texas under IDEA-B including noncategorical early childhood (see definition). Developmental delay is not a recognized disability for children over age 3 in Texas. A student over age 3 with a developmental delay is subject to the 2 hours of instruction per day rule for membership (Sections 3 and 4).</p>	<p>Glossary</p> <p>[Deleted.]</p>
Addition	<p>Glossary</p>	<p>Glossary</p> <p>reclassification – The process for ELs who have met criteria to be identified as non-LEP/EP, as distinguished from the term “exit,” which describes the process for reclassified students who no longer participate in a bilingual or ESL program.</p>
Revision	<p>Glossary</p> <p>school year – A period of at least 75,600 (including intermissions and recesses) minutes of instruction. Each school district must operate so that the district provides for at least 75,600 (including intermissions and recesses) minutes of instruction for students.</p>	<p>Glossary</p> <p>school year – For each school year, each school district must operate for at least 75,600 minutes, including time allocated for instruction, intermissions, and recesses for students.</p>

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Change	2018–2019	2019–2020
Revision	<p>Glossary</p> <p>semester system – A system in which a school district operates for either two or three semesters during the school year. Each school district must operate using the semester system except as provided under the TEC, §25.084, Year-Round System.</p>	<p>Glossary</p> <p>semester system – A system in which a school district operates for either two or three semesters during the school year. Each school district must operate using the semester system except as provided under the TEC, §25.084.</p>
Revision	<p>Glossary</p> <p>TEC, §§37.051–37.056, School-Community Guidance Centers</p>	<p>Glossary</p> <p>TEC, §§37.051–37.056</p>
Revision	<p>Glossary</p> <p>work-based learner – a student who works in an organization, paid or un-paid, to gain work experience and satisfy requirements towards high school graduation.</p>	<p>Glossary</p> <p>work-based learner – a student who works in an organization, paid or unpaid, to gain work experience and satisfy requirements towards high school graduation.</p>

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Deletion	<p>Resources</p> <p>TEA Highly Qualified Teachers web page: http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/</p> <p>TEA No Child Left Behind/Elementary and Secondary Education Act web page: http://tea.texas.gov/nclb/</p> <p>TEA Requirements for Highly Qualified Paraprofessionals web page: http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Requirements_for_Highly_Qualified_Paraprofessionals/</p>	<p>Resources</p> <p>[Deleted.]</p>
Revision	<p>Resources</p> <p>Texas Health and Human Services Commission: http://www.hhsc.state.tx.us/index.shtml</p>	<p>Resources</p> <p>TEA Requirements for Becoming an Educational Aid in Texas: https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/</p> <p>Texas Health and Human Services: https://hhs.texas.gov/</p>
Revision	<p>Resources</p> <p>If a particular TEA web address is no longer working, please search for the topic you are interested in using the TEA website’s Google Search function or using the TEA A–Z Index page at http://tea.texas.gov/interiorpage.aspx?id=25769815059.</p>	<p>Resources</p> <p>If a particular TEA web address is no longer working, search for the topic you are interested in using the TEA website’s Search function or using the TEA A–Z Index page at http://tea.texas.gov/interiorpage.aspx?id=25769815059.</p>

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Revision		
	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Texas Education Agency Telephone Numbers</p> <p>Bilingual/ESL Education (Special Populations Division)..... (512) 463-9581 Career and Technical Education (Department of College, Career, and Military Prep) (512) 936-6060 Financial Compliance Division (Audit Requirements) (512) 463-9095 Gifted/Talented Education (Curriculum Division) (512) 463-9581 Performance Reporting Division (512) 463-9704 Pregnancy-Related Services (512) 936-6403 Prekindergarten..... (512) 463-9581 Safety and Chapter 37 (512) 463-2395 Special Education (Federal and State Education Policy Division).. (512) 463-9414 Student Attendance Accounting Handbook (Financial Compliance Division)(512) 463-9095</p> <p>TREX Support.....(512) 463-9229</p>	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Texas Education Agency Telephone Numbers</p> <p>Bilingual/ESL Education (Special Populations Division)(512) 463-9581 CTE (Department of College, Career, and Military Prep) ..(512) 936-6060 Financial Compliance Division (Audit Requirements)(512) 463-9095 Gifted/Talented Education (Special Populations Division).....(512) 463-9581 Highly Mobile and At-Risk Student Program Division..... (512) 463-9414 Performance Reporting Division(512) 463-9704 Pregnancy-Related Services(512) 463-9052 Pre-K.....(512) 936-2546 Chapter 37-Safe Schools.....(512) 463-9128 Special Education (Special Populations Division)(512) 463-9414 Student Attendance Accounting Handbook (Financial Compliance Division).....(512) 463-9095</p> <p>TREx Support..... (512) 463-7246</p>

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²³¹ [TEC, §12.1141\(c\)](#) or [§39.0548](#); school program(s) and campus(es)

²³² [TEC, §29.259](#)

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Change	2018–2019	2019–2020	

²³³ [TEC, §12.1141\(c\)](#) or [§39.0548](#); school program(s) and campus(es)

²³⁴ [TEC, §29.259](#)