

# Welcome to the 2016-2017 Student Attendance Accounting Handbook (SAAH) webinar.

- **Audio announcement:** Select your audio now.
- By default you have joined audio using your computer's speaker system (VoIP). To dial the conference, select "Use Telephone" in your audio pane and enter your unique audio PIN.
- You will hear silence until we begin at 10:00 a.m.

After the webinar, the presentation slides will be available on the [SAAH web page](http://www.tea.state.tx.us/index4_wide.aspx?id=7739&menu_id=645&menu_id2=789) at [http://www.tea.state.tx.us/index4\\_wide.aspx?id=7739&menu\\_id=645&menu\\_id2=789](http://www.tea.state.tx.us/index4_wide.aspx?id=7739&menu_id=645&menu_id2=789).

# Housekeeping

- Please submit questions to [attendance@tea.texas.gov](mailto:attendance@tea.texas.gov)
- Please do not submit questions through GoToWebinar.
- We will provide responses via email.
- Our plan is for everyone to receive an email within 24 hours of the final webinar with a link to view a recorded version of the webinar.

# ***2016-2017 Student Attendance Accounting Handbook: Overview and Significant Changes***

**January 18, 2017**

# Contact Information

- Yolanda Walker

[Yolanda.Walker@tea.texas.gov](mailto:Yolanda.Walker@tea.texas.gov)

(512) 463-0947

- Chanda Williams

[Chanda.Williams@tea.texas.gov](mailto:Chanda.Williams@tea.texas.gov)


(512) 475-2012


# SAAH Background

- Describes the attendance accounting rules school districts and charter schools must follow to generate state funding
- Has the force of law; it is adopted by reference in the Texas Administrative Code (TAC)
- Is published yearly to include changes in statute and in other TAC rules


# SAAH Web Location

Popular Applications: AskTED ECDS For Educators Grant Opportunities TEA Secure Applications TEAL Login TEASE Login TSDS




Search 


[A - Z Index](#) [Contact](#) [Sign Up for Updates](#) [TEA Correspondence](#)




About TEA




Curriculum & Instructional Materials




Finance & Grants




Reports & Data



Student Testing & Accountability



Texas Educators



Texas Schools

[Home](#) / [Finance and Grants](#) / [Financial Compliance](#)

## Student Attendance Accounting Handbook

State law requires every Texas school district to adopt an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The Student Attendance Accounting Handbook (SAAH) contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that [Foundation School Program](#) (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH:

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

The 2016-2017 Student Attendance Accounting Handbook (SAAH) and an updated change document has been added to the table below. Throughout the SAAH, the agency has converted references to school days to minutes in accordance with House Bill 2610 of the 84th Texas Legislature, 2015.

Student Attendance Accounting Handbook	Word Version	PDF Version	SAAH Change Document	Word Version	PDF Version
2016-2017 Handbook, Proposed	<a href="#">Word 706 KB</a>	<a href="#">PDF 4170 KB</a>	2016-2017 Change Document	<a href="#">Word 72 KB</a>	<a href="#">PDF 746 KB</a>

### Additional Finance Resources

[Ad Valorem Taxation of Certain Stored Property](#)

[Additional State Aid for Ad Valorem Tax Credit](#)

[Consolidations and Annexations](#)

[Financial Presentations](#)

[Optional Flexible School Day Program](#)

[Optional Flexible Year Program](#)

[Prekindergarten and Foreign Student Tuition](#)

[Student Attendance Accounting Handbook](#)


[School District Tax Policy and Reports](#)

### Contact Information

Yolanda Walker (512) 463-0947  
[yolanda.walker@tea.texas.gov](mailto:yolanda.walker@tea.texas.gov)

Chanda Williams (512) 475-2012  
[chanda.williams@tea.texas.gov](mailto:chanda.williams@tea.texas.gov)

Division of Financial Compliance



Texas Education Agency

# Update:

- Starting in the 2016-2017 school year, school districts and charter schools are required to submit attendance reporting through the Texas Student Data Systems (TSDS). The Texas Education Data Standards (TEDS) are XML-based standards for TSDS and TSDS PEIMS data collections. TEDS includes all the data elements, code tables, business rules, and data validation needed to load local education agency (LEA—Texas school district or charter school) education data.
- TSDS PEIMS has replaced PEIMS throughout the handbook.

# Update:

- The record type for PEIMS submission has now changed to a TSDS record type. Please refer to the crosswalk below for the record types that were updated throughout the handbook.

Current PEIMS Record Type	New TSDS PEIMS Record Type
101	40100
110	40110
163	42408
169	41169
170	40170
203	40203
400	42400
405	42401
408	42408
410	42401
415	43415
425	44425
500	42401
505	42401
510	42401



# Overview – Section 1

- Explains how attendance is related to funding
- Explains how to use the handbook

# Overview – Section 1

- 1.6 – How to Use This Handbook
  - CTRL + click to go to cross-referenced section
  - ALT + left arrow key (⇐) to go back
- 1.7 – Significant Changes
  - Table of major changes from the last publication
  - A detailed change document is published separately

# Audit Requirements – Section 2

- 2.1 – General Audit Requirements
  - Attendance records must be provided within 20 working days of written request by TEA
    - Failure to provide records will result in TEA's keeping 100% of Foundation School Program (FSP) funding for the undocumented attendance
    - Undocumented attendance = missing documentation or documentation so inadequate a reasonable person could not conclude from it that attendance occurred
  - Attendance records must be kept for 5 years

# Audit Requirements – Section 2

- 2.1 – General Audit Requirements
  - Attendance records must be provided within 20 working days of written request by TEA
    - Failure to provide records will result in TEA's keeping 100% of Foundation School Program (FSP) funding for the undocumented attendance
    - Undocumented attendance = missing documentation or documentation so inadequate a reasonable person could not conclude from it that attendance occurred
  - Attendance records must be kept for 5 years

# Audit Requirements – Section 2

- 2.2 – Accounting System Requirements
  - Must use Texas Student Data Systems Public Education Information Management System (TSDS PEIMS) coding
  - Must be able to reproduce required documentation on request for audit purposes
- 2.2.5 – Attendance System Procedures Manual
- 2.3 – Required Documentation
  - Student Detail Report
  - Campus Summary Report
  - District Summary Report

# Audit Requirements – Section 2

## ❖ 2.3.1 – Student Detail Reports

- Campuses that offer multiple instructional tracks will have multiple student detail reports
- The word “track” replaced “campus” in the student detail reports.

