

## 2017–2018 Student Attendance Accounting Handbook: Change Document

**Notes on Terminology:** In this handbook, “work-based learning opportunities” include: internships, externships, apprenticeships, mentorships, etc. (This is not an exhaustive list of work-based learning opportunities).

## 2017–2018 Student Attendance Accounting Handbook: Section 2 Change Document

Change	2016-2017	2017-2018
Revision	<p><b><i>2.3.3 District Summary Reports</i></b></p> <p>...</p> <p>9. FTE calculations for all special programs reported for data required in items 9 and 10 above . . .</p>	<p><b><i>2.3.3 District Summary Reports</i></b></p> <p>...</p> <p>9. FTE calculations for all special programs reported for data required in items 9 and 10 <b>below</b> . . .</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2016-2017	2017-2018				
Addition	<p><b>3.2.2 Funding Eligibility</b> [none]</p>	<p><b>3.2.2 Funding Eligibility</b> ...</p> <p>3) participate in work-based learning* opportunities for at least two hours (half-day attendance) or at least four hours (full-day attendance). Work-based learning opportunities include internships, externships, apprenticeships, mentorships, etc. (This is not an exhaustive list of work-based learning opportunities).</p>				
Addition	<p><b>3.2.2 Funding Eligibility</b> [none]</p>	<p><b>3.2.2 Funding Eligibility</b> ...</p> <p style="text-align: center;"><u><b>2-through-4-hour rule Eligibility Chart:</b></u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Included</th> <th style="text-align: center;">Not Included</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• In-class breakfast</li> <li>• Recess</li> <li>• Work-based learner</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Study hall</li> <li>• Sign ins</li> <li>• Repeated courses (if a student has already received credit for that course)</li> </ul> </td> </tr> </tbody> </table>	Included	Not Included	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• In-class breakfast</li> <li>• Recess</li> <li>• Work-based learner</li> </ul>	<ul style="list-style-type: none"> <li>• Study hall</li> <li>• Sign ins</li> <li>• Repeated courses (if a student has already received credit for that course)</li> </ul>
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<ul style="list-style-type: none"> <li>• Instruction</li> <li>• In-class breakfast</li> <li>• Recess</li> <li>• Work-based learner</li> </ul>	<ul style="list-style-type: none"> <li>• Study hall</li> <li>• Sign ins</li> <li>• Repeated courses (if a student has already received credit for that course)</li> </ul>					
Revision	<p><b>3.3.1 Residency</b> ...</p> <p>If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1.</p>	<p><b>3.3.1 Residency</b> ...</p> <p><b>If the answer is yes to all three questions, the immigrant indicator should be removed.</b></p>				

**2017–2018 Student Attendance Accounting Handbook: Section 3  
Change Document**

Change	2016-2017	2017-2018
Addition	<p><b>3.5 Compulsory Attendance</b></p> <p>[none]</p>	<p><b>3.5 Compulsory Attendance</b></p> <p>...</p> <p><b>Note:</b> A child engages in truant conduct if the child is required to attend school under the TEC, §25.085, and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year. School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the TEC, §25.0915.</p>
Revision	<p><b>3.6 General Attendance- Taking Rules</b></p> <p>Attendance must not be taken by students, classroom aides, or clerks.</p>	<p><b>3.6 General Attendance- Taking Rules</b></p> <p>Attendance must not be taken by students or classroom aides and clerks <b>that do not meet the requirements of a highly qualified paraprofessional.</b></p>
Addition	<p><b>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</b></p> <p>[none]</p>	<p><b>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</b></p> <p>...</p> <ul style="list-style-type: none"> <li>• is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day. Students who are participating in an off-campus work-based learning opportunity and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus. See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for students not scheduled to be on campus during the official attendance-taking time.</li> </ul>

## 2017–2018 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2016-2017	2017-2018
Addition	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>...</p> <p>[none]</p>	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>...</p> <p>Paraprofessionals must meet the requirements of a highly qualified paraprofessional.</p>
Addition	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>The appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health care professional.</p>	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>The appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health care professional. <b>A school nurse will not count for FSP funding as a health care professional appointment.</b></p>
Addition	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>...</p> <p>[none]</p>	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <ul style="list-style-type: none"> <li>• is 17 years of age or older and pursuing enlistment in a branch of the United States Armed Services or the National Guard. Your district 1) must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and 2) must adopt a) a policy stating when an absence will be excused for this purpose and b) a policy that verifies the student’s activities related to pursuing enlistment in a branch of the Armed Services or the Texas National Guard<sup>1</sup>.</li> </ul>

<sup>1</sup> [SB 1152, 85th Texas Legislature, 2017](#)

