2004-2005 Student Attendance Accounting Handbook
CHANGE DOCUMENT

Section	Change	2003-2004	2004-2005
Section III General Requirements	Revision	(2-12) Upon a student's enrollment in the district, the student has 30 days from the date of enrollment to provide immunization records to the district for that scholastic year. The district must admit the student and allow 30 days for the student to provide immunization records or proof that the child has begun immunizations and is receiving them as rapidly as medically feasible as provided in TEC §38.001. If the district does not receive complete immunization records or proof that immunizations have begun within 30 days of enrollment, then the district may withdraw the student.	(2-12) **Subject to the exceptions in Section 38.001(c), a student is required to be fully immunized against disease as required by the Texas Board of Health. (Section 38.001(a), Texas Education Code.) However, a student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible. (Section 38.001(e), Texas Education Code.) Except as provided by Section 38.001(c), a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information regarding immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of Health.**
Section III General Requirements	Revision	(4-12) A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes under the following five conditions. 1. The student is participating in an activity which is approved by the local school board and is under the direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas. 2. The student 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). 3. The student is a Medicaid-eligible child participating in the Early and Periodic Screening, Diagnosis, and Treatment Programs (EPSDT) implemented by the Texas Department of Human Services with contractual cooperation of the Texas	(4-12) A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes under the following five conditions. 1. The student is participating in an activity which is approved by the local school board and is under the direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas. 2. The student 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). 3. The student is a Medicaid-eligible child participating in the Early and Periodic Screening, Diagnosis, and Treatment Programs (EPSDT) implemented by the Texas Department of Human Services with contractual cooperation of the Texas

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Section	Change	2003-2004	2004-2005
Section III General Requirements	Revision (4-12) (Cont.)	Department of Health. Such students may be excused for up to one day at a time without loss of ADA. 4. The student misses school for the purpose of observing religious holy days, including traveling for that purpose. **Excused days for travel** shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. 5. The student is temporarily absent due to a documented appointment with a health care professional if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. 19 TAC §129.21(k), TEC §25.087(b) Adequate documentation must be retained to verify the whereabouts of these students (Section II).	Department of Health. Such students may be excused for up to one day at a time without loss of ADA. 4. The student misses school for the purpose of observing religious holy days, including traveling for that purpose. **Travel days for which the student is considered in attendance** shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. **A school district may elect to excuse additional travel days, however, the student would be considered to be absent for the additional travel days for attendance accounting purposes.** 5. The student is temporarily absent due to a documented appointment with a health care professional if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. 19 TAC §129.21(k), TEC §25.087(b) ***Please note that for the purposes of the above section [(4-12) 5], a student must be in class at least a portion of the day to be considered present.*** Adequate documentation must be retained to verify the whereabouts of these students (Section II).
Section III General Requirements	Revision	(4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent [see (4-12)]. To qualify for funding purposes, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of	(4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent [see (4-12)]. To qualify for funding purposes, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of

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Section	Change	2003-2004		2004-2005	
Section III General Requirements	Revision (4-13) (Cont.)		supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4H activities which are supervised solely by a County Extension Service Agent **are reported present.** 19 TAC §129.21(k)(1)		supervising the students and must be approved by the school board to supervise the activity. For example, students **would be reported present if they are** participating in 4H activities which are supervised solely by a County Extension Service Agent **who has been approved by the local school board as an adjunct staff member.** 19 TAC §129.21(k)(1)
Section III General Requirements	Revision	(4-17)	Students are entitled to attend school in the district in which they reside. TEC §25.001 Districts must serve these students, even if they are in the district for a short time. Students must be served in regular education in addition to other programs (special education, etc.) if the student is eligible and all documentation is on file. Districts cannot refuse to serve students. For example, a student enters a hospital for treatment. The district in which this hospital is located must immediately serve this student in regular education and then in special education once the student is determined to be eligible. This applies not only to students in hospitals but also to students in juvenile detention centers, jails, etc.	(4-17)	Students are entitled to attend school in the district in which they reside. TEC §25.001 Districts must serve these students, even if they are in the district for a short time. Students must be served in regular education in addition to other programs (special education, etc.) if the student is eligible and all documentation is on file. Districts cannot refuse to serve students. For example, a student enters a hospital for treatment. The district in which this hospital is located must immediately serve this student in regular education and then in special education once the student is determined to be eligible. This applies not only to students in hospitals but also to students in juvenile detention centers, jails, etc. **Additional eligibility provisions apply to students who have established a residence separate and apart from a parent or legal guardian under Section 25.001(d).**
Section III General Requirements	Revision	(4-18)	On enrollment in prekindergarten (PK) or kindergarten, a child shall attend school. TEC §25.085(c) PK and kindergarten students are subject to compulsory school attendance rules.	(4-18)	On enrollment in prekindergarten (PK) or kindergarten, a child shall attend school. TEC §25.085(c) PK and kindergarten students are subject to compulsory school attendance rules **while they are enrolled in school. However, if the child has not reached mandatory compulsory attendance age (six years old as of September 1 of the current school year) the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rules.**
Section III General Requirements	Revision	(4-20)	Optional Extended Year Program (OEYP): Districts may receive funding for the OEYP for a period not to exceed 30 instructional days for students in grades **K-8** who are identified as likely not to be promoted to	(4-20)	Optional Extended Year Program (OEYP): Districts may receive funding for the OEYP for a period not to exceed 30 instructional days for students in grades **K-11** who are identified as likely not to be promoted to

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Section	Change	2003-2004	2004-2005
Section III General Requirements (Cont.)	Revision (4-20) (Cont.)	the next grade level for the succeeding school year. **TEC §29.082(a) The Districts must report OEYP data to the agency using 407 OEYP Student Records according to Section 2 of the PEIMS *Data Standards*.**	the next grade level for the succeeding school year **or in grade 12 who are identified as likely not to graduate before the beginning of the succeeding school year.** TEC §29.082(a) The Districts must report OEYP data to the agency using 407 OEYP Student Records according to Section 2 of the PEIMS *Data Standards*.
Section III General Requirements	Revision	(5) General Eligibility Requirements (5-4) All students who are at least 5 years old on September 1 of the current school year, but are less than 21 years old by the same date, are eligible for free attendance for either full-day or half-day attendance for the entire school year in the district in which they or their parent(s) reside or are otherwise entitled to attend for FSP benefits, provided they have not previously graduated from high school. TEC §25.001, §42.003	(5) General Eligibility Requirements (5-4) All students who are at least 5 years old on September 1 of the current school year, but are less than 21 years old by the same date, are eligible for free attendance for either full-day or half-day attendance for the entire school year in the district in which they or their parent(s) reside or are otherwise entitled to attend for FSP benefits, provided they have not previously graduated from high school. **For eligibility based solely on the residence of a parent, please see** TEC §25.001**(b)(2), TEC § 25.001**, §42.003.
Section III General Requirements	Revision	(5-8) A child may be enrolled in the first grade if the child is at least six years of age at the beginning of the school year of the district or has been enrolled in the first grade or has completed kindergarten in the public schools in another state before transferring to a public school in this state. TEC §42.003(c) The term "enrolled" means actually receiving instruction by attendance in a public school rather than being registered prior to receiving instruction. However, any five-year-old child that enrolls in the first grade under TEC §42.003(a) and (c) may be assigned to first grade for the full school term (ADA eligibility code 1). Such assignments are the decision of the local district **and require consent from the student's parent or guardian.**	(5-8) A child may be enrolled in the first grade if the child is at least six years of age at the beginning of the school year of the district or has been enrolled in the first grade or has completed kindergarten in the public schools in another state before transferring to a public school in this state. TEC §42.003(c) The term "enrolled" means actually receiving instruction by attendance in a public school rather than being registered prior to receiving instruction. However, any five-year-old child that enrolls in the first grade under TEC §42.003(a) and (c) may be assigned to first grade for the full school term (ADA eligibility code 1). Such assignments are the decision of the local district.
Section III General Requirements	Revision	(5-10) A public junior college or college may offer a course in which a high school student may enroll and for which the student may simultaneously receive both high school and college credit. **TEC §130.008 High school**	(5-10) A public junior college, college, or **university** may offer a course in which a high school student may enroll and for which the student may simultaneously receive both high school and college credit. **Funding eligibility for a student taking a dual credit course**

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Section	Change	2003-2004	2004-2005
Section III General Requirements (Cont.)	Revision (5-10) (Cont.)	**students enrolled each school day; in:** **1. four or more instructional hours of high school credit only courses and an additional course(s) for college credit or joint college and high school credit generate full-day funding (ADA eligibility code 1) for the school district;** **2. at least two but less than four instructional hours of high school credit only courses and an additional course(s) for college credit or joint college and high school credit generate half-day funding (ADA eligibility code 2) for the school district; or** **3. less than two instructional hours of high school credit only courses and an additional course(s) for college credit or joint college and high school credit generate no funding (ADA eligibility code 0) for the school district.** ***The above rules apply to all dual credit courses irregardless of where the student is taught, which school employs the teacher, or if there are tuition costs associated with the class. If dual credit is issued for the course, instruction time does not qualify to be counted for the two hour/four hour eligibility rule.*** Instructional hours may not be averaged to determine attendance eligibility.	**will include time instructed in the dual credit course.** **In order for a district/charter school to receive FSP funding for a student taking a college course, the district/charter school must have documentation of an agreement between the district/charter school and the college and meet other requirements for dual credit courses specified in 19 TAC Part 1, Chapter 4, Subchapter D and in 19 TAC Part 2, Chapter 74, Subchapter C.** Instructional hours may not be averaged to determine attendance eligibility.
Section III General Requirements	Revision	(6) ADA Eligibility Coding 4 Ineligible Full-Day Other: • non-resident who has not been transferred into the district; • students enrolled in a RDSPD for 50% or more of the day;	(6) ADA Eligibility Coding 4 Ineligible Full-Day Other: • non-resident who has not been transferred into the district; • students enrolled in a RDSPD for 50% or more of the day;

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Section III General Requirements (Cont.)	Revision (6) (Cont.)	• students who reside outside the boundaries of the state of Texas; and • students served by a juvenile justice alternative education program (JJAEP) on the basis of an expulsion under TEC §37.007(a), (d), or (e), unless specifically authorized in writing by TEA.	• students who reside outside the boundaries of the state of Texas; • students served by a juvenile justice alternative education program (JJAEP) on the basis of an expulsion under TEC §37.007(a), (d), or (e), unless specifically authorized in writing by TEA; **and** • **students placed in residential facilities within the district whose maintenance expenses are paid in whole or in part by another state or the United States. TEC §25.003 (Proposed tuition charges under this section must be submitted to the Commissioner of Education for approval.)**
Section III General Requirements	Revision	(7) Calendar (7-2) Districts have flexibility in setting their calendar with respect to the starting date, the days in each semester/six-week reporting period, and the dates of the preparation days.	(7) Calendar (7-2) Districts have flexibility in setting their calendar with respect to the starting date, the days in each semester/six-week reporting period, and the dates of the preparation days. **However, the first day of instruction must be scheduled in compliance with TEC §25.0811.**
Section III General Requirements	Addition	**None**	**(11-15) A high school exempts students from having to attend finals if the student has not missed any class meetings. On the day of the final, 100 students did not attend school until 1:00 PM. Official attendance was taken at 9:30 AM.** ***The 100 students are absent for FSP funding purposes since they were not in attendance at the official roll call.***
Section III General Requirements	Addition	**None**	**(11-16) A district is planning on having several days of early dismissal during the school year.** ***The district should apply to the Waivers Unit for approval of a waiver for early dismissals. This will allow the district to have up to six early dismissal days during the school year. (Early dismissal days are not required to be the same days for all campuses in the district.)***

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Section III General Requirements	Addition	**None**	**(11-17) A district is planning on having students arrive late on the days of the TAKS exams. Students will not be arriving until after the time of official attendance at 9:30 AM.** ***The district should apply to the Waivers Unit for approval of a waiver to modify the class schedule of classes for the days of TAKS testing. This will allow the district to take official attendance at an alternate time (5th period) instead of the district's normal official attendance time.***
Section III General Requirements	Addition	**None**	**(11-18) A school district decides that they will have an early dismissal day on which they are dismissing classes at noon. The district has morning and afternoon sections of prekindergarten students. The morning section meets; however, the afternoon section does not meet.** ***The district personnel will need to determine what course of action they will take:*** ***1. they can count the afternoon section of prekindergarten students as absent, since they received no instruction on that school day,*** ***2. they can make up the day on an alternate day, and report the afternoon prekindergarten section with an alternate calendar, or*** ***3. they could bring in the afternoon prekindergarten students in for instruction with the morning section.***
Section III General Requirements	Addition	**None**	**(11-19) A student is required to go to court on a school day. The student is not present at 9:30 AM (the school's official attendance time).** ***The student is absent for FSP funding***