## ❖ 2.3.2 – Campus Summary Reports

- If the campus has multiple tracks the earliest track beginning date and latest track ending date should be indicated
- Attendance data totals for all students, summarized by grade.

# Audit Requirements – Section 2

## ❖ 2.3.3 – District Summary Reports

- If the campus has multiple tracks the earliest track beginning date and latest track ending date should be indicated.

## • 2.3.4 – Additional Required Documentation

- Grade books
- Period absence reports (if used), signed and dated within 1 week of the attendance
- Documentation for excused absences
- Student schedules
- Official school calendar and approved waivers
- Updated/corrected copies of reports
- Any special program documentation
- Meanings of any local attendance codes

# General Attendance Requirements – Section 3

- 3.2.1 – Average Daily Attendance (ADA)  
Eligibility Coding
  - 0 - Enrolled, Not in Membership
  - **1 - Eligible for Full-Day Attendance**
  - **2 - Eligible for Half-Day Attendance**
  - **3 - Eligible Transfer Student Full-Day**
  - 4 - Ineligible Full-Day
  - 5 - Ineligible Half-Day
  - **6 - Eligible Transfer Student Half-Day**
  - **7 - Eligible - Alternative Attendance Program**
  - 8 - Ineligible - Alternative Attendance Program



# General Attendance Requirements – Section 3

- 3.2.2 – Funding Eligibility

- 2-through-4-hour rule

- Scheduled for and served with **at least 2 hours** of instruction for **half-day** eligibility
    - Scheduled for and served with **at least 4 hours** of instruction for **full-day** eligibility

❖ Note: The 2-through-4-hour rule includes recess and in-class breakfast.

# General Attendance Requirements – Section 3

- 3.2.2 – Funding Eligibility
  - Must be instructional hours
  - Study hall does not count as instruction
  - Sign-in does not count as instruction
  - Repeated courses are not eligible for funding
  - Study program to pass required state assessment to graduate if student has met all graduation requirements except passing assessment(s) counts as instruction

# General Attendance Requirements – Section 3

- 3.2.3 – Age Eligibility
  - At least 5 years old on September 1 but less than 21
  - At least 21 years old but less than 26 and admitted to complete diploma requirements
  - At least 19 years of age but less than 26 years of age on September 1 and is enrolled in an adult high school diploma and industry certification charter school pilot program (Senate Bill 1142, 83rd Texas Legislature)
  - At least 3 years old, has a disability, and meets special education eligibility requirements
  - 21 years old on September 1 and receiving special education services (eligible for services through end of school year or graduation)
  - Has a disability, has graduated under 19 TAC §89.1070(b), and still has need for special education services (may be served through age 21)
  - Eligible for PK and meets PK age requirements by September 1 of school year (half-day funding)

# General Attendance Requirements – Section 3

- 3.2.3 – Age Eligibility
  - ❖ a student with a disability who graduated by meeting the requirements of 19 TAC [§89.1070](#)(b) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services: the student may be served through age 21 inclusive.

# General Attendance Requirements – Section 3

- 3.3 – Enrollment

Documentation of identity and age:

- Birth certificate
- Statement of child's date of birth issued by the Texas Department of State Health Services (DSHS)
- Driver's license
- School ID, records, or report card
- Military ID
- Hospital birth record
- Adoption records
- Church baptismal records
- Any other legal document that can establish identity

# General Attendance Requirements – Section 3

- 3.3 – Enrollment

Documentation of identity and age:

Additional requirements for students under 11 years of age:

- Must show birth certificate OR other documentation + note explaining why unable to produce birth certificate
- 30 days for acceptable identification or 90 days if student born outside United States

# General Attendance Requirements – Section 3

- 3.4.4 – Information and Record Transfer  
Texas Records Exchange (TREx) System
  - If student previously enrolled in another district, your district must request student's records through TREx
  - Sending district has 10 working days to comply
  - Working days do not include days that the campus or district administrative offices are closed
  - A student's Texas Unique Student ID must be included in transferred information
  - See [TREx Data Standards](#)

# General Attendance Requirements – Section 3

- 3.5 – Compulsory Attendance
  - PK and kindergarten, if enrolled
  - Age 6 (or younger, if previously enrolled in first grade) through age 19
  - Age 19 or older, if voluntarily enrolled
  - Changes to truancy statutes in 2015 legislative session



# General Attendance Requirements – Section 3

- 3.6.2 – Time of Day for Attendance Taking
  - Each campus must take attendance at official attendance time during second or fifth instructional hour
  - Time may vary from campus to campus
  - Once time selected, it cannot be changed during the year

# General Attendance Requirements – Section 3

- 3.6.2 – Time of Day for Attendance Taking
  - A campus may select an official attendance time that is not during the second or fifth instructional hour if board policy or superintendent procedures (if superintendent is delegated authority) allow for that
  - Board policy or superintendent procedures may:
    - allow for each campus to choose an alternate attendance time for campus as whole,
    - allow for each campus to choose an alternate attendance time for certain groups of students as described in 3.6.2.2, or
    - allow for both

# General Attendance Requirements – Section 3

- 3.6.2.2 – Alternate Attendance-Taking Time for Certain Student Populations
  - With board policy/superintendent procedures, campus may choose alternate time for group of students scheduled to be off campus during regular time (e.g., certain CTE students)
  - Alternate time is in effect for the period of days or weeks for which the group is scheduled to be off campus during regular time
  - Alternate attendance-taking time for a particular group may not be changed

# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes
  - For official attendance, “excused” and “unexcused” absences do not exist
    - Student is either present or absent at official time
    - Student not in classroom may be counted present if it is documented that student was with campus official
    - Attendance documentation from an electronic, radio-frequency, “smart card,” or similar device is not acceptable documentation

# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes:

- Dual credit (students not scheduled to be on campus at all, alternate method of attendance required)
- Full-time Texas Virtual School Network (students not scheduled to be on campus at all)
- Board-approved activity with adjunct staff member or paraprofessional staff member
- Board-approved short-term class provided by Texas School for the Blind and Visually Impaired or Texas School for the Deaf

# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes (*Continued*):