**2017–2018 Student Attendance Accounting Handbook: Section 3  
Change Document**

Change	2016-2017	2017-2018
Addition	<p><b>3.8 Calendar</b></p> <p>...</p> <p>[none]</p>	<p><b>3.8 Calendar</b></p> <p>A school district may not provide student instruction on Memorial Day<sup>2</sup>.</p>
Revision	<p><b>3.8.2.3 Low-Attendance Day Waivers</b></p> <p>For a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for your district (or the applicable campus) for the prior year because of weather-related or health or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.</p>	<p><b>3.8.2.3 Low-Attendance Day Waivers</b></p> <p>For a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for your district (or the applicable campus) for the prior year because of <b>inclement</b> weather-related or health or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.</p>
Revision	<p><b>3.8.2.5 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</b></p> <p>To find out whether a requested missed school day, low-attendance day, or early-release day waiver has been granted and to create a record that a request was approved, district staff members must visit the TEA Waivers Online Report page at <a href="http://mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx">http://mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx</a></p>	<p><b>3.8.2.5 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</b></p> <p>To find out whether a requested missed school day, low-attendance day, or early-release day waiver has been granted and to create a record that a request was approved, district staff members must visit the TEA Waivers Online Report page at <a href="http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx">http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx</a></p>

<sup>2</sup>[HB 441, 85th Texas Legislature, 2017](#)

## 2017–2018 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2016-2017	2017-2018
Revision	<p><b><i>3.8.4 Summer School and State Funding</i></b></p> <p>Summer school programs (programs that provide for school days beyond the 75,600 minutes that make up the state funding year) are not eligible for state funding except for specific programs authorized by statute. For the 2016-2017 school year, the only funded program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year is the program for providing extended school year services for certain students receiving special education services. See <b>4.13 Extended School Year (ESY) Services</b> for more information. The Optional Extended Year Program, a grant program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year, has not been funded for the 2016-2017 school year.</p>	<p><b><i>3.8.4 Summer School and State Funding</i></b></p> <p>Summer school programs (programs that provide for school days beyond the 75,600 minutes that make up the state funding year) are not eligible for state funding except for specific programs authorized by statute. For the <b>2017-2018</b> school year, the only funded program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year is the program for providing extended school year services for certain students receiving special education services. See <b>4.13 Extended School Year (ESY) Services</b> for more information. The Optional Extended Year Program, a grant program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year, has not been funded for <b>the 2017-2018</b> school year.</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Addition	<p><b><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></b></p> <p>...</p> <p>1. An ARD committee meets and develops the student’s individualized education program (IEP). The ARD committee also determines the appropriate educational placement for implementing the student’s IEP</p>	<p><b><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></b></p> <p>...</p> <p>1. <b>Upon completion of a full individual and initial evaluation</b>, an ARD committee meets and develops the student’s individualized education program (IEP) <b>that includes</b> the appropriate educational placement for implementing the student’s IEP.</p>
Addition	<p><b><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></b></p> <p>...</p> <p>1. ... Additionally, the ARD committee determines the date that services will begin (the effective date) and records this information in the IEP.</p>	<p><b><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></b></p> <p>...</p> <p>1. ... Additionally, the ARD committee determines the date that services will begin (the effective date), <b>the duration of the services</b>, and records this information in the IEP.</p>
Addition	<p><b><i>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i></b></p> <p>...</p> <p>1. ... The ARD committee determines the date that any change in service will begin (the effective date) and records this information in the IEP.</p>	<p><b><i>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i></b></p> <p>...</p> <p>1. ... The ARD committee determines the date that any change in service will begin (the effective date), <b>the duration of the services</b>, and records this information in the IEP.</p>



## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Addition	<p><b><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></b></p> <p>...</p> <p>1. When a student moves from one district to another within the state and either a) the parents verify that the student was receiving special education services in the previous district or b) the previous district verifies in writing or by telephone that the student was receiving special education services, your district must meet the requirements of 34 Code of Federal Regulations (CFR), §300.323(a) and (e), regarding the provision of special education services.</p>	<p><b><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></b></p> <p>1. When a student moves from one district to another within the state <b>in the same school year</b> and either a) the parents verify that the student was receiving special education services in the previous district or b) the previous district verifies in writing or by telephone that the student was receiving special education services, your district must meet the requirements of 34 Code of Federal Regulations (CFR), §300.323(a) and (e), regarding the provision of special education services.</p>
Revision	<p><b><i>4.3.3.1 Transfer of Records</i></b></p> <p>A district must transfer a student’s records, including the student’s current IEP, to a requesting district within 10 working days using the Texas Records Exchange (TREx) system.<sup>114</sup> See the Texas Education Agency (TEA) TREx web page at <a href="http://tea.texas.gov/index4.aspx?id=25769817556">http://tea.texas.gov/index4.aspx?id=25769817556</a> for more information on the system.</p>	<p><b><i>4.3.3.1 Transfer of Records</i></b></p> <p>A district must transfer a student’s records, including the student’s current IEP, using the TREx <b>system to a requesting district no later than the 10th working day after the date a request for the information is received by the district.</b> See the Texas Education Agency (TEA) TREx web page at <a href="http://tea.texas.gov/index4.aspx?id=25769817556">http://tea.texas.gov/index4.aspx?id=25769817556</a> for more information on the system.</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Revision	<p><b><i>4.4 Withdrawal Procedure</i></b></p> <p>...</p> <p>The district must provide prior written notice at least 5 school days before special education services will be discontinued, unless the parent agrees otherwise.<sup>3</sup> A school must not discontinue services until prior written notice has been provided. The ARD committee must provide the effective date of the dismissal to appropriate district personnel as soon as possible, and district personnel record the effective date of dismissal in the attendance accounting system.</p>	<p><b><i>4.4 Withdrawal Procedure</i></b></p> <p>...</p> <p>The district must provide prior written notice at least <b>five</b> school days before special education services will be discontinued, unless the parent agrees otherwise.<sup>4</sup> A school must not discontinue services until prior written notice has been provided. The ARD committee must provide the effective date of the dismissal to appropriate district personnel as soon as possible, and district personnel <b>must</b> record the effective date of dismissal in the attendance accounting system.</p>
Addition	<p><b><i>4.7.4 Code 08 - Vocational Adjustment Class (VAC)</i></b></p> <p>...</p> <p>A student with a disability may participate in other occupational preparation programs (which do not generate special education contact hours), including general CTE and career and technical education for the disabled (CTED) classes. However, the student must be employed, receiving special education services as required in the IEP, and coded VAC (08) to claim special education contact hours.</p>	<p><b><i>4.7.4 Code 08 - Vocational Adjustment Class (VAC)</i></b></p> <p>...</p> <p>A student with a disability may participate in other occupational preparation programs (which do not generate special education contact hours), including general CTE and career and technical education for the disabled (CTED) classes. However, the student must be employed (<b>paid or unpaid, full- or part-time</b>), receiving special education services as required in the IEP, and coded VAC (08) to claim special education contact hours.</p>

