

2010–2011 Student Attendance Accounting Handbook

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Section	Change	2009–2010 Version 2	2010–2011
Section 1 Overview	Addition	<p>1.7 How to Use This Handbook The handbook . . .</p> <p>[TABLE]</p>	<p>1.7 How to Use This Handbook The handbook . . .</p> <p>[TABLE]</p> <p>Note: The web addresses provided throughout the handbook are subject to change. If a particular TEA web address is no longer working, please search for the topic you are interested in using the TEA website's Google Search function or using the TEA A–Z Index page at http://www.tea.state.tx.us/index2.aspx?id=180. You can also access this page from the TEA website's home page by clicking on the A–Z Index link at the top of that page.</p>
Section 2 Audit Requirements	Addition	<p>2.1 General Audit Requirements Your district must make available . . .</p> <p>Your district must retain any documentation that could be required for audit purposes for 5 years from the completion of the school year, unless specified differently later in this section.</p> <p>2.2 Accounting System Requirements The attendance . . .</p>	<p>2.1 General Audit Requirements Your district must make available . . .</p> <p>Your district must retain any student attendance documentation that could be required for audit purposes for 5 years from the completion of the school year, unless specified differently later in this section. This requirement applies specifically to <i>student attendance</i> documentation. Other kinds of documentation, such as documentation required for a student's permanent record, may need to be kept longer. The required retention period for all records is outlined in <i>Local Schedule SD</i> of the <i>Local Records Retention Schedules</i>, Texas State Library and Archives Commission:</p> <p>http://www.tsl.state.tx.us/slr/recordspubs/sd.html#part1.</p> <p>2.2 Accounting System Requirements The attendance . . .</p>
Section 2 Audit Requirements	Addition	<p>2.3.1 Student Detail Reports Student Detail Reports must contain the following data:</p> <p>. . .</p> <p>12. By 6-week reporting period —</p> <ul style="list-style-type: none"> • Student's total days . . . • Total eligible days present • Total ineligible days present <p>13. . . .</p>	<p>2.3.1 Student Detail Reports Student Detail Reports must contain the following data:</p> <p>. . .</p> <p>12. By 6-week reporting period —</p> <ul style="list-style-type: none"> • Student's total days . . . • Total eligible days present (total eligible minutes present for Optional Flexible School Day Program [OFSDP] or High School Equivalency)

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		<p>16. Attendance data totals for all students, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership . . . • Ineligible days present • Eligible days present • Eligible days . . . 	<p>Program [HSEP] students)</p> <ul style="list-style-type: none"> • Total ineligible days present (total ineligible minutes present for OFSDP or HSEP students) <p>13. . . .</p> <p>16. Attendance data totals for all students, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership . . . • Ineligible days present (total ineligible minutes present for OFSDP or HSEP students) • Eligible days present (total eligible minutes present for OFSDP or HSEP students) • Eligible days . . .
Section 2 Audit Requirements	Addition	<p>2.3.2 Campus Summary Reports Campus Summary Reports must include the following data:</p> <p>1. . . .</p> <p>7. Attendance data totals for all students, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership . . . • Ineligible days present • Eligible days present • Eligible days . . . 	<p>2.3.2 Campus Summary Reports Campus Summary Reports must include the following data:</p> <p>1. . . .</p> <p>7. Attendance data totals for all students, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership . . . • Ineligible days present (total ineligible minutes present for OFSDP or HSEP students) • Eligible days present (total eligible minutes present for OFSDP or HSEP students) • Eligible days . . .
Section 2 Audit Requirements	Addition	<p>2.3.3 District Summary Reports The District Summary Reports must include the following data:</p> <p>1. . . .</p> <p>7. Totals of all campus data, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership . . . • Ineligible days present • Eligible days present • Eligible days . . . 	<p>2.3.3 District Summary Reports The District Summary Reports must include the following data:</p> <p>1. . . .</p> <p>7. Totals of all campus data, summarized by grade. These totals include the following:</p> <ul style="list-style-type: none"> • Days membership . . . • Ineligible days present (total ineligible minutes present for OFSDP or HSEP students) • Eligible days present (total eligible minutes present for OFSDP or HSEP students) • Eligible days . . .
Section 3 General	Revision	3.2.1.2 Code 1 Eligible for Full-Day Attendance	3.2.1.2 Code 1 Eligible for Full-Day Attendance

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Attendance Requirements		<p>Code 1 applies to all students entitled to enroll under the TEC, §25.001, including aliens and bona fide exchange program students, who are provided instruction for at least 4 hours each school day.</p> <p>Code 1 also applies to a student provided instruction for at least 4 hours each school day who attends a Regional Day School Program for the Deaf (RDSPD). The special education instructional arrangement/setting code for such a student is based on the student's schedule and the amount of time served in special education.</p> <p>Note: Districts that offer . . .</p>	<p>Code 1 applies to all students entitled to enroll under the Texas Education Code (TEC), §25.001, who are provided instruction for at least 4 hours each school day.</p> <p>Note: Districts that offer . . .</p>
Section 3 General Attendance Requirements	Revision	<p>3.2.1.3 Code 2 Eligible for Half-Day Attendance Code 2 applies to all students entitled to enroll under the TEC, §25.001, including aliens and bona fide exchange program students, who are provided instruction for at least 2 hours but fewer than 4 hours each school day.</p>	<p>3.2.1.3 Code 2 Eligible for Half-Day Attendance Code 2 applies to all students entitled to enroll under the TEC, §25.001, who are provided instruction for at least 2 hours but fewer than 4 hours each school day.</p>
Section 3 General Attendance Requirements	Addition	<p>3.2.2 Funding Eligibility Any student . . .</p> <p>[TABLE]</p> <p>. . .</p> <p>If a student . . . be present.</p> <p>Attendance for . . .</p>	<p>3.2.2 Funding Eligibility Any student . . .</p> <p>[TABLE]</p> <p>. . .</p> <p>If a student . . . be present. See 3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations.</p> <p>Attendance for . . .</p>
Section 3 General Attendance Requirements	Addition	<p>3.2.2.2 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing State-Required Assessments Your school district . . . unless the student is eligible for and participating in certain approved programs, such as the OFSDP.</p>	<p>3.2.2.2 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing State-Required Assessments Your school district . . . unless the student is eligible for and participating in certain approved programs, such as the OFSDP, or unless the student, in addition to studying for the tests, is continuing his or her education to meet the requirements of a higher high school diploma standard or to graduate with his or her class if graduation will occur by the end of the school year in which the student completes graduation requirements.</p>