- Mentorship for Distinguished Achievement Program
- Religious holy days (+ travel)
- Taps at military funeral
- Required court appearance (+ travel)
- Certain absences for students in foster care (appointments, family visitations, court-ordered activities)  
(See Senate Bill 1404 and House Bill 2619, 83rd Texas Legislature)

# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes (*Continued*):

- Election clerk (+ travel) and student early voting clerk  
(limited to 2 days per year; 2 days do not include travel days)  
(Senate Bill 553, 83rd Texas Legislature)
- Appearing at government office to complete paperwork for student's US citizenship application (+ travel)
- Student's own naturalization ceremony (+ travel )

# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes (*Continued*):

- ❖ Health care appointments for student or student's child (student must attend school for part of day) is temporarily absent because of a documented appointment for the student or the student's child that is with a health care professional licensed, certified, or registered by an appropriate agency of the State of Texas to practice in the United States. You can access the Texas Medical Board's searchable database of licensed physicians.
- Visiting a university or college (juniors and seniors; limited to 2 days per year)
- Certain military deployments (limited to 5 days a year) (Senate Bill 260, 83rd Texas Legislature)



# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes
  - Documentation required for all absences for which student is counted present
  - Numerous absences, whether excused or unexcused, may jeopardize student's ability to receive credit or final grades

# General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes
  - District must have board policy or superintendent-established procedures addressing parental consent for a student to leave campus
  - District must distribute policy or procedures to staff and parents

# General Attendance Requirements – Section 3

- 3.6.4 – Excused Absences for Compulsory Attendance Purposes
  - Superintendent, principal, or teacher may excuse temporary absence for any reason acceptable to him or her
    - However, absence excused for compulsory attendance purposes only
    - Student may not be counted in attendance for funding purposes unless absence meets requirements in 3.6.3
    - Student must make up academic time lost to maintain 90% attendance

# General Attendance Requirements – Section 3

- 3.7 – General Education Homebound (GEH)
  - Eligibility criteria
    - Expected to be confined at home or hospital for 4 weeks (need not be consecutive)
    - Confined for medical reasons only
    - Medical condition documented by licensed physician

# General Attendance Requirements – Section 3

- 3.7 – GEH
  - District must have board-approved GEH policy
  - GEH committee
    - Campus administrator
    - Student's teacher
    - Student's parent/guardian
  - GEH documentation
  - Time on campus taking required state tests cannot count for hours of GEH service for eligible days present
  - District required to provide instruction in core academic courses

# General Attendance Requirements – Section 3

- 3.7.3 – GEH Funding Chart

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

# General Attendance Requirements – Section 3

- 3.8 – Calendar
  - Must provide at least 75,600 minutes of instruction, minus any days waived by TEA
  - Recommended to have at least 840 minutes of bad weather makeup time
  - Must include approximately equal-length reporting periods
  - ❖ May add additional minutes to the instructional day to make up the minutes.

# General Attendance Requirements – Section 3

- 3.8.2 – Makeup Days and Waivers
  - Use online waiver application system to apply for waivers; system is available through TEA Login (TEAL)
  - Waivers related to calendars
  - Missed instructional days (granted only after 2 makeup days used)
  - Low-attendance days
  - ❖ **Early-release days; The TEA will grant a maximum of six early release waivers per school year.**
  - Dual credit: calendar mismatch between school and college (number of days or start date)



# Special Education – Section 4

- 4.2 – Special Education and Eligibility
  - Student must be child with a disability
  - Admission, review, and dismissal (ARD) committee or individualized family services plan (IFSP) committee determines if student is child with a disability

# Special Education– Section 4

- 4.2 – Special Education and Eligibility

Services must be made available to:

- Eligible student beginning on third birthday
- Eligible student who is not yet 22 on September 1 of current year and has not received regular high school diploma
- Eligible student who meets all three requirements:
  - Not 22 on September 1 of current year
  - Received high school diploma under 19 TAC §89.1070(b)
  - Is returning to school under 19 TAC §89.1070(f)  
(ARD committee has determined student needs services)

# Special Education– Section 4

- Services also must be made available to child with visual or auditory impairments from birth through age 2
- ❖ A student with a disability must not be reported with a TSDS PEIMS special education instructional setting code before actual service begins.

# Special Education– Section 4

- 4.3 – Enrollment Procedures
- Student Not Previously Receiving Services
  - ARD committee meets to determine student's eligibility and placement, develop IEP, and determine date services will begin
  - Special education staff provide coding info and effective date to attendance personnel ASAP
  - Attendance personnel record codes and effective date in attendance system
    - Effective date is date services begin, not date ARD committee developed IEP

# Special Education– Section 4

- 4.3 – Enrollment Procedures
- Student Whose Arrangement/Setting Is Changing
  - ARD committee meets to review IEP, makes any necessary changes in placement, specifies any necessary coding changes, and determines effective date of changes
  - Special education staff provide coding info changes and effective date to attendance personnel ASAP
  - Attendance personnel record codes and effective date in attendance system
  - **Effective date is date services in new placement begin, not date ARD committee developed IEP**

# Special Education– Section 4

- 4.3.1 – Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services
  - ❖ Note: ARD committees may determine that the services will begin on the same date as the ARD committee meeting with agreement from all parties.

# General Attendance Requirements – Section 3

- 4.4 – Withdrawal Procedure
  - Student withdrawn when:
    - Student withdraws from school,
    - ARD committee determines student is no longer a child with a disability, or
    - Parent revokes consent for services in writing
  - Written notice must be provided at least 5 school days before services will be discontinued, unless parent agrees otherwise
  - ARD committee must provide effective date of dismissal to attendance personnel ASAP

# Special Education – Section 4

- 4.7 – Instructional Arrangement/Setting Codes
  - “Table of Contents” is hyperlinked
  - Codes are listed in numerical order
  - Links to outside references are included
  - Cross-references are hyperlinked
    - CTRL + click to go to hyperlink
    - ALT + left arrow key (⇐) to go back



# Special Education – Section 4

- 4.7.1 – Code 00 - No Instructional Setting (Speech Therapy)
  - Detailed instructions for PEIMS 163 record (TSDS PEIMS 42408) and 405 record (TSDS PEIMS 42401) reporting
  - If student is receiving speech therapy + instructional services through another instructional arrangement/setting, report student with two instructional arrangement/setting codes on 405 record (TSDS PEIMS 42401)

**This is the only circumstance in which a student is reported with two codes for same time period**

- ❖ code 00 is used regardless of whether the speech therapy is provided in the general education classroom or in a **location other than a general education setting**.