<sup>3</sup> 34 CFR, §300.503; 19 TAC [§89.1050](#) (h)

<sup>4</sup> 34 CFR, §300.503; 19 TAC [§89.1050](#) (h)

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Addition	<p><b><i>4.7.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center</i></b></p> <p>...</p> <p>[none]</p>	<p><b><i>4.7.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center</i></b></p> <p>...</p> <p><b>***The instructional arrangement coding for an adult student who resided in a residential facility can be interchanged with the word “parent”.</b></p>

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Addition	<p><b>4.7.10.1 Requirements</b></p> <p>Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, mainstream special education funding must not be generated.</p>	<p><b>4.7.10.1 Requirements</b></p> <p>Monitoring student progress in and of itself does <b>not</b> constitute a special education service. If certified special education personnel are <b>only monitoring</b> student progress, <b>mainstream special education funding must not be generated. In order to report this instructional arrangement, document the details of the specially designed instruction that is being provided in the student’s IEP.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>4.7.10.1 Requirements Related to Teachers Providing Instruction in Mainstream Settings</b></p> <p>A student with a disability receives specially designed instruction. The specially designed instruction documented in the IEP is provided by special education personnel. One teacher, even if dually certified, must not serve in both a general education and a special education role simultaneously when serving students in grades K–12. Students with disabilities who are aged three or four years may have an instructional setting code of 40, mainstream, if special education services are provided in classroom settings with nondisabled peers. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged 3 or 4 years.</p> </div>

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Deletion	<p><b>4.7.19.2 Residential Care and Treatment Facility Categories</b></p> <p>...</p> <ul style="list-style-type: none"> <li>• 87, residential care and treatment facility - community class</li> </ul> <p>Code 87 indicates a student resides in a facility and receives special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school district. This setting includes sheltered workshops.</p>	<p><b>4.7.19.2 Residential Care and Treatment Facility Categories</b></p> <p>...</p> <ul style="list-style-type: none"> <li>• 87, residential care and treatment facility - community class</li> </ul> <p>Code 87 indicates a student resides in a facility and receives special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school district.</p>
Revision	<p><b>4.7.20.1 Off Home Campus Categories</b></p> <ul style="list-style-type: none"> <li>• 97, off home campus - community class</li> </ul> <p>Code 97 indicates a student is receiving special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school district (including sheltered workshops). This code also applies to students aged 3 to 5 years who receive special education and related services in a community setting.</p>	<p><b>4.7.20.1 Off Home Campus Categories</b></p> <ul style="list-style-type: none"> <li>• 97, off home campus - community class</li> </ul> <p>Code 97 indicates a student is receiving special education and related services by school district personnel in a setting or environment (other than a nonpublic day school) not operated by a school district that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals and objectives (including 18 plus programs/services). This code also applies to students <b>aged 3 to 5 years</b> who receive special education and related services in a community setting.</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Revision	<p><b><i>4.8.1.1 Indicator Code 1 – Speech Therapy Only</i></b></p> <p>This code indicates that a student receives speech therapy only (regardless of the environment where the speech therapy services are provided)—or receives speech therapy and another special education related service (such as occupational therapy)—and that an instructional setting (for example, resource room) is not appropriate. When the only special education service a student receives is speech therapy or speech therapy and another special education related service (such as physical therapy), the student’s Student Detail Report and TSDS PEIMS 42408 record must show an instructional setting code of 00 and a speech therapy indicator code of 1. The student’s TSDS PEIMS 42401 record also must show an instructional setting code of 00. An instructional setting code of 40 must not be used.</p>	<p><b><i>4.8.1.1 Indicator Code 1 – Speech Therapy</i></b></p> <p>This code indicates that a student <b>only</b> receives speech therapy (regardless of the environment where the speech therapy services are provided)—or receives speech therapy and another special education related service (such as occupational therapy)—and that an instructional This code indicates that a student only receives speech therapy (regardless of the environment where the speech therapy services are provided)—or receives speech therapy and another special education related service (such as occupational therapy)—and that an instructional setting (for example, resource room) is not appropriate. When the only special education service a student receives is speech therapy or speech therapy and another special education related service (such as physical therapy), the student’s Student Detail Report and TSDS PEIMS 42408 record must show an instructional setting code of 00 and a speech therapy indicator code of 1.<sup>5</sup> The student’s TSDS PEIMS 42401 record also must show an instructional setting code of 00. An instructional setting code of 40 must not be used.</p>
Revision	<p><b><i>4.9.3 PPCD Services and PK Programs</i></b></p> <p>Coding Chart 1: PPCD Services and PK</p>	<p><b><i>4.9.3 PPCD Services and PK Programs</i></b></p> <p>Coding Chart 1: PPCD Services and PK</p>
Revision	<p><b><i>4.9.4 PPCD Services and Kindergarten Programs</i></b></p> <p>Coding Chart 1: PPCD Services and PK</p>	<p><b><i>4.9.4 PPCD Services and Kindergarten Programs</i></b></p> <p>Coding Chart 1: PPCD Services and PK</p>