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Section	Change	2003-2004	2004-2005
Section III General Requirements (Cont.)	Addition (11-19) (Cont.)		***purposes, since he/she was not present at the school's official snapshot. Absences due to court appearances are not one of the five reasons that a student can be absent from class, but considered present for the day.*** ***In accordance with TAC §129.22, the student should receive excused absences for the court appearances as long as requirements of that section are met.***
Section III General Requirements	Addition	**None**	**(11-20)** **A district determines that the best educational placement for a five-year-old student is first grade, but the parent wants the student to attend kindergarten with same-age peers.** ***Although consideration of parental concerns is always important, the district has authority to place the student at the grade level the district determines is appropriate for the student. A parent may request a change in assignment pursuant to TEC §26.003. Under that section, the board of trustees has authority for the final determination of appropriate placement.***
Section III General Requirements	Addition	**None**	**(11-21)** **A student qualifies for prekindergarten based on being educationally disadvantaged (the student qualifies for free/reduced lunch). Several weeks later, the parent/guardian withdraws the student because they feel that the child is not ready to attend school.** ***Since this student is not of compulsory attendance age (ages 6 through 18 years of age as of September 1 of the current school year), unless specifically exempted by law [TEC §25.085(b),(c))] and not currently in membership at the school, compulsory attendance rules do not apply.***

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2004-2005 Student Attendance Accounting Handbook
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Section	Change	2003-2004	2004-2005
Section III General Requirements	Addition	**None**	**(11-22) Happy Trails ISD administration decides that they would like to begin school on August 13.** ***Since TEC* §25.0811, prohibits instruction from beginning prior to the week that August 21 falls on, the school district administration decides to apply for a waiver. At least sixty days prior to applying for the waiver, the district must:** ***Publish notice in a newspaper that has general circulation in the district, stating that the district is intending to apply for a waiver of the prohibition concerning the date of the first day of instruction for students. The district must specify the date on which they intend to begin instruction for students and they must hold a public hearing concerning the date of the first day of instruction for the students. (Please see TEC §25.0811)***
Section IV Special Education	Addition	**None**	(1) Responsibility **(1-4) This section addresses unique provisions for Special Education. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple programs, review and apply the provisions of each applicable program.**
Section IV Special Education	Revision	(4) General Rules 2. Homebound - Code 01 This instructional arrangement/setting is for providing special education and related services to eligible students with disabilities who are served at home or hospital bedside. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States.	(4) General Rules 2. Homebound - Code 01 This instructional arrangement/setting is for providing special education and related services to eligible students with disabilities who are served at home or hospital bedside. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States.

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Section	Change	2003-2004	2004-2005
Section IV Special Education	Revision (4) (Cont.)	Homebound instruction may also be used for infants and toddlers (birth-two) with visual and/or auditory impairments for whom the IFSP team has determined that the district auditory impairment or visual impairment, and/or O & M services are to be delivered at home, in day care, or non-district center-based programs. See (4-11) and (4-12) later in this section for more information. Homebound instruction may also be used for students ages 3 through 5 for whom the ARD committee has determined that homebound is the appropriate instructional placement. See (4-13) later in this section for more information. 19 TAC §89.63(c)(2)(B) The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations.	Homebound instruction may also be used for infants and toddlers (birth-two) with visual and/or auditory impairments for whom the IFSP team has determined that the district auditory impairment or visual impairment, and/or O & M services are to be delivered at home, in day care, or non-district center-based programs. See (4-11) and (4-12) later in this section for more information. Homebound instruction may also be used for students ages 3 through 5 for whom the ARD committee has determined that homebound is the appropriate instructional placement. See (4-13) later in this section for more information. 19 TAC §89.63(c)(2)(B) **Determination of the amount of services to be provided must be based on the individual needs of the student as determined by the student's ARD committee and must be calculated to provide a free, appropriate public education to the student. The amount of service cannot be arbitrarily limited to 4 hours a week as it relates to current attendance accounting and funding rules. The chart below is provided for determining instructional arrangements/setting and eligible days only and is not to be used for the purpose of determining the appropriate amount of educational services.** The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations.

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<table>
<tr><th>Section</th><th>Change</th><th>2003-2004</th><th>2004-2005</th></tr>
<tr><td>Section IV Special Education</td><td>Revision</td><td><table><tr><th>Amount of Time Served per Week:</th><th>Eligible Days Present Earned per Week:</th></tr><tr><td>one hour</td><td>one day present</td></tr><tr><td>two hours</td><td>two days present</td></tr><tr><td>three hours</td><td>three days present</td></tr><tr><td>four hours</td><td>four days present (4-day week)
five days present (5-day week)</td></tr></table></td><td><table><tr><th>Amount of Time Served per Week:</th><th>Eligible Days Present Earned per Week:</th></tr><tr><td>one hour</td><td>one day present</td></tr><tr><td>two hours</td><td>two days present</td></tr><tr><td>three hours</td><td>three days present</td></tr><tr><td>four <u>or more</u> hours</td><td>four days present (4-day week)
five days present (5-day week)</td></tr></table></td></tr>
<tr><td>Section IV Special Education</td><td>Revision</td><td>(4-6) Texas School for the Blind and Visually Impaired: This setting is for those students who are provided special education and related services at the Texas School for the Blind and Visually Impaired. This setting does not generate ADA or contact hours. If a student is placed in the Texas School for the Blind and Visually Impaired by the local district through ARD committee referral, then the student should be reported by the district with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 70, Texas School for the Blind and Visually Impaired.</td><td>(4-6) Texas School for the Blind and Visually Impaired: This setting is for those students who are provided special education and related services at the Texas School for the Blind and Visually Impaired (TSBVI). This setting does not generate ADA or contact hours. Students served by the Texas School for the Blind and Visually Impaired should be reported by the TSBVI with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 70, Texas School for the Blind and Visually Impaired. Local school districts will not report students who are served by the TSBVI. Districts should follow student enrollment and withdrawal procedures as applicable under Sections III and IV of the Student Attendance Accounting Handbook. THIS IS A CHANGE FOR 2004-2005.</td></tr>
<tr><td>Section IV Special Education</td><td>Revision</td><td>(4-7) Texas School for the Deaf: This setting is for those students who are provided special education and related services at the Texas School for the Deaf. This setting does not generate ADA or contact hours. If a student is placed in the Texas School for the Deaf by the local district through ARD committee</td><td>(4-7) Texas School for the Deaf: This setting is for those students who are provided special education and related services at the Texas School for the Deaf (TSD). This setting does not generate ADA or contact hours. Students served by the Texas School for the Deaf should be reported by the</td></tr>
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Section	Change	2003-2004	2004-2005
Section IV Special Education (Cont.)	Revision (4-7) (Cont.)	**referral, then the student should be reported by the district** with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 71, Texas School for the Deaf.	**TSD** with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 71, Texas School for the Deaf. **TSD will report students who are referred to the school by their parents/guardians with the student attribution code of "10" (on the PEIMS 101 Student Data – Demographic record). Local school districts will not report students who are served by the TSD. Districts should follow student enrollment and withdrawal procedures as applicable under Sections III and IV of the Student Attendance Accounting Handbook**. **THIS IS A CHANGE FOR 2004-2005.**
Section IV Special Education	Revision	(4-14) Infants (birth through two years of age) Receiving Home-Based Instruction: This setting is to be used only by districts **who** operate ECI programs through a contract with the Interagency Council on Early Childhood Intervention. Specifically, it is used when providing early intervention services in the home of the client. Both parent training and infant instruction are provided. When direct care of the infant is given by someone other than the natural parent, the direct care provider shall also receive training. This instructional setting does not generate contact hours or ADA. Home-based instruction students should be reported with a grade level of EE, an ADA eligibility code of 0 - Enrolled, Not in Membership, and an instructional arrangement/setting code of 31, home-based instruction.	(4-14) Infants (birth through two years of age) Receiving Home-Based Instruction: This setting is to be used <u>only</u> by districts **which** operate ECI programs through a contract with the Interagency Council on Early Childhood Intervention **(ECI).** Specifically, it is used when providing early intervention services in the home of the client. Both parent training and infant instruction are provided. When direct care of the infant is given by someone other than the natural parent, the direct care provider shall also receive training. This instructional setting does not generate contact hours or ADA. Home-based instruction students should be reported with a grade level of EE, an ADA eligibility code of 0 - Enrolled, Not in Membership, and an instructional arrangement/setting code of 31, home-based instruction.
Section IV Special Education	Revision	(4-16) Infants (birth through two years of age) Receiving Services in an Other Environment: This setting is to be used only by districts **who** operate ECI programs through a contract with the Interagency Council on Early Childhood Intervention. It is used when providing early intervention services to a child and family in other environments. This instructional setting	(4-16) Infants (birth through two years of age) Receiving Services in an Other Environment: This setting is to be used <u>only</u> by districts **which** operate ECI programs through a contract with the Interagency Council on Early Childhood Intervention **(ECI).** It is used when providing early intervention services to a child and family in other environments. This

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Section	Change	2003-2004		2004-2005	
Section IV Special Education (Cont.)	Revision (4-16) (Cont.)		does not generate contact hours or ADA. Other environment students should be reported with a grade level of EE, an ADA eligibility code of 0 - Enrolled, Not in Membership, and an instructional arrangement/setting code of 34, other environment.		instructional setting does not generate contact hours or ADA. Other environment students should be reported with a grade level of EE, an ADA eligibility code of 0 - Enrolled, Not in Membership, and an instructional arrangement/setting code of 34, other environment.
Section IV Special Education	Revision	(5-7)	Students who are attending a shared services arrangement **or** RDSPD may be reported by the receiving district without requiring a legal transfer. The decision of which district is to report the students is pursuant to an agreement between the superintendents of the districts involved. The same district reports the student for all PEIMS reporting. Eligibility codes 3 and 6 are not valid for students reported by the receiving district without a legal transfer. The instructional arrangement/setting off home campus is valid only for students who are reported by the home district but receive instruction in another district. This may also be used for students who attend classes in a non-district facility.	(5-7)	Students who are attending a shared services arrangement, **such as the** RDSPD, may be reported by the receiving district without requiring a legal transfer. The decision of which district is to report the students is pursuant to an agreement between the superintendents of the districts involved. The same district reports the student for all PEIMS reporting. Eligibility codes 3 and 6 are not valid for students reported by the receiving district without a legal transfer. The instructional arrangement/setting off home campus is valid only for students who are reported by the home district but receive instruction in another district. This may also be used for students who attend classes in a non-district facility.
Section IV Special Education	Revision	(5-11)	Students Ages 3 - 4: If the ARD committee determines that a private or home school student is eligible and in need of special education instruction and/or related services, the parent may enroll the student full-time in the public school. If the parent does not do this, for students ages 3 - 4, the school district shall make the special education and related services available on the basis of dual enrollment (the student is enrolled in a private or home school and a public school). **A student who is 5 years old on September 1 of a given school year no longer is eligible for dual enrollment for that school year (see below).** Based on the services and amount of time needed to provide those services as set forth in each student's IEP and when parents choose to enroll a child under the dual enrollment provision, school districts should use the following guidelines for dual enrollment students.	(5-11)	Students Ages 3 - 4: If the ARD committee determines that a private or home school student is eligible and in need of special education instruction and/or related services, the parent may enroll the student full-time in the public school. If the parent does not do this, for students ages 3 - 4, the school district shall make the special education and related services available on the basis of dual enrollment (the student is enrolled in a private or home school and a public school). **Parents of an eligible student have the right to "dual enroll" their student beginning on the student's third birthday and continuing until the end of the school year in which the student turns 5 or until the student is eligible to attend a district's public school kindergarten program, whichever comes first.** Based on the services and amount of time needed to provide those services as set forth in each student's

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IV Special Education (Cont.)	Revision (5-11) (Cont.)	1. • enroll the student for at least four hours per day, • count the student as eligible for full-day attendance (ADA eligibility code 1), • record an instructional arrangement/setting code for contact hours based on the student's special education service, and • count the student on the annual federal child count; 2. • enroll the student for at least two hours but less than four hours per day, • count the student as eligible for half-day attendance (ADA eligibility code 2), • record an instructional arrangement/setting code for contact hours based on the student's special education service, and • count the student on the annual federal child count; or 3. • enroll the student for less than two hours per day, • count the student as enrolled but not in membership (ADA eligibility code 0), and • count the student on the annual federal child count but not for ADA or contact hours. Students Ages 5 - 21: If the ARD committee determines that a private or home school student is eligible and in need of special education instruction and/or related services, the parent may enroll the student full-time in the public school. If the parent does not do this, for students ages 5 - 21, the school district shall make the special education and related services available on the basis of 19 TAC §89.1096. Outlined in the Provision of Services for Students Placed	IEP and when parents choose to enroll a child under the dual enrollment provision, school districts should use the following guidelines for dual enrollment students. 1. • enroll the student for at least four hours per day, • count the student as eligible for full-day attendance (ADA eligibility code 1), • record an instructional arrangement/setting code for contact hours based on the student's special education service, and • count the student on the annual federal child count **indicator through PEIMS;** 2. • enroll the student for at least two hours but less than four hours per day, • count the student as eligible for half-day attendance (ADA eligibility code 2), • record an instructional arrangement/setting code for contact hours based on the student's special education service, and • count the student on the annual federal child count **indicator through PEIMS;** or 3. • enroll the student for less than two hours per day, • count the student as enrolled but not in membership (ADA eligibility code 0), and • count the student on the annual federal child count **indicator through PEIMS** but not for ADA or contact hours. Students Ages 5 - 21: If the ARD committee determines that a private or home school student is eligible and in need of special education instruction and/or related services, the parent may enroll the

