

**2013–2014 Student Attendance Accounting Handbook
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Section	Change	2012–2013	2013–2014
Section 1 Overview	Revision	<p>1.5 Auditing of Attendance Information Regardless . . . audit by the Financial Audits Division of . . .</p>	<p>1.5 Auditing of Attendance Information Regardless . . . audit by the Financial Compliance Division of . . .</p>
Section 2 Audit Requirements	Revision	<p>2.1 General Audit Requirements Your district must . . . to the Financial Audits Division . . .</p>	<p>2.1 General Audit Requirements Your district must . . . to the Financial Compliance Division . . .</p>
Section 2 Audit Requirements	Revision	<p>2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems Your . . . Your district may receive optimal benefit by retaining some . . .</p>	<p>2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems Your . . . Your district may get the most benefit from retaining some . . .</p>
Section 3 General Attendance Requirements	Revision	<p>3.1 Responsibility . . . As . . . These records . . . Financial Audits Division. . .</p>	<p>3.1 Responsibility . . . As . . . These records . . . Financial Compliance Division. . .</p>
Section 3 General Attendance Requirements	Addition	<p>3.2.1.4 Code 3 Eligible Transfer Student Full-Day . . Note: . . . However, . . . locally.</p>	<p>3.2.1.4 Code 3 Eligible Transfer Student Full-Day . . Note: . . . However, . . . locally. Also, your district must report the transfer status of each student who has been transferred into the district in the PEIMS fall data submission.</p>
Section 3 General Attendance Requirements	Revision	<p>3.2.1.5.1 Underage:</p> <ul style="list-style-type: none"> • . . . • children . . . However, a 4-year-old . . . The student must be coded for PK. 	<p>3.2.1.5.1 Underage:</p> <ul style="list-style-type: none"> • . . . • children . . . However, a 4-year-old . . . The student must be coded with a grade level of PK.

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Section 3 General Attendance Requirements	Addition	<p><i>3.2.1.5.3 Other:</i></p> <ul style="list-style-type: none"> • ... • students placed in residential facilities . . . 	<p><i>3.2.1.5.3 Other:</i></p> <ul style="list-style-type: none"> • ... • students placed in residential facilities . . . • students who are required, as a condition of obtaining or holding the appropriate United States (US) student visa, to pay tuition to your district to cover the cost of their education¹
Section 3 General Attendance Requirements	Addition	<p>3.2.1.6 Code 5 Ineligible Half-Day</p> <p>Code 5 applies . . . Examples include the following:</p> <ul style="list-style-type: none"> • ... • students provided instruction by a JJAEP . . . 	<p>3.2.1.6 Code 5 Ineligible Half-Day</p> <p>Code 5 applies . . . Examples include the following:</p> <ul style="list-style-type: none"> • ... • students provided instruction by a JJAEP . . . • students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education²
Section 3 General Attendance Requirement	Deletion	<p>[Subsections 3.2.2.3 Time Spent in Self-Paced Course and 3.2.2.4 Time Spent in an On-Campus Online Course Not Provided Through the Texas Virtual School Network (TxVSN) now appear in Section 12 as Subsections 12.5 and 12.4, respectively.]</p>	--
Section 3 General Attendance Requirement	Revision	<p>3.2.2.5 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments</p> <p>Your school district . . .</p>	<p>3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments</p> <p>Your school district . . .</p>

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

² TEC, §25.0031(c), as added by SB 453, 83rd Texas Legislature, 2013

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Section 3 General Attendance Requirement	Revision and Addition	<p>3.2.3 Age Eligibility The following table . . .</p> <p>[TABLE: FIRST ROW OF "ELIGIBLE" COLUMN: 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</p> <p>SECOND ROW OF "ELIGIBLE" COLUMN: a student who is at least 21 years of age but less than 26 years of age and who has been admitted by your school district to complete the requirements of a high school diploma**]</p>	<p>3.2.3 Age Eligibility The following table . . .</p> <p>[TABLE: FIRST ROW OF "ELIGIBLE" COLUMN: 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 date³</p> <p>SECOND ROW OF "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**⁴</p> <p>NEW THIRD ROW ADDED BELOW EXISTING SECOND ROW OF "ELIGIBLE" COLUMN: 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 program⁵</p>
Section 3 General Attendance Requirement	Addition	<p>*3.2.3.1 Additional Information About Minimum Eligible Age . . .</p> <p>A student younger than 5 years of age . . . policy for admitting students younger than 5 years of age.</p>	<p>*3.2.3.1 Additional Information About Minimum Eligible Age . . .</p> <p>A student younger than 5 years of age . . . policy for admitting students younger than 5 years of age.⁶</p>

³ TEC, §42.003

⁴ TEC, §42.003

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

⁶ TEC, §42.003(d)

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Section 3 General Attendance Requirement	Revision and Addition	<p>3.3 Enrollment Procedures and Requirements ...</p> <p>A parent or other person . . . Any of the following documents are acceptable for proof of identity and age:</p> <ul style="list-style-type: none"> • birth certificate; • driver's license; • passport; • school ID card, records, or report card; • military ID; • hospital birth record; • adoption records; • church baptismal record; or • any other legal document that establishes identity. 	<p>3.3 Enrollment Procedures and Requirements ...</p> <p>A parent or other person . . . Any of the documents in the following list are 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 statistics⁷ • 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

⁷ 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.

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Section 3 General Attendance Requirement	Revision and Addition	<p><i>[Continued]</i></p> <p>If a student who is under age 11 is enrolling in your school for the first time, please see the Texas Code of Criminal Procedure, Article 63.019, for additional information related to documentation of identity and age.</p> <p>...</p>	<p><i>[Continued]</i></p> <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>...</p>

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Section 3 General Attendance Requirement	Revision and Addition	<p><i>[Continued]</i></p> <p>In establishing whether a student meets residency and age requirements for enrollment in your district, your district may 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.</p> <p>Failure . . .</p>	<p><i>[Continued]</i></p> <p>In establishing whether a student meets residency requirements for enrollment in your district, your district may 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.⁸ To determine whether a student should have an immigrant indicator code of 1 for PEIMS reporting purposes, your district may ask the following questions⁹:</p> <ol style="list-style-type: none"> 1) Is the student 3–21 years of age? 2) Was the student born outside of the United States? 3) Has the student attended a US school for 3 full academic years? <p>Note: The 3 years do not need to be consecutive. If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1.</p> <p>Failure . . .</p>
Section 3 General Attendance Requirement	Revision	<p><i>3.3.3 Student Entitlement to Attend School in District of Residence</i></p> <p>A . . . If the hospital is located within your school district, you must immediately serve . . .</p>	<p><i>3.3.3 Student Entitlement to Attend School in District of Residence</i></p> <p>A . . . If the hospital is located within your school district, your district must immediately serve . . .</p>

⁸ See the United States (US) Department of Education/US Department of Justice letter and fact sheet available at <http://www.justice.gov/crt/about/edu/documents/plyler.php>.

⁹ 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.

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Section 3 General Attendance Requirement	Revision	<p><i>[Continued]</i></p> <p>Also, . . . foster parents reside in your district. A high school student in grades 9–12 who has been placed in temporary foster care at a residence outside your district but was enrolled at a school in your district at the time of placement is entitled to complete high school at that school without payment of tuition.¹⁰</p>	<p><i>[Continued]</i></p> <p>Also, . . . foster parents reside in your district. A student in the conservatorship of the Department of Family and Protective Services 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.¹¹</p>
Section 3 General Attendance Requirement	Revision	<p>3.3.4 Homeless Students</p> <p>If your district determines that a student is homeless, as . . . Act, then at the time of that determination, the child must be allowed to either remain in the district in which he or she was enrolled before becoming homeless or enroll in the district where he or she is now located. A homeless student is entitled to enroll in any district. Proof of residence is not required. Information on school district responsibilities associated with homeless students may be obtained from the TEA Regional Services Division at (512) 463-9371.</p>	<p>3.3.4 Homeless Students</p> <p>A student who is homeless, as . . . Act¹², is entitled to enroll in any school district in the state without regard to the student's residence.¹³ The student must be allowed to attend either the student's "school of origin"¹⁴ (school in which he or she was enrolled before becoming homeless) or the school serving the attendance area where he or she is now located.¹⁵ Eligibility to enroll in any other school in any school district is determined by local policy.¹⁶ A student attending his or her school of origin who becomes permanently housed during the school year is entitled to continue to attend that school for the rest of the school year.</p> <p>You can find more information . . . students on the TEA Homeless Issues FAQ page and on the Texas Homeless Education Office website at http://www.utdanacenter.org/theo/.</p>

¹⁰ TEC, §25.001(g)

¹¹ TEC, §25.001(g), as amended by House Bill (HB) 2619, 83rd Texas Legislature, 2013

¹² (42 United States Code [USC], §11302)

¹³ TEC, §25.001(b)(5)

¹⁴ as defined in 42 USC, §11302(g)(3)(G)

¹⁵ 42 USC, §11302(g)(3)(A)

¹⁶ 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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Section 3 General Attendance Requirement	Addition	<p>3.4.4 Information and Record Transfer</p> <p>... The student record ... following information at a minimum:</p> <ul style="list-style-type: none"> • Social Security number or ... 	<p>3.4.4 Information and Record Transfer</p> <p>... The student record ... following information at a minimum:</p> <ul style="list-style-type: none"> • Texas Unique Student ID • Social Security number or ...
Section 3 General Attendance Requirement	Revision	<p>3.5 Compulsory Attendance</p> <p>...</p> <p>Unless ... who has not yet reached his or her eighteenth birthday must attend school.</p>	<p>3.5 Compulsory Attendance</p> <p>...</p> <p>Unless ... who has not yet reached his or her 18th birthday must attend school.</p>
Section 3 General Attendance Requirement	Revision and Addition	<p>3.6 General Attendance-Taking Rules</p> <p>Each ... If ... but the system does not meet the requirements for a secure paperless system that are specified in ... , then the attendance records must be printed out on a weekly (one calendar week) ...</p> <p>Students ...</p>	<p>3.6 General Attendance-Taking Rules</p> <p>Each ...</p> <p>Note: If your district uses an automated system that meets the requirements for a secure paperless system specified in 2.2.3 "Paperless" Attendance Accounting Systems (i.e., if the system can report the date and time of any attendance record alterations and the identity of the individual altering the record and meets all other requirements), then attendance records do not need to be generated and signed weekly. If ... but the system does not meet the requirements for a secure paperless system specified in ... , then the attendance records must be generated on a weekly (one calendar week) ...</p> <p>Students ...</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 (e.g., 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.</p>

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Section 3 General Attendance Requirement	Revision and Addition	<p>3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations</p> <p>Your . . . students that is scheduled to be off campus during the regular attendance-taking time, such as dual-credit students who are attending classes at an institution of higher education or career and technical education students who are scheduled to be at a worksite. To implement . . .</p>	<p>3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations</p> <p>Your . . . students that is scheduled to be off campus during the regular attendance-taking time, such as the following:</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 and/or PPCD students who are reported by a particular campus but served at an off-campus location. <p>(Note that this is not an exhaustive list.)</p> <p>To implement . . .</p>
Section 3 General Attendance Requirement	Revision and Addition	<p>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</p> <p>For . . . Students present at the time the attendance snapshot is taken are counted present for funding purposes. . . . With the exception of any reason listed in the following paragraphs, students who are absent at the time the attendance snapshot is taken are counted absent . . .</p> <p>. . . retained for audit purposes.</p> <p>Note: These . . .</p>	<p>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</p> <p>For . . . Students present at the official attendance-taking time are counted present for funding purposes. . . . 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 . . .</p> <p>. . . 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>Note: These . . .</p>

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Section 3 General Attendance Requirement	Addition	<p><i>[Continued]</i> A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:</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 §74.13(a)(3). • ... • misses school for the purpose of attending a required court appearance, including ... <p>Important: ... court appearances.</p>	<p><i>[Continued]</i> A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:</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. • ... • misses school for the purpose of attending a required court appearance, including ... <p>Important: ... court appearances. However, see the next bullet, related to court-ordered activities for students in the conservatorship of the Department of Family and Protective Services.</p>

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Section 3 General Attendance Requirement	Addition	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • [NONE] 	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • is in the conservatorship of the Department of Family and Protective Services and misses school: <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 practicable¹⁷ or ○ to attend a mental health or therapy appointment or family visitation as ordered by a court under the Texas Family Code, Chapter 262 or 263¹⁸. <p>The student may be considered in attendance for travel days for this purpose. Travel days for which the student is considered in attendance are limited to not more than 1 day for travel to and 1 day for travel from the site where the student is participating in the activity, appointment, or visitation.</p>

¹⁷ TEC, §25.087(b)(1)(F), as added by SB 1404, 83rd Texas Legislature, 2013

¹⁸ TEC, §25.087(b)(1)(F), as added by HB 2619, 83rd Texas Legislature, 2013

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Section 3 General Attendance Requirement	Revision	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • misses school for the purpose of serving as an election clerk, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than 1 day for travel to and 1 day for travel from the site where the student is serving as an election clerk. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. <p>To serve as an election clerk, a student must meet one of the following requirements:</p> <ul style="list-style-type: none"> ○ be eligible to serve as an election clerk under the Texas Election Code, §32.051(c), or ○ be at least 16 years of age, have the consent of the principal of the school the student attends, be a United States citizen, and have completed any training course required by the entity holding the election. 	<p><i>[Continued]</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,¹⁹ or misses school for the purpose of serving as an election clerk or student election clerk. Your school district may excuse a student's absence for this purpose for a maximum of 2 days in a school year.²⁰ <p>A student may be considered in attendance for travel days related to an absence to serve as an election clerk or student election clerk but not for travel days to serve as a student early voting clerk. Travel days for which . . . Your school district may elect . . . purposes. Travel days do not count toward the 2-days-per-school-year maximum.</p> <p>To serve as a student election clerk or student early voting clerk, a student must:</p> <ul style="list-style-type: none"> ○ be ineligible to serve as an election clerk under the Texas Election Code, §32.051(c); ○ be at least 16 years of age; ○ have the consent of the principal of the school the student attends; ○ be a US citizen; and ○ have completed any training course required by the entity holding the election.²¹ <p>To serve as an election clerk (as opposed to a student election clerk), a student must meet the requirements specified in the Texas Election Code, §32.051.</p>

¹⁹ TEC, §25.087(b-1), as added by SB 553, 83rd Texas Legislature, 2013

²⁰ TEC, §25.087(e), as added by SB 553, 83rd Texas Legislature, 2013

²¹ Texas Election Code, §32.0511, and §83.012, as added by SB 553, 83rd Texas Legislature, 2013

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Section 3 General Attendance Requirement	Revision	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • misses . . . in connection with the student's application for United States citizenship, including . . . • misses . . . student's own United States naturalization oath . . . • is temporarily absent because of a documented appointment with a health care professional licensed²² to practice in the United States.²³ A documented . . . includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner²⁴ to receive a generally recognized service . . . • is in his or her junior . . . Your district 1) may not excuse for this purpose more than two days during a student's junior year and two days . . . 	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • misses . . . in connection with the student's application for US citizenship, including . . . • misses . . . student's own US naturalization oath . . . • is temporarily absent because of a documented appointment for the student or the student's child that is with a health care professional licensed²⁵ to practice in the United States.²⁶ A documented . . . includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner²⁷ to receive a generally recognized service . . . • is in his or her junior . . . Your district 1) may not excuse for this purpose more than 2 days during a student's junior year and 2 days . . .

²² You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

²³ TEC, §25.087(b)(2)

²⁴ See the Texas Insurance Code, §1355.015(b), for a description of the term *health care practitioner*.

²⁵ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

²⁶ TEC, §25.087(b)(2), **as amended by HB 455, 83rd Texas Legislature, 2013**

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

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<p>Section 3 General Attendance Requirement</p>	<p>Revision and Addition</p>	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • [NONE] <p>Your school district . . . (with the exception of the first two reasons, for which this paragraph does not apply) . . . If the student satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance.</p> <p>If . . .</p> <p>Important: . . .</p>	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • 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. Your district is required to excuse up to 5 days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.²⁸ <p>Your school district . . . (with the exception of the first five reasons, for which this paragraph does not apply) . . . If the student satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance.²⁹</p> <p>If . . .</p> <p>Numerous absences, whether excused or unexcused, may jeopardize a student's ability to receive credit or final grades for classes (see the TEC, §25.092, for requirements related to minimum attendance for class credit or a final grade).</p> <p>Important: . . .</p>

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

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

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Section 3 General Attendance Requirement	Addition	<p><i>3.6.4 Excused Absences for Compulsory Attendance Purposes</i> A teacher, . . .</p>	<p><i>3.6.4 Excused Absences for Compulsory Attendance Purposes</i> A teacher, . . .</p> <p>Numerous absences, whether excused or unexcused, may jeopardize a student's ability to receive credit or final grades for classes (see the TEC, §25.092, for requirements related to minimum attendance for class credit or a final grade).</p>
Section 3 General Attendance Requirement	Revision	<p><i>3.6.6 Attendance Accounting During Testing Days</i> . . .</p> <p>If . . . A student must either be provided the appropriate number of hours of instruction, or the student must be counted absent. See . . .</p>	<p><i>3.6.6 Attendance Accounting During Testing Days</i> . . .</p> <p>If . . . A student must either be provided the appropriate number of hours of instruction or be counted absent. See . . .</p>

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Section 3 General Attendance Requirement	Revision	<p>3.7 General Education Homebound (GEH)</p> <p>Any . . . criteria:</p> <ul style="list-style-type: none"> • . . . • The student's medical condition is documented by a physician licensed³⁰ to practice in the United States. <p>A student served through GEH at home/hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.</p> <p>Note: . . .</p>	<p>3.7 General Education Homebound (GEH)</p> <p>Any . . . criteria:</p> <ul style="list-style-type: none"> • . . . • . . . licensed³¹ to practice in the United States. <p>A student served through GEH at home/hospital bedside must be served by a certified³² general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.</p> <p>Note: . . .</p>
Section 3 General Attendance Requirement	Revision	<p>3.7.2 GEH Committee</p> <p>A . . .</p> <p>. . . Over the period of his or her confinement, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.</p> <p>In making . . .</p>	<p>3.7.2 GEH Committee</p> <p>A . . .</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>In making . . .</p>

³⁰ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp. Throughout . . .

³¹ 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 . . .

³² **For a teacher other than a bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school's charter requires that courses be taught by certified teachers. However, under the No Child Left Behind Act, certain teachers must be “highly qualified” if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.**

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Section 3 General Attendance Requirement	Revision	<p>3.7.3 GEH Funding Chart</p> <p>...</p> <p>A general education student . . . served at home by a certified teacher . . .</p>	<p>3.7.3 GEH Funding Chart</p> <p>...</p> <p>A general education student . . . served at home by a certified³³ teacher . . .</p>
Section 3 General Attendance Requirement	Revision	<p>3.7.4 Test Administration and GEH</p> <p>...</p> <p>A student receiving GEH services who returns . . . from a licensed³⁴ physician . . .</p>	<p>3.7.4 Test Administration and GEH</p> <p>...</p> <p>A student receiving GEH services who returns . . . from a licensed³⁵ physician . . .</p>

³³ For a teacher other than a bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school's charter requires that courses be taught by certified teachers. However, under the No Child Left Behind Act, certain teachers must be “highly qualified” if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.