<sup>5</sup> 19 TAC [§89.63](#)

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Deletion	<p><b><i>4.9.4 PPCD Services and Kindergarten Programs</i></b></p> <p>...</p> <p>An eligible student who receives special education services in addition to attending a half-day kindergarten program is also eligible for a full day of attendance (ADA eligibility code 1) if the student is scheduled for and receives at least 4 hours of instruction and services (that is, receives at least 2 hours of special education services in addition to the 2 hours of kindergarten program instruction). The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.</p>	<p><b><i>4.9.4 PPCD Services and Kindergarten Programs</i></b></p> <p>...</p> <p>An eligible student who receives special education services in addition to attending a half-day kindergarten program is also eligible for a full day of attendance (ADA eligibility code 1) if the student is scheduled for and receives at least 4 hours of instruction and services. The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.</p>
Addition	<p><b><i>4.13 Extended School Year (ESY) Services</i></b></p> <p>1. At the review of the student’s IEP, the ARD committee members must consider whether a student will benefit from ESY services based on regression and recoupment information from the service providers, the student’s parents, and evaluations (formal, informal, or both) provided by the LEA or the student’s parents.</p>	<p><b><i>4.13 Extended School Year (ESY) Services</i></b></p> <p>1. At the review of the student’s IEP, the ARD committee members must consider whether a student will benefit from ESY services based on regression and recoupment information from the service providers, the student’s parents, and evaluations (formal, informal, or both) provided by the LEA <b>and/or</b> the student’s parents.</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 4 Change Document

Change	2016–2017	2017–2018
Addition	<p><b>4.18.3 Code 08 - Vocational Adjustment Class (VAC) Example</b></p> <p>[none]</p>	<p><b>4.18.3 Code 08 - Vocational Adjustment Class (VAC) Example</b></p> <p><b>Example 2:</b> A student works (paid or unpaid) in a job or job training program (assisted or unassisted) and receives regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. The student may or may not attend special education classes in the district in accordance with the IEP.</p> <p>For the time the student is employed (paid or unpaid, assisted or unassisted), the instructional setting code for the student is 08. The IEP determines the extent of regularly scheduled direct involvement of special education personnel.</p>
Deletion	<p><b>4.18.9 Codes 91–98 - Off Home Campus Examples</b></p> <p><b>Example 3:</b> A special education student attends a special education class at the nearby Mental Health Mental Retardation (MHMR) Center (sheltered workshop). School district personnel teach this class.</p> <p>The instructional setting code for this student is <b>97, off home campus - community class.</b></p>	<p><b>4.18.9 Codes 91–98 - Off Home Campus Examples</b></p> <p>[none]</p>
Addition	<p><b>4.18.9 Codes 91–98 - Off Home Campus Examples</b></p> <p>[none]</p>	<p><b>4.18.9 Codes 91–98 - Off Home Campus Examples</b></p> <p><b>Example 8:</b> A student with a disability attends and receives special education services in a community setting or environment (not operated by a school district) that prepares the student for postsecondary education/training, integrated employment, and/or independent living skills (including 18 plus programs/services). The student may also receive direct involvement or instruction provided by school district personnel.</p>



## 2017–2018 Student Attendance Accounting Handbook: Section 5 Change Document

Change	2016–2017	2017–2018
Deletion and Addition	<p><b><i>5.2 Eligibility and Eligible Days Present</i></b></p> <p>...</p> <ul style="list-style-type: none"> <li>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. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements.</li> </ul>	<p><b><i>5.2 Eligibility and Eligible Days Present</i></b></p> <p>...</p> <ul style="list-style-type: none"> <li>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. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation <b>requirements for English language arts and reading, science, mathematics, or fine arts.</b></li> </ul> <p><b>Note: Certain teacher assignments may require an industry license which is regulated outside of the Texas Education Agency.</b></p>