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IV Special Education (Cont.)	Revision (5-11) (Cont.)	by their Parents in Private Schools or Facilities (19 TAC §89.1096), the amount and type, if any, of special education and related services made available to students with disabilities placed in private schools or facilities is determined based on consultation with representatives of the private school students with disabilities and a proportionate share calculation. 34 CFR 300.450-300.462 Since the obligation of the LEA to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, students receiving services under a services plan should be entered into PEIMS with an ADA eligibility code of 0 - Enrolled, Not in Membership and counted on the **October 31, 2003**, child count snapshot for data reporting purposes.	student full-time in the public school. If the parent does not do this, for students ages 5 - 21, the school district shall make the special education and related services available on the basis of 19 TAC §89.1096. Outlined in the Provision of Services for Students Placed by their Parents in Private Schools or Facilities (19 TAC §89.1096), the amount and type, if any, of special education and related services made available to students with disabilities placed in private schools or facilities is determined based on consultation with representatives of the private school students with disabilities and a proportionate share calculation. **(**34 CFR 300.450-300.462**)** Since the obligation of the LEA to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, students receiving services under a services plan should be entered into PEIMS with an ADA eligibility code of 0 - Enrolled, Not in Membership and counted on the **October 29, 2004**, child count snapshot for data reporting purposes.
Section IV Special Education	Revision	**(5-12)** Use the following charts on the next **two** pages as frameworks for determining ADA, special education, and grade level coding for **children, ages 3 – 5,** with disabilities. **NOTE: The following examples are given in the context that the district/charter school provides both a 3 year-old PK program <u>and</u> a 4 year-old PK program.**	Use the following charts on the next pages as frameworks for determining ADA, special education, and grade level coding for **students** with disabilities. **NOTE: The charts are at the end of this change document.**
Section IV Special Education	Revision (9-14)	(9-14) A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee prescribed for the student. **The student attends three general education classes and three special education classes.** ***The home district reports this student as being enrolled in the home district, even though the***	(9-14) A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee prescribed for the student. ***There should be an agreement between the home district and the receiving district regarding the reporting of PEIMS and attendance data for this student. Only one district can report PEIMS data***

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IV Special Education (Cont.)	Revision (9-14) (Cont.)	***student attends the entire instructional day in the serving district. Absences must be reported by the serving district to the home district. The home district is responsible for recording student absences and attendance. The instructional arrangement/setting code for this student should be entered as 94, off home campus - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, (3/6 = 50%) in the attendance accounting system.*** *If the student attends five special education classes and one general education class in another district because the home district does not offer the special education services the ARD committee prescribed**, then the instructional arrangement/setting code for this student should be entered as 95, off home campus - self-contained, mild/moderate/severe, regular campus - more than 60%, (5/6 = 83%) in the attendance accounting system.*** *If the student receives special education services and supports in mainstream classes in another district because the home district does not offer the special education services the ARD committee prescribed, then the instructional arrangement/setting code for this student should be entered as 91, off home campus - mainstream, in the attendance accounting system.* If the student attends three special education classes and four general education classes in another district because the home district does not offer the special education services the ARD committee prescribed, then the instructional arrangement/setting code for this student should be entered as 93, off home campus - resource room/services - at least 21% and less than 50%, (3/7 = 43%) in the attendance accounting system.	***for an individual student. If the home district reports this data, they may report this student as being enrolled in the home district, even though the student attends the entire instructional day in the serving/receiving district. However, it is possible that the receiving district may report this student in PEIMS, instead of the home district. Absences must be reported by the serving district and either submitted to the home district (if responsible for reporting PEIMS data) or entered by the serving district (if responsible for reporting PEIMS data for the student). The district which reports PEIMS data is responsible for recording student absences and attendance.*** *If the student attends **three general education classes and three special education classes, the instructional arrangement/setting would be determined according to which entity reports PEIMS/attendance data for the student. If reported by the home district, the instructional arrangement/setting code for this student should be entered as 94, off home campus - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, (3/6 = 50%) in the attendance accounting system. If reported by the receiving district, the instructional arrangement/setting code for this student should be 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%, in the attendance accounting system.*** ***If the student attends five special education classes and one general education class in another district because the home district does not offer the special education services the ARD committee prescribed,** and if the home district reports PEIMS for the student, **then the instructional arrangement/setting code for this student should be entered as 95, off home campus - self-contained, mild/moderate/severe, regular campus -***

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Section	Change	2003-2004	2004-2005
Section IV Special Education (Cont.)	Revision (9-14) (Cont.)		*more than 60%, (5/6 = 83%) in the attendance accounting system**. If the receiving district reports PEIMS data for the student, the instructional arrangement/setting code should be 44, self-contained, mild/moderate/severe, regular campus - more than 60%.*** *If the student receives special education services and supports in mainstream classes in another district because the home district does not offer the special education services the ARD committee prescribed,* ***and if the home district enters PEIMS data for this student****, then the instructional arrangement/setting code for this student should be entered as 91, off home campus - mainstream, in the attendance accounting system.* ***If the receiving district reports PEIMS for this student, the instructional arrangement/setting code should be 40, mainstream.*** ***If the student attends three special education classes and four general education classes in another district because the home district does not offer the special education services the ARD committee prescribed,*** *and if the home district reports PEIMS for this student,* ***then the instructional arrangement/setting code for this student should be entered as 93, off home campus - resource room/services - at least 21% and less than 50%, (3/7 = 43%) in the attendance accounting system.*** *If the receiving district reports. PEIMS for this student, the instructional setting code should be 42, resource room/services - at least 21% and less than 50%.*
Section V Career & Technology Education	Addition	**None**	(1) Responsibility **(1-5) This section addresses unique provisions for Career and Technology Education. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple programs, review and apply the**

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Addition (1-5) (Cont.)		**provisions of each applicable program.**
Section V Career & Technology Education	Revision	**(4) General Rules** (4-1) Each career and technology course taught for contact hours must be included in the approved list of courses in Section 4, Code Table C022 of the PEIMS *Data Standards*. **Be aware that not all of these courses have been approved for the additional state career and technology education funding weight and should not be coded in the attendance accounting system as a V1, V2, etc**.	**(4) General Rules** (4-1) Each career and technology course taught for contact hours must be included in the approved list of courses in Section 4, Code Table C022 of the PEIMS *Data Standards*. Courses **with two or five asterisk service ID notations have <u>not</u>** been approved for the additional state career and technology education funding weight and should not be coded in the attendance accounting system as a V1, V2, etc. **Career and technology education courses <u>not</u> approved for weighted funding are reported as PEIMS Program Intent Code 11. (Program Intent Code 22 is reserved for career and technology education courses eligible for weighted funding.) 90% of a district's career and technology education allotment funding must be spent in support of courses with Program Intent Code 22; career and technology courses with Program Intent Code 11 may receive support from the remaining 10% of a district's career and technology allotment as well as other funding sources.**
Section V Career & Technology Education	Revision	(4-2) School districts may receive weighted funding for all approved career and technology innovative courses for students in grades 9-12. To receive weighted funding, the district must have applied and received written approval from TEA to offer the innovative course.	(4-2) School districts may receive weighted funding for all approved career and technology innovative courses for students in grades 9-12. To receive weighted funding, the district must have applied and received written approval from TEA **or other authorized approval entity** to offer the innovative course.

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004		2004-2005	
Section V Career & Technology Education	Revision	(4-3)	Students who are enrolled in career and technology courses approved for weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as either V1, V2, V3, V4, V5, or V6. The career and technology education code must equal the total number of one-hour approved career and technology class periods in which the student is enrolled. (Successful completion of a course is not required to receive funding.) For example, a student enrolled in a one-credit career and technology course should be coded V1. A student enrolled in three one-credit career and technology courses should be coded V3. A student enrolled in a three-credit career and technology course should be coded V3. For exceptions to this rule see (4-4) on block scheduling. For career and technology purposes, "one-hour" refers to a class period ranging in time from 45 minutes to one hour. Usually, a half-credit career and technology course is taught for one class period for one semester. **A one and one-half credit career and technology course would be taught for three class periods for one-half of the year.** "Career preparation" work-based learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See (5-7) for instructions on coding students enrolled in career preparation programs.	(4-3)	Students who are enrolled in career and technology courses approved for weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as either V1, V2, V3, V4, V5, or V6. The career and technology education code must equal the total number of one-hour approved career and technology class periods in which the student is enrolled. (Successful completion of a course is not required to receive funding.) For example, a student enrolled in a one-credit career and technology course should be coded V1. A student enrolled in three one-credit career and technology courses should be coded V3. A student enrolled in a three-credit career and technology course should be coded V3. For exceptions to this rule see (4-4) on block scheduling. For career and technology purposes, "one-hour" refers to a class period ranging in time from 45 minutes **up to 89 minutes.** Usually, a half-credit career and technology course is taught for one class period for one semester. **A two-credit career and technology course would be taught for four 45-89 minute class periods for one-half of the year or two 45-89 minute class periods for the entire year.** "Career preparation" work-based learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See (5-7) for instructions on coding students enrolled in career preparation programs.
Section V Career & Technology Education	Revision	(4-6)	Work-based instruction opportunities must be planned and supervised cooperatively by the local education agency and the training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and work-based	(4-6)	Work-based instruction opportunities must be planned and supervised cooperatively by the local education agency and the training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education	Revision (4-6) (Cont.)	learning experiences. See (5-7) for contact hour eligibility. Written training agreements must be on file for students participating in either paid or unpaid work-based learning opportunities. A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 instructional days of the student's employment date**. Training agreements for students participating in unpaid work-based experiences must be completed and filed in the students' folders before they begin participating in training at the work site.** For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student's enrollment date. If a student's employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. **When a student's employment has ended**, they have 15 instructional days **to start another job and an additional 15 days for the training plan to be completed and filed in the student's folder.** Teachers assigned to career preparation work-based learning experiences shall visit each student training site at least six times each school year. Teachers should be provided time within their schedules to visit the training sites. **At least one** visit during each student grading period is required in order to earn contact hours for that reporting period. **For districts with 9 week 4 semester programs, two additional visits would be required to meet the minimum requirements.** See (5-7) for instructions on coding students enrolled in career preparation programs. Time spent at the training site is instructionally	work-based learning experiences. See (5-7) for contact hour eligibility. Written training agreements must be on file for students participating in either paid or unpaid work-based learning opportunities. A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 instructional days of the student's employment date. **A student participating in unpaid work-based experiences may be counted for contact hours on the first day of enrollment; a written training agreement must be completed and filed before the student begins participating in training at the work-based learning site.** For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student's enrollment date. If a student's employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. **If a student's employment ends prior to the end of the school year, contact hours may be counted without interruption provided the student's paid work-based training resumes within 15 instructional days and a written training agreement is on file within 15 instructional days of employment.** Teachers assigned to career preparation work-based learning experiences shall visit each student training site at least six times each school year. Teachers should be provided time within their schedules to visit the training sites. **Whether**

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Revision (4-6) (Cont.)	engaged time. Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance requirements.	**the district has 6-week or 9-week grading periods, at** least one **training site** visit during each student grading period is required in order to earn contact hours for that reporting period. **Districts with four 9-week grading periods are required to provide a minimum of 2 training site visits scheduled as needed in addition to the required visit each grading period.** See (5-7) for instructions on coding students enrolled in career preparation programs. Time spent at the training site is instructionally engaged time. Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance requirements.
Section V Career & Technology Education	Revision	(4-8) **Some school** districts may contract with other entities to provide career and technology education instruction for students enrolled in district to receive high school credit. These contracts may be with another entity, such as a school district, a community college, the Texas State Technical College System, or a proprietary school. Proprietary school teachers must have a Texas teaching certificate for the teaching assignment. In all cases the home (sending) district must report the student's attendance when it is a high school only course. See (8-1) for quality control instructions. Attendance in **these** contracted career and technology education courses must be reported by the serving (receiving) district to the home district. The student will not be reported in the serving district's student attendance accounting records, regardless of the time spent in the serving district. All attendance will be kept in the home district's records and reported in the home district's Student Detail Report, Campus Summary Report, and District Summary Report [see (1-9) in Section I].	(4-8) **School** districts may contract with other entities to provide career and technology education instruction for students enrolled in district to receive high school credit. These contracts may be with another entity, such as a school district, a community college, the Texas State Technical College System, or a proprietary school. Proprietary school teachers must have a Texas teaching certificate for the teaching assignment. In all cases the home (sending) district must report the student's attendance when it is a high school only course. See (8-1) for quality control instructions. Attendance in contracted career and technology education courses must be reported by the serving (receiving) district to the home district. The student will not be reported in the serving district's student attendance accounting records, regardless of the time spent in the serving district. All attendance will be kept in the home district's records and reported in the home district's Student Detail Report, Campus Summary Report, and