³⁴ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

³⁵ 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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<p>Section 3 General Attendance Requirement</p>	<p>Addition and Revision</p>	<p>3.8 Calendar ... 170 instructional days.</p> <p>Your district has flexibility ... the following:</p> <ul style="list-style-type: none"> • ... <p>The first day ... no earlier than the fourth Monday in August. Charter schools are not subject to this requirement and may schedule an earlier</p>	<p>3.8 Calendar ... 170 instructional days.</p> <p>Charter schools are not subject to the 180-day requirement. However, state funding is reduced in proportion to the number of days by which a charter school's calendar falls below 180 days. To receive full funding, a charter school must offer 180 days of instruction, minus any days waived by the TEA in writing, just as a school district is required to. Also, if a charter school elects to have a calendar that includes fewer than 180 days with planned staff development days factored in (e.g., 175 instructional days + 3 planned staff development waiver days = only 178 days) and requests waivers for those staff development days, the waivers will not be granted, and funding will not be generated for the days for which waivers were requested.</p> <p>Your district has flexibility ... the following:</p> <ul style="list-style-type: none"> • ... <p>The first day ... no earlier than the fourth Monday in August.</p> <p>Charter schools are not subject to the fourth-Monday-in-August requirement and may schedule an earlier ...</p>
<p>Section 3 General Attendance Requirement</p>	<p>Addition</p>	<p>3.8.2 Makeup Days and Waivers</p> <p>3.8.2.1 Makeup Days Your ...</p>	<p>3.8.2 Makeup Days and Waivers This section discusses required makeup days and waivers.</p> <p>3.8.2.1 Makeup Days Your ...</p>

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Section 3 General Attendance Requirement	Revision	<p>3.8.2.2 Missed Instructional Day Waivers . . . A missed instructional day waiver application can be found at [OBSOLETE LINK].</p> <p>Charter schools applying . . .</p>	<p>3.8.2.2 Missed Instructional Day Waivers . . . A missed instructional day waiver application must be submitted using the TEA's automated waiver application system, which is available in the online TEAL Login (TEAL) secure environment.</p> <p>Charter schools applying . . .</p>
Section 3 General Attendance Requirement	Revision	<p>3.8.2.3 Low-Attendance Day Waivers On a day when . . . or health or safety issues, the day may be excused for FSP funding purposes. For audit purposes, specific written TEA approval is required for the day to be excluded from the ADA calculations. Your district must send documentation of low attendance for the day (including the reason for the low attendance rate) and the prior year's attendance report (showing the average for the year) for your district or campus to the State Waivers Unit for waiver approval.</p>	<p>3.8.2.3 Low-Attendance Day Waivers For a day when . . . 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. Your district must include in its application documentation of low attendance for the day (including the reason for the low attendance rate) and the prior year's attendance report (showing the average for the year) for the district or applicable campus. (These documents can be uploaded as attachments in the automated waiver application system.)</p>
Section 3 General Attendance Requirement	Revision	<p>3.8.2.4 Early-Release Day Waivers Your district must submit any request for a waiver for an early-release day in writing and at least 31 days in advance of the target date for the early release. Send requests to the TEA State Waivers Unit.</p> <p>If . . .</p>	<p>3.8.2.4 Early-Release Day Waivers Your district . . . early-release day at least 31 days in advance of the target date for the early release. An early-release day waiver application must be submitted using the TEA's automated waiver application system, which is available in the online TEAL secure environment.</p> <p>If . . .</p>

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Section 3 General Attendance Requirement	Revision	<p>3.8.2.6 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) With Calendars of Fewer Than 180 Days</p> <p>... of the 180-day-calendar requirement. Send requests for a waiver to the TEA State Waivers Unit. See ...</p>	<p>3.8.2.6 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) With Calendars of Fewer Than 180 Days</p> <p>... of the 180-day-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 ...</p>
Section 3 General Attendance Requirement	Revision	<p>3.8.2.7 Waivers Related to Students Taking Dual Credit Courses at IHEs With Calendars Beginning Before the Fourth Monday in August</p> <p>... start date requirement. Send requests for a waiver to the TEA State Waivers Unit.</p>	<p>3.8.2.7 Waivers Related to Students Taking Dual Credit Courses at IHEs With Calendars Beginning Before the Fourth Monday in August</p> <p>... 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>
Section 3 General Attendance Requirement	Revision	<p><i>3.8.4 Summer School and State Funding</i></p> <p>... For the 2012–2013 school year, ... The Optional Extended Year Program, ... 2012–2013 school year.</p> <p>If ...</p>	<p><i>3.8.4 Summer School and State Funding</i></p> <p>... For the 2013–2014 school year, ... The Optional Extended Year Program, ... 2013–2014 school year.</p> <p>If ...</p>

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<p>Section 3 General Attendance Requirement</p>	<p>Revision</p>	<p>3.9 Data Submission . . . PEIMS <i>Data Standards</i>.</p> <p>If your district is registered with the TEA to operate a year-round program, your district must submit initial attendance records for all students by June 27, 2013, regardless of which track students are attending. On completion of all tracks, your district must resubmit all records for each student. If your district's year-round tracks end later than June 27, your district may delay resubmission until 2 weeks after the completion of the latest year-round track or August 8, 2013, whichever comes first. In no case may any resubmission occur after August 8, 2013. Corrections made after August 8, 2013, will be handled by the Office of School Finance.</p> <p>Regardless of the basis it uses for student attendance accounting, your district must submit all the information required in the PEIMS <i>Data Standards</i> and must follow all definitions and instructions in this handbook.</p> <p>Note: If . . .</p>	<p>3.9 Data Submission . . . PEIMS <i>Data Standards</i>. Links to the <i>Data Standards</i> and PEIMS data collection schedule are available at http://www.tea.state.tx.us/peims/.</p> <p>Regardless of the basis it uses for student attendance accounting, your district must submit all the information required in the PEIMS <i>Data Standards</i> and must follow all definitions and instructions in this handbook.</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 26, 2014, due date for initial Collection 3 data submission, your district still must submit its initial Collection 3 data by that due date. Your district may delay resubmission of Collection 3 data until August 21, 2014, or 2 weeks after the completion of the latest year-round track, whichever comes first. However, in no case may any resubmission occur after August 21, 2014. Corrections made after August 21, 2014, will be handled by the State Funding Division.</p> <p>Note: If . . .</p>

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<p>Section 3 General Attendance Requirement</p>	<p>Revision</p>	<p>3.11 Examples</p> <p>3.11.1 Example 1 A . . . <i>This student's ADA eligibility code would be . . .</i></p> <p>3.11.2 Example 2 A . . . <i>This student's ADA eligibility code would be . . .</i></p> <p>3.11.3 Example 3 A . . . <i>This student's ADA eligibility code would be . . .</i></p> <p>3.11.4 Example 4 Your . . . <i>Since . . . If the student . . . ADA eligibility code should be . . .</i> <i>If this student . . . PK, then the ADA eligibility code should be . . .</i></p> <p>3.11.5 Example 5 A . . . <i>The receiving district would report this student . . .</i></p>	<p>3.11 Examples</p> <p>3.11.1 Example 1 A . . . <i>This student's ADA eligibility code is . . .</i></p> <p>3.11.2 Example 2 A . . . <i>This student's ADA eligibility code is . . .</i></p> <p>3.11.3 Example 3 A . . . <i>This student's ADA eligibility code is . . .</i></p> <p>3.11.4 Example 4 Your . . . <i>Since . . . If the student . . . ADA eligibility code is . . .</i> <i>If this student . . . PK, then the ADA eligibility code is . . .</i></p> <p>3.11.5 Example 5 A . . . <i>The receiving district reports this student . . .</i></p>

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<p>Section 3 General Attendance Requirement</p>	<p>Revision</p>	<p>3.11.6 Example 6 A . . . <i>Since . . . student's ADA eligibility code would be . . .</i> This . . . <i>At . . . ADA eligibility code would change to . . .</i></p> <p>3.11.7 Example 7 A . . . <i>Since . . . ADA eligibility code would be . . .</i></p> <p>3.11.8 Example 8 A . . . <i>If . . . code would be . . . If . . . student's code would be . . .</i></p> <p>3.11.9 Example 9 A . . . <i>The . . . student would be . . . The . . . setting code would be . . .</i></p> <p>3.11.10 Example 10 A . . . <i>The ADA eligibility code . . . student would be . . . The special education instructional arrangement/setting code would be . . .</i></p> <p>3.11.11 Example 11 A . . . <i>The ADA eligibility code for this student would be . . .</i></p>	<p>3.11.6 Example 6 A . . . <i>Since . . . student's ADA eligibility code is . . .</i> This . . . <i>At . . . ADA eligibility code changes to . . .</i></p> <p>3.11.7 Example 7 A . . . <i>Since . . . ADA eligibility code is . . .</i></p> <p>3.11.8 Example 8 A . . . <i>If . . . code is . . . If . . . student's code is . . .</i></p> <p>3.11.9 Example 9 A . . . <i>The . . . student is . . . The . . . setting code is . . .</i></p> <p>3.11.10 Example 10 A . . . <i>The ADA eligibility code . . . student is . . . The special education instructional arrangement/setting code is . . .</i></p> <p>3.11.11 Example 11 A . . . <i>The ADA eligibility code for this student is . . .</i></p>

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<p>Section 3 General Attendance Requirement</p>	<p>Revision</p>	<p>3.11.15 Example 15 . . . On the day of the final, 100 students did not attend school until 1:00 p.m. Official attendance was taken at 9:30 a.m.</p> <p><i>The 100 students are absent for FSP funding purposes since they were not in attendance at the official roll call.</i></p> <p>3.11.16 Example 16 Your district plans to have several days of early dismissal during the school year.</p> <p><i>Your district should apply to the TEA State Waivers Unit for approval of a waiver for early dismissals. The waiver will allow your district to have up to 6 early dismissal days during the school year. (Early dismissal days . . . district.)</i></p> <p><i>An application for expedited and general state waivers, and requirements related to its submission, can be accessed at [OBSOLETE LINK].</i></p> <p>3.11.17 Example 17 Your . . .</p> <p><i>Your district should apply to the TEA State Waivers Unit for approval of a waiver to modify the class schedule of classes for the days of testing. The waiver will allow . . .</i></p> <p>3.11.18 Example 18 Your school district decides that it will have an early dismissal day . . .</p>	<p>3.11.15 Example 15 . . . On the day of finals, attendance is taken at the official attendance-taking time of 9:30 a.m., and 100 students do not attend school until 1:00 p.m.</p> <p><i>The 100 students are absent for FSP funding purposes since they were not in attendance at the official attendance-taking time.</i></p> <p>3.11.16 Example 16 Your district plans to have several days of early dismissal (early-release days) during the school year.</p> <p><i>Your district should submit a request for approval of a waiver for early-release days using the TEA's automated waiver application system, which is available in the online TEAL secure environment. The waiver will allow your district to have up to 6 early-release days during the school year. (Early-release days . . . district.)</i></p> <p>3.11.17 Example 17 Your . . .</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 . . .</i></p> <p>3.11.18 Example 18 Your school district decides that it will have an early-release day . . .</p>

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<p>Section 3 General Attendance Requirement</p>	<p>Revision</p>	<p>3.11.20 Example 20 The year-round track of the middle school was not . . . data for the district was due at . . . The students met for 21 days, yet 10 days remained at the time your district extracted the attendance data for . . . Your district submitted the . . .</p> <p><i>Regardless . . . At that time, your district will report the . . .</i></p> <p>3.11.25 Example 25 . . . statement affirming that the medical condition . . .</p> <p><i>The GEH committee should convene to review all of the . . . If homebound services are determined to be appropriate, the GEH committee must document the following:</i></p> <ul style="list-style-type: none"> • <i>the committee’s decision regarding the type(s) and amount of instruction to be provided to the student (this statement must include the designated amount . . .</i> <p><i>At . . . number of absences that should be . . .</i></p> <p><u>Example 25A</u> <i>If the student was served . . . , the student should be recorded . . .</i></p> <p>...</p> <p><u>Example 25B</u> <i>If the student was served . . . , the student should be recorded . . .</i></p> <p>...</p> <p><u>Example 25C</u> <i>If the student did not receive . . .</i></p>	<p>3.11.20 Example 20 The year-round track of the middle school is not . . . data for the district is due at . . . The students have met for 21 days, yet 10 days remain at the time your district extracts the attendance data for . . . Your district submits the . . .</p> <p><i>Regardless . . . At that time, your district reports the . . .</i></p> <p>3.11.25 Example 25 . . . statement that the medical condition . . .</p> <p><i>The GEH committee should convene to review all the . . . If the GEH committee determines homebound services are appropriate, the following documentation must be retained:</i></p> <ul style="list-style-type: none"> • documentation of the committee’s decision regarding the type(s) and amount of instruction to be provided to the student (including the designated amount . . . <p><i>At . . . number of absences to be . . .</i></p> <p><u>Example 25A</u> <i>If the student is served . . . , the student is recorded . . .</i></p> <p><u>Example 25B</u> <i>If the student is served . . . , the student is recorded . . .</i></p> <p><u>Example 25C</u> <i>If the student does not receive . . .</i></p>

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<p>Section 3 General Attendance Requirement</p>	<p>Addition and Revision</p>	<p>[NONE]</p> <p>3.11.26 Example 26 ...</p> <p>3.11.27 Example 27 ...</p> <p>3.11.28 Example 28 ...</p> <p><i>The ADA eligibility code for this student would be ...</i></p> <p>3.11.29 Example 29 ...</p> <p>3.11.30 Example 30 ...</p> <p>3.11.31 Example 31 ... excused. ... <i>Additionally, ... credit for classes (see ... class credit).</i></p>	<p>3.11.26 Example 26 The student in the preceding example provides the licensed physician's statement that the student's medical condition will confine him to home/hospital bedside for a minimum of 4 weeks. There are 3 weeks left in the school year.</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>3.11.27 Example 27 ...</p> <p>3.11.28 Example 28 ...</p> <p>3.11.29 Example 29 ...</p> <p><i>The ADA eligibility code for this student is ...</i></p> <p>3.11.30 Example 30 ...</p> <p>3.11.31 Example 31 ...</p> <p>3.11.32 Example 32 ... excused. ... <i>Additionally, ... credit or final grades for classes (see ... class credit or a final grade).</i></p>

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Section 4 Special Education	Revision	<p>4.6 Interim Alternative Educational Placements ... an appropriate, interim, alternative education setting ...</p>	<p>4.6 Interim Alternative Educational Placements ... an appropriate interim alternative education setting ...</p>
Section 4 Special Education	Revision	<p>4.7 Instructional Arrangement/Setting Codes This ...</p> <p>Student ... A student may be funded for only one instructional arrangement/setting for special education at any given time. However, speech therapy may be combined with any other instructional setting.³⁶</p>	<p>4.7 Instructional Arrangement/Setting Codes This ...</p> <p>Student ... A student may be funded for only one instructional arrangement/setting for special education at any given time, with the exception of a student who receives services through an instructional arrangement/setting with a code other than 00 and also receives speech therapy. Speech therapy may be combined with any other instructional setting.³⁷</p>

³⁶ In Texas, speech-language therapy services are considered an instructional service. This means that speech therapy can be a stand-alone service (student does not receive any other service that is provided through an instructional arrangement/setting). Speech therapy can also be a related service (student receives speech therapy **in addition to** a service that is provided through an instructional arrangement/setting).

³⁷ In Texas, speech-language therapy services are considered an instructional service. This means that speech therapy can be a stand-alone service (student does not receive any other service that is provided through an instructional arrangement/setting). Speech therapy can also be a related service (student receives speech therapy **in addition to another** service that is provided through an instructional arrangement/setting).

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Section 4 Special Education	Revision and Addition	<p>4.7.1 Code 00 - No Instructional Arrangement/Setting</p> <p>This code indicates that a student is receiving speech therapy services and an instructional arrangement/setting (e.g., mainstream, resource room) is not appropriate. It may be used for a student who receives only speech therapy or for a student who receives speech therapy as well as one or more other special education related services (i.e., . . .). Code 00 may be used regardless of whether the speech therapy is provided in the general education classroom or in a pull-out setting.</p> <p>Code 00 should not be used for any student who does not receive speech therapy.</p> <p>Code 00 also should not be used for any student who receives speech therapy services but for whom an instructional arrangement/setting is appropriate. (If a student is served through an instructional arrangement/setting and receives speech therapy, the student should be reported with the code for that arrangement/setting [not with 00] and with a speech therapy indicator code of 2.)</p> <p>A student whose instructional arrangement/setting code is 00 must have a speech therapy indicator code of 1.</p>	<p>4.7.1 Code 00 - No Instructional Arrangement/Setting (<u>Speech Therapy</u>)</p> <p>This code . . . speech therapy services. Code 00 should not be used for any student who does not receive speech therapy.</p> <p>Instructional Arrangement/Setting Code 00: Information Specific to PEIMS 163 Record</p> <p>The PEIMS 163 record (student data - special education program) allows for only one instructional arrangement/setting code to be reported for a student.</p> <p>A student who is receiving speech therapy services and is not receiving instructional services through any other instructional arrangement/setting (e.g., resource room) should have an instructional arrangement/setting code of 00 reported on the PEIMS 163 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 (i.e., . . .). Also, code 00 is used regardless of whether the speech therapy is provided in the general education classroom or in a pull-out setting. A student whose instructional arrangement/setting code is reported as 00 on the PEIMS 163 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 arrangement/setting (e.g., resource room) should be reported on the PEIMS 163 record with the code for the primary arrangement/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 pull-out setting.</p>

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Section 4 Special Education	Revision	<p><i>[Continued]</i> See . . .</p> <p>For coding examples, see 4.18.10 Speech Therapy Indicator Code 1 Examples.</p>	<p><i>[Continued]</i></p> <p>Instructional Arrangement/Setting Code 00: Information Specific to PEIMS 405 Record</p> <p>The PEIMS 405 record (special education attendance data - student) allows for up to two instructional arrangement/setting codes to be reported for a student for a given period. If two instructional arrangement/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 arrangement/setting (e.g., resource room) for a given period should have only one instructional arrangement/setting code reported on the 405 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 pull-out setting.</p> <p>A student who receives speech therapy services and who also receives instructional services through another instructional arrangement/setting (e.g., resource room) for a given period should have two instructional arrangement/setting codes reported on the 405 record for that period: 00 and the code for the other instructional arrangement/setting through which the student is receiving instructional services.</p> <p>Additional Information See . . .</p> <p>For coding examples, see 4.18.10 Speech Therapy Indicator Code 1 Examples and 4.18.11 Speech Therapy Indicator Code 2 Examples.</p>

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Section 4 Special Education	Revision	<p>4.7.2 Code 01 - Homebound ... criteria: • ... The ... physician licensed³⁸ to practice ...</p>	<p>4.7.2 Code 01 - Homebound ... criteria: • ... • The ... physician licensed³⁹ to practice ...</p>
Section 4 Special Education	Revision	<p>4.7.2.6 Test Administration and the Homebound Instructional Arrangement/Setting ... A student receiving services ... from a licensed⁴⁰ physician ...</p>	<p>4.7.2.6 Test Administration and the Homebound Instructional Arrangement/Setting ... A student receiving services ... from a licensed⁴¹ physician ...</p>
Section 4 Special Education	Revision	<p>4.7.11 Code 41 or 42 - Resource Room/Services ... Code 41 or 42 is used ... For more information about related services, refer to http://www.tea.state.tx.us/index2.aspx?id=2147496881. Note ...</p>	<p>4.7.11 Code 41 or 42 - Resource Room/Services ... Code 41 or 42 is used ... For more information about related services, refer to the TEA State Guidance: Related Services web page at http://www.tea.state.tx.us/index2.aspx?id=2147496881. Note ...</p>

³⁸ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp. Throughout ...

³⁹ 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 ...