**2017–2018 Student Attendance Accounting Handbook: Section 5  
Change Document**

<p>Addition</p>	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>...</p> <ul style="list-style-type: none"> <li>An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements.</li> </ul>	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>...</p> <ul style="list-style-type: none"> <li>An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements <b>for English language arts and reading, science, mathematics, or fine arts.</b></li> </ul>
<p>Addition</p>	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>...</p> <p>5. To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of courses in at least three different Career Clusters.</p>	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>...</p> <p>5. To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of <b>CTE</b> courses in at least three different Career Clusters</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 5 Change Document

Addition	<p><b>5.2.2 Eligibility of Courses for Funding</b></p> <p>Your school district may receive state weighted funding for all CTE innovative courses approved by the Texas Education Agency (TEA) for students in grades 9 through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.<sup>154</sup> For a new innovative course, your district must follow the process for applying to the TEA for approval to offer the new innovative course.</p>	<p><b>5.2.2 Eligibility of Courses for Funding</b></p> <p>Your school district may receive state weighted funding for all CTE innovative courses approved by the Texas Education Agency (TEA) for students in grades 9 through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.<sup>6</sup> <b>With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit. No application is required for a district or charter school to offer an approved innovative course. If your district wishes to submit</b> a new innovative course, your district must follow the process for applying to the TEA for approval to offer the new innovative course.</p>																		
Revision	<p><b>5.7.2 Practicum Course Eligibility Requirements</b></p> <p>...</p> <ul style="list-style-type: none"> <li>Practicum courses and other two- to three-credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, paid, or unpaid work experiences for students.</li> </ul>	<p><b>5.7.2 Practicum Course Eligibility Requirements</b></p> <p>...</p> <ul style="list-style-type: none"> <li>Practicum courses and other two <b>or</b> three-credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, paid, or unpaid work experiences for students.</li> </ul>																		
Revision	<p><b>5.7.2 Practicum Course Eligibility Requirements</b></p> <p>...</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Classroom Instruction, Work-Based Instruction, or Both</th> <th>Units of Credit</th> <th>CTE Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 hours per day (average)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">V2</td> </tr> <tr> <td style="text-align: center;">3 hours per day (average)</td> <td style="text-align: center;">3</td> <td style="text-align: center;">V3</td> </tr> </tbody> </table>	Classroom Instruction, Work-Based Instruction, or Both	Units of Credit	CTE Code	2 hours per day (average)	2	V2	3 hours per day (average)	3	V3	<p><b>5.7.2 Practicum Course Eligibility Requirements</b></p> <p>...</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Combination of Classroom Instruction, Work-Based Instruction</th> <th>Units of Credit</th> <th>CTE Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 hours per day (average)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">V2</td> </tr> <tr> <td style="text-align: center;">3 hours per day (average)</td> <td style="text-align: center;">3</td> <td style="text-align: center;">V3</td> </tr> </tbody> </table>	Combination of Classroom Instruction, Work-Based Instruction	Units of Credit	CTE Code	2 hours per day (average)	2	V2	3 hours per day (average)	3	V3
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<sup>6</sup> 19 TAC [§74.27](#)

## 2017–2018 Student Attendance Accounting Handbook: Section 5 Change Document

Revision	<p><b>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours</b></p> <p>...</p> <p><a href="http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Career_Preparation_and_Practicum_Courses/">http://tea.texas.gov/Curriculum and Instructional Programs/Learning Support and Programs/Career and Technical Education - Career Preparation and Practicum Courses/</a></p>	<p><b>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours</b></p> <p>...</p> <p><a href="http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/">http://tea.texas.gov/CTE Career Preparation and Practicum Courses/</a></p>
Revision	<p><b>5.8 CTE Problems and Solutions</b></p> <p>A Problems and Solutions course must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team. Your district must maintain a written project plan for each student enrolled in a Problems and Solutions course. Your district may count a student in a Problems and Solutions course for contact hours on the first day of enrollment, provided the student’s project plan is written within 15 school days of the student’s enrollment date. If a student’s project plan is not written within this time period, your district may count the student for contact hours beginning on the first day the project plan is written. The Problems and Solutions course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week.</p>	<p><b>5.8 Project-Based Research</b></p> <p>A <b>Project-Based Research</b> course<sup>7</sup> must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team.</p> <p>Your district must maintain a written project plan for each student enrolled in a <b>Project-Based Research</b> course. Your district may count a student in a <b>Project-Based Research</b> course for contact hours on the first day of enrollment, provided the student’s project plan is written within 15 school days of the student’s enrollment date. If a student’s project plan is not written within this time period, your district may count the student for contact hours beginning on the first day the project plan is written.</p> <p>The <b>Project-Based Research</b> course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week.</p>

<sup>7</sup> [19 TAC §127.12](#)