# Special Education – Section 4

- 4.7.2.1– Homebound Notes
- ❖ The teacher serving a student at home or hospital bedside (“homebound teacher”) while the student is in the special education homebound setting must be a certified special education teacher. The language about NCLB highly qualified teacher requirements was removed.

# Special Education – Section 4

- 4.7.10.1– Requirements

- ❖ A certified special education personnel involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services. The word “qualified” was revised to “certified.”

# Special Education – Section 4

- 4.7.11– Code 41 or 42 - Resource Room/Services
  - ❖ Code 41 or 42 is used for a student who is receiving related services in a special education setting. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. . .
  - ❖ “Pulled out” was deleted from the wording in section 4.7.11, 4.18.4, 4.18.5, and 4.18.10. These sections now say “in a location other than a general education setting”

# Special Education – Section 4

- 4.9– Preschool Programs for Children with Disabilities (PPCDs)
  - 4.9.1: Eligibility: 3 through 5 years of age
  - 4.9.2: Eligible to generate funding on same basis as other students (2-through-4-hour rule)
  - 4.9.3: PPCD and prekindergarten programs (table)
  - 4.9.4: PPCD and kindergarten programs (table)
  - 4.9.5–7: PPCD and Head Start, preschool, and child care programs
  - 4.9.8: Table for 4.9.5–7
  - 4.9.9: PPCD and dual enrollment

# Special Education – Section 4

- 4.11– Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf
  - ❖ Note: With the closing of STS, RDSPD SSAs must report students who reside in one district but receive educational services in another district as transfer students.
  - ❖ The matter of which district will report the student should be outlined in the SSA agreement between the member districts. The same district reports the student for all TSDS PEIMS reporting. If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district, the student must be reported on the 101 record (TSDS PEIMS 40100) as a transfer student (attribution code 6 – transfer student). For these transfer students, the district must also report the Campus-ID-of-Residence (data element E0903).

# Special Education – Section 4

- 4.11– Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf

<b>If a student is enrolled in an RDSPD:</b>	<b>then use ADA eligibility code:</b>
and is a full-day student (served for at least 4 hours [240 minutes]) and is a resident of the district submitting TSDS PEIMS data	<b>1</b> —eligible for full-day attendance
and is a half-day student (served for at least 2 hours [120 minutes]) and is a resident of the district submitting TSDS PEIMS data	<b>2</b> —eligible for half-day attendance
and is a full-day student (served for at least 4 hours [240 minutes]) but is not a resident of the district submitting TSDS PEIMS data	<b>3</b> —eligible for full-day attendance (note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 40100 record)
and is a half-day student (served for at least 2 hours [120 minutes]) but is not a resident of the district submitting TSDS PEIMS data	<b>6</b> —eligible for half-day attendance (note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 40100 record)

❖ ADA eligibility code 3 and 6 were added to the table above.

# Special Education – Section 4

- 4.15 – Eligible Days Present and Contact Hours
  - Contact Hours for Each Instructional Arrangement/Setting Chart
- 4.16 – Documentation
  - Homebound log, etc.
  - ARD/IFSP committee documentation, including IEP or IFSP
  - Eligibility statements (homebound, hospital class, residential facility)



# Special Education – Section 4

- 4.18.4– Code 40- Mainstream Examples
  - ❖ Example 1: the word “certified” replaced “qualified”
  - ❖ Example 3: A student attends all general education classes **and receives special education services in the general education setting**. For 1 hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom.
  - ❖ Example 5: . . . The speech therapist provides speech instruction for 30 minutes a week in a **location other than a general education setting**.

# Special Education – Section 4

- 4.18.9– Codes 91-98- Off Home Campus Examples
  - ❖ Example 4: A 5-year-old special education student receives full-time special education and related services in a **self-contained multidistrict preschool classroom designed for children with disabilities**.

# Career and Technical Education (CTE) – Section 5

- 5.2 – Eligibility and Eligible Days Present

For contact hour funding, district must:

- Ensure each CTE course has qualified/certified teacher
- ❖ Exceptions: This requirement does not apply to an open-enrollment charter school unless the school's charter states that a CTE course must be taught by a qualified/certified CTE teacher. It also does not apply to a district of innovation to the extent the district's innovation plan allows the use of uncertified teachers in CTE classes.

# Career and Technical Education (CTE) – Section 5

- 5.2 – Eligibility and Eligible Days Present
  - Report teacher of record for each CTE course  
(except dual credit course taught off-campus)
  - Keep documentation showing average minutes/day for course
  - Have appropriate resources to teach course TEKS
  - Offer at least one coherent sequence in at least three different clusters

# Career and Technical Education (CTE) – Section 5

- 5.2.1 – Eligibility of Students for Funding
  - Grades 9–12
  - Grades 7 and 8, if eligible for and enrolled in CTE for the Disabled courses
- 5.2.2 – Eligibility of Courses for Funding
  - Courses must be approved by TEA
  - List of TEA-approved CTE courses in *TSDS PEIMS Data Standards* (code table C022)
  - ❖ . . . To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course. . .

# Career and Technical Education (CTE) – Section 5

- 5.5.1 – PEIMS 101 Record (TSDS PEIMS 40100)

Description of Student's CTE Participation	CTE Indicator Code to Be Used on PEIMS 101 Record
not enrolled in a CTE course	0
enrolled in one CTE course (a CTE participant, grades 6–12)	1
CTE coherent sequence taker (CTE concentrator, grades 9–12) (Coherent sequence is defined as two or more CTE courses for three or more credits.)	2
Tech-Prep program participant (9–12)* (Student in grades 9–12 who follows a state-approved Tech-Prep high school plan of study)	3

- The US Department of Education defunded Tech-Prep grants in 2011.