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Section 3 General Attendance Requirements	Revision	<p>3.2.3 Age Eligibility The following table . . .</p> <p>[WITHIN TABLE: SIXTH ROW IN ELIGIBLE COLUMN: A student with a disability who graduated as determined by an IEP by meeting the requirements of 19 TAC §89.1070(c) and who is still in need of special education services may be served through age 21 inclusive.¹]</p> <p>[WITHIN TABLE: FOURTH ROW IN INELIGIBLE COLUMN: a student with disabilities who has graduated with a high school diploma under 19 TAC §89.1070(b)(1) or (2) (student is no longer eligible to receive services or generate ADA)]</p>	<p>3.2.3 Age Eligibility The following table . . .</p> <p>[WITHIN TABLE: SIXTH ROW IN ELIGIBLE COLUMN: A student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(c) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services² may be served through age 21 inclusive.³]</p> <p>[WITHIN TABLE: FOURTH ROW IN INELIGIBLE COLUMN: a student with disabilities who has graduated with a high school diploma under 19 Texas Administrative Code (TAC) §89.1070(b) (student is no longer eligible to receive services or generate ADA)]</p>
Section 3 General Attendance Requirements	Revision and Addition	<p>*Notes on Minimum Eligible Age If the school year . . .</p> <p>. . .</p> <p>. . . 5 years of age.</p>	<p>*3.2.3.1 Additional Information About Minimum Eligible Age If the school year . . .</p> <p>. . .</p> <p>. . . 5 years of age.</p> <p>A child of a military family who moves to your district from another state that is a member state of the Interstate Compact on Educational Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, that he or she was enrolled in in that other state regardless of the child's age. Also, a child of a military family who moves to your district from another state that is a member of the compact and who has satisfactorily completed the prerequisite grade level in that other state is entitled to enroll in the next highest grade level, regardless of age. These children would meet minimum age eligibility requirements for generating ADA,</p>

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

² as determined by the ARD committee per §89.1070(h)

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

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		<p>**Notes on Maximum Eligible Age Students who are . . .</p> <p>Also . . . state funding.</p> <p>Students who graduate under 19 TAC §89.1070(c) may return to school as eligible students until the age of 22.⁴</p> <p>Your school district may provide instruction to a student who has already graduated with a regular high school diploma. However, the student is not eligible for funding and must be recorded with an ADA eligibility code of 0. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard to graduate with their class if graduation will occur by the end of the school year in which the student completes graduation requirements. . . .</p> <p>***Notes on PK and Eligibility Eligible students . . .</p> <p>Note: School districts/campuses that apply and are approved for the PK Early Start Grant Program may report PK-eligible students as ADA Eligibility Code 1 - Full Day if the students are scheduled for . . .</p>	<p>provided applicable documentation is provided. See 11.10 Interstate Compact on Educational Opportunity for Military Children for documentation requirements, applicable definitions, and other additional information.</p> <p>**3.2.3.2 Additional Information About Maximum Eligible Age Students who are . . .</p> <p>Also . . . state funding.</p> <p>Students with a disability who graduated by meeting the requirements of 19 TAC §89.1070(c) as determined by an ARD committee and who are still in need of special education services⁵ may be served through age 21 inclusive.⁶</p> <p>Your school district may provide instruction to a student who has already graduated with a regular high school diploma. However, unless the student is returning to school⁷ after graduating under 19 TAC §89.1070(c), the student is not eligible for funding and must be recorded with an ADA eligibility code of 0. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard or to graduate with their class if graduation will occur by the end of the school year in which the student completes graduation requirements. . . .</p> <p>***3.2.3.3 Additional Information About PK and Eligibility Eligible students . . .</p> <p>Note: School districts/campuses that apply and are approved for the PK Early Start Grant Program should report PK-eligible students as ADA Eligibility Code 1 - Full Day if the students are scheduled for . . .</p>
Section 3 General	Addition	<p>3.3.2 Entry and Reentry Dates The student's entry date . . . first day of school.</p>	<p>3.3.2 Entry and Reentry Dates The student's entry date . . . first day of school.</p>

⁵ as determined by the ARD committee per §89.1070(h)

⁵ as determined by the ARD committee per §89.1070(h)

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

⁷ under 19 TAC §89.1070(h)