## 2017–2018 Student Attendance Accounting Handbook: Section 5 Change Document

Revision	<p><b>5.13.2 Example 2</b></p> <p>...</p> <p>A student is enrolled in the course Principles of Architecture and Construction for 45 minutes per day for the first semester and in Concepts of Engineering and Technology for 45 minutes per day for the second semester.</p>	<p><b>5.13.2 Example 2</b></p> <p>...</p> <p>A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and in <b>Principles of Applied Engineering</b> for 45 minutes per day for the second semester.</p>
Revision	<p><b>5.13.4 Example 4</b></p> <p>A grade 8 student is enrolled in Principles of Transportation, Distribution and Logistics (a grade 9–12 course) for the first semester.</p>	<p><b>5.13.4 Example 4</b></p> <p>A grade 8 student is enrolled in Principles of Transportation <b>Systems</b> (a grade 9–12 course) for the first semester.</p>
Revision	<p><b>5.13.9 Example 9</b></p> <p>A student enrolled in Interior Design, a 1-hour CTE course, on the first day of school. After 2 weeks in the course, the student decided to take Health Science, a 2-hour CTE course, instead of Interior Design.</p>	<p><b>5.13.9 Example 9</b></p> <p>A student enrolled in Interior Design <b>I</b>, a 1-hour CTE course, on the first day of school. After 2 weeks in the course, the student decided to take Health Science <b>Theory/Health Science Clinical</b>, a 2-hour CTE course, instead of Interior Design <b>I</b>.</p>

**2017–2018 Student Attendance Accounting Handbook: Section 5  
Change Document**

<p>Addition</p>	<p><b>5.13.14 Example 14</b></p> <p>[none]</p>	<p><b>5.13.14 Example 14</b></p> <p>An 8th grade student, not enrolled in a CTED course, but is enrolled in a Principles of Law, Public Safety, Corrections, and Security course is not eligible to generate contact hour funding.</p> <p>Only students in grades 9 through 12 are eligible for CTE contact hours, except for students in grades 7 and 8 who are eligible for and enrolled in career and technical education for the disabled courses. The student in the example would not be included in the 42401 record. (See the TSDS PEIMS Data Standards for instructions on completing that record and the TSDS PEIMS 40100 record for CTE students.)</p>
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## 2017–2018 Student Attendance Accounting Handbook: Section 6 Change Document

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

Change	2016-2017	2017-2018
Revision	<p><b>6.8.2 Exit Criteria</b></p> <p><sup>1</sup> 19 TAC <a href="#">§89.1225</a>(h)</p> <p><sup>2</sup> In the 2016–2017 <i>List of Approved Tests for Assessment of Limited English Proficient Students</i> available on the following web page: <a href="http://tea.texas.gov/bilingual/esl/education/">http://tea.texas.gov/bilingual/esl/education/</a></p> <p><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.</p> <p><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.</p> <p>Note: ELL students may be exited only after the end of first grade based on 19 TAC <a href="#">§89.1225</a>(i).</p> <p>Note: ELL students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test should not be considered for exit.</p>	<p><b>6.8.2 Exit Criteria</b></p> <p><sup>1</sup> 19 TAC <a href="#">§89.1225</a>(h)</p> <p><sup>2</sup> In the <b>2017–2018</b> <i>List of Approved Tests for Assessment of Limited English Proficient Students</i> available on the following web page: <a href="http://tea.texas.gov/bilingual/esl/education/">http://tea.texas.gov/bilingual/esl/education/</a></p> <p><sup>3</sup> For STAAR, <b>English reading</b> and <b>English writing</b> refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 <b>for grade 9, and English II for grade 10.</b></p> <p><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.</p> <p>Note: ELL students may be exited only after the end of first grade based on 19 TAC <a href="#">§89.1225</a>(i).</p> <p>Note: <b>Students for whom the LPAC recommends the use of Dictionaries, Oral Administration, Language and Vocabulary Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.</b></p>

## 2017–2018 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2016-2017	2017-2018
Deletion and Revision	<p><b>7.2 Eligibility</b></p> <p>...</p> <p>Your district must have all documentation on file for the students it counts for funding in the PK program.</p>	<p><b>7.2 Eligibility</b></p> <p>...</p> <p>A district <b>must verify a student’s eligibility for PK in order to receive funding in the PK program. Districts must have the verification document on file for their records.</b></p>
Addition	<p><b>7.2 Eligibility</b></p> <p>...</p>	<p><b>7.2 Eligibility</b></p> <p>7. Is the child<sup>8</sup> of a person eligible for the Star of Texas Award as:</p> <ol style="list-style-type: none"> <li>a. a peace officer under Section 3106.002, Government Code;</li> <li>b. a firefighter under Section 3106.003, Government Code; or</li> <li>c. an emergency medical first responder under Section 3106.004, Government Code.</li> </ol>
Deletion and Revision	<p><b>7.2.2 PK Eligibility Based on a Student’s Being Limited English Proficient (LEP)</b></p> <p>If a student qualifies for PK on the basis of being LEP, is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for PK if the student enrolls in the new district within 30 days provided that the documentation described in 7.2.2.1 is made available to the new district. However, the student must be requalified for PK if the student enrolls in the district after 30 days.</p> <p>Also, if the LEP student is in a PK 3-year-old program and has a parental denial, the student must be requalified to be eligible for the 4-year-old PK program. This requirement applies whether the student remains in the same district or moves to another district.</p>	<p><b>7.2.2 PK Eligibility Based on a Student’s Being Limited English Proficient (LEP)</b></p> <p>If a student qualifies for PK on the basis of being LEP, is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for PK if the student enrolls in the new district provided that the documentation described in 7.2.2.1 is made available to the new district.</p>