# Career and Technical Education (CTE) – Section 5

- 5.5.1 – PEIMS 410 Record (TSDS PEIMS 42401)

CTE Code	Average Minutes per Day in CTE Course
V1	45–89
V2	90–149
V3	150–180+

- Each CTE course must be reviewed separately to determine average minutes per day students attend that course
- 3 contact hours is the maximum for a single course
- For students enrolled in more than one CTE course, CTE codes are combined to determine correct code

Example: A student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ( $V1 + V1 + V1 = V3$ )

# Career and Technical Education (CTE) – Section 5

## • 5.6 – Computing Contact Hours

- Contact hours =  
Eligible days present x  
contact-hour multiplier
- 6-hour daily limit for funding

<b>CTE Code</b>	<b>Contact-Hour Multiplier</b>
V1	1.0
V2	2.0
V3	3.0
V4	4.0
V5	5.0
V6	6.0
Contact Hours = CTE Days x Contact-Hour Multiplier	



# Career and Technical Education (CTE) – Section 5

- 5.7 – Career Preparation and Practicum Experiences
  - Career Preparation
    - Classroom instruction + time at training site
    - Paid
  - Practicum
    - Classroom instruction + time at training site or in lab
    - Specific to a cluster
    - Paid or unpaid
    - Training plan not required if student participating in unpaid practicum with teacher of record providing the training

# Career and Technical Education (CTE) – Section 5

- 5.8 – CTE Problems and Solutions
  - Classroom instruction and supervised research
    - Equivalent to average of five periods per week
    - Student and teacher meet at least once per week
  - Cooperatively planned
  - Student may be counted for contact hours on first day of enrollment if written project plan is in place within 15 days

# Career and Technical Education (CTE) – Section 5

- 5.9 – Career and Technical Education for the Disabled (CTED) Courses
  - Grades 7–12
  - Requires ARD committee approval
  - Classes **must** be self-contained and serve only special education students

# Career and Technical Education (CTE) – Section 5

- 5.10 Contracting with Other Entities to Provide CTE Instruction
  - ❖ The entity may be a school district, a community or technical college, or a **career** school. Career school replaced proprietary school.

# Career and Technical Education (CTE) – Section 5

- 5.11 – Documentation
  - Teachers' grade books
  - Documentation showing average minutes per day for each CTE course
  - Schedule change documents for students who change schedules during a semester

# Bilingual/English as a Second Language (ESL) – Section 6

❖ Instances of limited English proficient (LEP) were changed to English language learner (ELL) throughout Section 6.

## • 6.2 – Eligibility

All of following criteria must be met:

- Home language survey (HLS) indicates language other than English
- Student tests below cutoff score on applicable test(s)
- Language proficiency assessment committee (LPAC) recommends placement in program
- Parent approves student's placement in writing

# Bilingual/ESL – Section 6

- 6.2 – Eligibility

Following are eligible for services but not funding:

- Student scoring above test cutoff scores
- Student who has exited/transitioned out and whose:
  - Parents approve continued participation and
  - School wishes to continue services

❖ Each student must be served according to the following guidelines:  
On a student's initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the ELL student.

# Bilingual/ESL – Section 6

- 6.3.1 – Students Who Move to Your District
  - Identification as limited English proficient (LEP) and enrollment in program must occur within 4 weeks (20 school days)
  - District cannot receive weighted funding until documentation in place
  - Service must begin immediately while waiting for documentation
  - If documents not received in 4 weeks, begin standard ID and assessment procedures



# Bilingual/ESL – Section 6

- 6.8 – Withdrawal/Reclassification/Exit Procedures
  - Student is withdrawn if:
    - LPAC classifies student as English proficient,
    - Parent requests removal from program, or
    - Student withdraws from district (not program)
  - Once student has met exit criteria, district must notify parent and get parental approval for exit from program

# Bilingual/ESL – Section 6

## 2016–2017 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) an ELL student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.<sup>1</sup>

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 <sup>th</sup> /12th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>
English Reading <sup>3</sup>	Norm-Referenced Standardized Achievement Test <sup>2</sup> (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test <sup>2</sup> (Rdg./Lang.) 40th percentile or above	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR <sup>4</sup>	STAAR <sup>4</sup>	Norm-Referenced Standardized Achievement Test <sup>2</sup> (Rdg./Lang.) 40th percentile or above
English Writing <sup>3</sup>	Agency-Approved Writing Test <sup>2</sup>	Agency-Approved Writing Test <sup>2</sup>	Agency-Approved Writing Test <sup>2</sup>	STAAR	Agency-Approved Writing Test <sup>2</sup>	Agency-Approved Writing Test <sup>2</sup>	STAAR	Agency-Approved Writing Test <sup>2</sup>			Agency-Approved Writing Test <sup>2</sup>
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										

<sup>1</sup> 19 TAC §89.1225(h)

<sup>2</sup> In the 2016–2017 *List of Approved Tests for Assessment of Limited English Proficient Students* available on the following web page: <http://tea.texas.gov/bilingual/esl/education/>

<sup>3</sup> For STAAR, “English Reading” and “English Writing” refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II assessments.

<sup>4</sup> Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.

Note: ELL students may be exited only after the end of first grade based on 19 TAC §89.1225(i). |

Note: ELL students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test should not be considered for exit. |

# Bilingual/ESL – Section 6

- 6.11 – Documentation
  - Home language survey
  - Test results
  - LPAC recommendations and parent approval or denial
  - Identification of student as LEP and level of language proficiency
  - Proof of program service (grade books, class rosters, etc.)
  - Dates of entry into and exit from the program
  - Parent approval for exit from the program
  - Instructional interventions
  - State assessment participation decisions and any linguistic accommodations
  - Results of monitoring academic success
  - Texas English Language Proficiency Assessment System (TELPAS) writing samples (kept 2 years)

# Prekindergarten – Section 7

- General requirements
  - Any district may offer prekindergarten (PK)
  - District must offer PK if 15+ eligible children who are at least 4 years of age on or before September 1 of current year
  - Eligible students cannot be charged tuition for the half day that is FSP funded (state funded)
  - Eligible students can be charged for the additional half day that is not FSP funded
  - Students must be 3 or 4
  - A class may serve both 3- and 4-year-olds
  - State funding is half-day (special education exception)

# Prekindergarten – Section 7

- 7.2 – Eligibility

Student is:

- Unable to speak and comprehend English (LEP)
- Educationally disadvantaged  
(eligible for National School Lunch Program [NSLP])
- Homeless
- Child of active duty member of US armed forces or reserves ordered to active duty
- Child of member of US armed forces or reserves injured or killed while on active duty
- In foster care or was ever in foster care in Texas