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Attendance Requirements		The student . . . to be in membership.	<p>The student . . . to be in membership.</p> <p>A student who is enrolled in your school district and who is absent for the purpose of auditing classes at an open-enrollment charter school but has not yet enrolled in the charter school must be marked as absent for FSP (funding) purposes. If the student subsequently withdraws from your school district and enrolls in the charter school, your district may not backdate the withdrawal record for the student with a withdrawal date of the first day that the student audited classes at the charter school. Also, the charter school may not backdate the enrollment record for the student with an enrollment date of the first day that the student audited classes.</p>
Section 3 General Attendance Requirements	Addition	<p>3.3.3 Student Entitlement to Attend School in District of Residence</p> <p>A student's entitlement . . . This requirement applies not only to students in hospitals but also to students in juvenile detention centers, jails, and other such facilities. Additional . . .</p>	<p>3.3.3 Student Entitlement to Attend School in District of Residence</p> <p>A student's entitlement . . . This requirement applies not only to students in hospitals but also to students in juvenile detention centers, jails, and other such facilities. (See 3.3.3.2 Students From Outside Your District Who Will Be in Your District for 10 Days or Fewer for a limited exception to this requirement.) Additional . . .</p>
Section 3 General Attendance Requirements	Addition	None	<p>3.3.3.2 Students From Outside Your District Who Will Be in Your District for 10 Days or Fewer</p> <p>If a student from outside your district will be in your district temporarily for 10 days or fewer (for example, because of a brief hospital stay), your district is not required to enroll and serve the student if all of the following requirements are met:</p> <ul style="list-style-type: none"> a) it is known at the time the student arrives that the student will be staying for 10 days or fewer and b) your district and the district in which the student is enrolled both agree that the student will continue enrollment in that district for the duration of the student's stay in your district and

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			<p style="text-align: center;">c) enrollment will not be shown at your district.</p> <p>This policy is not a basis for denying educational services if a parent, guardian, or student requests services, regardless of the number of days of enrollment. If your district has served a student, regardless of the number of days of service, your district must enroll the student and report the student as enrolled through the PEIMS.</p>
Section 3 General Attendance Requirements	Revision	<p>3.3.5 Immunization Except as provided by . . . A student who is a military dependent or any student transferring from another Texas school district . . .</p>	<p>3.3.5 Immunization Except as provided by . . . A student who is a military dependent or any student coming from another Texas school district . . .</p>
Section 3 General Attendance Requirements	Addition	<p>3.4 Withdrawal Procedures Your district . . . a change. If a student . . .</p>	<p>3.4 Withdrawal Procedures Your district . . . a change. See also 3.3.2 Entry and Reentry Dates. If a student . . .</p>
Section 3 General Attendance Requirements	Addition	<p>3.4.1 Students 18 Years of Age or Older Your district . . . of dropout. This authority . . .</p>	<p>3.4.1 Students 18 Years of Age or Older Your district . . . of dropout. Also, see 3.5 Compulsory Attendance. This authority . . .</p>
Section 3 General Attendance Requirements	Addition	<p>3.4.4 Information and Record Transfer When a student transfers from one By law, . . . been received.⁸</p>	<p>3.4.4 Information and Record Transfer When a student moves from one By law, . . . been received.⁹ Also, the requirement to transfer records within 10 days of a request applies regardless of whether a student or student's parent has failed to pay for a lost textbook, including an electronic textbook.</p>
Section 3 General Attendance Requirements	Addition	<p>3.6 General Attendance-Taking Rules Each teacher . . . not acceptable.</p>	<p>3.6 General Attendance-Taking Rules Each teacher . . . not acceptable.</p>

⁸ Family Education Rights and Privacy Act (FERPA) 34 CFR, Part 99, §99.31(a)(2) and §99.34

⁹ Family Education Rights and Privacy Act (FERPA) 34 CFR, Part 99, §99.31(a)(2) and §99.34

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			<p>Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance conducted and completed by the classroom teacher. Attendance may not be taken by students, classroom aides, or clerks. Using a "sign-in" sheet to record attendance is not acceptable.</p>
<p>Section 3 General Attendance Requirements</p>	<p>Addition</p>	<p>None</p>	<p>3.6.2.1 Attendance Taking and Delayed Start of School Day If your district's superintendent delays the start of the school day for your campus for a reason related to health or safety (for example, because of flooding or bad weather), your campus may choose an alternate attendance-taking time for that day. This provision does not apply to a delayed start of the school day for a reason unrelated to health or safety (for example, the funeral of a student or teacher). If your district delays the start of the school day and your campus uses an alternate attendance-taking time, your campus must maintain documentation of the alternate time, the attendance recorded at that time, and the official reason for the delayed attendance taking.</p> <p>3.6.2.2 Alternate Attendance-Taking Time for Certain Student Populations Your campus may choose an alternate attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time, such as dual-credit students who are attending classes at an institution of higher education or career and technical education students who are scheduled to be at a worksite. The alternate attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance-taking time (for example, for the semester or for the duration of employment). Once selected, the alternate attendance-taking time for a particular group for a particular period (for example, for the semester or for the duration of employment) may not be changed.</p> <p>The alternate attendance-taking for each applicable group and the attendance taken for that group each day must be documented for audit purposes.</p>

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Section 3 General Attendance Requirements	Revision and Addition	<p>3.6.3 Requirements for a Student's Being Considered Present or Absent for FSP (Funding) Purposes For official . . .</p> <p>. . .</p> <p>A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student —</p> <ul style="list-style-type: none"> • is enrolled in and attending an off-campus dual credit program course. • . . . misses school for the purpose of attending a required court appearance, . . . purposes. <p>A court appearance . . . a criminal, civil or traffic matter. Examples of required court appearances would be a jury summons in the name of the student, a subpoena in the name of the student, a traffic ticket marked “You Must Appear” or “Court Appearance Required,” the student appears in court as a plaintiff or defendant, or the student is the subject of a court proceeding, . . . etc.</p> <p>Important: Absences to meet with probation officers do not qualify for funding but must be excused if they meet the criteria in the TEC, §25.087(b)(1)(B).</p> <ul style="list-style-type: none"> • . . . • is temporarily absent . . . professional.¹⁰ • . . . 	<p>An alternate attendance-taking time may not be used for any student who is scheduled to be on campus during the regular attendance-taking time.</p> <p>3.6.3 Requirements for a Student's Being Considered Present or Absent for FSP (Funding) Purposes For official . . .</p> <p>. . .</p> <p>A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student —</p> <ul style="list-style-type: none"> • is enrolled in and attending an off-campus dual credit program course. See 3.6.2 Alternate Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students. • . . . • misses school for the purpose of attending a required court appearance, . . . purposes. <p>A court appearance . . . a criminal, civil, or traffic matter. Examples of required court appearances would be appearances in response to a jury summons in the name of the student, a subpoena in the name of the student, or a traffic ticket marked “You Must Appear” or “Court Appearance Required.” Additional examples would be a student's appearance in court as a plaintiff or defendant or as the subject of a court proceeding, . . . etc.</p> <p>Important: Absences to meet with probation officers and other absences related to court-ordered activities <i>outside</i> the courtroom do not qualify as required court appearances.</p> <ul style="list-style-type: none"> • . . . • is temporarily absent . . . professional.¹¹ The appointment must be a face-to-face consultation