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Revision (4-8) (Cont.)	Students absent at the time attendance is taken are counted absent for the entire day. Students present at the time attendance is taken are counted present for the entire day. Therefore, if a student is enrolled in courses in the morning at the student's home district and career and technology education courses in the afternoon at a contracted school and the student is absent in the morning but attends the afternoon career and technology courses, the student is counted absent for the entire day and does not generate career and technology contact hours on that day.	District Summary Report [see (1-9) in Section I]. Students absent at the time attendance is taken are counted absent for the entire day. Students present at the time attendance is taken are counted present for the entire day. Therefore, if a student is enrolled in courses in the morning at the student's home district and career and technology education courses in the afternoon at a contracted school and the student is absent in the morning but attends the afternoon career and technology courses, the student is counted absent for the entire day and does not generate career and technology contact hours on that day.
Section V Career & Technology Education	Revision	(4-10) To be eligible for career and technology contact hours, each student enrolled in Agricultural Science and Technology must accumulate at least 110 Supervised Agricultural Experience Program (SAEP) hours per semester. The 110 hours can be obtained through an approved Supervised Agricultural Experience Program (SAEP) and completion of the course. Upon completion of the course, the student may obtain 75 of the 110 hours. The remaining 35 hours may be obtained by the student completing suggested activities for outside classroom hours, or a combination of outside classroom hours and SAEP's. SAEP records must be on file to document each student's successful completion of this requirement.	(4-10) To be eligible for career and technology contact hours, each student enrolled in Agricultural Science and Technology must accumulate at least 110 Supervised Agricultural Experience Program (SAEP) hours per semester**, per course**. The 110 hours can be obtained through an approved Supervised Agricultural Experience Program (SAEP) and completion of the course. Upon completion of the course, the student may obtain 75 of the 110 hours. The remaining 35 hours may be obtained by the student completing suggested activities for outside classroom hours, or a combination of outside classroom hours and SAEP's. SAEP records must be on file to document each student's successful completion of this requirement.

Note: Revisions are bolded for comparison purposes.

<table>
<tr><th>Section</th><th>Change</th><th>2003-2004</th><th>2004-2005</th></tr>
<tr><td>Section V Career & Technology Education</td><td>Revision</td><td>(4-15) Self-paced instruction is eligible for contact hours if the school can document that the student met the following minimum time requirements in Career and Technology Education course instruction:
<table>
<tr><td>Minimum hours</td><td>1 hour 1 semester 77:30 hours</td><td>2 hours 1 semester 145 hours</td><td>3 hours 1 semester 225 hours</td></tr>
<tr><td>Minimum hours</td><td>1 hour 2 semesters 155 hours</td><td>2 hours 2 semesters 290 hours</td><td>3 hours 3 semesters 450 hours</td></tr>
</table></td><td>(4-15) Self-paced career and technology education is <u>not</u> eligible for contact hour funding</td></tr>
<tr><td>Section V Career & Technology Education</td><td>Addition</td><td>None</td><td>(4-16) If the school district/charter school and the college meet all Texas Administrative Code requirements for dual credit courses, students enrolled in a course resulting in dual credit for both a college course and an approved secondary career and technology education course are eligible to be counted for career and technology contact hour funding. Eligibility of the school district/charter school for secondary contact hour funding does not preclude the college from also being funded through post-secondary sources for the instruction. (See (5-10) in Section III, General Requirements; 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C).</td></tr>
<tr><td>Section V Career & Technology Education</td><td>Revision</td><td>(5) Eligibility/Eligible Days Present

(5-2) There are many career and technology courses listed in Section 4, Code Table C022 of the PEIMS Data Standards. Be aware that not all of these courses have been approved for the additional</td><td>(5) Eligibility/Eligible Days Present

(5-2) There are many career and technology courses listed in Section 4, Code Table C022 of the PEIMS Data Standards. Courses with two or five asterisk service ID notations have <u>not</u> been</td></tr>
</table>

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Revision (5-2) (Cont.)	**state career and technology education funding weight and should not be coded in the attendance accounting system as V1, V2, etc.** Districts that offer instruction in career and technology education courses that are not approved for the additional state career and technology education funding weight do not report students served in these courses on the 410 Record **(Vocational Attendance Data - Student)**. However, the course will be reported on the student's 170 Record on the Fall Snapshot date **and** must be reported on the 415 Record in Submission 3. See the PEIMS *Data Standards.*	**approved for the additional state career and technology education funding weight and should <u>not</u> be coded in the attendance accounting system as a V1, V2, etc.**. Districts that offer instruction in career and technology education courses that are not approved for the additional state career and technology education funding weight do not report students served in these courses on the 410 Record **(Career & Technology Education (C&TE) – Student)**. However, the course will be reported on the student's 170 Record on the Fall Snapshot date. **Students enrolled in grade 9-12 courses that are not approved for weighted funding** must be reported on the 415 Record in Submission 3. See the PEIMS *Data Standards.* **Career and technology education courses <u>not</u> approved for weighted funding are reported as PEIMS Program Intent Code 11. (Program Intent Code 22 is reserved for career and technology education courses eligible for weighted funding.) 90% of a district's career and technology education allotment funding must be spent in support of courses with Program Intent Code 22; career and technology courses with Program Intent Code 11 may receive support from the remaining 10% of a district's career and technology allotment as well as other funding sources.**
Section V Career & Technology Education	Revision	(5-7) Career and Technology Education Career Preparation eligibility requirements are below. Refer to (4-6) for General Rules and to the Glossary for definitions. 1. Each career preparation class utilizing the paid work-based learning delivery	(5-7) Career and Technology Education Career Preparation eligibility requirements are below. Refer to (4-6) for General Rules and to the Glossary for definitions. 1. Each career preparation class utilizing the **<u>paid</u>** work-based learning delivery

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Revision (5-7) (Cont.)	arrangement must consist of student participation in work-based training appropriate to the instructional program plus participation in related Career and Technology Education classroom instruction. Classroom instruction must average one class period each day for every school week and span the entire school year. **This instructional arrangement is not appropriate for self-paced instruction.** 2. The work-based training component, whether paid or unpaid, **should** provide the student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. 3. Students must be a minimum age of 16 in order to enroll in career preparation work-based learning experiences that have a paid career preparation component.	arrangement must consist of student participation in work-based training appropriate to the instructional program plus participation in related Career and Technology Education classroom instruction. Classroom instruction must average one class period each day for every school week and **span the entire school year.** 2. The work-based training component, whether paid or unpaid, **must address the TEKS for the course and** provide the student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. 3. Students must be a minimum age of 16 in order to enroll in career preparation work-based learning experiences that have a paid career preparation component.
Section V Career & Technology Education	Revision	(7-3) A letter of approval to the district from TEA for magnet courses or innovative courses must be on file in order to obtain career and technology education funding for these courses.	(7-3) A letter of approval to the district from TEA **or authorized approval entity** for magnet courses or innovative courses must be on file in order to obtain career and technology education funding for these courses.
Section V Career & Technology Education	Revision	(9-11) **TEC §130.008 provides that duplication of funding is not permitted for joint high school and college credit.** A student is enrolled in **4 or more** hours of high school credit courses **and is taking one or more dual/articulated credit courses provided by a college. The student is taking English, Math, Social Studies, Science and a 1 hour career and technology education course at the high school.** The student is also **taking** a 2 hour **course at a community college.** *The district would receive 1 career and technology education contact hour **(V1) and full funding for the student, but would not receive contact***	(9-11) A student is enrolled in **3** hours of high school credit courses, **including a 1-hour career and technology education course. The student is also enrolled in a 2-hour career and technology course provided by a college and meeting all secondary and postsecondary Texas Administrative Code requirements for dual credit.** *The district would receive 1 career and technology education contact hour **for the high school career and technology class plus 2 contact hours for the approved career and technology/college course taught for dual credit (V3). The high***

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Revision (9-11) (Cont.)	***hours for the 2-hour course at the community college.***	***school student would also be eligible to be counted by the community college for state funding for post-secondary programs. The school district/charter school would be eligible for full ADA funding for the student provided there is a written dual credit agreement with the college (see (5-10) in Section III, General Requirements; 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C).*** **In the above example, contact hour funding would be contingent upon the college course corresponding to a secondary career and technology education course approved by the State Board of Education or approved as an innovative course for the district/charter school. Instruction must include 100% of the TEKS in the equivalent high school course plus include advanced academic instruction beyond or in greater depth than prescribed by the high school course TEKS.**
Section V Career & Technology Education	Addition	**None**	(9-12) **If a PRS student is receiving CEHI services during the postpartum period and the student is also enrolled in a C&TE course, how is the C&TE time to be reported?** **PRS students receiving CEHI services are to remain enrolled in C&TE courses during the period of time that they are receiving CEHI services. However, unless the student is being served by a certified career and technology teacher providing the same type and level of C&TE instruction the student received at school, the student must be reported in the summer submission as ineligible for weighted C&TE funding for the period of time that the student is receiving CEHI services. In the event that this situation occurred during the Fall Snapshot, the**

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Section	Change	2003-2004	2004-2005
Section V Career & Technology Education (Cont.)	Addition (9-12) (Cont.)		***student must still be reported on the applicable C&TE PEIMS records.***
Section VI Bilingual/ESL	Addition	**None**	(1) Responsibility **(1-4) This section addresses unique provisions for Bilingual/ESL. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple programs, review and apply the provisions of each applicable program.**
Section VI Bilingual/ESL	Revision	(7) Documentation (7-1) **Home Language Survey.** The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions **[19 TAC §89.1215(b)]:** 1. "What language is spoken in your home most of the time?" 2. "What language does your child (do you) speak most of the time?"	(7) Documentation (7-1) **Districts shall conduct only one home language survey for each student.** The home language survey shall be administered **to each student new to the district, and to students previously enrolled in a district in Texas that was not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades prekindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record.** The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions: 1. "What language is spoken in your home most of the time?"

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section VI Bilingual/ESL (Cont.)	Revision (7-1) (Cont.)		2. "What language does your child (do you) speak most of the time?" **[19 TAC §89.1215(a),(b)]**
Section VI Bilingual/ESL	Addition	**None**	**(9-5) A LEP student is assessed in September to determine if he/she could be reclassified as English proficient. The LPAC meets in October to recommend that the student be reclassified as non-LEP. The LPAC did not review the student in the prior year. The school district will not be able to claim Bilingual/ESL funding for the current school year.** ***Although a school district should not pull a student from a classroom before the end of the school year, the school district was required to review the student's LEP status in spring of the prior school year. The student's attendance in the bilingual/ESL program should be removed from PEIMS attendance for the current year and the student should be placed in an all-English classroom as soon as possible. (At the end of each school year LPAC's must ensure that they are correctly reclassifying students to avert this mistake in the future.)***
Section VII Pre-Kindergarten	Addition	**None**	(1) Responsibility **(1-4) This section addresses unique provisions for Prekindergarten. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple programs, review and apply the provisions of each applicable program.**
Section VII Pre-Kindergarten	Revision	(5-4) Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year in the district in which he or she	(5-4) Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year in the district in which he