# Prekindergarten – Section 7

- 7.2 – Documentation of Eligibility
  - English proficiency: Home language survey and test results
  - Educationally disadvantaged: Evidence student eligible for NSLP:
    - Automatically eligible (Head Start, migrant, TANF) or
    - Eligible based on family income
  - Homeless: Documentation that local homeless education liaison finds student meets federal definition of homeless
  - Parent military service (see 7.2.5.1):
    - Military ID
    - Statement of service
    - Department of Defense death certificate
    - Purple Heart orders or citation
    - Documentation that service member is missing in action
    - Copy of US Department of Veterans Affairs letter stating service member eligible for disability compensation
  - Foster care: Texas DFPS verification letter

# Prekindergarten – Section 7

- 7.2 – Documentation of Eligibility

- ❖ If a student is eligible for PK because the student is educationally disadvantaged (eligible to participate in the NSLP), your district **must verify and document (the district must document and have on file evidence was deleted)** that the student is eligible to participate in the NSLP, either because the student's family income level meets requirements for participation in the NSLP or because of automatic eligibility for the NSLP.

- 7.2.5.1- Documentation Required

- ❖ A copy of a letter from the US Department of Veterans Affairs indicating that the service member **has a service-connected disability and** is eligible for disability compensation is also acceptable.

# Prekindergarten – Section 7

- 7.5 Eligible Days Present and ADA Eligibility

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

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



# Prekindergarten – Section 7

- 7.5.2 – Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom
  - Student who is eligible for **both** special education and PK
    - Eligible for full-day attendance if scheduled for and receives at least 4 hours of instruction or services  
(receives at least 2 hours of special education services in addition to the 2 hours of PK program instruction)
    - Eligible for half-day attendance if scheduled for and receives at least 2 hours but fewer than 4 hours of instruction or services
  - Student who is eligible for special education **but not for PK**
    - ADA eligibility determined by amount of time student is provided **special education** services each day

# Gifted/Talented – Section 8

- 8.2 – Eligibility

- Maximum of 5% of students in ADA eligible for funding
- Student must be served before March 1 to be eligible for funding (transfer exception)
- Committee selects students

## 8.5 – Policies for Selection of Students to Participate in the Gifted/Talented Program

- Local policies must include:
  - Assessment measures from multiple sources
  - Procedures that ensure access to gifted/talented assessment and, if identified, services for all
  - Provisions for reassessment, exiting students from the program, transfer students, and appeals

# Pregnancy Related Services (PRS) – Section 9

- PRS are services, including Compensatory Education Home Instruction (CEHI), that a student receives during prenatal and postpartum periods to help her:
  - Adjust academically, mentally, and physically and
  - Stay in school
- If district offers PRS:
  - CEHI mandatory
  - Support services optional

# PRS – Section 9

- 9.2 – Eligibility/Eligible Days Present
  - Eligibility for services:
    - Students in prenatal or postpartum period
      - Student who is pregnant
      - Student who:
        - Delivers a live, aborted, or stillborn baby
        - Suffers a miscarriage or death of a newborn
        - Places a baby up for adoption
  - Eligibility for funding:
    - Students eligible for ADA and for PRS program services are eligible for PRS funding beginning on date services begin

# PRS – Section 9

- 9.2 – Eligibility/Eligible Days Present
  - Eligibility for PRS ends:
    - When student returns from postpartum confinement to resume regular classes or
    - First day of 7th week
  - For student requiring extended confinement, eligibility ends:
    - When student returns from postpartum confinement to resume regular classes or
    - First day of 11th week

# PRS – Section 9

- 9.8 – CEHI During Prenatal Confinement
  - No limit to the length of time or number of times student may receive CEHI in prenatal period
  - Documentation for each event of prenatal confinement must be obtained from a licensed medical practitioner

# PRS – Section 9

- 9.9 – CEHI During Postpartum Confinement
  - If district offers PRS and student has not refused services, district must provide postpartum CEHI either:
    - Until student chooses to return to school or
    - Until end of 6th week from the beginning date
  - Student is **not** required to provide medical note to receive postpartum CEHI through 6th week
  - CEHI may be extended 4 additional weeks **if** medical necessity, either for mother or baby

# PRS – Section 9

- 9.9.3 – CEHI During Break-in-Service Confinement
  - Allows student to divide up to 10 weeks of CEHI into two or more periods
- 9.10 – Confinement and Earning Eligible Days Present
  - 1 hour = 1 day present
  - Student must have medical release to return to campus to receive temporary, limited support services or take required state assessments
  - Time on campus cannot count as any part of CEHI hours for eligible days present (even if district has waiver)
  - Students must receive instruction in core academic courses



# PRS – Section 9

- 9.12 – PRS and Special Education Services

- 9.12.2 – PRS and Special Education Students: If a special education student is provided special education homebound services during a week but is not provided PRS, the student may be counted present, but the student is not eligible to generate PRS weighted funding for the week

Amount of Time Served per Week (Week Is Sunday Through Saturday)		SPED and PRS Eligible Days Present Earned per Week
SPED Homebound	PRS	
1 hour	1 hour	1 day present SPED and PRS
2 hours	2 hours	2 days present SPED and PRS
3 hours	2 hours	3 days present SPED and PRS
4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)
More than 4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)

# PRS – Section 9

- 9.15 – Documentation:
  - PRS Compensatory Education Home Instruction (CEHI) Logs: Requirements for CEHI logs state that a log must include a student's Texas Unique Student ID instead of the student's Social Security Number or alternative ID number.

# Nontraditional Schools – Section 10

- Nontraditional settings include:
  - Alternative education programs (AEPs)
  - Juvenile justice alternative education programs (JJAEPs)
  - Disciplinary alternative education programs (DAEPs)
  - In-school suspension (ISS)
  - Out-of-school suspension (OSS)
  - Education programs for incarcerated youth
- Direct questions about disciplinary issues to Safety and Chapter 37, (512) 463-2395

# Nontraditional Schools – Section 10

- 10.3 – School Calendar Requirements and Waivers to These Requirements
  - Calendar must follow same rules as for regular school program
  - ❖ A JJAEP must operate at least 7 hours per day (420 minutes) **and at least 180 days per year unless the JJAEP has applied to the Texas Juvenile Justice Department for a waiver of the 180-day requirement.**
- 10.4 – Attendance Accounting Documentation
  - Attendance accounting records must meet same standards as for regular school program
- 10.6.1 – Absent Juvenile Justice Alternative Education Program (JJAEP)  
Students: A student who is absent on his or her first day of scheduled JJAEP attendance is reported absent at the campus at which he or she was enrolled before assignment to the JJAEP.