¹⁰ 19 TAC §129.21(k), TEC, §25.087(b)(1)(A)

¹¹ 19 TAC §129.21(k), TEC, §25.087(b)(1)(A)

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			<p>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> <ul style="list-style-type: none"> • ...
<p>Section 3 General Attendance Requirements</p>	<p>Addition</p>	<p>3.6.3.1 Early Graduation/Graduation Ceremonies and Attendance Students Who Graduate Early: If a student has completed the requirements for a high school diploma before the last instructional day of the school year, the student is not eligible to continue to generate ADA for funding purposes for the remaining days of the school year.</p>	<p>3.6.3.1 Early Graduation/Graduation Ceremonies and Attendance Students Who Graduate Early: If a student has completed the requirements for a high school diploma before the last instructional day of the school year, the student is not eligible to continue to generate ADA for funding purposes for the remaining days of the school year. For example, if a high school's seniors graduate and receive their diplomas two days before the official end of the school year but return to school to "sign in" for those last two days, the students would not generate ADA for funding purposes for those days.</p>
<p>Section 3 General Attendance Requirements</p>	<p>Addition</p>	<p>None</p>	<p>3.6.4 Excused Absences for Academic Purposes A teacher, principal, or superintendent of the school in which a student is enrolled may excuse the temporary absence of the student for any reason acceptable to the teacher, principal, or superintendent. However, the student will not be counted as present for FSP (funding) purposes for the day(s) of the absence unless the absence is for one of the reasons specified in 3.6.3 Requirements for a Student's Being Considered Present or Absent for FSP (Funding) Purposes and meets applicable requirements.¹²</p>
<p>Section 3 General Attendance Requirements</p>	<p>Addition</p>	<p>3.6.4 Instruction Provided Outside of the Regular School Day If . . . attendance may not be counted for funding purposes (see 3.8.2 Makeup Days for makeup days when all students are required to attend). Also, a . . .</p> <p>If your . . .</p>	<p>3.6.5 Instruction Provided Outside of the Regular School Day If . . . attendance may not be counted for funding purposes (see 3.8.2 Makeup Days for makeup days when all students are required to attend) but may be counted for academic purposes (see also 3.6.4 Excused Absences for Academic Purposes). Also, for funding purposes, a . . .</p> <p>If your . . .</p>

¹² TEC, §25.087

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Section 3 General Attendance Requirements	Addition and Revision	<p>3.6.5 Attendance Accounting During Testing Days If . . . exam.</p> <p>3.6.6 Attendance and Students Who Are Not in Membership or Are Served Outside the Home District Your . . .</p> <p>3.6.7 "Tardies" For . . .</p> <p>3.6.8 Effective Dates for Program Changes Effective . . .</p>	<p>3.6.6 Attendance Accounting During Testing Days If . . . exam.</p> <p>A student who is exempt from taking exams and who attends school on an exam day only to "sign in" during the attendance-taking time has not met the minimum 2-through-4-hour requirement¹³ for that day. See 3.2.2 Funding Eligibility.</p> <p>3.6.7 Attendance and Students Who Are Not in Membership or Are Served Outside the Home District Your . . .</p> <p>3.6.8 "Tardies" For . . .</p> <p>3.6.9 Effective Dates for Program Changes Effective . . .</p>
Section 3 General Attendance Requirements	Addition and Revision	<p>3.7 General Education Homebound (GEH) Any student . . . three criteria:</p> <ul style="list-style-type: none"> • The student . . . • The student . . . • The student's medical condition is documented by a physician licensed to practice in the United States. <p>Students served through GEH at home/hospital bedside must be served by a certified general education teacher.</p> <p>Note: For guidance . . . refer to Section 9.</p>	<p>3.7 General Education Homebound (GEH) Any student . . . three criteria:</p> <ul style="list-style-type: none"> • The student . . . • The student . . . • The student's medical condition is documented by a physician licensed¹⁴ to practice in the United States. <p>A student served through GEH at home/hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.</p> <p>Note: For guidance . . . refer to Section 9.</p> <p>A student who is served through the GEH program retains</p>

¹³ 19 TAC §129.21(h)