⁴⁰ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

⁴¹ 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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Section 4 Special Education	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>... A residential care and treatment facility includes a licensed foster group-home but does not include a licensed foster family-home.⁴²</p> <p>For ...</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>... A residential care and treatment facility includes a licensed or verified foster group home but does not include a licensed or verified foster family home.⁴³</p> <p>For ...</p>
Section 4 Special Education	Revision	<p>4.8 Speech-Language Pathology Services (Speech Therapy) and Speech Therapy Indicator Codes</p> <p>... This means that speech therapy can be a stand-alone service (student does not receive any other service that is provided through an instructional arrangement/setting and so has an instructional arrangement/setting code of 00). Speech therapy can also be a related service (... speech therapy in addition to a service that is provided through an instructional arrangement/setting).</p>	<p>4.8 Speech-Language Pathology Services (Speech Therapy) and Speech Therapy Indicator Codes</p> <p>... This means that speech therapy can be a stand-alone service (student does not receive any other service that is provided through an instructional arrangement/setting). Speech therapy can also be a related service (... speech therapy in addition to a service that is provided through another instructional arrangement/setting).</p>
Section 4 Special Education	Revision	<p>4.8.1 Speech Therapy Indicator Codes</p> <p>Student Detail Reports must contain ...</p>	<p>4.8.1 Speech Therapy Indicator Codes</p> <p>Student Detail Reports and the PEIMS 163 record must contain ...</p>
Section 4 Special Education	Revision and Addition	<p>4.8.1.1 Indicator Code 1 – Speech Therapy "Only"</p> <p>... and that an instructional arrangement/setting (e.g., mainstream, resource room) is not appropriate. When ... Student Detail Report must show an instructional arrangement/setting code of 00 and a speech therapy indicator code of 1. An instructional ...</p>	<p>4.8.1.1 Indicator Code 1 – Speech Therapy "Only"</p> <p>... and that an instructional arrangement/setting (e.g., resource room) is not appropriate. When ... Student Detail Report and PEIMS 163 record must show an instructional arrangement/setting code of 00 and a speech therapy indicator code of 1. The student's PEIMS 405 record also must show an instructional arrangement/setting code of 00. An instructional ...</p>

⁴² as "foster group-home" and "foster family-home" are defined in 40 TAC §700.1321

⁴³ as "foster group home" and "foster family home" are defined in 40 TAC §749.43 and §750.43

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Section 4 Special Education	Revision and Addition	<p>4.8.1.2 Indicator Code 2 – Speech Therapy With Other Services</p> <p>This code indicates that a student receives speech therapy along with other services through a special education instructional arrangement/setting (e.g., mainstream, resource room, etc.). When . . . Student Detail Report must show an instructional arrangement/setting code other than 00 and a speech therapy indicator code of 2, regardless of the environment where the speech therapy services are provided.</p> <p>For . . .</p>	<p>4.8.1.2 Indicator Code 2 – Speech Therapy With Other Services</p> <p>This code indicates that a student receives speech therapy along with other services through another special education instructional arrangement/setting (e.g., resource room). When . . . Student Detail Report and PEIMS 163 record must show a speech therapy indicator code of 2, regardless of the environment where the speech therapy services are provided. The student's PEIMS 163 record must show an instructional arrangement/setting code other than 00. The student's PEIMS 405 record must show both the student's primary instructional/ arrangement setting code (a code other than 00) and the instructional arrangement/setting code of 00.</p> <p>For . . .</p>
Section 4 Special Education	Revision and Addition	<p>4.8.1.3 Indicator Code 0 – No Speech Therapy</p> <p>. . . If a student does not receive speech therapy, the student's Student Detail Report must show a speech therapy indicator code of 0 and an instructional arrangement/setting code other than 00.</p>	<p>4.8.1.3 Indicator Code 0 – No Speech Therapy</p> <p>. . . If a student does not receive speech therapy, the student's Student Detail Report and PEIMS 163 record must show a speech therapy indicator code of 0 and an instructional arrangement/setting code other than 00. The student's PEIMS 405 record also must show an instructional arrangement/setting code other than 00.</p>
Section 4 Special Education	Revision	<p>4.9.4 PPCD Services and Kindergarten Programs</p> <p>[SENTENCE IN FOOTNOTE BELOW CHART: Students . . . served less than 2 hours each day are coded . . .]</p>	<p>4.9.4 PPCD Services and Kindergarten Programs</p> <p>[SENTENCE IN FOOTNOTE BELOW CHART: Students . . . served fewer than 2 hours each day are coded. . .]</p>
Section 4 Special Education	Revision	<p>4.12 Coding Chart: Services for Students With Disabilities—Exceptions to the Norm</p> <p>[SENTENCE IN FOOTNOTE BELOW CHART: Students . . . served less than 2 hours each day are coded. . .]</p>	<p>4.12 Coding Chart: Services for Students With Disabilities—Exceptions to the Norm</p> <p>[SENTENCE IN FOOTNOTE BELOW CHART: Students . . . served fewer than 2 hours each day are coded. . .]</p>

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Section 4 Special Education	Revision	<p>4.17 Teacher Requirements</p> <p>...</p> <p>A special education teacher who delivers . . . must meet the appropriate state special education certification requirements⁴⁴ for the grade level that he or she is teaching . . .</p>	<p>4.17 Teacher Requirements</p> <p>...</p> <p>A special education teacher who delivers . . . must meet the appropriate state special education certification requirements⁴⁵ for the grade level that he or she is teaching . . .</p>
Section 4 Special Education	Revision	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 1: . . .</p> <p>2. <i>At . . . absences that should be recorded . . .</i></p> <p> <i>Example A: If the student was served . . . student should be recorded . . .</i></p> <p> <i>Example B: If the student was served . . . student should be recorded . . .</i></p> <p> <i>Example C: If the student did not receive . . .</i></p> <p>3. . . .</p> <p> <i>During . . . instructional arrangement/setting code will remain . . . The code will change . . .</i></p>	<p>4.18.1 Code 01 - Homebound Examples</p> <p>Example 1: . . .</p> <p>2. <i>At . . . absences to be recorded . . .</i></p> <p> <i>Example A: If the student is served . . . student is recorded . . .</i></p> <p> <i>Example B: If the student is served . . . student is recorded . . .</i></p> <p> <i>Example C: If the student does not receive . . .</i></p> <p>3. . . .</p> <p> <i>During . . . instructional arrangement/setting code remains . . . The code changes . . .</i></p>

⁴⁴ For the certification required for particular assignments, see the figure included in 19 TAC §231.1, Criteria for Assignment of Public School Personnel, at [OBSOLETE LINK].

⁴⁵ 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](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=231&rl=Y).

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Section 4 Special Education	Revision	<p><i>[Continued]</i></p> <p>Example 2: . . . a licensed⁴⁶ physician. The ARD committee determined and documented in the IEP . . .</p> <p>During the sixth . . .</p> <p><i>To . . . clerk will accumulate . . . and summarize . . . The eligible days present and absent should be recorded in your district's student attendance . . .</i></p> <p>Example 3: . . . assessment.</p> <p><i>. . . calendar day that the test was administered. In all cases, . . . time the student was tested.</i></p> <p>. . .</p> <p>Example 5: . . .</p> <p><i>The student . . . The . . . code for that day should be recorded as 01, homebound. . . . The student's instructional arrangement/setting code for Friday should be recorded as . . .</i></p>	<p><i>[Continued]</i></p> <p>Example 2: . . . a licensed⁴⁷ physician. The ARD committee determines and documents in the IEP . . .</p> <p>During the sixth . . .</p> <p><i>To . . . clerk accumulates . . . and summarizes . . . The eligible days present and absent are recorded in the attendance . . .</i></p> <p>Example 3: . . . assessment.</p> <p><i>. . . calendar day that the test is administered. In all cases, . . . time the student is tested.</i></p> <p>. . .</p> <p>Example 5: . . .</p> <p><i>The student . . . The . . . code for that day is 01, homebound. . . . The student's instructional arrangement/setting code for Friday is . . .</i></p>

⁴⁶ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

⁴⁷ 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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Section 4 Special Education	Revision	<p>4.18.2 Code 02 - Hospital Class Examples</p> <p>Example 1: . . . campus.</p> <p>. . . code for this student should be recorded as 02, hospital class, in the attendance accounting system. Standard . . .</p> <p>Example 2: . . . facility.</p> <p>. . . code for this student should be recorded as 02, hospital class, in the attendance accounting system.</p>	<p>4.18.2 Code 02 - Hospital Class Examples</p> <p>Example 1: . . . campus.</p> <p>. . . code for this student is 02, hospital class. Standard . . .</p> <p>Example 2: . . . facility.</p> <p>. . . code for this student is 02, hospital class.</p>
Section 4 Special Education	Revision	<p>4.18.3 Code 08 - Vocational Adjustment Class (VAC)</p> <p>Example</p> <p>. . .</p> <p>For . . . code for the student should be 08, and the CTE code should be V2 (see . . .). As soon as the student loses his job, the student's instructional arrangement/setting code should be changed to reflect the appropriate code for . . ., but the CTE code will remain V2 if . . .</p>	<p>4.18.3 Code 08 - Vocational Adjustment Class (VAC)</p> <p>Example</p> <p>. . .</p> <p>For . . . code for the student is 08, and the CTE code is V2 (see . . .). As soon as the student loses his job, the student's instructional arrangement/setting code changes to reflect the appropriate code for . . ., but the CTE code remains V2 if . . .</p>
Section 4 Special Education	Revision	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 1: . . . IEP.</p> <p>. . . code for this student should be recorded as 40, mainstream, in the attendance accounting system.</p> <p>Example 2: . . . personnel.</p> <p>. . . code for this student should be recorded as 40, mainstream, in the attendance accounting system because . . .</p>	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 1: . . . IEP.</p> <p>. . . code for this student is 40, mainstream.</p> <p>Example 2: . . . personnel.</p> <p>. . . code for this student is 40, mainstream, because . . .</p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 3: . . . classroom.</p> <p>. . . code for this student should be recorded as 40, mainstream, in the attendance accounting system because . . . The student's physical therapy indicator code should be recorded as 1.</p> <p>Example 4: . . . RDSPD.</p> <p>. . . code for this student should be entered as 40, mainstream, in the attendance accounting system because . . . Regardless . . . code still must be 40.</p> <p>Example 5: . . .</p> <p><i>The student should generate half-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 40, mainstream, in the attendance accounting system; the speech therapy indicator code should be recorded as 2; and the occupational therapy indicator code should be recorded as 1.</i></p>	<p><i>[Continued]</i></p> <p>Example 3: . . . classroom.</p> <p>. . . code for this student is 40, mainstream, because . . . The student's physical therapy indicator code is 1.</p> <p>Example 4: . . . RDSPD.</p> <p>. . . code for this student is 40, mainstream, because . . . Regardless . . . code is 40.</p> <p>Example 5: . . .</p> <p><i>The student generates half-day ADA eligibility.</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The instructional arrangement/ setting code for this student is 40, mainstream; the speech therapy indicator code is 2; and the occupational therapy indicator code is 1.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 40, mainstream, and 00, no instructional arrangement/setting.</i></p>

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Section 4 Special Education	Revision	<p>4.18.5 Codes 41 and 42 - Resource Room/Services Examples</p> <p>Example 1: . . . room.</p> <p><i>. . . code for this student should be entered as 42, resource room/services - at least 21% and less than 50%, in the attendance accounting system because . . .</i></p> <p><i>If . . . this student would be entered as 41, resource room/services - less than 21%, because the student is pulled out of the general education class to receive special education services and the student receives . . .</i></p> <p>Example 2: . . . therapy.</p> <p><i>. . . code for this student should be entered as 41, resource room/services - less than 21%, in the attendance accounting system because . . . The physical therapy indicator code should be entered as 1.</i></p> <p>Example 3: . . . RDSPD.</p> <p><i>. . . code for this student should be entered as 41, resource room/services - less than 21%, in the attendance accounting system because . . .</i></p>	<p>4.18.5 Codes 41 and 42 - Resource Room/Services Examples</p> <p>Example 1: . . . room.</p> <p><i>. . . code for this student is 42, resource room/services - at least 21% and less than 50%, because . . .</i></p> <p><i>If . . . the student would have an instructional arrangement/setting code of 41, resource room/services - less than 21%, because the student would be pulled out of the general education class to receive special education services and would receive . . .</i></p> <p>Example 2: . . . therapy.</p> <p><i>. . . code for this student is 41, resource room/services - less than 21%, because . . . The physical therapy indicator code is 1.</i></p> <p>Example 3: . . . RDSPD.</p> <p><i>. . . code for this student is 41, resource room/services - less than 21%, because . . .</i></p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 4: . . . pull-out setting.</p> <p><i>The student should generate half-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 42, resource room/services - at least 21% and less than 50%, in the attendance accounting system; the speech therapy indicator code should be recorded as 2; and the occupational therapy indicator code should be recorded as 1.</i></p>	<p><i>[Continued]</i></p> <p>Example 4: . . . pull-out setting.</p> <p><i>The student generates half-day ADA eligibility.</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The instructional arrangement/ setting code for this student is 42, resource room/services - at least 21% and less than 50%; the speech therapy indicator code is 2; and the occupational therapy indicator code is 1.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 42, resource room/services - at least 21% and less than 50%, and 00, no instructional arrangement/setting.</i></p>
Section 4 Special Education	Revision	<p>4.18.6 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</p> <p>Example 1: . . . day.</p> <p><i>. . . code for this student should be entered as 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, in the attendance accounting system because . . .</i></p> <p>Example 2: . . . classroom.</p> <p><i>. . . code for this student should be entered as 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, in the attendance accounting system (180 minutes/360 minutes = 50%).</i></p>	<p>4.18.6 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</p> <p>Example 1: . . . day.</p> <p><i>. . . code for this student is 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, because . . .</i></p> <p>Example 2: . . . classroom.</p> <p><i>. . . code for this student is 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60% (180 minutes/360 minutes = 50%).</i></p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 3: . . . classroom.</p> <p>. . . code for this student should be entered as 44, self-contained, mild/moderate/severe, regular campus - more than 60%, in the attendance accounting system because . . .</p> <p>Example 4: . . . of speech (or any related service). The student spends the other . . . general education classroom.</p> <p><i>The instructional arrangement/setting code for this student should be entered as 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, in the attendance accounting system because . . . special education.</i></p>	<p><i>[Continued]</i></p> <p>Example 3: . . . classroom.</p> <p>. . . code for this student is 44, self-contained, mild/moderate/severe, regular campus - more than 60%, because . . .</p> <p>Example 4: . . . of speech (or any related service)*. The student spends the other . . . general education classroom.</p> <p>*The following coding information assumes the student receives speech therapy.</p> <p>PEIMS 163 Record and Student Detail Report: <i>The instructional arrangement/setting code for this student is 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, because . . . special education. The speech therapy indicator code is 2.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/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 arrangement/setting.</i></p>

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Section 4 Special Education	Revision	<p><i>[Continued]</i></p> <p>Example 5: . . . other districts.</p> <p>. . . code for this student should be entered as 44, self-contained, mild/moderate/severe, regular campus - more than 60%, in the attendance accounting system since the student . . . All absences and eligible days present will be recorded . . . For students aged 3 through 5 years with disabilities . . .</p> <p>The student's ADA eligibility code should be entered as 3 - Eligible Transfer Student Full-Day . . .</p>	<p><i>[Continued]</i></p> <p>Example 5: . . . other districts.</p> <p>. . . code for this student is 44, self-contained, mild/moderate/severe, regular campus - more than 60%, because the student . . . All absences and eligible days present are recorded . . . For students 3 through 5 years of age with disabilities . . .</p> <p>The student's ADA eligibility code is 3 - Eligible Transfer Student Full-Day . . .</p>
Section 4 Special Education	Revision	<p>4.18.7 Code 45 - Full-Time Early Childhood (PPCD) Special Education Setting (FT EC SPED) Example</p> <p>. . . settings.</p> <p>. . . code for this student should be entered as 45, full-time early childhood special education setting, in the attendance accounting system because . . .</p>	<p>4.18.7 Code 45 - Full-Time Early Childhood (PPCD) Special Education Setting (FT EC SPED) Example</p> <p>. . . settings.</p> <p>. . . code for this student is 45, full-time early childhood special education setting, because . . .</p>
Section 4 Special Education	Revision	<p>4.18.8 Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples</p> <p>Example 1: Within the boundaries of your school district, there is a residential care and treatment facility. Several . . . These . . . district.</p> <p>If a special education student who resides in the . . . facility receives all . . . services in mainstream classes . . . , then the instructional arrangement/setting code for this student should be entered as 81, residential care and treatment facility - mainstream, in the attendance accounting system.</p>	<p>4.18.8 Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples</p> <p>Example 1: A residential care and treatment facility is within the boundaries of your school district. Several . . . These . . . district.</p> <p>For a special education student who resides in the . . . facility and receives all . . . services in mainstream classes . . . , the instructional arrangement/setting code is 81, residential care and treatment facility - mainstream.</p>

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Section 4 Special Education	Revision	<p><i>[Continued]</i></p> <p><i>If a . . . student who resides in the . . . facility attends . . . district campus, then the instructional arrangement/setting code for this student should be entered as 82, . . . - resource room/services - less than 21%, (. . .) in the attendance accounting system.</i></p> <p><i>If a . . . student who resides in the . . . facility attends . . . district campus, then the instructional arrangement/setting code for this student should be entered as 83, . . . - resource room/services - at least 21% and less than 50%, (. . .) in the attendance accounting system.</i></p> <p><i>If a . . . student who resides in the . . . facility attends . . . district campus, then the instructional arrangement/setting code for this student should be entered as 84, . . . - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, (. . .) in the attendance accounting system.</i></p> <p><i>If a . . . student who resides in the . . . facility attends . . . district campus, then the instructional arrangement/setting code for this student should be entered as 85, . . . - self-contained, mild/moderate/severe, regular campus - more than 60%, (. . .) in the attendance accounting system.</i></p> <p><i>If a . . . student who resides in the . . . facility receives . . . only, then the instructional arrangement/setting code for this student should be entered as 00, no . . . setting, in the attendance accounting system.</i></p>	<p><i>[Continued]</i></p> <p>For a . . . student who resides in the . . . facility and attends . . . district campus, the instructional arrangement/setting code is 82, . . . - resource room/services - less than 21% (. . .).</p> <p>For a . . . student who resides in the . . . facility and attends . . . district campus, the instructional arrangement/setting code is 83, . . . - resource room/services - at least 21% and less than 50% (. . .).</p> <p>For a . . . student who resides in the . . . facility and attends . . . district campus, the instructional arrangement/setting code is 84, . . . - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60% (. . .).</p> <p>For a . . . student who resides in the . . . facility and attends . . . district campus, the instructional arrangement/setting code is 85, . . . - self-contained, mild/moderate/severe, regular campus - more than 60% (. . .).</p> <p>For a . . . student who resides in the . . . facility and receives . . . only, the instructional arrangement/setting code is 00, no . . . setting.</p>