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section VII Pre-Kindergarten (Cont.)	Revision (5-4) (Cont.)	resides or is otherwise entitled to attend for Foundation School Program benefits. For example, a student who qualifies for PK because the student is eligible to participate in the National Free or Reduced-Price Lunch Program (educationally disadvantaged) is eligible for PK the entire school year even if the family's annual income increases above the subsistence level during the school year. In order for a student to qualify for the National Free or Reduced-Price Lunch Program, the student's family is required to provide the school district with current income level **(**documentation**)**. Many districts pre-register PK students in an attempt to plan for and to determine the size of the following school year's PK program. Since income level **(**documentation**)** must be current to qualify for the National Free or Reduced-Price Lunch Program, districts will verify income level **(**documentation**)** no more than two (2) months prior to the student's first day of membership. Upon re-verification of income, if the family's income level has changed and they are not educationally disadvantaged (eligible for the National Free or Reduced-Price Lunch Program) , then the student is not eligible for PK funding.	or she resides or is otherwise entitled to attend for Foundation School Program benefits. For example, a student who qualifies for PK because the student is eligible to participate in the National Free or Reduced-Price Lunch Program (educationally disadvantaged) is eligible for PK the entire school year even if the family's annual income increases above the subsistence level during the school year. In order for a student to qualify for the National Free or Reduced-Price Lunch Program, the student's family is required to provide the school district with current income level documentation. Many districts pre-register PK students in an attempt to plan for and to determine the size of the following school year's PK program. Since income level documentation must be current to qualify for the National Free or Reduced-Price Lunch Program, districts will verify income level documentation no more than two (2) months prior to the student's first day of membership. Upon re-verification of income, if the family's income level has changed and they are not educationally disadvantaged (eligible for the National Free or Reduced-Price Lunch Program) , then the student is not eligible for PK funding.
Section VII Pre-Kindergarten	Revision	(5-8) Students who attend the PK program for half of the day and **a** PPCD for the other half of the day and do not qualify for the PK program are coded as eligible students only for the time spent in **the** PPCD. The two-four hour membership rule applies for the time the student is served through special education.	(5-8) Students who attend the PK program for half of the day and PPCD for the other half of the day and do not qualify for the PK program are coded as eligible students only for the time spent in PPCD. The two-four hour membership rule applies for the time the student is served through special education.
Section VII Pre-Kindergarten	Revision	(7) Documentation (7-1) If the student is eligible for PK because the student does not speak and comprehend the English	(7) Documentation (7-1) If the student is eligible for PK because the student does not speak and comprehend the

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section VII Pre-Kindergarten (Cont.)	Revision (7-1) Cont.)	language, the following documentation must be on file. 1. Home language survey. The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions [19 TAC §89.1215(b)]: a. "What language is spoken in your home most of the time?" b. "What language does your child (do you) speak most of the time?" 2. Proof of a qualifying score on an approved Oral Language Proficiency Test. The official scores must be documented in the student's records. **Students in PK may also be determined to be LEP by an Informal Language Inventory.**	English language, the following documentation must be on file. 1. Home language survey. The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions [19 TAC §89.1215(b)]: a. "What language is spoken in your home most of the time?" b. "What language does your child (do you) speak most of the time?" 2. Proof of a qualifying score on an approved Oral Language Proficiency Test. The official scores must be documented in the student's records.
Section VII Pre-Kindergarten	Revision	(7-3) If the student is eligible for PK because the student is homeless, the student must fit the definition of homeless as defined by 42 USC §11302. [See (2-2), 3. earlier in this section.]	(7-3) If the student is eligible for PK because the student is homeless, the student must fit the definition of homeless as defined by 42 USC §11302 **and 42 USC §11434(a).** [See (2-2), 3. earlier in this section.]
Section VII Pre-Kindergarten	Addition	**None**	(9-10) **A student qualifies for prekindergarten based on being educationally disadvantaged (the student qualifies for free/reduced lunch.) In instances where a prekindergarten student transfers from one district to another district and back to the original district the following scenario applies. The prekindergarten student is withdrawn by the student's parents from district A. The student is then enrolled in district B, where the student qualifies for the prekindergarten program based on being educationally disadvantaged. Two months**

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Section	Change	2003-2004	2004-2005
Section VII Pre-Kindergarten (Cont.)	Addition (9-10) (Cont.)		**later, the student is withdrawn by the student's parents and moves back to district A, because one of the parents has gotten a new job. The student no longer qualifies for free/reduced lunch because of the parents' income level.** ***The student must re-qualify for the prekindergarten program each time the student enters another school district or charter school. Since the student no longer qualifies for the prekindergarten program, the student would be coded as ineligible for the remainder of the school year if the district allows the student to re-enroll.***
Section VII Pre-Kindergarten	Addition	**None**	**(9-11) A student qualifies for prekindergarten based on testing that showed that the child does not comprehend the English language. The prekindergarten student is withdrawn by the student's parents who do not enroll the student in another school district or charter school. After two weeks, the parents decide to re-enroll the student in the district's prekindergarten program.** ***As long as the child has been withdrawn for less than 30 regular calendar days, the school district does not need to requalify the student for the prekindergarten program. If the child has been withdrawn for more than 30 regular calendar days, the school district will be required to requalify the student to allow the student back into the program.***
Section VIII Gifted and Talented	Addition	**None**	(1) Responsibility **(1-4) This section addresses unique provisions for Gifted and Talented. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple**

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Section	Change	2003-2004	2004-2005
Section VIII Gifted and Talented (Cont.)	Addition (1-4) (Cont.)		**programs, review and apply the provisions of each applicable program.**
Section IX Pregnancy Related Services	Revision	**Introduction** Pregnancy Related Services (PRS) are support services the pregnant student receives **to help her adjust and stay in school** during the pregnancy and postpartum periods. These services **include instructional and support services** delivered to the student::	**Introduction** Pregnancy Related Services (PRS) are support services **including Compensatory Education Home Instruction (CEHI)** the pregnant student receives during the pregnancy prenatal and postpartum periods **to help her adjust and stay in school.** These services **are** delivered to the student **when:**
Section IX Pregnancy Related Services	Revision	• **when** the student is attending classes on her **regular** campus, • **when** the pregnancy prevents the student from attending **school,** and • **during** the postpartum period.	• the student is **pregnant and** attending classes on **a district** campus; • the pregnancy **prenatal period** prevents the student from attending **classes on a district campus**; and • **the pregnancy** postpartum period **prevents the student from attending classes on a district campus.**
Section IX Pregnancy Related Services	Revision	A district may choose to offer both support and **instructional services to the student or may choose to offer** only the **instructional services through Compensatory Education Home Instruction when the student is confined at home during the prenatal period and during the postpartum period.**	The district may choose to offer both support **services** and **CEHI services or only the CEHI services in a PRS Program. Districts may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.**
Section IX Pregnancy Related Services	Revision	The district receives 2.41 PRS weighted funding while **these** support services are being provided to the **pregnant student.**	The district receives 2.41 PRS weighted funding while support services are being provided to the **student during the prenatal and/or postpartum periods.**
Section IX Pregnancy Related Services	Revision	A description of the PRS program, as well as the services offered under the program, must be included in the campus and district improvement plan.	A description of the PRS program, as well as the services offered under the program, must be included in the campus and district improvement **plans**.
Section IX Pregnancy Related Services	Revision	Compensatory Education Home Instruction (CEHI) is the **required** support service **for** districts **that** offer a PRS program. CEHI provides academic services to the student at home or hospital bedside when pregnancy prevent**s** the student from attending **school and during the postpartum period.** CEHI	Compensatory Education Home Instruction (CEHI) is the **mandatory** support service **component** districts offer **in** a PRS program. CEHI provides academic services to the student at home or hospital bedside when **a valid *medical necessity for confinement* during the** pregnancy **prenatal or postpartum**

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (Cont.)	must consist of face-to-face contact with a certified teacher of the district. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI must be counted absent.	**periods prevent** the student from attending **classes on a district campus.** CEHI must consist of face-to-face contact with a certified teacher of the district. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI must be counted absent.
Section IX Pregnancy Related Services	Revision	Districts may not code students as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.	Districts may not code students as PRS in the attendance accounting system **in order to receive 2.41 PRS weighted funding** unless CEHI is included as one of the services provided by the district's PRS program. **(for exceptions, see 9-12, 9-13)**
Section IX Pregnancy Related Services	Revision	Examples of services that a district may choose to offer are: 1. counseling services; 2. health services; 3. transportation for the student and/or the student's children to school, child care facility, community service agencies, etc.; 4. instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training; 5. child care for the student's children; and 6. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).	**Support Services are optional components of a PRS program. Districts offering support services with CEHI may code students as PRS in the attendance accounting system in order to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students.** Examples of **Support** Services that a district may choose to offer are: 1. counseling services; 2. health services; 3. transportation for the student and/or the student's child**(**ren**)** to school, child care facility, community service agencies, etc.; 4. instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training; 5. child care for the student's child**(**ren**)**; and 6. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services	Revision	(1) Responsibility (1-2) PRS program staff and/or teachers **should** provide attendance personnel with names and coding information of students who are being served in the PRS program. **In no case should attendance personnel** be responsible **for determining whether a student is eligible for the PRS program. PRS program staff** are **also** responsible for ensuring that attendance personnel are aware of changes in a student's services and effective dates of such changes. **The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, PRS program staff should verify the Student Detail Report for any coding errors.**	(1) Responsibility (1-2) PRS program staff and/or teachers: **a. Provide attendance personnel with names and coding information of students who are being served in the PRS program.** **b. Are** responsible for ensuring that attendance personnel are aware of changes in a student's services and effective dates of such changes. **(1-3) The attendance personnel:** **a. Are responsible for entering changes in the detailed student attendance accounting system (manual or automated).** **b. Verify the Student Detail Report for any coding errors at the end of each six-week reporting period.** **NOTE: In no case should attendance personnel be responsible for determining whether a student is eligible for the PRS program.**
Section IX Pregnancy Related Services	Revision of # only	**(1-3)** Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management Systems (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.	**(1-4)** Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management Systems (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy
Section IX Pregnancy Related Services	Addition	**None**	**(1-5) This section addresses unique provisions for Pregnancy Related Services. They must be applied in conjunction with the general rules**

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Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Addition (1-5) (Cont.)		**in Section I, II, and III. If students are served by multiple programs, review and apply the provisions of each applicable program.**
Section IX Pregnancy Related Services	Revision	(2) Enrollment Procedure **(2-1)** The student's eligibility to receive PRS is verified by either: 1. a responsible campus official; 2. a medical practitioner or nurse midwife licensed to practice in the United States; or 3. an advanced nurse practitioner. (2-2) The date the student begins receiving services is considered the entrance date into the PRS program.	(2) Enrollment Procedure (2-1) **Any school age female student may be enrolled in the PRS program if they are eligible for Average Daily Attendance (ADA) and in the prenatal or postpartum periods of pregnancy. (see 4-3, 4-4)** **(2-2)** The student's eligibility to receive PRS is verified by either: 1. a responsible campus official; 2. a medical practitioner or nurse midwife licensed to practice in the United States; <u>or</u> 3. an advanced nurse practitioner. **(2-3)** The date the student begins receiving services is considered the entrance date **(enrollment)** into the PRS program.
Section IX Pregnancy Related Services	Revision	(3) Withdrawal Procedure A student is withdrawn from the PRS program on either of the following, whichever comes first: 1. the date the student no longer receives services through the PRS program; 2. during the postpartum period, the student**'s** early **return to full-time service at a school district facility;** **3. six calendar weeks after the delivery date, unless**	(3) Withdrawal Procedure A student is **no longer eligible and must be** withdrawn from the PRS program on either of the following, whichever comes first: 1. the date **PRS stopped and** the student no longer receives services through the PRS program; 2. **the date** during the **pregnancy** postpartum period **when the** student returns early **after delivery to attend her regular services on** a school **campus;**

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Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (3) (Cont.)	**the postpartum period was extended by the student's medical practitioner for a period of up to four additional calendar weeks [see (4-4)].**	**3. the date during the pregnancy postpartum period when no postpartum extension of services was authorized by a medical practitioner and the student reached the first day of the seventh week after delivery;** **4. the date during the pregnancy postpartum period when a postpartum extension was authorized by a medical practitioner and the student reaches the first day of the eleventh week after delivery.** **5. the date it is determined that the student was never pregnant. In this case, all coding for this student must be removed from the system even if the district provided the student PRS.**
Section IX Pregnancy Related Services	Revision	(4) General Rules (4-1) A description of the district's PRS program and the specific services available to the student must be included in the district and campus improvement plan. The use of the compensatory education allotment for PRS must be described in the strategies that are listed in the district**/**campus improvement plan.	(4) General Rules (4-1) A description of the district's PRS program and the specific services available to the student must be included in the district and campus improvement plan**s**. The use of the compensatory education allotment for PRS must be described in the strategies that are listed in the district **and** campus improvement plan**s**.
Section IX Pregnancy Related Services	Revision	(4-3) When a student is required to be at home or in the hospital during the **prenatal** period: 1. documentation from a medical practitioner licensed to practice in the United States must be obtained. The medical practitioner's recommendation must include both the medical **reasons** for confinement and the period of confinement; and 2. CEHI **must be provided** during the confinement period.	(4-3) **Prenatal CEHI**: When a student **is unable to attend classes and is** required to be at home or in the hospital during the **pregnancy prenatal** period: 1. documentation from a medical practitioner licensed to practice in the United States must be obtained. The medical practitioner's recommendation must include both the *medical* ***necessity*** *for confinement* and the period of confinement. **Districts may define *a medical necessity for confinement* as either a "medical diagnosis" or "a valid**