# Nontraditional Schools – Section 10

- 10.10 – Disciplinary Removals of Students with Disabilities
  - Removal for violations of student code of conduct limited to not more than 10 consecutive school days
  - For removals over 10 consecutive school days, ARD committee must determine whether misconduct was manifestation of disability
  - Student removed for 10+ school days in same year must continue to receive services
  - Student removed for fewer than 10 days must also continue to receive services if district provides educational services to students without disabilities who are similarly removed
  - District may remove student for up to 45 days for misconduct involving weapons, drugs, or serious bodily injury without regard to whether misconduct was manifestation of disability

# Nontraditional Programs – Section 11

- Nontraditional programs include:
  - College credit programs (including dual credit)
  - Optional Flexible School Day Program
  - Optional Flexible Year Program
  - High School Equivalency Program

# Nontraditional Programs – Section 11

- 11.3 – College Credit Programs
  - Advanced Placement
  - International Baccalaureate
  - Dual credit programs

# Nontraditional Programs – Section 11

- 11.3.1 – Dual Credit Programs
  - With limited exceptions, student:
    - Must be at least a junior to enroll in a dual credit course
  - Exceptions
    - Early College High School student
    - Student who demonstrates outstanding academic performance and capability
  - If exception based on outstanding academic performance and capability, district must have documentation
    - Local criteria
    - Student meets criteria
    - Approval high school and college



# Nontraditional Programs – Section 11

- 11.3.1 – Dual Credit Programs

- ❖ A student has successfully completed a college preparatory course under TEC §28.014. This exemption applies only to the content area of the course and for a period of 24 months from the date of high school graduation. Additionally, the exemption is limited to the institution of higher education that partners with the school district in which the student completed the course; however, an institution of higher education may enter into a Memorandum of Understanding with a partnering institution of higher education to accept the exemption for the college preparatory course.

# Nontraditional Programs – Section 11

- 11.6 – Optional Flexible School Day Program (OFSDP)
  - Program uses alternative method of attendance accounting; attendance reported with PEIMS 500 (TSDS PEIMS 42401) series records
  - Funding based on total eligible minutes of instruction time
    - Student must receive minimum of 45 minutes of instruction on a given day for contact time to be earned
    - Student may receive maximum of 600 minutes (10 hours) per day

# Nontraditional Programs – Section 11

- 11.6 – OFSDP
  - Fixed or flexible schedules that do not meet the traditional 75,600 minutes, 5-days-per-week rules
  - OFSDP instructional arrangements include:
    - Weekend or night classes
    - Extended-day classes
    - Classes offered throughout the year
    - Flexible schedules
    - Credit recovery classes (may be offered in summer)
  - Application required

# Nontraditional Programs – Section 11

- 11.6.2 – OFSDP Student Eligibility
  - Student eligible to participate if:
    - The student:
      - Is at risk of dropping out of school,
      - Is attending a school with an approved innovative campus plan,
      - Is attending a school with an approved Early College High School Program, or
      - Will be denied credit for one or more classes because of attendance requirements **and**
    - The student and the student's parent agree in writing to the student's participation

# Nontraditional Programs – Section 11

- 11.7 – Optional Flexible Year Program
  - For students who did not or are likely not to pass required state assessments or who would not otherwise be promoted to next grade
  - Allows district, with approval of commissioner, to provide 170 instructional days (71,400 minutes) to students not at risk and provide 180 instructional days (75,600 minutes, including intermissions and recess minutes) to those at risk
  - OFYP students should be reported on separate track
  - Districts are encouraged to communicate with parents and to schedule the 10 OFYP days throughout year
  - District must submit application to participate

# Nontraditional Programs – Section 11

- 11.8 – High School Equivalency Program (HSEP)
  - For students who have been court-ordered to attend GED classes or take GED test or students who meet the following criteria:
    - Student is at least 16,
    - Student is at risk of dropping out,
    - Student and parents have agreed in writing to participation, and
    - At least 2 school years have passed since student first enrolled in grade 9 and student has less than one-third of the credits to graduate under minimum graduation requirements

# Nontraditional Programs – Section 11

- 11.8 – HSEP
  - Program uses alternative method of attendance accounting; attendance reported with PEIMS 500 (TSDS PEIMS 42401) series records
  - Funding based on total eligible minutes of instruction time
    - Student must receive minimum of 45 minutes of instruction on a given day for contact time to be earned
    - Student may receive maximum of 600 minutes (10 hours) per day

# Nontraditional Programs – Section 11

- 11.9 – Interstate Compact on Educational Opportunity for Military Children
  - Agreement among member states to abide by common set of rules related to the education of military children
  - Texas became a member in 2009
  - Child of military family who moves here from another member state is entitled to continue enrollment at same grade level



# Virtual, Remote, and Electronic Instruction

## – Section 12

- 12.2 – Texas Virtual School Network (TxVSN)
  - Provides access to online courses that address Texas Essential Knowledge and Skills and meet national standards for quality online courses
  - Includes:
    - Statewide catalog of online courses for grades 9–12
    - TxVSN Online Schools (OLS) programs for grades 3–12

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.2.1 – Student Eligibility for the TxVSN
  - Student eligible if:
    - The student, on September 1:
      - Is younger than 21 or
      - Is younger than 26 and has been admitted to complete diploma requirements;
    - The student has not graduated from high school; **and**
    - The student:
      - Is otherwise eligible to enroll in a public school in this state **or**
      - Meets the following criteria:
        - Is a dependent of a US military member,
        - Was previously enrolled in high school in Texas, and
        - No longer resides in Texas as a result of a military deployment or transfer

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.2.1.1 – Student Eligibility for Full-Time TxVSN Enrollment
  - Student must meet **one** of the following three criteria:
    - The student was enrolled in a Texas public school in the preceding school year;
    - The student has been placed in substitute care in this state; **or**
    - The student:
      - Is a dependent of a US military member,
      - Was previously enrolled in high school in Texas, and
      - No longer resides in Texas as a result of a military deployment or transfer

# Virtual, Remote, and Electronic Instruction

## – Section 12

- 12.2.2.1 – Student Eligibility for Full-Time TxVSN Enrollment

- ❖ A total of no more than three semester courses taken through the TxVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year. Students enrolled in online courses offered by an officially recognized TxVSN online school are not subject to the three-course maximum; no more than five total semester courses taken through the TxVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of 10 TxVSN semester courses within a school year.
- ❖ An exception applies to a student who lacks just six semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TxVSN course catalog in the second semester of the school year; or, if the student is enrolled in an officially recognized TxVSN online school, he or she may earn funding for a maximum of 10 TxVSN semester courses in the second semester of the school year.