<sup>8</sup> [HB 357, 85th Texas Legislature, 2017](#)



## 2017–2018 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2016-2017	2017-2018
Addition	[none]	<p><b>7.2.7 PK Eligibility Based on a Parent’s Star of Texas Award</b></p> <p>A child is eligible for prekindergarten if a parent has received a Star of Texas Awards for peace officers, firefighters, and emergency medical first responders. To be eligible, the parent must have been awarded between 2004 and the current year of the awards ceremony. If an individual has a prekindergarten-aged child and has been nominated but not notified as an honoree prior to the current school year, that individual may make a request that the Office of Early Childhood Education determine eligibility based on the nomination submitted for review to the Criminal Justice Division<sup>9</sup>.</p>
Addition	[none]	<p>Honorees receive a certificate from the Criminal Justice Division that should be used to document eligibility. A complete list of honorees is available on the Criminal Justice Division webpage for a district to review.</p>
Revision	<p><b>7.6.6 Example 6</b></p> <p>A student is served in the PK program for half of the day. The student does not meet the eligibility requirements for the PK program. The student is also served by a speech therapist for 1 hour a week.</p>	<p><b>7.6.6 Example 6</b></p> <p>A student is served in the PK program for half of the day. The student does not meet the eligibility requirements for the PK program. The student is <b>only</b> served by a speech therapist for 1 hour a week.</p>

<sup>9</sup> [Office of the Governor Past Star of Texas Awards](#)

## 2017–2018 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2016-2017	2017-2018
Revision	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p>A district receives 2.41 PRS weighted funding while pregnancy-related services are being provided to the student. Documentation by campus officials, licensed medical practitioners, and certified teachers is required to claim PRS eligible days present for funding (see 9.15 Documentation).</p>	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p>A district receives 2.41 PRS weighted funding while pregnancy-related services, <b>consisting of support services and CEHI</b>, are being provided to the student. Documentation by campus officials, licensed medical practitioners, and certified teachers is required to claim PRS eligible days present for funding (see 9.15 Documentation).</p>
Addition	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p>[none]</p>	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p><b>“Remote instruction” for the PRS program means that CEHI is provided to a student through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing or a robot that allows for virtual interaction between student and teacher. The technology must allow for both two-way audio and two-way video interaction. All other Section 9 PRS requirements are required. See the 12.3 definition of “remote instruction”. For information on remote home instruction, including applying for a waiver to provide remote instruction see either 12.3.3 Remote Homebound Instruction—Regular Education Students or 12.3.4 Remote Homebound Instruction—Special Education Students, as applicable.</b></p>

## 2017–2018 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2016-2017	2017-2018
Revision	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p>If your district’s PRS program offers both support services and CEHI, a PRS-eligible student will generate the additional 2.41 PRS funding allotment when the student:</p> <ul style="list-style-type: none"> <li>• is in the pregnancy prenatal period and is attending regular classes and receiving PRS support services or</li> <li>• is confined to the home in the pregnancy prenatal or postpartum periods and is receiving CEHI.</li> </ul>	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p>If your district’s PRS program <b>provides and documents</b> both support services and CEHI, a PRS-eligible student will generate the additional 2.41 PRS funding allotment when the student:</p> <ul style="list-style-type: none"> <li>• is in the pregnancy prenatal period and is attending regular classes and receiving PRS support services or</li> <li>• is confined to the home in the pregnancy prenatal or postpartum periods and is receiving CEHI.</li> </ul>
Revision	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p><b>Note:</b> The phrase “coded PRS” is used throughout this section. To “code a student as PRS” refers to identifying a student within the Texas Student Data System Public Education Information Management System (TSDS PEIMS) as meeting eligibility requirements for PRS (student is pregnant or in the postpartum period) and receiving services on the 400 (Student Basic Attendance) or 42401 (Student Flexible Attendance) record. A student who is pregnant may be coded with an at-risk indicator code on the 40110 record (Student Enrollment Record) because of being pregnant.</p>	<p><b><i>Section 9 Pregnancy-Related Services (PRS)</i></b></p> <p><b>Note:</b> The phrase “coded PRS” is used throughout this section. To “code a student as PRS” refers to identifying a student within the Texas Student Data System Public Education Information Management System (TSDS PEIMS) as meeting eligibility requirements for PRS (student is pregnant or in the postpartum period) and receiving services on the 400 (Student Basic Attendance) or 42401 (Student Flexible Attendance) record. A student who is pregnant <b>should</b> be coded with an at-risk indicator code on the 40110 record (Student Enrollment Record) because of being pregnant.</p>
Revision	<p><b><i>9.2.3 PRS and the Life Skills Program for Student Parents</i></b></p> <p>The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2016-2017 school year.</p>	<p><b><i>9.2.3 PRS and the Life Skills Program for Student Parents</i></b></p> <p>The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the <b>2017–2018</b> school year.</p>