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Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (4-3) (Cont.)	**For an example of serving students with disabilities who also receive PRS, see (9-9) later in this section. Students with disabilities who are receiving instructional services through the special education program may also be coded as PRS provided the student receives at least two hours (120 minutes) of other services through the PRS program, such as counseling, instructional services for elective courses, parenting instruction, etc. The additional two hours of other services may be provided by a certified teacher, nurse, counselor, or social worker.**	**medical reason" when requesting documentation from a medical practitioner licensed to practice in the United States.;** and 2. **the district <u>must</u> provide** CEHI during the confinement period. **3. There is no limit for CEHI services during the prenatal period. The amount of time the student receives services is dependent on the medical practitioner's note.** **4. Regular education students should not be referred to special education for instructional services, but should be provided CEHI through the PRS program.**
Section IX Pregnancy Related Services	Revision	(4-4) During the **postpartum** period, CEHI must be offered. The student may be served six calendar weeks after delivery. **However**, if there are complications from the pregnancy and/or delivery, documentation from a medical practitioner licensed to practice in the United States may extend the postpartum period beyond the six-week period for an additional period of up to four calendar weeks. This extension may be for complications with the student mother's health or with her newborn infant's health. **For an example of serving students with disabilities who also receive PRS, see (9-9) later in this section. Students with disabilities who are receiving instructional services through the special education program may also be coded as PRS provided the student receives at least two hours (120 minutes) of other services through the PRS program, such as counseling, instructional services for elective courses, parenting instruction, etc. The additional two hours of**	(4-4) **<u>Postpartum CEHI:</u>** During the **postpartum** period, CEHI **<u>must</u>** be offered. The student may be served six calendar weeks after delivery. **The district may begin the six-week postpartum period on the day of delivery or the day after delivery. Districts must select one beginning date for the district (day of delivery or the day after delivery), must consistently use the same beginning date for all students through out the school year, and cannot alternate between the beginning date options.** If there are complications from the pregnancy and/or delivery, documentation **stating the *medical necessity for confinement*** from a medical practitioner licensed to practice in the United States may extend the postpartum period beyond the six-week period for an additional period of up to four calendar weeks. This **postpartum** extension may be for complications with the student mother's health or with her newborn infant's health. **Districts may**

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Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (4-4) (Cont.)	**other services may be provided by a certified teacher, nurse, counselor, or social worker.** Under no circumstances will a student remain eligible for PRS beginning on the eleventh week after the delivery date. A student receiving **CEHI** may **also** receive limited services at a school campus to help with the transition from home back to school. If the student attends school for **the purpose of taking a test**, the amount of time spent taking the test will not count as part of the time required for CEHI. The student is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular service at a school campus.	**define *a medical necessity for confinement* as either a "medical diagnosis" or "a valid medical reason" when requesting documentation from a medical practitioner licensed to practice in the United States.** Under no circumstances will a student remain eligible for PRS beginning on **the first day of the** eleventh week after the delivery date. A student **in the postpartum period of pregnancy and** receiving **CEHI** may receive limited services at a school campus **to supplement CEHI or other services and** to help with the transition from home back to school. **The student may not return and attend a class or classes on a regular, routine basis until she is withdrawn from PRS. If the student attends school for limited services, for example testing (six-weeks, final, TAKS, etc.), tutoring, or receiving supplemental instruction, etc.;** the amount of time spent taking the test**, being tutored, or receiving supplemental instruction, etc.** will not count as part of the time required for CEHI. The student **in the postpartum period of pregnancy** is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular service at a school campus.
Section IX Pregnancy Related Services	Addition	**None**	**(4-5) <u>Students with disabilities who are also receiving PRS</u>. For an example of serving students with disabilities who also receive PRS, see (9-9) later in this section. Students with disabilities who are receiving instructional services through the special education program may also be coded as PRS provided the student receives at least two hours (120 minutes) of**

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Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Addition (4-5) (Cont.)		**other services through the PRS program, such as counseling, instructional services for elective courses, parenting instruction, etc. The additional two hours of other services may be provided by a certified teacher, nurse, counselor, or social worker.**
Section IX Pregnancy Related Services	Revision	**(4-6)** CEHI requirements and eligible days present are determined each week. **H**ours may not be accumulated and carried forward from one week to the next, nor can hours be applied to a previous week.	**(4-7)** CEHI requirements and eligible days present are determined each week. **CEHI service** hours may not be accumulated and carried forward from one week to the next, nor can **service** hours be applied to a previous week.
Section IX Pregnancy Related Services	Revision	**(4-8)** A calendar week refers to the 52-week traditional calendar, not the 180-day scholastic calendar. **For example, a student delivers her baby on March 1. The six-week postpartum period begins the day after delivery and continues six consecutive calendar weeks. If a one-week Spring Break holiday falls within the student's six-week postpartum period, then a maximum of five weeks would be funded for PRS since one of the postpartum weeks was not a scholastic calendar week.**	**(4-9)** A calendar week refers to the 52-week traditional calendar, not the 180-day scholastic calendar.
Section IX Pregnancy Related Services	Revision	**(5) Eligibility** (5-1) Any school age female student who is pregnant is eligible for services under the PRS program. (5-2) Students who are eligible for ADA and who are **pregnant** are eligible for **funding** under the PRS program beginning on the date services begin. (5-3) Eligibility for PRS ends upon the student's return to her regular service at a school campus. **When receiving CEHI (a required service of the PRS program), the student will continue to generate the additional PRS allotment.**	**(5) Eligibility** (5-1) Any school age **female** student who is **in the prenatal or postpartum period of pregnancy** is eligible for services under the PRS program. (5-2) Students who are eligible for ADA and who are **in the prenatal or postpartum period of pregnancy** are eligible for **funding** under the PRS program beginning on the date services begin. (5-3) Eligibility for PRS ends **for the student in the postpartum period of pregnancy** upon the student's return to her regular service at a school campus.

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services	Revision	**None**	**(5-4) When a student in the prenatal or postpartum periods of pregnancy is receiving CEHI (a required service of the PRS program), the student will remain eligible and continue to generate the additional 2.41 PRS funding allotment.**
Section IX Pregnancy Related Services	Revision	(5-**4**) During the prenatal and**/or** postpartum periods, a student is absent if: 1. CEHI is not provided, and 2. the student does not come to school.	(5-**5**) During the prenatal and postpartum periods **of pregnancy**, a student is absent if: 1. CEHI is not provided, **or** 2. the student does not come to school.
Section IX Pregnancy Related Services	Revision of # only	(5-**5**) PRS students may simultaneously participate in other state funded programs [Pregnancy, Education, and Parenting (PEP); special education; career and technology education; bilingual/ESL], provided all eligibility requirements of the other programs are met (Sections IV, V, and VI). During CEHI, a student may remain coded and continue to generate special program funding as long as the student continues to receive, at home, services as designated by the individual program requirements. See (4-9) and (9-4).	(5-**6**) PRS students may simultaneously participate in other state funded programs [Pregnancy, Education, and Parenting (PEP); special education; career and technology education; bilingual/ESL], provided all eligibility requirements of the other programs are met (Sections IV, V, and VI). During CEHI, a student may remain coded and continue to generate special program funding as long as the student continues to receive, at home, services as designated by the individual program requirements. See (4-9) and (9-4).
Section IX Pregnancy Related Services	Revision of # only	(5-**6**) Districts which apply for and receive a grant to offer services under the PEP program may simultaneously offer services under the compensatory education PRS program, provided all requirements for both programs are met. Students being served through both PEP and PRS should be coded in the PEIMS attendance accounting system as participating in both programs.	(5-**7**) Districts which apply for and receive a grant to offer services under the PEP program may simultaneously offer services under the compensatory education PRS program, provided all requirements for both programs are met. Students being served through both PEP and PRS should be coded in the PEIMS attendance accounting system as participating in both programs.
Section IX Pregnancy Related Services	Revision	(7) Documentation (7-1) Description of the PRS program and the services offered under the program in the district and campus improvement plan.	(7) Documentation (7-1) Description of the PRS program and the services offered under the program in the district and campus improvement plan**s**.

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services	Revision	(7-7) A note from a medical practitioner must be obtained **which** requires the student to remain at home or in the hospital during the prenatal period.	(7-7) A note from a medical practitioner **for each period of confinement** must be obtained **stating a *medical necessity for confinement* that** requires the **pregnant** student to remain at home or in the hospital during the prenatal period.
Section IX Pregnancy Related Services	Revision	(8) Quality Control (8-7) No student should be coded PRS unless CEHI is one of the services provided by the district. In the event that CEHI is offered but not provided to a student, documentation must be maintained to explain why **CEHI was not provided.**	(8) Quality Control (8-7) No student should be coded PRS unless CEHI is one of the services provided by the district. In the event that CEHI is offered but not provided to a student, documentation must be maintained to explain why **the student was not provided CEHI.**
Section IX Pregnancy Related Services	Revision	(9) Examples (9-3) An ADA eligible PRS student begins experiencing difficulties associated with the pregnancy three weeks after beginning service under the PRS program. The doctor expects her to be confined to her home for two consecutive weeks. The certified teacher who is assigned to administer CEHI sees the student three hours the first week and five hours the second week. As expected, the student returns to school full-time after the end of the second week and resumes PRS at school. Since the student receives CEHI, she should remain coded PRS during the entire confinement period. The student **must** only accumulate three days present for the first week. For the second week, however, the student will accumulate five days present since the teacher saw her at least four hours that week.	(9) Examples (9-3) An ADA eligible PRS student begins experiencing difficulties associated with the pregnancy three weeks after beginning service under the PRS program. The doctor expects her to be confined to her home for two consecutive weeks. The certified teacher who is assigned to administer CEHI sees the student three hours the first week and five hours the second week. As expected, the student returns to school full-time after the end of the second week and resumes PRS at school. Since the student receives CEHI, she should remain coded PRS during the entire confinement period. The student **may** only accumulate three days present for the first week. For the second week, however, the student will accumulate five days present since the teacher saw her at least four hours that week.
Section IX Pregnancy Related Services	Revision	(9-4) An ADA eligible PRS student, during the prenatal period, is simultaneously taking a one-hour career and technology education course (code V1). She begins CEHI, since she is expected to be confined for five consecutive weeks. The district provides the four hours of CEHI instruction, but chooses not to provide the additional career and technology	(9-4) An ADA eligible PRS student, during the prenatal period, is simultaneously taking a one-hour career and technology education course (code V1). She begins CEHI, since she is expected to be confined for five consecutive weeks. The district provides the four hours of CEHI instruction, but chooses not to provide the additional career and technology

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (9-4) (Cont.)	hours while the student is on CEHI. *The student may generate career and technology education contact hours if a certified teacher provides the same amount and type of career and technology instruction the student received at school. This career and technology education instruction is in addition to the four hour requirement for CEHI. Since the student receives CEHI, she should remain coded PRS during the entire confinement period. Since the district is not providing the additional hours for career and technology, the career and technology indicator should be removed. The student, however, should not be withdrawn from the career and technology class. She remains enrolled in the class and is assisted in her class assignments by the CEHI teacher.*	hours while the student is on CEHI. *The student may generate career and technology education contact hours if a certified teacher provides the same amount and type of career and technology instruction the student received at school. This career and technology education instruction is in addition to the four hour requirement for CEHI. Since the student receives CEHI, she should remain coded PRS during the entire confinement period. Since the district is not providing the additional hours for career and technology, the career and technology indicator should be removed. The student, however, should not be withdrawn from the career and technology class. She remains enrolled in the class and is assisted in her class assignments by the CEHI teacher.* ***During this period of time, the student would not be reported eligible for career and technology contact hours on the 410 PEIMS record; however, the student would be reported on the 169 and 170 PEIMS records if the time period falls during the Fall Snapshot.***
Section IX Pregnancy Related Services	Revision	(9-7) An ADA eligible PRS student receives CEHI for the entire six-week postpartum period. She receives at least four hours of instruction at home from a certified teacher during each of the first five weeks. Each of these five weeks contain five days of instruction. During the sixth week, which only contain four days of instruction due to a holiday, the student **only** receives two hours of instruction at home. *Since the student receives CEHI while at home, she should remain coded PRS during the entire six-week postpartum period. The student will accumulate five eligible days present each week for the first five weeks because the teacher provided at least four hours of instruction each week. During the sixth*	(9-7) An ADA eligible PRS student receives CEHI for the entire six-week postpartum period. She receives at least four hours of instruction at home from a certified teacher during each of the first five weeks. Each of these five weeks contains five days of instruction. During the sixth week, which only contain**s** four days of instruction due to a holiday, the student receives two hours of instruction at home. *Since the student receives CEHI while at home, she should remain coded PRS during the entire six-week postpartum period. The student will accumulate five eligible days present each week for the first five weeks because the teacher provided at least four hours of instruction each week. During the sixth*