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Section 4 Special Education	Revision	<p><i>[Continued]</i></p> <p>Example 2: . . . students.</p> <p>. . . code for this student should be entered as 86, residential care and treatment facility - separate campus, in the attendance accounting system.</p> <p>Example 3: . . . child care facility.</p> <p>. . . code for this student should be entered as 87, residential care and treatment facility - community class, in the attendance accounting system.</p> <p>If . . . still would be entered as 87.</p> <p>Example 4: . . . two CTED classes.</p> <p>. . . code for this student should be 88, residential care and treatment facility - vocational adjustment class. The student should also be coded V2 . . .</p> <p>Example 5: . . . campus.</p> <p>. . . code for this student should be entered as 89, residential care and treatment facility - full-time early childhood special education setting, in the attendance accounting system.</p>	<p><i>[Continued]</i></p> <p>Example 2: . . . students.</p> <p>. . . code for this student is 86, residential care and treatment facility - separate campus.</p> <p>Example 3: . . . child care facility.</p> <p>. . . code for this student is 87, residential care and treatment facility - community class.</p> <p>If . . . still would be 87.</p> <p>Example 4: . . . two CTED classes.</p> <p>. . . code for this student is 88, residential care and treatment facility - vocational adjustment class. The student's CTE code is V2 . . .</p> <p>Example 5: . . . campus.</p> <p>. . . code for this student is 89, residential care and treatment facility - full-time early childhood special education setting.</p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 3: . . . class.</p> <p>. . . code for this student should be recorded as 97, . . . community class, in the attendance accounting system.</p> <p>Example 4: . . . multidistrict PPCD class.</p> <p>. . . code for this student should be entered as 98, . . . full-time early childhood special education setting, in the attendance accounting system.</p> <p>Example 5: . . . child care facility.</p> <p>. . . code for this student should be entered as 97, . . . community class, in the attendance accounting system.</p> <p>. . . still would be entered as 97, . . . community class.</p> <p>Example 6: . . . week.</p> <p><i>The student should generate full-day ADA eligibility . . . The instructional arrangement/ setting code for this student should be recorded as 91, off home campus - mainstream, in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p>	<p><i>[Continued]</i></p> <p>Example 3: . . . class.</p> <p>. . . code for this student is 97, . . . community class.</p> <p>Example 4: . . . multidistrict PPCD class.</p> <p>. . . code for this student is 98, . . . full-time early childhood special education setting.</p> <p>Example 5: . . . child care facility.</p> <p>. . . code for this student is 97, . . . community class.</p> <p>. . . still would be 97, . . . community class.</p> <p>Example 6: . . . week.</p> <p><i>The student generates full-day ADA eligibility . . .</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The instructional arrangement/setting code for this student is 91, off home campus - mainstream, and the speech therapy indicator code is 2.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 91, off home campus - mainstream, and 00, no instructional arrangement/setting.</i></p>

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Section 4 Special Education	Revision and Addition	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>Example 1: . . . receives.</p> <p>The instructional arrangement/setting code for this student should be recorded as 00, no instructional arrangement/setting, in the attendance accounting system, and the speech therapy indicator code should be recorded as 1.</p>	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>Example 1: . . . receives.</p> <p>PEIMS 163 Record and Student Detail Report: The instructional arrangement/setting code for this student is 00, no instructional arrangement/setting, and the speech therapy indicator code is 1.</p> <p>PEIMS 405 Record: The instructional arrangement/setting code for this student is 00, no instructional arrangement/setting.</p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 2: . . . receives.</p> <p><i>Regardless . . . code for this student should be recorded as 00, no . . . setting, in the attendance accounting system, and the speech therapy indicator code should be recorded as 1.</i></p> <p>Example 3: . . . week.</p> <p><i>The . . . code for this student should be recorded as 00, no instructional arrangement/setting, in the attendance accounting system, and the speech therapy indicator code should be recorded as 1.</i></p> <p>Example 4: . . . student.</p> <p><i>. . . ADA eligibility. The . . . code for this student should be recorded as 00, no . . . setting, in the attendance accounting system, and the speech therapy indicator code should be recorded as 1.</i></p>	<p><i>[Continued]</i></p> <p>Example 2: . . . receives.</p> <p>PEIMS 163 Record and Student Detail Report: <i>Regardless . . . code for this student is 00, no . . . setting, and the speech therapy indicator code is 1.</i></p> <p>PEIMS 405 Record: <i>The instructional arrangement/setting code for this student is 00, no instructional arrangement/setting.</i></p> <p>Example 3: . . . week.</p> <p>PEIMS 163 Record and Student Detail Report: <i>The . . . code for this student is 00, no instructional arrangement/setting, and the speech therapy indicator code is 1.</i></p> <p>PEIMS 405 Record: <i>The instructional arrangement/setting code for this student is 00, no instructional arrangement/setting.</i></p> <p>Example 4: . . . student.</p> <p><i>. . . ADA eligibility.</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The . . . code for this student is 00, no . . . setting, and the speech therapy indicator code is 1.</i></p> <p>PEIMS 405 Record: <i>The instructional arrangement/setting code for this student is 00, no instructional arrangement/setting.</i></p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 5: . . . receives.</p> <p>. . . <i>ADA eligibility. The . . . code for this student should be recorded as 00, no . . . setting, in the attendance accounting system; the speech therapy indicator code should be recorded as 1; and the physical therapy indicator code should be recorded as 1.</i></p>	<p><i>[Continued]</i></p> <p>Example 5: . . . receives.</p> <p>. . . <i>eligibility.</i></p> <p>PEIMS 163 Record and Student Detail Report: <i>The . . . code for this student is 00, no . . . setting; the speech therapy indicator code is 1; and the physical therapy indicator code is 1.</i></p> <p>PEIMS 405 Record: <i>The instructional arrangement/setting code for this student is 00, no instructional arrangement/setting.</i></p>

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Section 4 Special Education	Revision and Addition	<p>4.18.11 Speech Therapy Indicator Code 2 Examples</p> <p>Example 1: . . . 30 minutes.</p> <p><i>The . . . code for this student should be recorded as 41, resource room/services - less than 21%, (. . .) in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p> <p>Example 2: . . . 30 minutes.</p> <p><i>The . . . code for this student should be recorded as 42, resource room/services - at least 21% and less than 50%, (. . .) in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p>	<p>4.18.11 Speech Therapy Indicator Code 2 Examples</p> <p>Example 1: . . . 30 minutes.</p> <p>PEIMS 163 Record and Student Detail Report: <i>The . . . code for this student is 41, resource room/services - less than 21% (. . .), and the speech therapy indicator code is 2.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 41, resource room/services - less than 21%, and 00, no instructional arrangement/setting.</i></p> <p>Example 2: . . . 30 minutes.</p> <p>PEIMS 163 Record and Student Detail Report: <i>The . . . code for this student is 42, resource room/services - at least 21% and less than 50% (. . .), and the speech therapy indicator code is 2.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 42, resource room/services - at least 21% and less than 50%, and 00, no instructional arrangement/setting.</i></p>

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Section 4 Special Education	Revision and Addition	<p><i>[Continued]</i></p> <p>Example 3: . . . speech therapy services.</p> <p><i>The . . . code for this student should be recorded as 40, mainstream, in the attendance accounting system, and the speech therapy indicator code should be recorded as 2. The . . . setting.</i></p>	<p><i>[Continued]</i></p> <p>Example 3: . . . speech therapy services.</p> <p>PEIMS 163 Record and Student Detail Report: <i>The . . . code for this student is 40, mainstream, and the speech therapy indicator code is 2. The . . . setting.</i></p> <p>PEIMS 405 Record: <i>Two instructional arrangement/setting codes are recorded for this student: 40, mainstream, and 00, no instructional arrangement/setting. The instructional arrangement/setting code of 40 can be used regardless of whether the direct speech therapy services are provided in the general education classroom or a pull-out setting.</i></p>
Section 4 Special Education	Revision	<p>4.18.12 Calculation of Excess Contact Hours Examples</p> <p>. . .</p> <p>Example 2: . . . Of those . . . , the student was present 28 days.</p> <p>. . .</p> <p><i>The excess contact hours . . . for this student would be calculated . . .</i></p> <p>Example 3: . . . On the eleventh instructional day . . . The first 6-week reporting period has 30 days taught, and this student was present every day.</p> <p><i>The excess contact hours . . . for this student would be calculated . . .</i></p>	<p>4.18.12 Calculation of Excess Contact Hours Examples</p> <p>. . .</p> <p>Example 2: . . . Of those . . . , the student is present 28 days.</p> <p>. . .</p> <p><i>The excess contact hours . . . for this student are calculated . . .</i></p> <p>Example 3: . . . On the 11th instructional day . . . The first 6-week reporting period has 30 days taught, and this student is present every day.</p> <p><i>The excess contact hours . . . for this student are calculated . . .</i></p>

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<p>Section 5 Career and Technical Education (CTE)</p>	<p>Revision</p>	<p>5.2 Eligibility and Eligible Days Present ... criteria:</p> <ol style="list-style-type: none"> 1. Each CTE course must be taught by a qualified/certified teacher, as defined in 19 Texas Administrative Code (TAC) §231.1, Criteria for Assignment of Public School Personnel, with the exceptions described in the following two paragraphs. <ul style="list-style-type: none"> • ... See the TEA Highly Qualified Teachers page for more information. • ... requirements. However, postsecondary faculty ... 2. ... 3. Your district must maintain a course calendar, or another form of documentation specified in 5.11 Documentation, showing the average minutes per day for each CTE course (see 5.5.2 PEIMS 410 Record and 5.6 Computing Contact Hours of this section). 4. ... 	<p>5.2 Eligibility and Eligible Days Present ... criteria:</p> <ol style="list-style-type: none"> 1. Each CTE course must be taught by a qualified/certified teacher, as defined in 19 Texas Administrative Code (TAC) Chapter 231, with the exceptions described in the following two paragraphs. <ul style="list-style-type: none"> • ... See the TEA Highly Qualified Teachers web page at http://www.tea.state.tx.us/index4.aspx?id=4650&menu_id=798 for more information. • ... requirements. Postsecondary faculty ... 2. ... 3. Your district must maintain documentation showing the average minutes per day for each CTE course, as specified in 5.11 Documentation (see 5.5.2 PEIMS 410 Record and 5.6 Computing Contact Hours). 4. ...
<p>Section 5 Career and Technical Education (CTE)</p>	<p>Revision</p>	<p>5.2.2 Eligibility of Courses for Funding ... of the <i>PEIMS Data Standards</i>. ... Your school district may ... For a new innovative course that has not been approved by the TEA, your district must follow ...</p>	<p>5.2.2 Eligibility of Courses for Funding ... of the <i>PEIMS Data Standards</i>, available at http://www.tea.state.tx.us/peims/. ... Your school district may ... For a new innovative course, your district must follow ...</p>

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Section 5 Career and Technical Education (CTE)	Revision	<p>5.2.3 Earning Contact Hours</p> <p>...</p> <p>See . . . in student attendance records.</p> <p>See 3.2.2.3 Time Spent in Self-Paced Course for information on time spent in self-paced computer courses. See 3.2.2.4 Time Spent in an On-Campus Online Course Not Provided Through the Texas Virtual School Network (TxVSN) for information on time spent in on-campus online courses.</p>	<p>5.2.3 Earning Contact Hours</p> <p>...</p> <p>See . . . in student attendance records.</p> <p>See 12.4 On-Campus Online Courses Not Provided Through the TxVSN for information on time spent in on-campus online courses. See 12.5 Self-Paced Computer Courses for information on time spent in self-paced computer courses.</p>
Section 5 Career and Technical Education (CTE)	Revision	<p>5.4 Withdrawal Procedures</p> <p>...</p> <p>In other . . . A student may earn state credit . . .</p>	<p>5.4 Withdrawal Procedures</p> <p>...</p> <p>In other . . . A student may earn state graduation credit . . .</p>

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Section 5 Career and Technical Education (CTE)	Revision and Addition	<p>5.5.1 PEIMS 101 Record ...</p> <p>Note: Auditing . . . (i.e., . . . for state credit) . . . For example, . . . for state credit . . .</p> <p>[TABLE: LAST ROW OF LEFT COLUMN: Tech-Prep program participant (9–12)]</p> <p>Use the following fall and summer decision charts to determine appropriate coding for CTE student participation.</p> <p>[CHARTS]</p>	<p>5.5.1 PEIMS 101 Record ...</p> <p>Note: Auditing . . . (i.e., . . . for state graduation credit) . . . For example, . . . for state graduation credit . . .</p> <p>[TABLE: LAST ROW OF LEFT COLUMN: Tech-Prep program participant (9–12)⁴⁸]</p> <p>Note: The United States Department of Education defunded Tech-Prep grants in 2011.</p> <p>Charts for determining the CTE indicator codes to report for students in the fall and summer PEIMS data submissions can be found in the section of the <i>PEIMS Data Standards</i> that deals with the PEIMS 101 record. The <i>PEIMS Data Standards</i> are available at http://www.tea.state.tx.us/peims/.</p> <p>[CHARTS DELETED]</p>
Section 5 Career and Technical Education (CTE)	Addition and Revision	<p>5.5.2 PEIMS 410 Record ...</p> <p>Each CTE course must be . . . course.</p> <p>For . . .</p> <p>Note: Auditing . . . (i.e., . . . for state credit) . . . A student . . . for state credit . . .</p>	<p>5.5.2 PEIMS 410 Record ...</p> <p>Each CTE course must be . . . course. Three contact hours is the maximum your district can claim for a single course.</p> <p>For . . .</p> <p>Note: Auditing . . . (i.e., . . . for state graduation credit) . . . A student . . . for state graduation credit . . .</p>

⁴⁸ A Tech-Prep program participant is a student in grades 9–12 who follows a state-approved Tech-Prep high school plan of study.

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Section 5 Career and Technical Education (CTE)	Deletion	<p>5.5.2.1 Special 410 Record Coding Instructions for Districts Operating Block Schedules</p> <p>...</p> <p>For students who are . . . When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system. Three contact hours is the maximum your district can claim for a single course.</p>	<p>5.5.2.1 Special 410 Record Coding Instructions for Districts Operating Block Schedules</p> <p>...</p> <p>For students who are . . . When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system. [DELETED SENTENCE NOW APPEARS IN 5.5.2.]</p>
Section 5 Career and Technical Education (CTE)	Revision	<p>5.7 Career Preparation and Practicum Learning Experiences</p> <p>Career . . . Practicums are specific to a cluster . . .</p> <p>Career Preparation and Practicums require . . .</p>	<p>5.7 Career Preparation and Practicum Learning Experiences</p> <p>Career . . . Practicums are specific to a career cluster . . .</p> <p>Career Preparation and practicums require . . .</p>
Section 5 Career and Technical Education (CTE)	Revision	<p>5.7.1 Career Preparation Eligibility Requirements</p> <p>CTE Career Preparation eligibility . . .</p> <ul style="list-style-type: none"> • . . . • Career Preparation courses cannot be offered in settings such as credit recovery, disciplinary programs, or any other setting that does not allow a student to be enrolled the entire school year. In any case, the teacher must be a qualified/certified teacher, as defined in 19 TAC [OBSOLETE LINK].⁴⁹ <p>Use the following . . .</p>	<p>5.7.1 Career Preparation Eligibility Requirements</p> <p>CTE Career Preparation eligibility . . .</p> <ul style="list-style-type: none"> • . . . • Your district may not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery. <p>Use the following . . .</p>

⁴⁹ This requirement does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course must be taught by a qualified/certified CTE teacher. However, under the No Child Left Behind Act, certain teachers must be “highly qualified” if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.

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Section 5 Career and Technical Education (CTE)	Revision	<p>5.7.2 Practicum Course Eligibility Requirements CTE Practicum course . . .</p> <ul style="list-style-type: none"> • Practicum courses . . . in 19 TAC §130 . . . • Each Practicum . . . instruction. The course should span the entire year, . . . 	<p>5.7.2 Practicum Course Eligibility Requirements CTE practicum course . . .</p> <ul style="list-style-type: none"> • Practicum courses . . . in 19 TAC Chapter 130 . . . • Each practicum . . . instruction. A practicum course spans the entire year, . . .
Section 5 Career and Technical Education (CTE)	Revision	<p>5.7.3 Date on Which Students May Earn Contact Hours Written training plans, which can be found at http://www.tea.state.tx.us/index2.aspx?id=3366, must be on file for students participating in either paid or unpaid learning experiences at an approved training site. A student . . .</p>	<p>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours 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://www.tea.state.tx.us/index2.aspx?id=3366.</p> <p>A student . . .</p>
Section 5 Career and Technical Education (CTE)	Revision	<p>5.8 CTE Problems and Solutions (Formerly CTE Independent Study) . . .</p> <p>The Problems and Solutions course . . . The student and teacher . . . for the purpose of project planning, reporting, evaluation, and supervision and coordination. The student . . . conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, and compile a project presentation and evaluation results. A project . . . for each student grading period . . .</p>	<p>5.8 CTE Problems and Solutions (Formerly CTE Independent Study) . . .</p> <p>The Problems and Solutions course . . . The student and teacher . . . for the purpose of project planning, reporting, evaluation, supervision, and coordination. The student . . . conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, compile evaluation results, and compose a project presentation. A project . . . for each grading period . . .</p>

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<p>Section 5 Career and Technical Education (CTE)</p>	<p>Revision</p>	<p>5.13 Examples</p> <p>5.13.1 Example 1 Student A is enrolled in one 60-minute-per-day CTE course.</p> <p>Student B is enrolled in one 120-minute-per-day CTE course.</p> <p>Student C is enrolled in three 60-minute-per-day CTE courses.</p> <p>Student D is enrolled in one 180-minute-per-day CTE course.</p> <p><i>The CTE code for Student A would be entered as V1 in the attendance accounting system (one 60-minute class = V1).</i></p> <p><i>The CTE code for Student B would be entered as V2 in the attendance accounting system (one 120-minute class = V2).</i></p> <p><i>The CTE code for Student C would be entered as V3 in the attendance accounting system (one 60-minute class = V1; V1 + V1 + V1 = V3).</i></p> <p><i>The CTE code for Student D would also be entered as V3 in the attendance accounting system (one 180-minute class = V3).</i></p> <p>5.13.2 Example 2 ...</p> <p><i>The CTE code for this student would be entered . . .</i></p> <p>5.13.3 Example 3 ...</p> <p><i>The CTE code for this student would be entered . . .</i></p>	<p>5.13 Examples</p> <p>5.13.1 Example 1 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><i>The CTE code for Student D is entered as V3 in the attendance accounting system (one 180-minute class = V3).</i></p> <p>5.13.2 Example 2 ...</p> <p><i>The CTE code for this student is entered . . .</i></p> <p>5.13.3 Example 3 ...</p> <p><i>The CTE code for this student is entered . . .</i></p>

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Section 6 Bilingual/ English as a Second Language (ESL)	Deletion	<p><u>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></u></p> <p>The . . . However, these students are not eligible for bilingual or ESL education program funding and must not have bilingual or ESL program type codes recorded on their Student Detail Reports.</p> <ul style="list-style-type: none"> • Students . . . 	<p><u>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></u></p> <p>The . . . However, these students are not eligible for bilingual or ESL education program funding.</p> <ul style="list-style-type: none"> • Students . . .

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Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.3 Enrollment Procedures</p> <p>This . . .</p> <p>4. The . . . program.⁵⁰</p> <p>The parental approval form should contain a "date completed by parent" section or a "date received by district" section.</p> <p>5. Once parental approval . . . or ESL program type code⁵¹ in . . .</p>	<p>6.3 Enrollment Procedures</p> <p>This . . .</p> <p>4. The . . . program.⁵²</p> <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, as signed and dated documentation of parental approval is required for bilingual/ESL eligible days present to be claimed for funding purposes.</p> <p>5. Once parental approval . . . or ESL program type code and parental permission code⁵³ in . . .</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.3.1 Students Who Move to Your District</p> <p>Within . . . However, . . . all documentation is on file. . . .</p> <p>When . . . If . . . bilingual.</p>	<p>6.3.1 Students Who Move to Your District</p> <p>Within . . . However, . . . all documentation, including the signed and dated parental approval form, is on file. . . .</p> <p>When . . . If . . . bilingual. Your district should make diligent, documented attempts to get the required documentation from the sending district to avoid possible miscoding.</p>

⁵⁰ 19 TAC §89.1220(j)

⁵¹ To find . . . for ESL program type codes.