¹⁴ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

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		<p>3.7.1 GEH Policy Requirements To qualify for general education homebound funding, . . . school board.</p> <p>3.7.2 GEH Committee A designated campus committee . . .</p> <p>The role . . . provided.</p> <p>In making . . . process.</p> <p>. . .</p> <p>3.7.3 GEH Services for Students With Chronic Illness/Acute Health Problems The federal definition for OHI found in 34 CFR, §300.8(c)(9)(i)(ii), states, . . .</p> <p>3.7.4 GEH Funding Chart For GEH services . . .</p> <p>[TABLE: FOURTH ROW, LEFT COLUMN TEXT: 4 or more hours FOURTH ROW, RIGHT COLUMN TEXT: 4 days present (4-day week) 5 days present (5-day week)]</p>	<p>the same ADA eligibility code he or she had before receiving GEH services, regardless of how many hours the student will be served through the GEH program.</p> <p>3.7.1 GEH Policy Requirements To qualify for GEH funding, . . . school board.</p> <p>3.7.2 GEH Committee A designated campus committee . . .</p> <p>The role . . . provided. Over the period of his or her confinement, however, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.</p> <p>In making . . . process.</p> <p>. . .</p> <p>3.7.3 GEH Services for Students With Chronic Illness/Acute Health Problems The federal definition for OHI found in 34 Code of Federal Regulations, §300.8(c)(9)(i)(ii), states, . . .</p> <p>3.7.4 GEH Funding Chart For GEH services . . .</p> <p align="center">GEH Funding Chart</p> <p>[TABLE: FOURTH ROW, LEFT COLUMN TEXT: 4 hours FOURTH ROW, RIGHT COLUMN TEXT: 4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week) NEW FIFTH ROW, LEFT COLUMN TEXT: More than 4 hours NEW FIFTH ROW, RIGHT COLUMN TEXT: 4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)</p> <p>Eligible days present are determined each week. For GEH</p>

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		<p>None [No section on test administration and GEH previously.]</p> <p>3.7.5 Transition From GEH to the Classroom A student transitioning back to a school-based setting may continue to generate ADA based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on current</p>	<p>purposes, a week starts Sunday and ends Saturday. GEH service hours may not be accumulated and carried forward from one week to the next, nor may service hours be applied to a previous week.</p> <p>3.7.5 Test Administration and GEH A student receiving GEH services may earn eligible days present as stated in the GEH funding chart when a homebound instructor administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.</p> <p>A student being administered standardized, 6-weeks, semester, and final exams and the TAKS is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours cannot be credited as attendance.</p> <p>If the routine, standardized, six-weeks, semester, or final exam administration or TAKS testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.</p> <p>A student receiving GEH services who returns to his or her campus to take a state-required assessment instrument (e.g., TAKS) must have a medical release from a medical or nurse practitioner licensed¹⁵ to practice in the United States to do so.</p> <p>3.7.6 Transition From GEH to the Classroom A student transitioning back to a school-based setting may continue to generate eligible days present based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on</p>

¹⁵ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

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		<p>medical information. ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the GEH committee.</p> <p>3.7.6 Transitioning Students With Chronic Illness Between Homebound and the Classroom A student . . . following:</p> <ul style="list-style-type: none"> • Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the Homebound Funding Chart. • . . . <p>During . . . based on instruction the Homebound Funding Chart.</p> <p>ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the GEH committee.</p> <p>3.7.7 Students With a Recurring Chronic or Acute Health Condition A student . . . following:</p> <ul style="list-style-type: none"> • Students . . . Homebound Funding Chart. • . . . <p>[TABLE: SECOND AND THIRD ROW, RIGHT COLUMN TEXT: according to the requirements of the Homebound Funding Chart. FOURTH ROW, RIGHT COLUMN TEXT:</p> <ul style="list-style-type: none"> • according to the requirements of the Homebound Funding Chart for those days the student is provided instruction at home/hospital bedside through the GEH program and according to the 2-through-4-hour rule for those days the student attends school at his or her campus, as long as 	<p>current medical information. Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p> <p>3.7.7 Transitioning Students With Chronic Illness Between Homebound and the Classroom A student . . . following:</p> <ul style="list-style-type: none"> • Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart. • . . . <p>During . . . based on the GEH funding chart.</p> <p>Once the student has completed the transition period as determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p> <p>3.7.8 Students With a Recurring Chronic or Acute Health Condition A student . . . following:</p> <ul style="list-style-type: none"> • Students . . . GEH funding chart. • . . . <p>[TABLE: SECOND AND THIRD ROW, RIGHT COLUMN TEXT: according to the requirements of the GEH funding chart. FOURTH ROW, RIGHT COLUMN TEXT:</p> <ul style="list-style-type: none"> • according to the requirements of the GEH funding chart for those days the student is provided instruction at home/hospital bedside through the GEH program and • according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.]

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		<p>the student is present during the official attendance-taking period.]</p> <p>...</p> <p>If the student fully transitions to classroom placement, ADA eligibility shifts back to the requirements of the 2-through-4-hour rule.</p> <p><i>Attendance . . .</i></p>	<p>...</p> <p>If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p> <p><i>Attendance . . .</i></p>
<p>Section 3 General Attendance Requirements</p>	<p>Addition</p>	<p>3.8 Calendar Your school district . . .</p> <p>Your district has flexibility . . . The first day of instruction, however, must be scheduled no earlier than the fourth Monday in August.¹⁶</p> <p>The number of . . .</p>	<p>3.8 Calendar Your school district . . .</p> <p>Your district has flexibility . . . The first day of instruction, however, must be scheduled no earlier than the fourth Monday in August.¹⁷ Charter schools are not subject to this requirement and may schedule an earlier first day of instruction.</p> <p>The number of . . .</p>
<p>Section 3 General Attendance Requirements</p>	<p>Addition and Revision</p>	<p>3.8.2 Makeup Days and Waivers Your district must build 2 “makeup days” for school closures into its adopted school calendar. If your district deems it necessary to close school on a scheduled instructional day, use the makeup days to ensure that the minimum days of instruction are provided. If the dates for the designated makeup days have already passed when schools close on a scheduled instructional day, schools are still required to make up at least two of the scheduled instructional days lost. If your district misses additional instructional days beyond the 2 days scheduled because of weather, safety, or health issues, your school district must apply to the TEA for a missed instructional day waiver. A missed instructional day waiver application may be found at http://www.tea.state.tx.us/waivers/waiverapps.html. [PART OF THIS PARAGRAPH WAS MOVED TO NEW 3.8.2.2.]</p>	<p>3.8.2 Makeup Days and Waivers 3.8.2.1 Makeup Days Your district must build 2 “makeup days” for school closures into its adopted school calendar. If your district deems it necessary to close school on a scheduled instructional day, use the makeup days to ensure that the minimum days of instruction are provided. If the dates for the designated makeup days have already passed when schools close on a scheduled instructional day, schools are still required to make up at least two of the scheduled instructional days lost before an application for a missed instructional day waiver may be submitted.</p>