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (9-7) (Cont.)	*week, which only consists of four days of instruction, the student sees the teacher for only two hours. Therefore, she will only accumulate two eligible days present.*	*week, which only consists of four days of instruction, the student sees the teacher for only two hours. Therefore, she will only accumulate two eligible days present.*
Section IX Pregnancy Related Services	Revision	(9-9) A student with disabilities becomes pregnant and is eligible for PRS. During her prenatal period, a medical practitioner sends a note recommending bed rest. *A student with disabilities who becomes pregnant is eligible to be served through both the PRS program and the special education program during periods of confinement. Upon receiving the prescription from the medical practitioner, the Admission, Review, and Dismissal (ARD) committee must meet to review the student's placement and make determinations on services to be provided during the period of confinement.* *A teacher who provides special education services to a student with disabilities in the homebound setting must have the appropriate certifications (see State Board of Educator Certification rules, Subchapter U. Assignment of Public School Personnel, Section 230.601).* *If the student is served instructionally through the special education homebound program, the district must provide a minimum of two hours of PRS in addition to the four hours that the student is being served through special education homebound in order to retain the PRS coding and PRS funding for the student. The two hours should be used to provide instruction in the elective courses, parenting instruction, and any other PRS that may be needed. If a student receives only special education homebound services during the period of confinement**, the student's PRS indicator code must be removed.***	(9-9) A student with disabilities becomes pregnant and is eligible for PRS. During her prenatal period, a medical practitioner sends a note recommending bed rest. *A student with disabilities who becomes pregnant is eligible to be served through both the PRS program and the special education program during periods of confinement. Upon receiving the prescription from the medical practitioner, the Admission, Review, and Dismissal (ARD) committee must meet to review the student's placement and make determinations on services to be provided during the period of confinement.* *A teacher who provides special education services to a student with disabilities in the homebound setting must have the appropriate certifications (see State Board of Educator Certification rules, Subchapter U. Assignment of Public School Personnel, Section 230.601).* *If the student is served instructionally through the special education homebound program, the district must provide a minimum of two hours of PRS in addition to the four hours that the student is being served through special education homebound in order to retain the PRS coding and PRS funding for the student. The two hours should be used to provide instruction in the elective courses, parenting instruction, and any other PRS that may be needed. If a student receives only special education homebound services during the period of confinement, **the student must be exited from the PRS program.***

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section IX Pregnancy Related Services (Cont.)	Revision (9-9) (Cont.)	*If the ARD committee determines that PRS CEHI should provide the instructional services to the special education student, PRS would follow time requirements as for any other PRS student. If the PRS program provides the instructional services to the student, the special education instructional setting code would be 00.*	*If the ARD committee determines that PRS CEHI should provide the instructional services to the special education student, PRS would follow time requirements as for any other PRS student. If the PRS program provides the instructional services to the student, the special education instructional setting code would be 00.*
Section IX Pregnancy Related Services	Additions	**None**	**(9-12) CEHI is one of the PRS provided by a district. One of the prenatal pregnant students is coded PRS during the school year and provided support services while she is attending her regular classes, but she delivers in June after the end of the school year. Therefore, CEHI is never provided to this student.** ***Although the PRS rules require a district that implements a PRS program to provide CEHI, districts are not required to provide services outside the regular school year. Therefore, this student may remain coded PRS, but there is not a requirement to provide her PRS CEHI services during the summer months.***
Section IX Pregnancy Related Services	Additions	**None**	**(9-13) A student delivers her baby on March 1. The six-week postpartum period begins the day after delivery and continues six consecutive calendar weeks. If a one-week Spring Break holiday falls within the student's six-week postpartum period, then a maximum of five weeks would be funded for PRS since one of the postpartum weeks was not a scholastic calendar week.**
Section X Non-Traditional Schools	Addition	**None**	(1) Responsibility **(1-3) This section addresses unique provisions for Non-Traditional Schools. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple programs, review and apply the provisions of each applicable program.**

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section X Non-Traditional Schools	Revision & Deletion	(8) Discipline Alternative Education Programs (DAEPs) (8-1) Each school district shall provide for a DAEP that: 1. is provided in a setting other than a student's regular classroom; 2. is located on or off of a regular school campus; 3. provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP; 4. focuses on English, math, science, history, and self-discipline; 5. provides for students' educational and behavioral needs; 6. provides supervision and counseling **[TEC §37.008(a)]; and** 7. separates elementary students from non-elementary students. TEC §37.006(f) An off-campus or on-campus DAEP should be a "mirror image" of the regular education program that is provided by a school district. There should be teacher and student instructional interaction. The significant difference between a DAEP and the regular education program is the type of students housed in the program and the fact that elective courses may not be available. A DAEP serves only students who are removed from a regular education setting because of a disciplinary assignment. **Also, an off-campus DAEP is exempt from some certification rules/requirements. TEC §37.008(a) Off-campus bilingual/ESL, special education, and career and technology education teachers *<u>are not exempt</u>* from certification rules/requirements.** In the event that a school district/campus does not	(8) Discipline Alternative Education Programs (DAEPs) (8-1) Each school district shall provide for a DAEP that: 1. is provided in a setting other than a student's regular classroom; 2. is located on or off of a regular school campus; 3. provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP; 4. focuses on English, math, science, history, and self-discipline; 5. provides for students' educational and behavioral needs; 6. provides supervision and counseling; **7. requires that to teach in an off-campus disciplinary alternative education program, each teacher meet all certification requirements established under Subchapter B, Chapter 21;** **8. notwithstanding Subdivision (7), requires that to teach in a disciplinary alternative education program of any kind, each teacher employed by a school district during the 2003-2004 school year or an earlier school year meet, not later than the beginning of the 2005-2006 school year, all certification requirements established under Subchapter B, Chapter 21, [TEC §37.008(a)];** **9. and separates elementary students from non-elementary students.** **TEC §37.006(f)** An off-campus or on-campus DAEP should be a "mirror image" of the regular education program that is provided by a school district. There should be teacher and student instructional interaction. The significant difference between a DAEP and the regular education program is the type of students housed in the program and the fact that elective

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Section	Change	2003-2004	2004-2005
Section X Non-Traditional Schools	Revision & Deletion (8-1) (Cont.)	currently have any students assigned to a DAEP, a contingency plan must exist to provide for any placement to a DAEP that might occur during the school year as required under TEC Chapter 37 and the Student Code of Conduct. This is especially significant for elementary schools that typically have fewer students committing behaviors that require placement to a DAEP. Students who are under the age of six (6) and commit behaviors that require a DAEP placement may not be placed in the DAEP. This does not prevent the district from assigning the student to in-school suspension or out-of-school suspension. As another option, the district may place the student in another regular education classroom to solve the discipline problem.	courses may not be available. A DAEP serves only students who are removed from a regular education setting because of a disciplinary assignment. In the event that a school district/campus does not currently have any students assigned to a DAEP, a contingency plan must exist to provide for any placement to a DAEP that might occur during the school year as required under TEC Chapter 37 and the Student Code of Conduct. This is especially significant for elementary schools that typically have fewer students committing behaviors that require placement to a DAEP. Students who are under the age of six (6) and commit behaviors that require a DAEP placement may not be placed in the DAEP. This does not prevent the district from assigning the student to in-school suspension or out-of-school suspension. As another option, the district may place the student in another regular education classroom to solve the discipline problem.
Section X Non-Traditional Schools	Revision	(8-2) An off-campus DAEP under TEC §37.008(a): 1. has its own campus identification number; 2. has its own building (is not a program on a regular campus or an at-risk alternative education campus); 3. has its own budget; 4. has its own administrator; 5. only serves students removed under TEC Chapter 37, (no other non-discipline program may be operated on the campus); 6. **may** use the services of **non-**certified teachers to the extent **allowed** above in (8-1); 7. must provide for a 180 day school year (TEC §25.081); and 8. must provide for a seven (7) hour school day; (TEC §25.082).	(8-2) An off-campus DAEP under TEC §37.008(a): 1. has its own campus identification number; 2. has its own building (is not a program on a regular campus or an at-risk alternative education campus); 3. has its own budget; 4. has its own administrator; 5. only serves students removed under TEC Chapter 37, (no other non-discipline program may be operated on the campus); 6. **must** use the services of **certified** teachers to the extent **required** above in (8-1); 7. must provide for a 180 day school year (TEC §25.081); and 8. must provide for a seven (7) hour school day; (TEC §25.082).

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section X Non-Traditional Schools (Cont.)	Revision (8-2) (Cont.)	School districts or charter schools that have chosen to operate or participate in, through a shared services arrangement (SSA), an off-campus DAEP (s) must register those campuses with the Texas Education Agency (TEA) as a DAEP instructional campus(es).	School districts or charter schools that have chosen to operate or participate in, through a shared services arrangement (SSA), an off-campus DAEP (s) must register those campuses with the Texas Education Agency (TEA) as a DAEP instructional campus(es).
Section X Non-Traditional Schools	Revision	(9) Expulsion (9-7) Refer to the 425 Disciplinary Action Record in Section 2 and Appendix **F** of the PEIMS *Data Standards* for more information related to the expulsion of students.	(9) Expulsion (9-7) Refer to the 425 Disciplinary Action Record in Section 2 and Appendix **E** of the PEIMS *Data Standards* for more information related to the expulsion of students.
Section X Non-Traditional Schools	Revision	(10) Juvenile Justice Alternative Education Programs (JJAEPs) (10-1) If a school district is in a county with a population greater than 125,000, the county juvenile board is required to develop a JJAEP in coordination with the **juvenile board** of **your** county, subject to the approval of the Texas Juvenile Probation Commission (TJPC). TEC §37.011(a) 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 TJPC. If a county has 125,000 or less in population, the County Juvenile Board may develop and operate a JJAEP independent of TJPC. A school district cannot develop or create a JJAEP.	(10) Juvenile Justice Alternative Education Programs (JJAEPs) (10-1) If a school district is in a county with a population greater than 125,000, the county juvenile board is required to develop a JJAEP in coordination with the **school boards** of **the** county, subject to the approval of the Texas Juvenile Probation Commission (TJPC). TEC §37.011(a) 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 TJPC. If a county has 125,000 or less in population, the County Juvenile Board may develop and operate a JJAEP independent of TJPC. A school district cannot develop or create a JJAEP.
Section X Non-Traditional Schools	Revision	(11) Out-of-School Suspension (OSS) (11-2) Under TEC §37.005, the principal or other appropriate administrator may suspend a student who engages in conduct for which the student may be placed in a DAEP as a preliminary action to the required placement under TEC §37.006. In addition, if the student was suspended as a preliminary action for a behavior that is identified in TEC §37.007 as a mandatory expellable	(11) Out-of-School Suspension (OSS) (11-2) Under TEC §37.005, the principal or other appropriate administrator may suspend a student who engages in conduct **identified in the student code of conduct adopted under Section 37.001 as conduct for which a student may be suspended.** In addition, if the student was suspended as a preliminary action for a behavior that is identified in TEC §37.007 as a

Note: Revisions are bolded for comparison purposes.

Section	Change	2003-2004	2004-2005
Section X Non-Traditional Schools (Cont.)	Revision (11-2) (Cont.)	offense, then the student must be provided "due process" through a formal expulsion hearing. (11-3) An OSS may not exceed three school days. For purposes of this rule, a partial day suspension counts as one day toward the three-day limit. A suspended student must be counted absent for attendance accounting purposes.	mandatory expellable offense, then the student must be provided "due process" through a formal expulsion hearing. (11-3) An OSS may not exceed three school days. For purposes of this rule, a partial day suspension counts as one day toward the three-day limit. A suspended student must be counted absent **if student does not meet ADA requirements** for attendance accounting purposes.
Section XI Glossary	Revision	Optional Extended Year Program (OEYP) - Instructional services for students in kindergarten through **grade 8** who are identified as likely not to be promoted to the next grade level for the succeeding school year. OEYP students do not meet district standards or policies for academic achievement and/or have not demonstrated proficiency of the subject matter of the course or grade level. Therefore, student eligibility criteria must be based on the criteria the school district uses for retention. Unless the district policy requires that students who do not pass **TAAS** must be retained, **TAAS** may not be used as the sole academic criteria for determining OEYP student eligibility. The purpose of the OEYP is to provide students with additional time to master the state's challenging content standards and student performance standards. OEYP must comply with TEC §29.082.	Optional Extended Year Program (OEYP) - Instructional services for students in kindergarten through **grade 11** who are identified as likely not to be promoted to the next grade level for the succeeding school year **or in grade 12 who are identified as likely not to graduate before the beginning of the succeeding school year.** OEYP students do not meet district standards or policies for academic achievement and/or have not demonstrated proficiency of the subject matter of the course or grade level. Therefore, student eligibility criteria must be based on the criteria the school district uses for retention. Unless the district policy **or state law** requires that students who do not pass **TAKS** must be retained, **TAKS** may not be used as the sole academic criteria for determining OEYP student eligibility. The purpose of the OEYP is to provide students with additional time to master the state's challenging content standards and student performance standards. OEYP must comply with TEC §29.082.

Note: Revisions are bolded for comparison purposes.