## 2017–2018 Student Attendance Accounting Handbook: Section 9 Change Document

Change	2016-2017	2017-2018
Addition	<p><b>9.9.4 Additional Information on CEHI and Confinement</b></p> <p>Your district must provide CEHI to a student during the confinement period to receive funding. However, your district is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher work days, etc. Additionally, school breaks, holidays, teacher work days, etc., do not extend the amount of time a student may receive postpartum CEHI. Your district must count these days when determining the amount of time a student is eligible for CEHI (see 9.17 Examples for examples).</p>	<p><b>9.9.4 Additional Information on CEHI and Confinement</b></p> <p>Your district must provide CEHI to a student during the confinement period to receive funding. However, your district is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher work days, etc. Additionally, school breaks, holidays, teacher work days, etc., do not extend the amount of time a student may receive postpartum CEHI. Your district must count these days when determining the amount of time a student is eligible for CEHI (see <b>9.17 Examples</b> for examples). <b>A district may apply for a waiver to provide CEHI on campus in a small group of four or less students when a student in postpartum recovery is transitioning back to school in accordance with the terms of the approved waiver. See the PRS Waiver Application in the TEAL application for waiver requests.</b><sup>10</sup></p>
Addition	<p><b>9.16 Quality Control</b></p> <p>No student may be coded PRS unless CEHI is one of the services provided by your district. If CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.</p>	<p><b>9.16 Quality Control</b></p> <p>No student may be coded PRS unless CEHI is one of the services provided by your district. If CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.</p> <p><b>When a student is enrolled in the PRS program, districts should inform the student of the services that are offered and the options that are available, such as the CEHI break in service option, in order to support quality district and student service planning.</b></p>

<sup>10</sup> [Waiver Applications in TEAL](#)

## 2017–2018 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2016–2017	2017–2018
Addition	<p><b>11.3.1.1 Student Eligibility for Dual Credit Courses<sup>11</sup></b></p> <p>...</p> <ul style="list-style-type: none"> <li>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 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.</li> </ul>	<p><b>11.3.1.1 Student Eligibility for Dual Credit Courses<sup>12</sup></b></p> <p>...</p> <ul style="list-style-type: none"> <li>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 <b>school</b> 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.</li> </ul>

<sup>11</sup> 19 TAC [§4.85](#)

<sup>12</sup> 19 TAC [§4.85](#)

Change	2016–2017	2017–2018
Revision and Addition	<p><b>12.2.2.1 Courses for Grades 9 through 12</b></p> <p>...</p> <p>... 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.</p>	<p><b>12.2.2.1 Courses for Grades 9 through 12</b></p> <p>...</p> <p>... An exception applies to a student who lacks <b>up to ten</b> 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. <b>Each course is considered to be 55 minutes of daily classroom instruction for purposes of the 2-through-4-hour rule.</b></p>
Deletion	<p><b>12.5 Self-Paced Computer Courses</b></p> <p>Time spent in a CTE self-paced computer course designed for credit recovery may be considered for purposes of computing a student’s CTE contact hours provided that the following conditions are met: . . .</p>	<p><b>12.5 Self-Paced Computer Courses</b></p> <p>Time spent in a CTE self-paced computer course may be considered for purposes of computing a student’s CTE contact hours provided that the following conditions are met: . . .</p>

Change	2016-2017	2017-2018
Revision	<p><b>Glossary</b></p> <p><b>Career Cluster</b> – One of the 16 Career Clusters around which career and technical education is organized. A list of the 16 Career Clusters and links to recommended sequences of courses can be found on the following TEA web page:  <a href="http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education/">http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education/</a>.</p>	<p><b>Glossary</b></p> <p><b>Career Cluster</b> – One of the 16 Career Clusters around which career and technical education is organized.   <a href="http://tea.texas.gov/cte/">http://tea.texas.gov/cte/</a>.</p>

Change	2016-2017	2017-2018
Addition	<p><b>Glossary</b></p> <p>[none]</p>	<p><b>Glossary</b></p> <p><b>days of the instruction</b> – The number of days to satisfy the instructional time requirements established under the Student Attendance Accounting Handbook that are required by a district or charter school to accumulate 75,600 minutes of operation in a school year.</p>
Addition	<p>[none]</p>	<p><b>work-based learner</b> – a student who works in an organization, paid or un-paid, to gain work experience and satisfy requirements towards high school graduation. This is interchangeable with internship, externship, apprenticeship, and mentorship for FSP funding purposes.</p>
Deletion	<p><b>Index</b></p> <p>Sheltered workshops, 119, 151</p>	<p><b>Index</b></p> <p>[none]</p>
Revision	<p><b>Resources</b></p> <p>Bilingual/ESL Education (Curriculum Division).....(512) 463-9581</p> <p>Career and Technical Education (Curriculum Division)...(512) 463-9581</p> <p>...</p> <p>Pregnancy-Related Services .....(512) 463-9073</p>	<p><b>Resources</b></p> <p>Bilingual/ESL Education (<b>Special Populations Division</b>)..(512) 463-9581</p> <p>Career and Technical Education (<b>Department of College, Career, and Military Prep</b>) .....(512) 936-6060</p> <p>...</p> <p>Pregnancy-Related Services .....(512) 936-6403</p>