⁵² 19 TAC §89.1220(i)

⁵³ To find . . . for ESL program type codes. **Search for the C093 code table for parental permission codes.**

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Section 6 Bilingual/ English as a Second Language (ESL)	Deletion	<p>6.5 Required Curriculum</p> <p>The English language proficiency standards (ELPS) found in 19 TAC §74.4, English Language Proficiency Standards, outline English language proficiency level descriptors and student expectations for LEP students. School districts must implement 19 TAC §74.4 as an integral part of each subject in the required curriculum.⁵⁴ The ELPS are available on the TEA website at http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720.</p>	[NONE]
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.6 Eligible Days Present</p> <p>...</p> <p>6.6.1 Eligible Days Present and Students Placed in a Disciplinary Setting</p>	<p>6.5 Eligible Days Present</p> <p>...</p> <p>6.5.1 Eligible Days Present and Students Placed in a Disciplinary Setting</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.7 Requirement to Serve Eligible Students</p>	<p>6.6 Requirement to Serve Eligible Students</p>

⁵⁴ 19 TAC §74.4

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Section 6 Bilingual/ English as a Second Language (ESL)	Deletion	<p>6.8 Bilingual and ESL Education Services Your District Is Required to Provide</p> <p>... proficiency:</p> <p>...</p> <p>3. instruction according to LPAC recommendation:</p> <p>a. Under the new graduation requirements ... graduation requirement(s). Students who take ESOL I and/or ESOL II to satisfy their English I and/or English II requirement(s) are required to take the English I and/or English II end-of-course exam as part of their graduation requirements. Students who are ...</p>	<p>6.7 Bilingual and ESL Education Services Your District Is Required to Provide</p> <p>... proficiency:</p> <p>...</p> <p>3. instruction according to LPAC recommendation:</p> <p>a. Under the graduation requirements ... graduation requirement(s). Students who are ...</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.9 Withdrawal/Reclassification/Exit Procedures</p> <p>... program.</p> <p>2. Once a student has met the requirement given in the first bullet under 1 in the previous paragraph, your district notifies the student's parent of the student's reclassification as English proficient and of his or her exit ...</p>	<p>6.8 Withdrawal/Reclassification/Exit Procedures</p> <p>... program.</p> <p>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 ...</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.9.1 Effective Date of Withdrawal</p>	<p>6.8.1 Effective Date of Withdrawal</p>

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Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.9.2 Exit Criteria</p> <p>... Visit the TEA Bilingual Education web page at http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720 for ...</p> <p>[TABLE NAME: 2012–2013 English Proficiency Exit Criteria Chart</p> <p>TEXT AT TOP OF TABLE: At the ... all-English instructional program ... evaluation.⁵⁵ ...</p> <p>SECOND AND THIRD ROWS, 11TH GRADE COLUMN: Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated⁵) English Language Arts Assessment</p>	<p>6.8.2 Exit Criteria</p> <p>... Visit the TEA Bilingual Education web page at http://www.tea.state.tx.us/index2.aspx?id=4098 for ...</p> <p>[TABLE NAME: 2013–2014 English Proficiency Exit Criteria Chart</p> <p>TEXT AT TOP OF TABLE: At the ... all-English instruction program ... evaluation.¹ ...</p> <p>SECOND ROW, 11TH GRADE COLUMN: Norm-Referenced Standardized Achievement Test² (Rdg./Lang.) 40th percentile or above</p> <p>THIRD ROW, 11TH GRADE COLUMN: Agency-Approved Writing Test²</p>

⁵⁵ 19 TAC §89.1225(h)

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<p>Section 6 Bilingual/ English as a Second Language (ESL)</p>	<p>Revision</p>	<p><i>[Continued]</i> [FOOTNOTE TEXT:</p> <p>¹ In the 2012–2013 agency-approved <i>List of Approved Tests for Assessment of Limited English Proficient Students</i> available on the following web page: http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720 Note: LEP students may be exited only after end of first grade based on 19 TAC §89.1225(i)</p> <p>² For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I, II, and III reading and writing assessments.</p> <p>³ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading Advanced High will be used in 2012–2013 for a student in grade 9 or 10 who is a TAKS graduate under state policy.</p> <p>⁴ Exception: An agency-approved writing test from the 2012–2013 list of approved tests will be used for a student who is repeating grade 9 or 10 and is a TAKS graduate under state policy.</p> <p>⁵ TAKS (Accommodated) is for eligible (LEP) students receiving special education services.</p>	<p><i>[Continued]</i> [FOOTNOTE TEXT:</p> <p>NOTE THAT THE SINGLE FOOTNOTE THAT PREVIOUSLY APPEARED AT THE BOTTOM OF THE PAGE HAS BEEN PLACED WITHIN THE TABLE, AS FOOTNOTE 1, WITH THE OTHER FOOTNOTES. THE OTHER FOOTNOTES HAVE BEEN RENUMBERED ACCORDINGLY. FOOTNOTE NUMBERS APPEARING IN THE TABLE'S ROWS HAVE ALSO BEEN UPDATED ACCORDINGLY.</p> <p>¹ 19 TAC §89.1225(h)</p> <p>² In the 2013–2014 <i>List of Approved Tests for Assessment of Limited English Proficient Students</i> available on the following web page: http://www.tea.state.tx.us/index2.aspx?id=4098</p> <p>³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments.</p> <p>⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.</p> <p>⁵ Exception: An agency-approved writing test from the 2013–2014 list of approved tests will be used for all students with the TAKS as their graduation requirement under state policy.</p> <p>Note: LEP students may be exited only after the end of first grade based on 19 TAC §89.1225(i).</p> <p>Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for exit.</p>

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Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.9.3 Exit Procedures and Criteria for LEP Students Receiving Special Education Services</p> <p>...</p> <p>6.9.4 Continuation of Bilingual or ESL Education Program Services After a Student Has Met Exit Criteria</p>	<p>6.8.3 Exit Procedures and Criteria for LEP Students Receiving Special Education Services</p> <p>...</p> <p>6.8.4 Continuation of Bilingual or ESL Education Program Services After a Student Has Met Exit Criteria</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.10 Evaluation of a Student Who Has Been Transferred (Transitioned/Exited/Reclassified) Out of the Bilingual or ESL Education Program</p>	<p>6.9 Evaluation of a Student Who Has Been Transferred (Transitioned/Exited/Reclassified) Out of the Bilingual or ESL Education Program</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.11 Teacher Certification Requirements</p> <p>...</p> <p>6.11.1 Students in Grades PK Through 5</p> <p>...</p> <p>6.11.2 Students in Grades 6 Through 8</p> <p>...</p> <p>6.11.3 Students in Grades 9 Through 12</p>	<p>6.10 Teacher Certification Requirements</p> <p>...</p> <p>6.10.1 Students in Grades PK Through 5</p> <p>...</p> <p>6.10.2 Students in Grades 6 Through 8</p> <p>...</p> <p>6.10.3 Students in Grades 9 Through 12</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.12 Documentation</p> <p>...</p> <p>6.12.1 Home Language Survey Requirements</p> <p>...</p> <p>For ... If ... in the student's files, then ...</p>	<p>6.11 Documentation</p> <p>...</p> <p>6.11.1 Home Language Survey Requirements</p> <p>...</p> <p>For ... If ... in the student's record, then ...</p>

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<p>Section 6 Bilingual/ English as a Second Language (ESL)</p>	<p>Revision</p>	<p>6.12.2 Test Result Documentation Requirement The . . . The . . . documented in the student's records.</p> <p>6.12.3 LPAC Recommendation and Parental Approval Requirements . . . present:</p> <p>. . .</p> <p>3. A record . . . This record must include the parent's signature and should contain a "date completed by parent" section or a "date received by district" section.</p> <p>. . .</p> <p>A district may identify, exit, or place . . . if:</p> <p>. . .</p> <p>3. approval is obtained from:</p> <p>A. an adult who the . . .</p> <p>4. a parent . . . has not objected . . . placement.</p> <p>During . . .</p>	<p>6.11.2 Test Result Documentation Requirement The . . . The . . . documented in the student's record.</p> <p>6.11.3 LPAC Recommendation and Parental Approval Requirements . . . present:</p> <p>. . .</p> <p>3. A record . . . This record must include the parent's signature and the date the parent signed the document indicating approval.</p> <p>. . .</p> <p>A district may identify a student as LEP, exit a student from a program, or place . . . if:</p> <p>. . .</p> <p>3. approval is obtained from:</p> <p>A. an adult whom the . . .</p> <p>4. a parent . . . has not objected . . . placement.⁵⁶</p> <p>A student receiving bilingual/ESL program services under any of the circumstances described in the preceding paragraph is not eligible for bilingual/ESL funding.</p> <p>During . . .</p>

⁵⁶ 19 TAC §89.1220(m)

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Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.12.4 Proof of a Student's Being Served in an Eligible Bilingual or ESL Education Program</p> <p>...</p> <p>6.12.5 Other Required Documentation</p> <p>... This documentation must include the following:</p> <p>...</p> <p>7. ... these decisions⁵⁷, and ...</p> <p>8. ...</p> <p>9. the date of exit from the program and parent notification;</p> <p>10. ...</p> <p>11. TELPAS writing samples kept for 2 years.</p> <p>The ... The student's TELPAS writing samples should ...</p>	<p>6.11.4 Proof of a Student's Being Served in an Eligible Bilingual or ESL Education Program</p> <p>...</p> <p>6.11.5 Other Required Documentation</p> <p>... This documentation must include the following⁵⁸:</p> <p>...</p> <p>7. ... these decisions⁵⁹, and ...</p> <p>8. ...</p> <p>9. the date of exit from the program and parental notification and approval of the student's exit from the program;</p> <p>10. ...</p> <p>11. TELPAS writing collections kept for 2 years.</p> <p>The ... The student's TELPAS writing collections should ...</p>
Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.13 Quality Control</p>	<p>6.12 Quality Control</p>

⁵⁷ in accordance with 19 TAC §101 Subchapter AA, Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments

⁵⁸ **19 TAC §89.1220(I)**

⁵⁹ in accordance with 19 TAC **Chapter** 101, Subchapter AA, Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments

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Section 6 Bilingual/ English as a Second Language (ESL)	Revision	<p>6.14 Examples</p> <p>6.14.1 Example 1 ...</p> <p>6.14.2 Example 2 ...</p> <p>6.14.3 Example 3 ...</p> <p>6.14.4 Example 4 ...</p> <p>6.14.5 Example 5</p>	<p>6.13 Examples</p> <p>6.13.1 Example 1 ...</p> <p>6.13.2 Example 2 ...</p> <p>6.13.3 Example 3 ...</p> <p>6.13.4 Example 4 ...</p> <p>6.13.5 Example 5</p>
Section 7 Prekindergarten (PK)	Revision	<p>[SECTION INTRODUCTION] ...</p> <p>Any . . . , but your district must offer PK classes if it identifies 15 or more eligible children who are at least 4 years of age on or before September 1 of the current school year.⁶⁰ The . . .</p>	<p>[SECTION INTRODUCTION] ...</p> <p>Any . . . , but your district must offer PK classes if it identifies 15 or more eligible children who are at least 4 years of age on or before September 1 of the current school year.⁶¹ The . . .</p>
Section 7 Prekindergarten (PK)	Revision	<p>7.2 Eligibility ... and must⁶² meet one of the following requirements:</p> <p>...</p> <p>6. ... conservatorship of the Texas Department of Family and Protective Services (foster care) . . .</p>	<p>7.2 Eligibility ... and must meet one of the following requirements⁶³:</p> <p>...</p> <p>6. ... conservatorship of the Texas Department of Family and Protective Services (DFPS) (foster care) . . .</p>

⁶⁰ TEC, §29.153(a)

⁶¹ **Texas Education Code (TEC)**, §29.153(a-1)

⁶² Texas Education Code (TEC), §29.153(b)

⁶³ **TEC**, §29.153(b)

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Section 7 Prekindergarten (PK)	Revision	<p>7.2.1 PK Eligibility and Age</p> <p>... It is the position ... children who reach age 5 ... Given ... (ADA eligibility code 4 or 5).</p> <p>Students ...</p>	<p>7.2.1 PK Eligibility and Age</p> <p>... It is the position ... children who have reached age 5 ... Given ... (ADA eligibility code 4 or 5); the student's grade level must be reported as PK.</p> <p>Students ...</p>
Section 7 Prekindergarten (PK)	Revision	<p>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</p> <p>...</p> <p>1. the student must be automatically eligible for the NSLP</p> <p>...</p> <p>For ... For ... either the US Department of Agriculture's <i>Eligibility Manual for School Meals</i>, available at http://www.fns.usda.gov/cnd/lunch/, or ...</p> <p>2. the student's ... NSLP.</p> <p>... On reverification ... , if the family's income level has changed and they are not educationally ...</p>	<p>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</p> <p>...</p> <p>1. the student must be automatically eligible for the NSLP</p> <p>...</p> <p>For ... For ... either the United States (US) Department of Agriculture's <i>Eligibility Manual for School Meals</i>, available at http://www.fns.usda.gov/cnd/guidance/default.htm, or ...</p> <p>2. the student's ... NSLP.</p> <p>... On reverification ... , if the family's income level has changed and the student is not educationally ...</p>

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Section 7 Prekindergarten (PK)	Revision	<p>7.2.4 PK Eligibility Based on Homelessness . . . child.</p> <p>The definition . . . in 42 USC, §11302, is similar, but not identical, to the definition of "homeless children and youths" in the No Child Left Behind (NCLB) Act. As the definition in the NCLB Act applies specifically . . . , the TEA advises school districts to apply the NCLB Act definition in addition to the definition in 42 USC, §11302, when . . .</p>	<p>7.2.4 PK Eligibility Based on Homelessness . . . child.</p> <p>The definition . . . in 42 USC, §11302, is similar, but not identical, to the definition of "homeless children and youths" in 42 USC, §11434a. As the definition in 42 USC, §11434a, applies specifically . . . , the TEA advises school districts to apply that definition in addition to the one in 42 USC, §11302, when . . .</p>
Section 7 Prekindergarten (PK)	Revision	<p>7.2.5 PK Eligibility Based on a Parent's Membership in the Armed Forces . . . armed forces:</p> <p>The term "member of the armed forces" includes:</p> <ul style="list-style-type: none"> a. active duty . . . of the Army, . . . b. activated/mobilized uniformed members of the Texas National Guard (Army or Air Guard), or activated/mobilized members of the Reserve components of the Army, . . . 	<p>7.2.5 PK Eligibility Based on a Parent's Membership in the Armed Forces . . . armed forces:</p> <p>The term "member of the armed forces" includes:</p> <ul style="list-style-type: none"> a. active duty . . . of the US Army, . . . 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, . . .

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Section 7 Prekindergarten (PK)	Revision	<p>7.2.5.1 Documentation Required</p> <p>... the child of an active duty, injured, or killed member of the armed forces of the United States, including ... forces, one of ... on file:</p> <ol style="list-style-type: none"> Documentation that a district employee verified the student's Department of Defense (DoD) ... A “Statement of Service” from the Installation Adjutant General (AG) Director of Human Resources for children of active members or mobilized Reservists or members ... This ... verify that the Service member ... mobilized Reservist. For Texas National Guard members (Army or Air Guard), the Texas National Guard’s office of the Adjutant General (TAG) may ... letter from a commander (at or above the Lieutenant Colonel or, for the Navy at the Commander level) confirming active/mobilized status may be accepted. 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 ... 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 the Service ... 	<p>7.2.5.1 Documentation Required</p> <p>... child of a member of the armed forces of the United States, including ... forces, who is on active duty or has been injured or killed while on active duty, one of ... on file:</p> <ol style="list-style-type: none"> Documentation that a district employee verified the student's <u>US</u> Department of Defense (DoD) ... A <u>statement of service from the installation adjutant general director of human resources for children of active members, mobilized reservists, or members</u> ... This ... verify that the service member ... mobilized reservist. For Texas National Guard members (army or air guard), the Texas National Guard’s Office of the Adjutant General may ... 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. A copy of the <u>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 <u>service members who died</u></u> ... 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 ...

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Section 7 Prekindergarten (PK)	Revision	<p><i>[Continued]</i></p> <p>4. A copy of Purple Heart orders or citation for children of Service members or mobilized Reservists/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/guardsmen who were injured while serving active duty but were not wounded or injured in combat. If such 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 stated the Service member was wounded or injured while on active duty is acceptable.</p> <p>5. “Missing in Action” (MIA) appropriate documentation for children of Service members who are MIA.</p>	<p><i>[Continued]</i></p> <p>4. A copy of Purple Heart orders or citation for children of <u>s</u>ervice members or mobilized <u>r</u>eservists <u>o</u>r guardsmen who were wounded or injured in combat.</p> <p>A copy of the <u>l</u>ine of <u>d</u>uty <u>d</u>etermination documentation for children of <u>s</u>ervice members or mobilized <u>r</u>eservists <u>o</u>r guardsmen who were injured while serving active duty but were not wounded or injured in combat. 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. A copy of a letter from the US Department of Veterans Affairs indicating that the service member is eligible for disability compensation is also acceptable.</p> <p>5. <u>D</u>ocumentation <u>t</u>hat a service member is <u>M</u>IA for children of <u>s</u>ervice members who are MIA.</p>
Section 7 Prekindergarten (PK)	Revision	<p><i>7.2.6 PK Eligibility Based on a Child's Having Been in Foster Care</i></p> <p>Students . . . conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) . . . conservatorship.</p> <p>...</p> <p>At least . . . A list . . . available on the SAAH website at http://www.tea.state.tx.us/index2.aspx?id=7739. The DFPS education specialist . . . care. (A sample letter is available on the SAAH website.) The parent . . .</p>	<p><i>7.2.6 PK Eligibility Based on a Child's Having Been in Foster Care</i></p> <p>Students . . . conservatorship of the Texas DFPS (i.e., in foster care) . . . conservatorship.</p> <p>...</p> <p>At least . . . A list . . . available on the TEA Student Attendance Accounting Handbook web page at http://www.tea.state.tx.us/index2.aspx?id=7739. The DFPS education specialist . . . care. The parent . . .</p>

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Section 7 Prekindergarten (PK)	Deletion	<p>7.2.7 PK Eligibility and Participation in the Preschool Program for Children With Disabilities (PPCD)</p> <p>The only time a PK student is eligible for a full day of attendance is if the student attends the PK program for half of the day and receives PPCD services for the other half of the day. The student must meet the qualifications of both programs to be coded eligible full-day (ADA eligibility code 1).</p> <p>Students who attend the PK program for half of the day and receive PPCD services for the other half of the day and do not qualify for the PK program are coded as eligible students only for the time they are provided PPCD services. The 2-through-4-hour membership rule applies for the time the student is served through special education.</p>	[NONE. INFORMATION ON STUDENTS ELIGIBLE FOR PPCD SERVICES AND SERVED IN A PK CLASSROOM APPEARS IN 7.5.2.]
Section 7 Prekindergarten (PK)	Addition and Revision	<p>7.3 Enrollment Procedures</p> <p>... identity and age:</p> <ul style="list-style-type: none"> • birth certificate • passport • ... • any other legal document that establishes identity <p>Appropriate ...</p>	<p>7.3 Enrollment Procedures</p> <p>... identity and age:</p> <ul style="list-style-type: none"> • birth certificate • statement of the child's date of birth issued by the division of the Texas Department of State Health Services responsible for vital statistics for school admission purposes⁶⁴ • passport • ... • any other legal document that establishes identity and age <p>Appropriate ...</p>

⁶⁴ 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.