Services for Students with Disabilities – Exceptions to the Norm	Actual Age	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind	ECI Ind	Child Count
District Visual Impairment & / or O & M Services:							
Home/day care/ non-district center-based program	0-2	2-4/hr/*week* rule	01	EE	0	0[1]	0
In district center-based program	0-2	2-4 hr/*day* rule	44 or 97	EE	0	0[1]	0
District or RDSPD Auditory Impairment (Deaf) Services[2]:							
At home or in day care	0-2	2-4 hr/*week* rule	01	EE	0	0[1]	0
In district or non-school district centers	0-2	2-4 hr/*day* rule	44 or 97	EE	0	0[1]	0
Interagency Council on Early Childhood ECI Program--Operated by a School District[3]				(Service ends on 3rd birthday)			
Home-based instruction	0-2	0	31	EE	0	1	0
Center-based instruction	0-2	0	32	EE	0	1	0
Other environment	0-2	0	34	EE	0	1	0
Head Start Programs (Eligibility depends on amount of time with special ed teacher)							
School-based Head Start – (see PK chart on next page)	3-4	2-4 hr/*day* rule	Based on service	EE/PK	1	0	3
Community-based Head Start – (see services in a childcare facility on next page)	3-4	2-4 hr/*day* rule	40/97	EE	1	0	3
Private School Students							
Where served not relevant (dual enrolled)	3-4	2-4 hr/*day* rule	Per IEP	EE	1	0	3
Where served not relevant	5-21	0	Per ISP	Approp	0	0	3
Indirect Services – Students not reported to PEIMS	3-21						
Overage Student	**Age on 09/01**						
In public school	21	2-4 hr/*day* rule	Per IEP	12	0	0	3
Student graduated under IEP & returned – Graduation Type Codes 04 – 07	21	2-4 hr/*day* rule	Per IEP	12	0	0	0
Student graduated with regular high school diploma & returned	21	0	Per IEP	12	0	0	0

Note: The examples in this chart related to PK programs assume that the district provides both a 3-year old PK program and a 4-year-old PK program.
ADA eligibility code rules:
General: 0 = enrolled less than 2 hours per *day*, 2 = enrolled 2+ but less than 4 hours per *day*, 1 = enrolled at least 4 hours per *day*
Homebound: 0 = enrolled less than 2 hours per *week*, 2 = enrolled 2+ but less than 4 hours per *week*, 1 = enrolled at least 4 hours per *week*
Students whose only special education service is speech therapy and who are served less than 2 hours each day are coded ADA eligible = 0.

[1] ECI Indicator code "0" is used for children (0-2) who jointly receive district and ECI services under the ECI TEA AI/VI MOU from an ECI Program not operated by the district.

[2] Districts and Regional Day School Programs for the Deaf (RDSPD) should have an agreement related to the reporting of PEIMS data for these students.

[3] Only districts which operate an ECI program under the auspices of the Interagency Council for Early Childhood Intervention should report children 0-2 using the ECI indicator code 1. Districts without district-operated ECI programs must report children jointly served under the ECI TEA AI/VI MOU using the ECI Indicator Code 0.

Note: Revisions are bolded for comparison purposes.

PK and Special Education Services	Age 09/01	ADA Elig. Code[4]	Instructional Setting Code	Grade Level	PPCD Ind	ECI Ind	Child Count
PK-only services – regular ed students-not a student with a disability							
A student eligible for PK services served in the PK classroom by a PK teacher for ½ day	3 or 4	2 Half-day	N/A	PK	0	0	0
A student eligible for PK services served in the PK classroom by a PK teacher for the full day	3 or 4	2 Half-day	N/A	PK	0	0	0
A student ineligible for PK services served in the PK classroom by a PK teacher for ½ day[5]	3 or 4	5 Ineligible Half-day	N/A	PK	0	0	0
A student ineligible for PK services served in the PK classroom by a PK teacher for the full day[5]	3 or 4	4 Ineligible Full-day	N/A	PK	0	0	0
A student eligible for special education AND PK services …							
… served in the PK classroom for ½ day & in a self-contained (S-C) classroom for the other ½ day	3 or 4	1 Full-day	43 SC at least 50% and no more than 60%	PK	1	0	3
… served in the PK classroom by PK & special education teachers for ½ day	3 or 4	2 Half-day	40 Mainstream	PK	1	0	3
… served in the PK classroom by PK & special education teachers for the full day	3 or 4	1 Full-day	40 Mainstream	PK	1	0	3
… served in the PK classroom by PK for ½ day but leaves for special education and related services in a self-contained environment less than 21% of the day	3 or 4	2 Half-day	41 Resource /Services	PK	1	0	3
… served in the PK classroom by PK for ½ day but leaves for special education and related services in a self-contained environment at least 21% and less than 50% of the day	3 or 4	2 Half-day	42 Resource /Services	PK	1	0	3
… served in the ½ day PK classroom and leaves for special education and related services in a self-contained environment at least 50% and less than 60% of the day	3 or 4	2 Half-day	43 SC at least 50% and no more than 60%	PK	1	0	3
… served in the ½ day PK classroom and leaves for special education and related services in a self-contained environment more than 60% of the day	3 or 4	2 Half-day	44 SC more than 60% of the day	PK	1	0	3
… served in the PK classroom for ½ day and the student receives 1 hour of speech therapy each week	3 or 4	2 Half-day	00 Speech therapy	PK	1	0	3
… served in a self-contained special education classroom by a special education teacher all day (Students in this setting receive only special education and related services)[6]	3 or 4	1 Full-day	45 Full time Early Childhood SPED	EE	0	0	3
A student eligible for special education services AND ineligible for PK services…							
… served in the PK classroom for ½ day and in a self-contained classroom for the other ½ day[5]	3 or 4	2 Half-day	43 SC at least 50% and no more than 60%	EE	1	0	3
… served in the PK classroom by PK and special education teachers for ½ day[5]	3 or 4	2 Half-day	42 Resource at least 21% and less than 50%	EE	1	0	3
… served in the PK classroom by PK and special education teachers for the full day[5]	3 or 4	1 Full-day	42 Resource at least 21% and less than 50%	EE	1	0	3
… served in a self-contained classroom by a special education teacher for at least 2 hours, but less than 4 hours each day (Students in this setting receive only special education and related services)[6]	3 or 4	2 Half-day	45 Full time Early Childhood SPED	EE	1	0	3
… served in a self-contained classroom by a special education teacher for at least 4 hours each day (Students in this setting receive only special education and related services)[6]	3 or 4	1 Full-day	45 Full time Early Childhood SPED	EE	1	0	3

Note: The examples in this chart related to PK programs assume that the district provides both a 3-year old PK program and a 4-year-old PK program.
ADA eligibility code rules:

General: 0 = enrolled less than 2 hours per *day*, 2 = enrolled 2+ but less than 4 hours per *day*, 1 = enrolled at least 4 hours per *day*

Homebound: 0 = enrolled less than 2 hours per *week*, 2 = enrolled 2+ but less than 4 hours per *week*, 1 = enrolled at least 4 hours per *week*

Students whose only special education service is speech therapy and who are served less than 2 hours each day are coded ADA eligible = 0.

[4] School districts/campuses which apply and are approved for the PK Expansion Grant Program code eligible students as ADA Eligibility Code 1 – Full Day if the students are scheduled for at least six hours of instruction each day.

[5] Ineligible PK students may only be served in the PK classroom if space is available and other eligible PK students are not denied enrollment.

[6] Refer to Instructional Arrangement/Setting Full-Time Early Childhood Special Education Setting, Code 45.

Note: Revisions are bolded for comparison purposes.

PK and Special Education Services (cont.)	Age 09/01	ADA Elig. Code[4]	Instructional Setting Code	Grade Level	PPCD Ind	ECI Ind	Child Count
A student eligible for special education services receiving services in a childcare facility…							
… served (in a collaborative effort with childcare personnel) by a special education teacher for at least 2 hours, but less than 4 hours each day	3 or 4	2 Half-day	40 Mainstream	EE	1	0	3
… served (in a collaborative effort with childcare personnel) by a special education teacher for 4 or more hours a day	3 or 4	1 Full-day	40 Mainstream	EE	1	0	3
… served in a self-contained classroom within a childcare facility by a special education teacher for at least 2 hours, but less than 4 hours each day	3 or 4	2 Half-day	97 OHC-Comm Class	EE	1	0	3
… served in a self-contained classroom within a childcare facility by a special education teacher for more than 4 hours each day	3 or 4	1 Full-day	97 OHC-Comm Class	EE	1	0	3
A student eligible for special education services in a district with no available childcare setting within the community, receiving services in a multidistrict childcare facility…							
… served (in a collaborative effort with childcare personnel) by a special education teacher for at least 2 hours, but less than 4 hours each day	3 or 4	2 Half-day	40 Mainstream	EE	1	0	3
… served (in a collaborative effort with childcare personnel) by a special education teacher for 4 or more hours a day	3 or 4	1 Full-day	40 Mainstream	EE	1	0	3
… served in a self-contained classroom within a childcare facility by a special education teacher for at least 2 hours, but less than 4 hours each day	3 or 4	2 Half-day	97 OHC-Comm Class	EE	1	0	3
… served in a self-contained classroom within a childcare facility by a special education teacher for more than 4 hours each day	3 or 4	1 Full-day	97 OHC-Comm Class	EE	1	0	3

Note: The examples in this chart related to PK programs assume that the district provides both a 3-year old PK program and a 4-year-old PK program.
ADA eligibility code rules:

General: 0 = enrolled less than 2 hours per *day*, 2 = enrolled 2+ but less than 4 hours per *day*, 1 = enrolled at least 4 hours per *day*

Homebound: 0 = enrolled less than 2 hours per *week*, 2 = enrolled 2+ but less than 4 hours per *week*, 1 = enrolled at least 4 hours per *week*

Students whose only special education service is speech therapy and who are served less than 2 hours each day are coded ADA eligible = 0.

[4] School districts/campuses which apply and are approved for the PK Expansion Grant Program code eligible students as ADA Eligibility Code 1 – Full Day if the students are scheduled for at least six hours of instruction each day.

Note: Revisions are bolded for comparison purposes.

Kindergarten and Special Education Services:	Age 09/01	On as of date	ADA Elig. Code	Instructional Arrangement	Grade Level	PPCD Ind	ECI Ind	Child Count
A student eligible for special education services AND kindergarten services…								
…attending a kindergarten classroom for their entire school day; and receives special education services in the kindergarten classroom	5	5	1 Full-day or 2 Half-day	40 Mainstream	KG	1	0	3
… attending a kindergarten classroom for their entire school day and receives special education services in the kindergarten classroom	5	6	1 Full-day or 2 Half-day	40 Mainstream	KG	0	0	3
… attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day	5	5	1 Full-day or 2 Half-day	41 Resource /Services less than 21%	KG	1	0	3
… attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day	5	6	1 Full-day or 2 Half-day	41 Resource /Services less than 21%	KG	0	0	3
… attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% and less than 50% of the day	5	5	1 Full-day or 2 Half-day	42 Resource /Services at least 21% and less than 50%	KG	1	0	3
… attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% and less than 50% of the day	5	6	1 Full-day or 2 Half-day	42 Resource /Services at least 21% and less than 50%	KG	0	0	3
… attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% and less than 60% of the day	5	5	1 Full-day or 2 Half-day	43 SC at least 50% and no more than 60%	KG	1	0	3
… attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% and less than 60% of the day	5	6	1 Full-day or 2 Half-day	43 SC at least 50% and no more than 60%	KG	0	0	3
… attending a kindergarten classroom & receives special education & related services in a special ed setting for more than 60% of the day	5	5	1 Full-day or 2 Half-day	44 SC more than 60%	KG	1	0	3
… attending a kindergarten classroom and receives special education and related services in a special ed setting for more than 60% of the day	5	6	1 Full-day or 2 Half-day	44 SC more than 60%	KG	0	0	3
… served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services) [6]	5	5	1 Full-day or 2 Half-day	45 Full-time early childhood special education	KG	1	0	3
… served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services)	5	6	1 Full-day or 2 Half-day	44 SC more than 60%	KG	0	0	3

Note: The examples in this chart related to PK programs assume that the district provides both a 3-year old PK program and a 4-year-old PK program.
ADA eligibility code rules:

General: 0 = enrolled less than 2 hours per *day*, 2 = enrolled 2+ but less than 4 hours per *day*, 1 = enrolled at least 4 hours per *day*

Homebound: 0 = enrolled less than 2 hours per *week*, 2 = enrolled 2+ but less than 4 hours per *week*, 1 = enrolled at least 4 hours per *week*

Students whose only special education service is speech therapy and who are served less than 2 hours each day are coded ADA eligible = 0.

[6] Refer to Instructional Arrangement/Setting Full-Time Early Childhood Special Education Setting, Code 45.

Note: Revisions are bolded for comparison purposes.