¹⁶ TEC, §25.0811

¹⁷ TEC, §25.0811

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		<p>On a makeup day . . . to select practical makeup days (e.g., no national holidays).</p> <p>The TEA strongly discourages requests to have an early release day on a makeup day. Your district must submit any such request in writing at least 31 days in advance of the target date for the early release. Send requests to the TEA State Waivers Unit. Your district must retain a copy of the waiver for five years for audit purposes. [PART OF THIS PARAGRAPH WAS MOVED TO NEW 3.8.2.4.]</p>	<p>On a makeup day . . . to select practical makeup days (e.g., no national holidays), because once selected, they may not be changed.</p> <p>The TEA strongly discourages requests to have an early-release day on a makeup day.</p> <p>3.8.2.2 Missed Instructional Day Waivers If your district misses additional instructional days beyond the 2 designated makeup days scheduled because of weather, safety, or health issues, your school district must apply to the TEA for a missed instructional day waiver. A missed instructional day waiver application may be found at http://www.tea.state.tx.us/index2.aspx?id=6637&menu_id=932&menu_id2=788.</p> <p>3.8.2.3 Low-Attendance Day Waivers On a day when school was held but attendance was at least 10 percentage points below the overall attendance rate of your district (or campus) for the prior year because of weather-related or health or safety issues, the day may be excused for FSP funding purposes. For audit purposes, specific written TEA approval is required for the day to be excluded from the ADA calculations. Your district must send documentation of low attendance for the day (including the reason for the low attendance rate) and the prior year’s attendance report (showing the average for the year) for your district or campus to the State Waivers Unit for waiver approval.</p> <p>3.8.2.4 Early-Release Day Waivers Your district must submit any request for a waiver for an early-release day in writing and at least 31 days in advance of the target date for the early release. Send requests to the TEA State Waivers Unit.</p> <p>If the waiver is approved, the early-release school day must be at least 4 hours.</p> <p>3.8.2.5 Documenting Waiver Approval, Attendance Accounting for Missed Instructional Days or Low-Attendance Days</p>

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		<p data-bbox="464 938 1163 1024">3.8.3 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) With Calendars of Fewer Than 180 Days</p> <p data-bbox="464 1029 947 1053">If district students . . .State Waivers Unit.</p> <p data-bbox="464 1292 1146 1378">3.8.4 Waivers Related to Students Taking Dual Credit Courses at IHEs With Calendars Beginning Before the Fourth Monday in August</p> <p data-bbox="464 1383 953 1408">If district students . . . State Waivers Unit.</p> <p data-bbox="464 1461 846 1485">3.8.5 Low-Attendance Days</p> <p data-bbox="464 1490 1173 1515">On a day when school was held but attendance was at least</p>	<p data-bbox="1224 228 1969 558">To find out whether a requested missed instructional day, low-attendance day, or early-release day waiver has been granted and to create a record that a request was approved, district staff must consult the TEA Waivers Online Report page at http://mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx and generate and print a report of the waiver request's status. (The TEA will not send a letter notifying your district of approval for these waivers.) Your district must retain documentation of waiver approval for five years for audit purposes.</p> <p data-bbox="1224 594 1965 833">If the TEA grants your school district a waiver for a missed instructional day or a low-attendance day (a waiver approving a shortened calendar), your district should not include the day exempted as a day of membership or instruction. Treat the day as a noninstructional day in your district's student attendance accounting system, and do not report the day as an instructional day in your district's PEIMS reporting.</p> <p data-bbox="1224 883 1927 969">3.8.2.6 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) With Calendars of Fewer Than 180 Days</p> <p data-bbox="1224 974 1976 1151">If district students . . .State Waivers Unit. See 11.3.3 Reporting Dual Credit Attendance in the Public Education Information Management System (PEIMS) When the Higher Education Calendar Is Shorter Than the School District Calendar for information on how to report these dual credit students' attendance.</p> <p data-bbox="1224 1235 1919 1321">3.8.2.6 Waivers Related to Students Taking Dual Credit Courses at IHEs With Calendars Beginning Before the Fourth Monday in August</p> <p data-bbox="1224 1326 1713 1351">If district students . . . State Waivers Unit.</p>