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<p>Section 7 Prekindergarten (PK)</p>	<p>Revision</p>	<p>7.5 Eligible Days Present</p> <p>PK classes must operate on a half-day basis (i.e., PK is only funded as a half-day program). Students who meet eligibility requirements for the PK program should be coded eligible half-day (ADA eligibility code 2) and not the ADA eligibility code of 1 (eligible for full-day attendance). Students in PK 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 in Sections 4 and 6.</p> <p>The following table shows the ADA eligibility codes to use for PK students. (For . . .)</p> <p>[TABLE TITLE: ADA Eligibility Coding for PK Students¹</p> <p>FIRST ROW, FIRST COLUMN: A student eligible for PK services² served in the PK classroom by a PK teacher for ½ day</p> <p>SECOND ROW, FIRST COLUMN: A student eligible for PK services² served in the PK classroom by a PK teacher for the full day</p> <p>THIRD ROW, FIRST COLUMN: A student ineligible for PK services served in the PK classroom by a PK teacher for ½ day]</p>	<p>7.5 Eligible Days Present <u>and ADA Eligibility</u></p> <p>PK classes must operate on a half-day basis unless funding other than Foundation School Program funding is used to offer a full-day PK program, as PK is state-funded only as a half-day program. In general, students who meet eligibility requirements for the PK program should be coded as eligible for half-day attendance (ADA eligibility code 2) and not as eligible for full-day attendance (ADA eligibility code 1). Students in PK are also eligible for special programs such as special education (i.e., 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.</p> <p>The following table shows the ADA eligibility codes to use for students served in a PK classroom. (For . . .)</p> <p>[TABLE TITLE: ADA Eligibility Coding for Students Served in a PK Classroom</p> <p>FIRST ROW, FIRST COLUMN: A student eligible for PK¹ served in the PK classroom by a PK teacher for ½ day</p> <p>SECOND ROW, FIRST COLUMN: A student eligible for PK¹ served in the PK classroom by a PK teacher for the full day</p> <p>THIRD ROW, FIRST COLUMN: A student ineligible for PK² served in the PK classroom by a PK teacher for ½ day]</p>

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<p>Section 7 Prekindergarten (PK)</p>	<p>Revision</p>	<p><i>[Continued]</i> [TABLE: THIRD ROW, LAST COLUMN: 5 ineligible half-day³ FOURTH ROW, FIRST COLUMN: A student ineligible for PK services served in the PK classroom by a PK teacher for the full day FOURTH ROW, LAST COLUMN: 4 ineligible full-day³ FIFTH ROW, FIRST COLUMN: A student eligible for PK services² and the PPCD served in the PK classroom by a PK teacher for ½ day and served in the PPCD for ½ day¹ FOOTNOTES: ¹For detailed information on coding of PK students who are eligible for special education services, see 4.9.3 PPCD Services and PK Programs. ²According to 7.2 Eligibility. ³Ineligible PK students may be served in the PK classroom only if space is available and other eligible PK students are not denied enrollment.]</p>	<p><i>[Continued]</i> [TABLE: THIRD ROW, LAST COLUMN: 5 ineligible half-day FOURTH ROW, FIRST COLUMN: A student ineligible for PK² served in the PK classroom by a PK teacher for the full day FOURTH ROW, LAST COLUMN: 4 ineligible full-day FIFTH ROW, FIRST COLUMN: A student eligible for PK¹ and special education (PPCD) served in the PK classroom by a PK teacher for ½ day and served in the PPCD for ½ day³ FOOTNOTES: 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 7.5.2 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>

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Section 7 Prekindergarten (PK)	Revision	<p><i>[Continued]</i> . . . Detail Report.</p> <p>. . . All documentation . . . for every student accumulating eligible PK days present on . . .</p> <p>The fields required on the Student Detail Report for students in the PK program are the same as students in all other grade levels. Refer . . . list of all data elements required on the Student Detail Report.</p> <p>At the end . . . personnel must compute a Campus Summary Report . . .</p> <p>At the end . . . personnel must compute a District Summary Report . . .</p>	<p><i>[Continued]</i> . . . Detail Report.</p> <p>. . . All documentation . . . for every student shown as accumulating PK eligible days present on . . .</p> <p>The information required in the Student Detail Report for students in the PK program is the same as for students in all other grade levels. Refer . . . list of required information.</p> <p>At the end . . . personnel must generate a Campus Summary Report . . .</p> <p>At the end . . . personnel must generate a District Summary Report . . .</p>
Section 7 Prekindergarten (PK)	Revision	<p>7.5.1 PK Early Start Grant Program The PK Early Start Grant Program will not be funded for 2012–2013.</p>	<p>7.5.1 PK Early Start Grant Program The PK Early Start Grant Program will not be funded for 2013–2014 or 2014–2015.</p>

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Section	Change	2012–2013	2013–2014
<p>Section 7 Prekindergarten (PK)</p>	<p>Revision and Addition</p>	<p><i>7.5.2 Students Served Through Special Education and PK Who Are Not PK Eligible</i></p> <p>A student who is served in the PK program but who does not meet the eligibility requirements for the PK program and who is also served through the special education program is coded as an eligible student (grade level EE) only when the student is served through special education for 2 or more hours a day. The student is subject to the 2-through-4-hour membership rule, based on the time the student is served in special education.</p>	<p><i>7.5.2 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 (i.e., 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 arrangement/ 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 arrangement/setting code should be determined based on the information in the chart shown in 4.9.3 PPCD Services and PK Programs. The student's grade level should be reported as EE.</p>

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Section 7 Prekindergarten (PK)	Revision and Addition	[Continued]	<p>[Continued]</p> <p>When a student who is eligible for special education but not eligible for PK is served in a PK classroom, a special education teacher must be in the classroom for the student's entire instructional day for ADA and weighted funding to be generated.</p> <p>See 4.9.3 PPCD Services and PK Programs for more information.</p>
Section 7 Prekindergarten (PK)	Revision	<p>7.7 Examples</p> <p>7.7.1 Example 1</p> <p>...</p> <p><i>The ADA eligibility code for this student would be 5—Ineligible Half-Day, and the grade level should be entered as PK in the attendance accounting system.</i></p> <p>7.7.2 Example 2</p> <p>...</p> <p><i>The ADA eligibility code for this student should be 2—Eligible for Half-Day Attendance, and the grade level should be entered as PK in the attendance accounting system. The maximum . . .</i></p> <p>7.7.3 Example 3</p> <p>...</p> <p><i>The ADA eligibility code for this student would be 1—Eligible for Full-Day Attendance, and the grade level should be entered as PK in the attendance accounting system. The . . . code for this student should be entered as 43 . . .</i></p>	<p>7.6 Examples</p> <p>[THE NUMBERING OF THE EXAMPLES SUBSECTIONS HAS BEEN CORRECTED.]</p> <p>7.6.1 Example 1</p> <p>...</p> <p><i>The ADA eligibility code for this student is 5—Ineligible Half-Day, and the grade level is PK.</i></p> <p>7.6.2 Example 2</p> <p>...</p> <p><i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance, and the grade level is PK. The maximum . . .</i></p> <p>7.6.3 Example 3</p> <p>...</p> <p><i>The ADA eligibility code for this student is 1—Eligible for Full-Day Attendance, and the grade level is PK. The . . . code for this student is 43 . . .</i></p>

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<p>Section 7 Prekindergarten (PK)</p>	<p>Revision</p>	<p><i>[Continued]</i></p> <p>7.7.4 Example 4 ...</p> <p><i>The ADA eligibility code for this student would be 2—Eligible for Half-Day Attendance, and the grade level should be entered as EE in the attendance accounting system. The . . . code for this student should be entered as 43 . . .</i></p> <p>7.7.5 Example 5 ...</p> <p><i>The ADA eligibility code for this student would be 2—Eligible for Half-Day Attendance, and the grade level should be entered as PK in the attendance accounting system. The . . . code for this student should be recorded as 00, and the speech therapy indicator code should be recorded as 1 . . .</i></p> <p>7.7.6 Example 6 ...</p> <p><i>The ADA eligibility code for this student would be 5—Ineligible Half-Day, and the grade level should be entered as PK in the attendance accounting system. The . . . code for this student should be recorded as 00, and the speech therapy indicator code should be recorded as 1, even . . . If the same student is served by a speech therapist for 1 hour a day, the coding would be the same. . . .</i></p>	<p><i>[Continued]</i></p> <p>7.6.4 Example 4 ...</p> <p><i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance, and the grade level is EE. The . . . code for this student is 43 . . .</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 PK. The . . . code for this student is 00, and the speech therapy indicator code is 1 . . .</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 PK. The . . . code for this student is 00, and the speech therapy indicator code is 1, even . . . If the same student is served by a speech therapist for 1 hour a day, the coding is the same. . . .</i></p>

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<p>Section 7 Prekindergarten (PK)</p>	<p>Revision</p>	<p><i>[Continued]</i></p> <p>7.7.7 Example 7 ... <i>The ADA eligibility code for this student would be 2—Eligible for Half-Day Attendance in the attendance accounting system. Even . . .</i></p> <p>7.7.8 Example 8 ... <i>The ADA eligibility code for this student would be 2—Eligible for Half-Day Attendance, and the bilingual/ESL indicator should be entered as 1 in the attendance accounting system. This student should accumulate bilingual/ESL days present, as well as . . .</i></p> <p>7.7.9 Example 9 ...</p> <p>7.7.10 Example 10 ... <i>The student is eligible for PK, and her ADA eligibility code would be 2—Eligible for Half-Day Attendance.</i></p> <p>...</p>	<p><i>[Continued]</i></p> <p>7.6.7 Example 7 ... <i>The ADA eligibility code for this student is 2—Eligible for Half-Day Attendance. Even . . .</i></p> <p>7.6.8 Example 8 ... <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 . . .</i></p> <p>7.6.9 Example 9 ...</p> <p>7.6.10 Example 10 ... <i>The student is eligible for PK, and her ADA eligibility code is 2—Eligible for Half-Day Attendance.</i></p> <p>...</p>
<p>Section 8 Gifted/ Talented</p>	<p>Revision</p>	<p>8.9 Examples</p> <p>8.9.1 Example 1 ... <i>The . . . indicator code for this student should be entered . . .</i></p>	<p>8.9 Examples</p> <p>8.9.1 Example 1 ... <i>The . . . indicator code for this student is entered . . .</i></p>

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Section 8 Gifted/ Talented	Revision	<p><i>[Continued]</i></p> <p>8.9.2 Example 2</p> <p>...</p> <p><i>The . . . indicator code for this student should be entered . . .</i></p> <p>8.9.3 Example 3</p> <p>A second-grade student attended Sunshine Elementary . . . During . . . , the student moved to Raindrop Elementary. The student was served through . . .</p> <p><i>The . . . indicator code for this student should be entered as 1 in . . . The . . . indicator code for this student should be entered as 1 in . . . system. The student was served through the gifted/talented program at both schools during the fourth 6-week reporting period, so caution should be taken to ensure that . . .</i></p> <p>8.9.4 Example 4</p> <p>...</p> <p><i>The . . . indicator code for this student should be entered . . .</i></p>	<p><i>[Continued]</i></p> <p>8.9.2 Example 2</p> <p>...</p> <p><i>The . . . indicator code for this student is entered . . .</i></p> <p>8.9.3 Example 3</p> <p>A second-grade student attends Sunshine Elementary . . . During . . . , the student moves to Raindrop Elementary. The student is served through . . .</p> <p><i>The . . . indicator code for this student is entered as 1 in . . . The . . . indicator code for this student is entered as 1 in . . . system. Because the student was served through the gifted/talented program at both schools during the fourth 6-week reporting period, district staff should take care that . . .</i></p> <p>8.9.4 Example 4</p> <p>...</p> <p><i>The . . . indicator code for this student is entered . . .</i></p>

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Section 9 Pregnancy Related Services (PRS)	Addition	[SECTION INTRODUCTION] ... CEHI is the mandatory component . . . CEHI must consist of face-to-face instruction by a certified teacher of the district. Substitute . . .	[SECTION INTRODUCTION] ... CEHI is the mandatory component . . . CEHI must consist of face-to-face instruction by a certified ⁶⁵ teacher of the district. Substitute . . .
Section 9 Pregnancy Related Services (PRS)	Revision	9.2 Eligibility/Eligible Days Present ... End of Eligibility: . . . For a student requiring extended confinement, . . . or the first day of the eleventh week, whichever . . .	9.2 Eligibility/Eligible Days Present ... End of Eligibility: . . . For a student requiring extended confinement, . . . or the first day of the 11th week, whichever . . .
Section 9 Pregnancy Related Services (PRS)	Revision	9.2.3 PRS and the Life Skills Program for Student Parents The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2012–2013 school year.	9.2.3 PRS and the Life Skills Program for Student Parents The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2013–2014 school year.
Section 9 Pregnancy Related Services (PRS)	Revision	9.3 Enrollment Procedures ... The student's eligibility . . . either of the following: <ul style="list-style-type: none"> • a campus official or • a medical practitioner licensed⁶⁶ to practice in . . . 	9.3 Enrollment Procedures ... The student's eligibility . . . either of the following: <ul style="list-style-type: none"> • a campus official or • a medical practitioner licensed⁶⁷ to practice in . . .

⁶⁵ For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school's charter requires that courses be taught by certified teachers. However, under the No Child Left Behind Act, certain teachers must be "highly qualified" if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.

⁶⁶ Throughout . . . You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

⁶⁷ Throughout . . . 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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Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.4 Withdrawal Procedures</p> <p>A student is no longer . . . one of the following occurs:</p> <ul style="list-style-type: none"> • . . . <p>if the student's postpartum confinement was extended, the student reaches the first day of the eleventh week after . . .</p>	<p>9.4 Withdrawal Procedures</p> <p>A student is no longer . . . one of the following occurs:</p> <ul style="list-style-type: none"> • . . . • if the student's postpartum confinement was extended, the student reaches the first day of the 11th week after . . .
Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.9 CEHI During Postpartum Confinement</p> <p>. . . However, under no circumstances will a student remain eligible for PRS funding after the tenth week of . . .</p>	<p>9.9 CEHI During Postpartum Confinement</p> <p>. . . However, under no circumstances will a student remain eligible for PRS funding after the 10th week of . . .</p>
Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.9.1 Beginning and Ending of CEHI During Postpartum Confinement</p> <p>. . .</p> <p>A campus . . . ended</p> <p>. . . However, if the postpartum confinement period is extended, eligibility for CEHI ends on the last day of the tenth week after . . .</p>	<p>9.9.1 Beginning and Ending of CEHI During Postpartum Confinement</p> <p>. . .</p> <p>A campus . . . ended</p> <p>. . . However, if the postpartum confinement period is extended, eligibility for CEHI ends on the last day of the 10th week after . . .</p>
Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.9.2 CEHI During Extended Confinement</p> <p>. . . Eligibility for CEHI during extended . . . ends on the first day of the eleventh week after . . .</p>	<p>9.9.2 CEHI During Extended Confinement</p> <p>. . . Eligibility for CEHI during extended . . . ends on the first day of the 11th week after . . .</p>

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Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.9.3 CEHI During Break-in-Service Confinement</p> <p>...</p> <p>[TABLE: FIRST ROW, LAST COLUMN: the date the student . . . (or tenth week if . . .) after . . .]</p>	<p>9.9.3 CEHI During Break-in-Service Confinement</p> <p>...</p> <p>[TABLE: FIRST ROW, LAST COLUMN: the date the student . . . (or 10th week if . . .) after . . .]</p>
Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.10 Confinement and Earning Eligible Days Present</p> <p>A student . . . by a certified teacher. Use . . . present.</p> <p>...</p> <p>Over the period of her confinement, a student receiving CEHI services must be provided instruction in all the courses, including elective courses, in which she is enrolled.</p>	<p>9.10 Confinement and Earning Eligible Days Present</p> <p>A student . . . by a certified⁶⁸ teacher. Use . . . present.</p> <p>...</p> <p>Over the period of her confinement, a student receiving CEHI services must be provided instruction in all core academic subject area courses in which she is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses in which she is enrolled, if possible.</p>
Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.11 Returning to Campus for Support Services or Testing</p> <p>...</p> <p>A student . . . who returns . . . a licensed⁶⁹ medical . . .</p>	<p>9.11 Returning to Campus for Support Services or Testing</p> <p>...</p> <p>A student . . . who returns . . . a licensed⁷⁰ medical . . .</p>

⁶⁸ For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school's charter requires that courses be taught by certified teachers. However, under the No Child Left Behind Act, certain teachers must be "highly qualified" if the open-enrollment charter school receives certain federal funds. Please see the TEA [Highly Qualified Teachers](#) page for more information.

⁶⁹ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

⁷⁰ 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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Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.12.1 ARD Committee Meetings</p> <p>...</p> <p>Furthermore, . . . However, . . . after the tenth week has . . .</p>	<p>9.12.1 ARD Committee Meetings</p> <p>...</p> <p>Furthermore, . . . However, . . . after the 10th week has . . .</p>
Section 9 Pregnancy Related Services (PRS)	Revision	<p>9.17 Examples</p> <p>9.17.1 Example 1</p> <p>...</p> <p><i>The student should be coded with a PRS indicator on February 19. This date would be her entrance . . . Her exit date would be March 30.</i></p> <p>9.17.2 Example 2</p> <p>...</p> <p><i>The student should be coded with a PRS indicator . . . when PRS began, August 23. This is the date she will begin accumulating</i></p> <p>...</p> <p>9.17.3 Example 3</p> <p>...</p> <p><i>The student should remain coded . . . period. . . For . . . student will accumulate 5 days present since the teacher saw her at . . .</i></p>	<p>9.17 Examples</p> <p>9.17.1 Example 1</p> <p>...</p> <p><i>The student is coded with a PRS indicator on February 19. This date is her entrance . . . Her exit date is March 30.</i></p> <p>9.17.2 Example 2</p> <p>...</p> <p><i>The student is coded with a PRS indicator . . . when PRS begins, August 23. This is the date she begins accumulating . . .</i></p> <p>9.17.3 Example 3</p> <p>...</p> <p><i>The student remains coded . . . period. . . For . . . student accumulates 5 days present since the teacher sees her at . . .</i></p>

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Section 9 Pregnancy Related Services (PRS)	Revision	<p><i>[Continued]</i></p> <p>9.17.4 Example 4 ...</p> <p><i>Since . . . , she should remain coded PRS . . . Since . . . CTE indicator should be removed. The student, however, should not be withdrawn from the CTE class. . . During . . . student would not be reported eligible . . . ; however, the student would be reported . . .</i></p> <p>9.17.5 Example 5 ...</p> <p><i>The student should remain coded PRS . . . and will accumulate eligible days present . . .</i></p> <p>9.17.6 Example 6 ...</p> <p><i>Since . . . , she should remain coded PRS during the entire confinement period and will accumulate eligible days present . . .</i></p> <p>9.17.7 Example 7 ...</p> <p><i>Since . . . , she should remain coded PRS . . . The student will accumulate 5 eligible days present each week for the first 5 weeks because the teacher provided at least 4 hours of instruction each week. During . . . student will accumulate 2 eligible days present because she received only 2 hours of . . .</i></p>	<p><i>[Continued]</i></p> <p>9.17.4 Example 4 ...</p> <p><i>Since . . . , she remains coded PRS . . . Since . . . CTE indicator is removed. The student, however, is not withdrawn from the CTE class. . . During . . . student is not reported eligible . . . ; however, the student is reported . . .</i></p> <p>9.17.5 Example 5 ...</p> <p><i>The student remains coded PRS . . . and accumulates eligible days present . . .</i></p> <p>9.17.6 Example 6 ...</p> <p><i>Since . . . , she remains coded PRS during the entire confinement period and accumulates eligible days present . . .</i></p> <p>9.17.7 Example 7 ...</p> <p><i>Since . . . , she remains coded PRS . . . The student accumulates 5 eligible days present each week for the first 5 weeks because the teacher provides at least 4 hours of instruction each week. During . . . student accumulates 2 eligible days present because she receives only 2 hours of . . .</i></p>

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Section 9 Pregnancy Related Services (PRS)	Revision	<p><i>[Continued]</i></p> <p>9.17.8 Example 8 ... On ... occur 4. in addition ... for 2–5 days attendance credit and at least 1 hour a week for 1 day attendance credit. ... 9.17.9 Example 9 ... <i>While ... outside of the normal ... Therefore, the student would be eligible for ... Her first day of school enrollment and attendance would be the date of ...</i> 9.17.12 Example 12 ... period. <i>... A maximum of 5 weeks would be funded for PRS since the district was closed for ...</i> 9.17.14 Example 14 ... assessment. <i>... The additional ... that an assessment was administered. In all ... time the student was tested.</i></p>	<p><i>[Continued]</i></p> <p>9.17.8 Example 8 ... On ... occur 4. in addition ... for 2–5 days' attendance credit and at least 1 hour a week for 1 day's attendance credit. ... 9.17.9 Example 9 ... <i>While ... outside the normal ... Therefore, the student is eligible for ... Her first day of school enrollment and attendance is the date of ...</i> 9.17.12 Example 12 ... period. <i>... A maximum of 5 weeks is funded for PRS since the district is closed for ...</i> 9.17.14 Example 14 ... assessment. <i>... The additional ... that an assessment is administered. In all cases, ... time the student is tested.</i></p>