# Virtual, Remote, and Electronic Instruction

## – Section 12

- 12.2.2 – TxVSN FSP Funding and Attendance Accounting
  - Enrollment in TxVSN courses counts toward ADA eligibility
  - A high school student will be counted as scheduled for and receiving instruction for 55 minutes a day for each TxVSN course taken and passed (five courses = full-time)
  - A grade 3–8 student (TxVSN Online Schools only) will be counted as receiving full-day instruction as long as student successfully completes TxVSN program and is promoted to next grade
  - No more than three courses may be counted toward a student's ADA eligibility unless district is an officially recognized TxVSN Online School
  - Assign ADA eligibility code assuming student will pass all courses or successfully complete the program
  - \*TEA will adjust ADA eligibility code as necessary after end of year

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.2.4 – Examples
- A student who is not scheduled for traditional classes, is not receiving instruction in traditional classes, is eligible for full-time enrollment in TxVSN courses, and is enrolled in five or more TxVSN courses for grades 9 through 12 offered by a district or charter school that is **not** an officially recognized TxVSN online school is reported with an ADA eligibility code of 2 – Eligible for Half-Day Attendance because only a maximum of three TxVSN statewide course catalog courses (165 minutes) may apply toward ADA eligibility in any one semester. The student is considered present (in attendance) for each day of instruction in the reporting period.
- If the student successfully completes at least three TxVSN courses in a semester, his or her ADA eligibility status does not change. If the student successfully completes two or fewer of the courses, the TEA will adjust the student's ADA eligibility status to enrolled, not in membership, and adjust the FSP funding for the student to \$0.

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.3 – Remote Instruction That Is Not Delivered Through TxVSN
  - Instruction provided through a technology that allows for real-time, two-way interaction between student and teacher in different locations (e.g., interactive video conferencing )
  - Includes:
    - **Remote conferencing**  
(attendance based on 2-through-4-hour rule)
    - **Remote homebound instruction** (attendance based on hours of *individualized* instruction and homebound funding chart)
    - **Distance learning**
  - Waiver required (except for distance learning)



# Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.1 – Remote Conferencing – Regular Education Students
  - Student at off-campus location able to virtually participate in classes provided on the student's campus
  - Student must be unable to attend school because of a temporary medical condition documented by a physician
  - Attendance based on 2-through-4-hour rule and whether student is virtually present at attendance time
  - Remote conferencing is not the same as homebound instruction



# Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.2 – Remote Conferencing – Special Education Students
  - Situation in which:
    - Student at off-campus location able to virtually participate in classes provided on the student's campus **or**
    - Student at on- or off-campus location receives instruction or services from an appropriately credentialed individual who is at a different location (e.g., speech therapy)
  - ARD committee must determine whether appropriate
  - Attendance based on 2-through-4-hour rule and whether student is present/virtually present at attendance time
  - Remote conferencing is **not the same as homebound instruction**

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.3 – Remote Homebound Instruction – Regular Education Students
  - Student at home or hospital receives individualized remote instruction through homebound program
  - All program requirements except in-person instruction must be met
  - Attendance based on number of hours of individualized homebound instruction student receives and homebound funding chart
  - Remote homebound instruction is **not the same as remote conferencing**

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.4 – Remote Homebound Instruction – Special Education Students
  - Eligible student at home or hospital receives individualized remote instruction through special education homebound program
  - All program requirements except in-person instruction must be met; ARD committee must determine whether appropriate
  - Attendance based on number of hours of individualized homebound instruction student receives and homebound funding chart
  - Remote homebound instruction is **not the same as remote conferencing**

# Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.5 – Distance Learning
  - Only form of remote instruction that does not require waiver
  - Student physically located at his or her home campus participates in a class provided at another campus in same district or another district at which students and a teacher are physically present

# Additional Information

- Section 13 - Appendix

- ADA and funding

- Definitions
    - Information on ADA calculation, including calculation of flexible attendance
    - Information on weighted funding

- ❖ Definitions:

- **School Day:** – A school day must be at least 7 hours (420 minutes) each day, including intermissions and recesses. Open-enrollment charter schools are not subject to this requirement and may have a shorter school day if their charter so provides.
    - **Homeless Students:** Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2). Pursuant to the federal Every Student Succeeds Act of 2015 (ESSA), amendments to this definition take effect on December 10, 2016, which include removal of the phrase “or are awaiting foster care placement.” The ESSA also adds provisions specific to students in foster care.

# Additional Information

- Section 13 - Appendix

- ❖ Definitions:

- **Instructional track** – The number of days taught for a group of students in a particular reporting period at a campus when the reporting periods are the same. It is recommended that a campus report different tracks if the number of days taught for a group of students is different in a reporting period. A separate track applies when different sessions are only offered to a group of students who have a different start time and/or different end time.
    - **Operational time** – The time of when the first school bell to the last school bell (bell to bell).

# Additional Information

- Section 14 - Glossary
  - Terms and definitions
- Index
- Resources
  - Links to helpful websites
- Change document
- FAQs



# TEA Program Area Numbers

## Texas Education Agency Telephone Numbers

Bilingual/ESL Education (Curriculum Division).....	(512) 463-9581
Career and Technical Education (Curriculum Division) .....	(512) 463-9581
Financial Compliance Division (Audit Requirements) .....	(512) 463-9095
Gifted/Talented Education (Curriculum Division).....	(512) 463-9581
PEIMS (Data Collection).....	(512) 463-9117
Performance Reporting Division .....	(512) 463-9704
Pregnancy Related Services.....	(512) 463-9073
Prekindergarten .....	(512) 463-9581
Safety and Chapter 37 .....	(512) 463-2395
Special Education (Federal and State Education Policy Division) .....	(512) 463-9414
<i>Student Attendance Accounting Handbook</i> (Financial Accountability Division) .....	(512) 463-9238