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		<p>10 percentage points below the overall attendance rate of your district (or campus) for the prior year because of weather-related or health or safety issues, the day may be excused for Foundation School Program funding purposes. For audit purposes, specific written TEA approval is required for the day to be excluded from the ADA calculations. Your district must send documentation of low attendance for the day (including the reason for the low attendance rate) and the prior year's attendance report (showing the average for the year) for your district or campus to the State Funding Division for written approval.</p> <p>If your school district is granted a waiver from the TEA approving a shortened calendar, your district should not include the day(s) exempted as (a) day(s) of membership or instruction. [THIS INFORMATION WAS MOVED TO NEW 3.8.2.3 and 3.8.2.5.]</p>	
<p>Section 3 General Attendance Requirements</p>	<p>Revision</p>	<p>3.8.6 Summer School and State Funding Summer school programs are not eligible for state funding except for specific programs authorized by statute, such as the OFSDP or the Optional Extended Year Program (OEYP). If a student . . . year-round system.</p> <p>Situations . . . transfers to another public school that is operating a calendar track during the summer. To account for student transfers in which . . .</p> <p>The TEA . . . through the OFSDP or the OEYP or another authorized program.</p>	<p>3.8.3 Summer School and State Funding Summer school programs are not eligible for state funding except for specific programs authorized by statute, such as the OFSDP. If a student . . . year-round system.</p> <p>Situations . . . moves to another public school that is operating a calendar track during the summer. To account for situations in which . . .</p> <p>The TEA . . . through the OFSDP or another authorized program.</p>
<p>Section 3 General Attendance Requirements</p>	<p>Revision</p>	<p>3.9 Data Submission Your district . . . <i>Data Standards</i>.</p> <p>If your district . . . by June 24, 2010, regardless of which track students are attending. . . later than June 24, your district . . . or August 26, 2010, whichever comes first. In no case may any resubmission occur after August 26, 2010. Corrections made after August 26, 2010, . . .</p> <p>Regardless . . .</p>	<p>3.9 Data Submission Your district . . . <i>Data Standards</i>.</p> <p>If your district . . . by June 23, 2011, regardless of which track students are attending. . . later than June 23, your district . . . or August 25, 2011, whichever comes first. In no case may any resubmission occur after August 25, 2011. Corrections made after August 25, 2011, . . .</p> <p>Regardless . . .</p>

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Section 3 General Attendance Requirements	Addition and Revision	<p>3.11.5 Example 5 A special education student receives special education service through a shared services arrangement with a neighboring district. The superintendents of your district and the neighboring district agree that the receiving/serving district will claim the ADA and the contact hours for that student.</p> <p><i>The receiving district would report this student with an ADA eligibility code 1 - Eligible for Full-Day Attendance.</i></p> <p>3.11.16 Example 16 Your district . . .</p> <p><i>An application for expedited and general state waivers, and requirements related to its submission, can be accessed at http://www.tea.state.tx.us/waivers/waiverapps.html.</i></p> <p>3.11.23 Example 23 A student who turned 5 years of age on August 20 of the current year transfers . . . district.</p> <p><i>Your district . . . before transferring to a Texas public school.</i></p>	<p>3.11.5 Example 5 A special education student receives special education service through a shared services arrangement with a neighboring district. The student is scheduled for and attends a full day of instruction each day. The superintendents of your district and the neighboring district agree that the receiving/serving district will claim the ADA and the contact hours for that student.</p> <p><i>The receiving district would report this student with an ADA eligibility code 1 - Eligible for Full-Day Attendance.</i></p> <p>3.11.16 Example 16 Your district . . .</p> <p><i>An application for expedited and general state waivers, and requirements related to its submission, can be accessed at http://www.tea.state.tx.us/index2.aspx?id=6637&menu_id=932&menu_id2=788.</i></p> <p>3.11.23 Example 23 A student who turned 5 years of age on August 20 of the current year moves . . . district.</p> <p><i>Your district . . . before moving to a Texas public school district.</i></p> <p>3.11.27 Example 27 A student enrolled in your district goes to a treatment facility daily to attend a treatment program. The student returns to her home each night. District staff would like to serve the student through the GEH program.</p> <p><i>The student is considered absent for funding purposes for those days she attends the treatment program. Because the student is not confined at home or hospital bedside,</i></p>

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			<p><i>which is a requirement for GEH program eligibility, the student is not eligible for GEH services.</i></p> <p><i>District staff should work with the student and the student's parents to develop a plan for the student to meet academic requirements.</i></p> <p>3.11.28 Example 28 A student attends a 50-minute dual credit class for the first period of the school day. He attends regular classes, each 50 minutes long, for second and third periods. He attends a 50-minute career preparation class for fourth period and then goes to his job (the training site for the career preparation class) for the rest of the day. The career preparation class is a V3 class.</p> <p><i>The ADA eligibility code for this student would be 1 - Eligible Full-Day. The first through fourth period classes are each 50 minutes of instruction. The time at the training site counts as 120 minutes (the student should be working an average of 3 hours per day; if he were working 2 hours per day, then only 60 minutes would be counted). Therefore, the student is scheduled for 320 minutes of instruction each day.</i></p>
Section 4 Special Education	Revision	<p>4.2 Special Education and Eligibility/Eligible Days Present This section explains . . .</p> <p>Special education services must be made available to —</p> <ul style="list-style-type: none"> • all eligible students beginning on their third birthday and • all eligible students who have not reached their twenty-second birthday on September 1 of the current scholastic year and who have not received a regular high school diploma, unless the student is returning to school under 19 TAC §89.1070(h). <p>Students . . .</p>	<p>4.2 Special Education and Eligibility/Eligible Days Present This section explains . . .</p> <p>Special education services must be made available to —</p> <ul style="list-style-type: none"> • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her twenty-second birthday on September 1 of the current scholastic year and who has not received a regular high school diploma; and • an eligible student who meets all three of the following requirements — <ul style="list-style-type: none"> ○ the student has not reached his or her twenty-second birthday on September 1 of the current scholastic year;