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Section 9 Pregnancy Related Services (PRS)	Revision	<p><i>[Continued]</i></p> <p>9.17.15 Example 15 ... to school.</p> <p>... While . . . , she should no longer be coded PRS. The student should be coded PRS again . . . and should remain coded PRS until she returns to school. . . . provided.</p> <p>... A maximum of 6 weeks would be funded for PRS . . . since the district was closed for . . .</p>	<p><i>[Continued]</i></p> <p>9.17.15 Example 15 ... to school.</p> <p>... While . . . , she is no longer coded PRS. The student is coded PRS again . . . and remains coded PRS until she returns to school. . . . provided.</p> <p>... A maximum of 6 weeks is funded for PRS . . . since the district is closed for . . .</p>
Section 10 Nontraditional Schools	Revision	<p>10.7.4 Evaluation of DAEPs</p> <p>.. Each district that sends students to a DAEP is responsible for properly attributing all performance data according to the PEIMS <i>Data Standards</i> and the testing guidelines.</p>	<p>10.7.4 <u>Campus of Accountability for DAEP Students</u></p> <p>... Each district that sends students to a DAEP is responsible for properly attributing all performance data according to the <i>PEIMS Data Standards</i>, testing guidelines, and accountability guidelines. Refer to the 2013 Accountability Manual, available at http://ritter.tea.state.tx.us/perfreport/account/2013/index.html, for details.</p>
Section 10 Nontraditional Schools	Revision	<p>10.9 JJAEPs</p> <p>... grade level.</p> <p>... If a county has a population of at least 72,000, the juvenile board of the county and the school districts may develop a JJAEP, subject to the approval of the TJJD⁷¹. . . .</p>	<p>10.9 JJAEPs</p> <p>... grade level.</p> <p>... If a county has a population of at least 72,000, the juvenile board of the county and the school districts may develop a JJAEP, subject to the approval of the TJJD⁷². . . .</p>

⁷¹ General Appropriations Act, Article V, Juvenile Probation Commission Rider 4

⁷² General Appropriations Act, Article V, **Texas Juvenile Justice Department Rider 13**

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Section 10 Nontraditional Schools	Revision	<p>10.9.2 Establishment of a Separate JJAEP Campus . . . Some JJAEP students are ineligible for ADA even though they are enrolled on a district's JJAEP campus and must be reported through all applicable PEIMS submissions regardless of the eligibility status.</p> <p>Absent JJAEP Students: If . . .</p>	<p>10.9.2 Establishment of a Separate JJAEP Campus . . . Some JJAEP students are ineligible for ADA even though they are enrolled on a district's JJAEP campus; however, they must be reported through all applicable PEIMS submissions regardless of their eligibility status. Refer to the 2013 Accountability Manual, available at http://ritter.tea.state.tx.us/perfreport/account/2013/index.html, for details.</p> <p>Absent JJAEP Students: If . . .</p>
Section 10 Nontraditional Schools	Revision	<p>10.9.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students . . .</p> <p>[TABLE: SECOND ROW, LAST COLUMN: Yes . . . approved by TJJD⁷³, then . . .]</p>	<p>10.9.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students . . .</p> <p>[TABLE: SECOND ROW, LAST COLUMN: Yes . . . approved by TJJD⁷⁴, then . . .]</p>
Section 10 Nontraditional Schools	Revision	<p>10.9.5 Evaluation of JJAEPs . . .</p>	<p>10.9.5 <u>Campus of Accountability for JJAEP Students</u> . . .</p>

⁷³ If the JJAEP is approved by the TJJD, funding is provided by the TJJD. General Appropriations Act, Article V, Juvenile Probation Commission Rider 4

⁷⁴ If the JJAEP is approved by the TJJD, funding is provided by the TJJD. General Appropriations Act, Article V, **Texas Juvenile Justice Department Rider 13**

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Section 10 Nontraditional Schools	Revision	<p>10.10 Disciplinary Removals of Students With Disabilities</p> <p>...</p> <p>Your district . . . setting. . . disciplinary action code is 01.</p> <p>Where . . . Membership. The student’s instructional arrangement/setting code is 00 No Instructional Arrangement/Setting. The student's disciplinary action code is 01.</p> <p>(For . . .)</p>	<p>10.10 Disciplinary Removals of Students With Disabilities</p> <p>...</p> <p>Your district . . . setting. . . disciplinary action code is 01. Where services . . . Membership.</p> <p>(For . . .)</p>
Section 10 Nontraditional Schools	Revision	<p>10.12 In-School Suspension</p> <p>A teacher may remove from class a student who the teacher has documented . . .</p>	<p>10.12 <u>Removal of Student From Classroom</u></p> <p>A teacher may remove from class a student whom the teacher has documented . . .</p>
Section 11 Nontraditional Programs	Revision	<p>11.3.2 Types of College Credit Programs Your District May Offer</p> <p>The chart on the following two pages provides information on the different types of college credit programs your district may offer.</p> <p>[TABLE:</p> <p>"Dual Credit" ROW, "Eligibility for Foundation School Funds" COLUMN: Eligible for the 2012–2013 school year, whether or not course and textbook are available free to the student]</p>	<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>[TABLE: TITLE ADDED: College Credit Programs</p> <p>"Dual Credit" ROW, "Eligibility for Foundation School Funds" COLUMN: Eligible regardless of whether course and textbook are available free to the student⁷⁵]</p>

⁷⁵ TEC, §28.009(a-2), as amended by Senate Bill (SB) 435, 83rd Texas Legislature, 2013

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Section 11 Nontraditional Programs	Revision	<p>11.3 Dual Credit (High School and College/University)</p> <p>...</p> <p>Funding eligibility for a student taking a dual credit course will include time instructed in the dual credit course. For the 2012–2013 school year, your district may count the time that students spend in dual credit courses for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses, unless the dual credit course is an Early College High School (ECHS) program course. . . . textbooks.</p> <p>...</p> <p>For more information on dual credit program requirements, see the TEA's <i>Dual Credit Frequently Asked Questions</i> document at . . .</p>	<p><i>11.3.1 Dual Credit (High School and College/University) Programs</i></p> <p>...</p> <p>Funding eligibility for a student taking a dual credit course will include time instructed in the dual credit course. Your district may count the time that students spend in dual credit courses for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses⁷⁶ unless the dual credit course is an Early College High School (ECHS) program course. . . . textbooks.</p> <p>...</p> <p>For more information on dual credit program requirements, see the Texas Education Agency's <i>Dual Credit Frequently Asked Questions</i> document at . . .</p>

⁷⁶ TEC, §28.009(a-2), as amended by SB 435, 83rd Texas Legislature, 2013

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Section 11 Nontraditional Programs	Revision and Deletion	<p>11.3.1 Student Eligibility for Dual Credit Courses⁷⁷ A high school student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if . . . chart.</p> <p>[TABLE]</p> <p>Alternately, a student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if . . . criteria:</p> <p>. . .</p> <p>An institution . . . Also, . . . students.</p> <p>11.3.1.1 Student Eligibility Requirements Specific to Workforce Education Dual Credit Courses A student may enroll in only those workforce education dual credit courses for which the student has demonstrated eligibility.</p> <p>A student who is exempt from taking the TAKS may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.</p>	<p>11.3.1.1 Student Eligibility for Dual Credit Courses⁷⁸ A high school student is eligible to enroll in dual credit courses in the 11th and/or 12th grade if . . . chart.</p> <p>[TABLE]</p> <p>Alternately, a student is eligible to enroll in dual credit courses in the 11th and/or 12th grade if . . . criteria:</p> <p>. . .</p> <p>An institution . . . Also, . . . students.</p> <p>Student Eligibility Requirements Specific to Workforce Education Dual Credit Courses: A student may enroll in only those workforce education dual credit courses for which the student has demonstrated eligibility.</p>
Section 11 Nontraditional Programs	Revision	<p>11.3.3 Reporting Dual Credit Attendance in the Public Education Information Management System (PEIMS) When the Higher Education Calendar Is Shorter Than the School District Calendar In some instances, . . .</p>	<p>11.3.1.2 Reporting Dual Credit Attendance in the Public Education Information Management System (PEIMS) When the Higher Education Calendar Is Shorter Than the School District Calendar In some instances, . . .</p>

⁷⁷ 19 TAC Part 1, Chapter 4, Subchapter D, §4.85

⁷⁸ 19 TAC §4.85

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Section 11 Nontraditional Programs	Revision	<p>11.3.4 Required Documentation</p> <p>Your district must have locally developed criteria in place for what constitutes "demonstrated outstanding academic performance and capability," as described in 11.3.1, for:</p> <p>...</p>	<p>11.3.1.3 Required Documentation</p> <p>Your district must have locally developed criteria in place for what constitutes "demonstrated outstanding academic performance and capability," as described in 11.3.1.1, for:</p> <p>...</p>
Section 11 Nontraditional Programs	Revision	<p>11.3.1.2 Student Eligibility Requirements Specific to Early College High Schools</p> <p>...</p>	<p>11.3.2 Early College High School Programs: Student Eligibility Requirements</p> <p>...</p>
Section 11 Nontraditional Programs	Revision	<p>11.4 Gateway to College (GTC) and Similar Programs</p> <p>... college.</p> <p>... on the THECB website (http://www.thecb.state.tx.us/).</p> <p>For ...</p>	<p>11.4 Gateway to College (GTC) and Similar Programs</p> <p>... college.</p> <p>... on the THECB website at http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm.</p> <p>For ...</p>
Section 11 Nontraditional Programs	Revision	<p>11.5 Optional Extended Year Program (OEYP)</p> <p>The OEYP will not be funded for 2012–2013. Local ...</p>	<p>11.5 Optional Extended Year Program (OEYP)</p> <p>The OEYP will not be funded for 2013–2014. Local ...</p>
Section 11 Nontraditional Programs	Revision	<p>11.6.6 Reporting Requirements</p> <p>Your district should report OFSDP attendance data using the PEIMS: http://www.tea.state.tx.us/index4.aspx?id=3014. PEIMS <i>Data Standards</i> Records for OFSDP attendance include the following records:</p> <ul style="list-style-type: none"> • ... 	<p>11.6.6 Reporting Requirements</p> <p>Your district must report OFSDP attendance data through the PEIMS. <i>PEIMS Data Standards</i> records for OFSDP attendance include the following:</p> <ul style="list-style-type: none"> • ...

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Section 11 Nontraditional Programs	Revision	<p>11.6.9 More Information More information . . . is available at the following link on the TEA website: http://www.tea.state.tx.us/index2.aspx?id=7733&menu_id=645&menu_id2=789.</p>	<p>11.6.9 More Information More information . . . is available on the TEA OFSDP web page at http://www.tea.state.tx.us/index2.aspx?id=7733&menu_id=645&menu_id2=789.</p>
Section 11 Nontraditional Programs	Revision	<p>11.7.1 Applying to Participate in the OFYP . . . The application is available on the TEA's OFYP website at . . .</p>	<p>11.7.1 Applying to Participate in the OFYP . . . The application is available on the TEA OFYP web page at . . .</p>
Section 11 Nontraditional Programs	Addition	<p>11.8.1 HSEP Eligibility Requirements A student is eligible to participate in an HSEP if: . . .</p> <ul style="list-style-type: none"> ○ at least 2 school years . . . requirements of the district or school. 	<p>11.8.1 HSEP Eligibility Requirements A student is eligible to participate in an HSEP if: . . .</p> <ul style="list-style-type: none"> ○ at least 2 school years . . . requirements of the district or school.⁷⁹
Section 11 Nontraditional Programs	Revision	<p>11.8.2 HSEP Attendance Accounting and Funding . . .</p> <p>For additional rules . . . , visit the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2808.</p>	<p>11.8.2 HSEP Attendance Accounting and Funding . . .</p> <p>For additional rules . . . , visit the TEA HSEP web page at http://www.tea.state.tx.us/index2.aspx?id=2808.</p>
Section 11 Nontraditional Programs	Deletion	<p>[Subsections 11.9 Texas Virtual School Network (TxVSN) and 11.10 Remote Instruction That Is Not Delivered Through the TxVSN now appear in Section 12 as Subsections 12.2 and 12.3, respectively.]</p>	--

⁷⁹ TEC, §29.087(d); 19 TAC §89.1403

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Section 11 Nontraditional Programs	Revision	<p>11.11 Interstate Compact on Educational Opportunity for Military Children</p> <p>In 2009 with the passage and signing into law of Senate Bill 90, Texas became a member state of the Interstate Compact on Educational Opportunity for Military Children. . . .</p>	<p>11.9 Interstate Compact on Educational Opportunity for Military Children</p> <p>Texas is a member state of the Interstate Compact on Educational Opportunity for Military Children. . . .</p>
Section 11 Nontraditional Programs	Revision	<p>11.11.1 Some Important Compact Definitions</p> <p>. . .</p> <p>"Child of a military family" means a school-age child, enrolled in kindergarten through twelfth grade, in . . .</p> <p>The US NOAA is an agency of the US Department of Commerce (DOC). The US NOAA Commissioned Corps⁸⁰ is made up of . . .</p>	<p>11.9.1 Some Important Compact Definitions</p> <p>. . .</p> <p>"Child of a military family" means a school-age child, enrolled in kindergarten through 12th grade, in . . .</p> <p>The US NOAA is an agency of the US Department of Commerce (DOC). The US NOAA Commissioned Corps⁸¹ is made up of . . .</p>

⁸⁰ US National Oceanic and Atmospheric Administration Commissioned Corps website: <http://www.noaaacorps.noaa.gov/about/about.html>.

⁸¹ US National Oceanic and Atmospheric Administration Commissioned Corps website: <http://www.noaa.gov/>

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Section 11 Nontraditional Programs	Revision	<p>11.11.2 Notable Compact Provisions and Requirements</p> <p>...</p> <p>11.11.2.1 Entitlement to Continue at Grade Level</p> <p>...</p> <p>11.11.2.2 Certain Absences Excused for Compulsory Attendance Purposes</p> <p>...</p> <p>Note . . . described in 3.6.4 Excused Absences for Compulsory Attendance Purposes. However, the student will not be counted as present for FSP (funding) purposes for the day(s) of the absence unless the absence is for one of the reasons specified in 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes and meets applicable requirements.⁸² Visiting with a parent or guardian who is an active duty service member and has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or support posting is not one of the reasons specified in 3.6.3.</p>	<p>11.9.2 Notable Compact Provisions and Requirements</p> <p>...</p> <p>11.9.2.1 Entitlement to Continue at Grade Level</p> <p>...</p> <p>11.9.2.2 Certain Absences Excused for Compulsory Attendance Purposes</p> <p>...</p> <p>Note . . . described in 3.6.4 Excused Absences for Compulsory Attendance Purposes. 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. Your district is required to excuse up to 5 days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.⁸³</p>

⁸² TEC, §25.087

⁸³ §25.087(b-4), as added by Senate Bill 260, 83rd Texas Legislature, 2013

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Section 12 Virtual, Remote, and Electronic Instruction	Addition	[NONE]	<p>Section 12 Virtual, Remote, and Electronic Instruction</p> <p>This section addresses attendance accounting as it relates to virtual instruction, remote instruction, and self-paced computer courses.</p>
Section 12 Virtual, Remote, and Electronic Instruction	Addition	[NONE]	<p>12.1 Responsibility</p> <p>[TEXT BOX: 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>Name: _____</p> <p>Phone Number: _____]</p>

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<p>Section 12 Virtual, Remote, and Electronic Instruction</p>	<p>Revision</p>	<p>11.9 Texas Virtual School Network (TxVSN) The state virtual school network includes . . . The TEC, Chapter 30A, which . . .</p> <p>TxVSN online courses can be provided through the TxVSN statewide course catalog by a TxVSN provider school district or school, defined as a school district or open-enrollment charter school that meets certain eligibility requirements; Texas public and private institutions of higher education; and regional education service centers, per commissioner’s rule. A full-time virtual TxVSN OLS program can be provided only by a Texas public school district or open-enrollment charter school that meets certain eligibility requirements and is approved by the TEA to participate in the OLS program.⁸⁴</p> <p>For more information on the TxVSN and to view the list of available courses in the TxVSN course catalog, . . .</p>	<p><u>12.2</u> Texas Virtual School Network (TxVSN) The state virtual school network includes . . . The Texas Education Code (TEC), Chapter 30A, which . . .</p> <p>TxVSN online courses can 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 education⁸⁵; a regional education service center; or a nonprofit or private entity that meets certain eligibility requirements. A full-time virtual TxVSN OLS program can 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>For more information on the TxVSN and to view the list of available courses in the TxVSN statewide course catalog, . . . For additional commissioner of education rules concerning the TxVSN, see 19 Texas Administrative Code (TAC) §§70.1001–70.1035.</p>

⁸⁴ TxVSN online courses can be provided through the TxVSN statewide course catalog by a TxVSN provider school district or school, defined as a school district or open-enrollment charter school that meets certain eligibility requirements; Texas public and private institutions of higher education; and regional education service centers, per commissioner’s rule. A full-time virtual TxVSN OLS program can be provided only by a Texas public school district or open-enrollment charter school that meets certain eligibility requirements and is approved by the TEA to participate in the OLS program.

⁸⁵ as defined by [20 United States Code, §1001](#)

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>[Continued]</i></p> <p>The information and provisions in this subsection (Subsection 11.9, including 11.9.1 through 11.9.4) apply specifically to the TxVSN and TxVSN courses. They do not apply to any other form of electronically delivered instruction. See 3.2.2.3 Time Spent in Self-Paced Course for requirements related to time spent in self-paced computer courses. See 3.2.2.4 Time Spent in an On-Campus Online Course Not Provided Through the Texas Virtual School Network (TxVSN) for requirements related to time spent in on-campus online courses not provided through the TxVSN. See 11.10 Remote Instruction That Is Not Delivered Through the TxVSN for information on remote instruction.</p>	<p><i>[Continued]</i></p> <p>The information and provisions in this subsection (Subsection 12.2, including 12.2.1 through 12.2.4) apply specifically to the TxVSN and TxVSN courses. They do not apply to any other form of electronically delivered instruction. See 12.3 Remote Instruction That Is Not Delivered Through the TxVSN for information on remote instruction. See 12.4 On-Campus Online Courses Not Provided Through the TxVSN for requirements related to time spent in on-campus online courses not provided through the TxVSN. See 12.5 Self-Paced Computer Courses for requirements related to time spent in self-paced computer courses.</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>11.9.1 Student Eligibility for the TxVSN ...</p> <p>11.9.1.1 Student Eligibility for Full-Time Enrollment in TxVSN Courses or Program "Full-time enrollment" . . . offered by an approved TxVSN online school.</p> <p>A . . .</p> <p>11.9.1.2 Student Eligibility and Documentation ...</p>	<p>12.2.1 Student Eligibility for the TxVSN ...</p> <p>12.2.1.1 Student Eligibility for Full-Time Enrollment in TxVSN Courses or Program "Full-time enrollment" . . . offered by an officially recognized TxVSN online school.</p> <p>A . . .</p> <p>12.2.1.2 Student Eligibility and Documentation ...</p>

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>11.9.2 TxVSN FSP Funding and Attendance Accounting</i> If an eligible student participates in course(s) offered through the TxVSN or in a TxVSN OLS program and meets . . . FSP funding.</p>	<p><i>12.2.2 TxVSN FSP Funding and Attendance Accounting</i> If an eligible student participates in a course offered through the TxVSN or in an officially recognized TxVSN OLS program and meets . . . FSP funding.⁸⁶ A student is eligible to generate FSP funding for participation in a TxVSN course or program regardless of whether the student is physically present at school while participating in the course or program.</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>11.9.2.1 Courses for Grades 9 Through 12 . . . for the online semester course.</p> <p>For purposes of determining the initial ADA eligibility code . . . In other words, each course is considered to be 55 minutes of daily instructional time for purposes of the 2-through-4-hour rule. See . . . information on ADA eligibility.</p> <p>To determine a student’s ultimate ADA eligibility status for a semester, the district must consider whether the student successfully completed each TxVSN online semester course in which the student was enrolled. A student who was enrolled in an online semester course but did not successfully complete the course is no longer considered to have been scheduled for and receiving instruction for 55 minutes each day for that course. If the student did not successfully complete a TxVSN course, the district must adjust the student's ADA eligibility code accordingly and report this adjusted information in the third PEIMS submission.</p> <p>For purposes of recording . . . See 3.6.2 Time of Day for Attendance Taking and 3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations.</p>	<p>12.2.2.1 Courses for Grades 9 Through 12 . . . for the online semester course.</p> <p>For purposes of determining and reporting the ADA eligibility code . . . In other words, each TxVSN course is considered to be 55 minutes of daily instructional time for purposes of the 2-through-4-hour rule. (See . . . information on ADA eligibility.) A total of no more than three yearlong courses taken through the TxVSN statewide course catalog may be used in determining a student's ADA eligibility.⁸⁷ Students enrolled in online courses offered by an officially recognized TxVSN online school are not subject to the three-course maximum.</p> <p>For purposes of recording . . . See 3.6.2 Time of Day for Attendance Taking and 3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations.</p>

⁸⁶ TEC, §30A.153(a)

⁸⁷ TEC, §30A.153(a-1), as added by House Bill 1926, 83rd Texas Legislature, 2013

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Section 12 Virtual, Remote, and Electronic Instruction	Revision		<p><i>[Continued]</i></p> <p>The TEA determines a student’s ultimate ADA eligibility status for a semester based on whether the student successfully completed each TxVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TxVSN course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>11.9.2.2 Programs for Grades 3 Through 8</p> <p>Enrollment in a grade 3 through 8 . . . offered by an approved TxVSN online school may apply toward . . . If a student . . . , the district will not receive any FSP funding for that student.</p> <p>For purposes of determining the initial ADA eligibility code of a student enrolled in a grade 3 through 8 TxVSN OLS program offered by a TxVSN online school, . . . Thus, the initial ADA eligibility code of the student is 1 - Eligible for Full Day Attendance.</p> <p>To determine the student's ultimate ADA eligibility status for the instructional year, the district must consider whether the student successfully completed the TxVSN education program. A student who was enrolled in a grade 3 through 8 TxVSN OLS program but did not successfully complete the TxVSN education program is no longer considered to have been scheduled for and receiving instruction each day. If the student did not successfully complete the TxVSN education program, the district must change the student’s ADA eligibility code to 0 - Enrolled, Not in Membership, and report this adjusted information in the third PEIMS submission.</p> <p>For purposes of recording . . . offered by a TxVSN online school . . . reporting period.</p>	<p><u>12.2.2.2 Programs for Grades 3 Through 8</u></p> <p>Enrollment in a grade 3 through 8 . . . offered by an officially recognized TxVSN online school may apply toward . . . If a student . . . , the district will have any FSP funding for that student reduced to \$0.</p> <p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in a grade 3 through 8 TxVSN OLS program offered by an officially recognized TxVSN online school, . . . Thus, the ADA eligibility code of the student is reported as 1 - Eligible for Full Day Attendance.</p> <p>For purposes of recording . . . offered by an officially recognized TxVSN online school . . . reporting period.</p> <p>The TEA determines a student's ultimate ADA eligibility status for the instructional year based on whether the student successfully completed the TxVSN education program, using course completion data reported by the district. If the student did not successfully complete the TxVSN education program, the TEA adjusts the student’s ADA eligibility status accordingly. Resulting adjustments to state funding are made in the following school year.</p>

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>11.9.2.3 Enrollment in a TxVSN Course or Program and Receipt of Special Program Services</p> <p>A . . . career and technical education, bilingual/English as a Second Language education, . . . The determination of whether a TxVSN course will meet the needs . . .</p>	<p><u>12.2.2.3 Enrollment in a TxVSN Course or Program and Receipt of Special Program Services</u></p> <p>A . . . career and technical education (CTE), bilingual/English as a Second Language (ESL) education, . . . The determination of whether a TxVSN course or program will meet the needs . . .</p>
Section 12 Virtual, Remote, and Electronic Instruction	Addition	<p><i>11.9.3 Additional TxVSN Requirements and Information</i></p> <p>. . .</p> <p>A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may enroll in electronic courses through the TxVSN. A student . . .</p>	<p><u>12.2.3 Additional TxVSN Requirements and Information</u></p> <p>. . .</p> <p>A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may enroll in electronic courses through the TxVSN.⁸⁸ A student . . .</p>

⁸⁸ TEC, §30A.107(c)

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<p>Section 12 Virtual, Remote, and Electronic Instruction</p>	<p>Revision</p>	<p><i>11.9.4 Examples</i></p> <p>Example 1 A student who was scheduled for and receiving instruction in traditional classes for 185 minutes each day and who was enrolled in one TxVSN course for grades 9 through 12 would initially be reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance because the online course would be considered to be 55 minutes of daily instructional time. However, if the student did not successfully complete the online course, then the student would be reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because the 55 minutes for the online course could not be considered instructional time.</p> <p>Regardless of whether the student completed the TxVSN course successfully, the student's daily attendance would be determined by whether the student was present or absent at the official attendance-taking time or at the alternate attendance-taking time set for that student.</p>	<p><u>12.2.4 Examples</u></p> <p>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 instructional 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 alternate attendance-taking time set for that student.</p> <p>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 instructional time and the student will have fallen below the 4 hours (240 minutes) required for full-day eligibility.</p>

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<p>Section 12 Virtual, Remote, and Electronic Instruction</p>	<p>Revision</p>	<p><i>[Continued]</i> Example 2 A student who was scheduled . . . (240 minutes) each day and who was enrolled in one or more TxVSN courses for grades 9 through 12 would be reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance. Whether the student successfully completed the TxVSN course(s) would not impact the student's ADA eligibility code because the student would not need the additional 55 minutes generated by the online course to be eligible for full-day attendance.</p> <p>Regardless of whether the student completed the TxVSN course(s) successfully, the student's daily attendance would be determined by whether the student was present or . . . for that student.</p> <p>Example 3 A student who was scheduled . . . (60 minutes) each day and was enrolled in two TxVSN courses for grades 9 through 12 would initially be reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because each TxVSN course would be considered to be 55 minutes of daily instructional time (110 minutes . . . courses). However, if the student did not successfully complete both TxVSN courses, then the student would be reported with an ADA eligibility code of 0 - Enrolled, Not in Membership, because the minutes for the TxVSN courses could not be considered instructional time.</p> <p>Regardless of whether the student completed the TxVSN courses successfully, the student's daily attendance would be determined by whether the student was present or . . . for that student. If the student did not successfully complete both TxVSN courses and was subsequently reported with an ADA eligibility code of 0, the student would not generate any FSP funding.</p>	<p><i>[Continued]</i> Example 2 A student who is scheduled . . . (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.</p> <p>The student's daily attendance is determined by whether the student is present or . . . for that student.</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 55 minutes generated by the online course to be eligible for full-day attendance.</p> <p>Example 3 A student who is scheduled . . . (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 instructional time (110 minutes . . . courses).</p> <p>The student's daily attendance is determined by whether the student is present or . . . 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>

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<p>Section 12 Virtual, Remote, and Electronic Instruction</p>	<p>Revision</p>	<p><i>[Continued]</i> [NONE]</p> <p>Example 4 A student who was enrolled full-time in TxVSN courses for grades 9 through 12 (i.e., was enrolled in five TxVSN courses) would initially be reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance. If the student successfully completed all five courses, his or her ADA eligibility code would not change. If the student successfully completed only three or four of the courses, his or her ADA eligibility code would be changed to 2 - Eligible for Half-Day Attendance. If the student successfully completed only two or fewer of the courses, his or her ADA eligibility code would be changed to 0 - Enrolled, Not in Membership.</p> <p>Regardless of whether the student completed the TxVSN courses successfully, the student would be considered to have been present (in attendance) for each day of instruction in the reporting period. If the student did not successfully complete at least three of the TxVSN courses and was subsequently reported with an ADA eligibility code of 0, the student would not generate any FSP funding.</p>	<p><i>[Continued]</i> [THE FOLLOWING EXAMPLE 4 IS A NEW EXAMPLE.]</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 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.</p>

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>[Continued]</i></p> <p>Example 5</p> <p>A student enrolled full time in a grade 3 through 8 TxVSN OLS program offered by a TxVSN online school would initially be reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance. If the student successfully completed the TxVSN education program (completed the program and was promoted to the next grade level), his or her ADA eligibility code would not change. If the student did not complete the entire TxVSN education program and demonstrate academic proficiency sufficient for promotion to the next grade level, his or her ADA eligibility code would be changed to 0 - Enrolled, Not in Membership.</p> <p>Regardless of whether the student successfully completed the TxVSN education program, the student would be considered to have been present (in attendance) for each day of instruction in the reporting period. If the student did not successfully complete the TxVSN education program and was subsequently reported with an ADA eligibility code of 0, the student would not generate any FSP funding.</p>	<p><i>[Continued]</i></p> <p>Example 6</p> <p>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.</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 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.</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>11.10 Remote Instruction That Is Not Delivered Through the TxVSN</p> <p>This subsection (11.10) addresses remote instruction . . .</p> <p>Under . . . Please . . . <u>receive commissioner approval prior to submitting</u> . . . Changing . . . 19 TAC §100.1033(c).</p> <p>[TEXT BOX TEXT: For the purposes of this subsection (11.10), . . .]</p>	<p>12.3 Remote Instruction That Is Not Delivered Through the TxVSN</p> <p>This subsection (12.3) addresses remote instruction . . .</p> <p>Under . . . Please . . . <u>receive commissioner approval before submitting</u> . . . Changing . . . 19 TAC §100.1033(c).</p> <p>[TEXT BOX TEXT: For the purposes of this subsection (12.3), . . .]</p>

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>11.10.1 Remote Conferencing—Regular Education Students</i> [TEXT BOX TEXT: In Subsection 11.10.1, . . .] . . . specific to remote GEH instruction.</p> <p>The application for a general waiver is available at [OBSOLETE LINK]. When submitting . . .</p> <p>A student served through remote conferencing may be eligible to generate weighted funding for programs such as career and technical education or bilingual/English as a Second Language education, . . .</p>	<p><i>12.3.1 Remote Conferencing—Regular Education Students</i> [TEXT BOX TEXT: In Subsection 12.3.1, . . .] . . . 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 . . .</p> <p>A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, . . .</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>11.10.2 Remote Conferencing—Special Education Students</i> [TEXT BOX TEXT: In Subsection 11.10.2, . . .] . . . (if the student . . . at that time).</p> <p>Please note that the remote conferencing instruction described in this subsection (11.10.2) is different from . . . If a student . . . via remote conferencing.</p> <p>The application for a general waiver is available at [OBSOLETE LINK]. When submitting . . .</p>	<p><i>12.3.2 Remote Conferencing—Special Education Students</i> [TEXT BOX TEXT: In Subsection 12.3.2, . . .] . . . (if the student . . . at that time).</p> <p>Please note that the remote conferencing instruction described in this subsection (12.3.2) is different from . . . If a student . . . 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 . . .</p>

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>11.10.3 Remote Homebound Instruction—Regular Education Students</i> [TEXT BOX TEXT: In Subsection 11.10.3, . . .] . . . as applicable. The application for a general waiver is available at [OBSOLETE LINK]. When submitting . . .</p>	<p><i><u>12.3.3 Remote Homebound Instruction—Regular Education Students</u></i> [TEXT BOX TEXT: In Subsection 12.3.3, . . .] . . . as applicable. 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 . . .</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>11.10.4 Remote Homebound Instruction—Special Education Students</i> [TEXT BOX TEXT: In Subsection 11.10.4, . . .] . . . provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. The application for a general waiver is available at [OBSOLETE LINK]. When submitting . . .</p>	<p><i><u>12.3.4 Remote Homebound Instruction—Special Education Students</u></i> [TEXT BOX TEXT: In Subsection 12.3.4, . . .] . . . provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. 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 . . .</p>
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p><i>11.10.5 Distance Learning</i> [TEXT BOX TEXT: In Subsection 11.10, including Subsection 11.10.5, . . . In Subsection 11.10, including Subsection 11.10.5, . . .] . . . Time spent . . . such as career and technical education or bilingual/English as a Second Language education, . . .</p>	<p><i><u>12.3.5 Distance Learning</u></i> [TEXT BOX TEXT: In Subsection 12.3, including Subsection 12.3.5, . . . In Subsection 12.3, including Subsection 12.3.5, . . .] . . . Time spent . . . such as CTE or bilingual/ESL education, . . .</p>

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Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>3.2.2.4 Time Spent in an On-Campus Online Course Not Provided Through the Texas Virtual School Network (TxVSN) This subsection addresses . . .</p> <p>Time spent in a CTE online course . . . met:</p> <ul style="list-style-type: none"> • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC 231.1(e), must be . . . 	<p><u>12.4 On-Campus Online Courses Not Provided Through the TxVSN</u> This section addresses . . .</p> <p>Time spent in a CTE online course . . . met:</p> <ul style="list-style-type: none"> • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC Chapter 231, must be . . .
Section 12 Virtual, Remote, and Electronic Instruction	Revision	<p>3.2.2.3 Time Spent in Self-Paced Course Time spent in a self-paced computer course . . .</p> <p>Time spent in a career and technical education (CTE) self-paced computer course designed for credit recovery may be considered for purposes of computing a student's CTE contact hours provided that the following conditions are met:</p> <ul style="list-style-type: none"> • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC 231.1(e) , must be . . . <p>Subsection 3.2.2.3 addresses . . .</p>	<p><u>12.5 Self-Paced Computer Courses</u> Time spent in a self-paced computer course . . .</p> <p>Time spent in a CTE self-paced computer course designed for credit recovery may be considered for purposes of computing a student's CTE contact hours provided that the following conditions are met:</p> <ul style="list-style-type: none"> • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC Chapter 231, must be . . . <p>Section 12.5 addresses . . .</p>

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<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p>	<p>Addition and Revision</p>	<p>Section 12 Appendix: Average Daily Attendance (ADA) and Funding</p> <p>...</p> <p><i>ADA must be calculated separately for each track and then added together to calculate total ADA.</i></p>	<p>Section <u>13</u> Appendix: Average Daily Attendance (ADA) and Funding</p> <p>...</p> <p><i>ADA must be calculated separately for each track and then added together to calculate total ADA.</i></p> <p>Note on ADA and Flexible Attendance: Attendance for flexible attendance programs (Optional Flexible School Day Program and High School Equivalency Program) is recorded in contact minutes instead of days present. For these programs, 360 contact minutes (60 minutes × 6 hours), or 6 hours, is equivalent to one full day of attendance (one day present), and 1,080 hours (6 hours × 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 can 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> <ul style="list-style-type: none"> • 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.

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<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p>	<p>Addition and Revision</p>	<p><i>[Continued]</i></p> <p>Days in Attendance: . . . (present at the designated attendance-taking time or absent for a purpose described by 19 TAC §129.21[jj]) during . . .</p> <p>Information on Weights</p> <p>Special Education — Weight: 1.1 to 5.0 A special education student . . . location of the instruction.</p> <p>Funding is based on the amount of time that special education students are served in their instructional arrangements/ settings.</p>	<p><i>[Continued]</i></p> <ul style="list-style-type: none"> • Divide the number of hours for the reporting period by 6 (i.e., 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. <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>Days in Attendance: . . . (present at the designated attendance-taking time or absent for a purpose described by 19 TAC §129.21[jj] or [k]) during . . .</p> <p>Information on Weights</p> <p>Special Education — Weight: 1.1 to 5.0 A special education student . . . 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 arrangement/setting.</p>

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Section 13 Appendix: Average Daily Attendance (ADA) and Funding	Addition and Revision	<p><i>[Continued]</i></p> <p>Compensatory Education — Weight: 0.2, or 2.41 for a Student Receiving Pregnancy Related Services (PRS) Compensatory . . .</p> <p>Career and Technical Education (CTE) — Weight: 1.35 . . . to continue their education.</p> <p>. . . for the appropriate number of hours that the student is enrolled. See . . . for additional assistance.)</p> <p>Bilingual/English as a Second Language (ESL) — Weight: 0.1 Bilingual/ESL . . .</p>	<p><i>[Continued]</i></p> <p>Compensatory Education — Weight: 0.2, or 2.41 for a Student Receiving Pregnancy Related Services (PRS) Compensatory . . .</p> <p>Career and Technical Education (CTE) — Weight: 1.35 . . . to continue their education.</p> <p>. . . for the appropriate number of hours that the student is enrolled. See . . . for more information. For a detailed explanation of how a district's total CTE allotment is calculated, see the document entitled <i>Estimating a District's Foundation School Program (FSP) CTE Allotment</i>, available on the TEA CTE Allotment web page at http://www.tea.state.tx.us/index2.aspx?id=2147487143&menu_id=645&menu_id2=789.</p> <p>Bilingual/English as a Second Language (ESL) — Weight: 0.1 Bilingual/ESL . . .</p>
Section 14 Glossary	Revision	<p>Section 13 Glossary</p> <p>. . .</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> <p>. . .</p> <ul style="list-style-type: none"> • students who previously resided or currently reside in a residential placement facility in the district⁸⁹ <p>. . .</p>	<p>Section <u>14</u> Glossary</p> <p>. . .</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> <p>. . .</p> <ul style="list-style-type: none"> • students who previously resided or currently reside in a residential placement facility in the district⁹⁰ <p>. . .</p>

⁸⁹ Texas Education Code (TEC), §29.081(d)

⁹⁰ Texas Education Code (TEC), §29.081(d), as amended by House Bill 5, 83rd Texas Legislature, 2013

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Section 14 Glossary	Revision	<p><i>[Continued]</i></p> <p>Career and Technical Education Career Preparation and Practicum Courses – . . . (Career Preparation courses are paid learning experiences only; Practicum courses . . . The coordinated . . . industry.</p> <p>. . .</p> <p>State-Assigned Alternative ID Number – Beginning March 16, 1990, all students attending public school in Texas who had not submitted Social Security numbers were assigned alternative numbers from a range of alternative numbers assigned to each district by the state.</p> <p>When a student withdraws, either this number or the SSN must be sent to the receiving school. Any student entering a Texas public school since March 16, 1990, must bring an SSN or the alternative ID number.</p> <p>Districts must not assign the student a new number. It is important that the student carry the same number as long as he or she is in a Texas public school. Only students new to Texas public schools will be assigned numbers in the future.</p>	<p><i>[Continued]</i></p> <p>Career and Technical Education Career Preparation and Practicum Courses – . . . (Career Preparation courses are paid learning experiences only; practicum courses . . . The coordinated . . . industry.</p> <p>. . .</p> <p>State-Assigned Alternative ID Number – All students attending public school in Texas who do not submit Social Security numbers are assigned alternative numbers from a range of numbers assigned to each district by the state.</p> <p>When a student withdraws, either this number or the SSN must be sent to the receiving school. Any student entering a Texas public school must bring an SSN or the alternative ID number.</p> <p>Districts must not assign the student a new number. It is important that the student carry the same number as long as he or she is in a Texas public school.</p>