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			<ul style="list-style-type: none"> ○ the student has received a regular high school diploma under 19 Texas Administrative Code (TAC) §89.1070(c); and ○ the student is returning to school under 19 TAC §89.1070(h). <p>Students . . .</p>
Section 4 Special Education	Revision	<p>4.2.5 Head Start and Eligibility Coding For students . . . indicator.</p> <p>For . . . refer to childcare facility information on the previous chart to make coding determinations.</p> <p>ADA eligibility . . .</p>	<p>4.2.5 Head Start and Eligibility Coding For students . . . indicator.</p> <p>For . . . refer to childcare facility information in the charts on the following pages to make coding determinations.</p> <p>ADA eligibility . . .</p>
Section 4 Special Education	Addition and Revision	<p>4.2.6 School-Based Preschool (Ages 3–5), Open to Community If your school district establishes an education program to serve all 3- and/or 4-year-olds regardless of eligibility or other criteria, the mainstream code may be used when special education services (other than speech therapy) are provided in the general classroom. The 2-through-4-hour membership rule . . .</p>	<p>4.2.6 School-Based Preschool (Ages 3–5), Open to Community If your school district establishes an education program to serve all 3- and/or 4-year-olds regardless of eligibility or other criteria, your district may use the mainstream code (40) for a student in the program who receives special education services (other than speech therapy) in the general classroom. However, for the mainstream code to be used for the student, the majority of students in his or her class must be students who are not receiving special education services. The 2-through-4-hour membership rule . . .</p>
Section 4 Special Education	Revision	<p>4.2.10 PEIMS Coding Charts for Students With Disabilities Use the charts on the following pages . . .</p> <p>["EXCEPTIONS TO THE NORM" TABLE: LABEL FOR FIRST COLUMN: Actual Age FIRST COLUMN OF LAST ROW: Student graduated by meeting requirements of 19 TAC §89.1070(c) & returned—Graduation type codes 04–07¹⁸ LAST COLUMN OF LAST ROW: 0]</p> <p>["PK AND SPECIAL EDUCATION SERVICES" TABLE: LABEL FOR FIRST COLUMN: Age 09/01]</p>	<p>4.2.10 PEIMS Coding Charts for Students With Disabilities Use the charts on the following pages . . .</p> <p>["EXCEPTIONS TO THE NORM" TABLE: LABEL FOR FIRST COLUMN: Student Age FIRST COLUMN OF LAST ROW: Student graduated by meeting requirements of 19 TAC §89.1070(c) & returned under §89.1070(h)—Graduation type codes 04–06 LAST COLUMN OF LAST ROW: 3]</p> <p>["PK AND SPECIAL EDUCATION SERVICES" TABLE: LABEL FOR FIRST COLUMN: Student Age</p>

¹⁹ TEC, §25.002

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			<p>NEW FOOTNOTE RELATED TO FIRST COLUMN: An eligible special education student must be provided special education services beginning on his or her third birthday, even if his or her birthday falls after September 1.</p> <p>First five rows, related to PK students without disabilities, removed. Information incorporated in Section 7.</p> <p>NEW FOOTNOTE RELATED TO SECOND AND THIRD ROWS IN BOTTOM SECTION OF 1ST PAGE OF TABLE: The PK and special education teachers must be teaching concurrently for the entire half day or for the entire day, as applicable.]</p>
Section 4 Special Education	Revision	<p>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously in Special Education</p> <p>1. When a student transfers within the state . . .</p>	<p>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously in Special Education</p> <p>1. When a student moves from one district to another within the state . . .</p>
Section 4 Special Education	Addition	None	<p>4.3.3.1 Transfer of Records</p> <p>A district is expected to transfer the most recent ARD committee deliberations, including the current IEP, to a requesting district within 10 days using the Texas Records Exchange (TReX) system.¹⁹</p>
Section 4 Special Education	Revision	<p>4.3.5 Enrollment Procedures for a Private or Home School Student Who Is Eligible and in Need of Special Education</p> <p>Per 19 TAC §89.1096, . . . the amount and type, if any, of special education and related services made available . . . is determined based on consultation . . .</p>	<p>4.3.5 Enrollment Procedures for a Private or Home School Student Who Is Eligible and in Need of Special Education</p> <p>Per 19 TAC §89.1096, . . . the amount and type, if any, of special education and related services made available . . . is determined based on ongoing consultation . . .</p>
Section 4 Special Education	Revision	<p>4.3.5.2 Students Ages 5 Through 21</p> <p>If an ARD committee determines that a private or home school student is eligible and in need of special education instruction and/or related services, . . .</p>	<p>4.3.5.2 Students Ages 5 Through 21</p> <p>If an ARD committee determines that a private or home school student is eligible and in need of special education instruction and related services, . . .</p>
Section 4 Special Education	Addition and Revision	<p>4.6 Instructional Arrangement/Setting Codes</p> <p>The ARD committee's . . .</p> <p>BOX: Requirements Related to Teachers Providing Instruction in Mainstream Settings: A student with disabilities must receive specially designed instruction (as defined in 4.6.11 Code 40 - Special Education</p>	<p>4.6 Instructional Arrangement/Setting Codes</p> <p>The ARD committee's . . .</p> <p>BOX: Requirements Related to Teachers Providing Instruction in Mainstream Settings: A student with disabilities receives specially designed instruction (as defined in 4.6.11 Code 40 - Special Education Mainstream). The</p>

¹⁹ TEC, §25.002

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		<p>Mainstream), which may include accommodations and modifications. While accommodations and modifications may be provided by general education teachers under the direction of special education personnel, other specially designed instruction documented in the IEP must be provided by special education personnel. . . .</p> <p>Student Detail Reports . . . A student may be funded for only one instructional setting for special education at any given time, except for speech therapy. Speech therapy . . .</p> <p>Note: Base the . . . (not to include lunch, recess, passing periods, etc.).</p>	<p>specially designed instruction documented in the IEP is provided by special education personnel. . . .</p> <p>Student Detail Reports . . . A student may be funded for only one instructional setting for special education at any given time. Speech therapy . . .</p> <p>Note: Base the . . . (not to include lunch, recess, passing periods, etc.).</p> <p>A student's ARD committee must review the student's IEP, including his or her instructional arrangement/setting code, at least annually.²⁰</p>
Section 4 Special Education	Revision	<p>4.6.1 Code 00 - No Instructional Arrangement/Setting This code . . .</p> <p>This instructional arrangement/setting code always applies to a student receiving speech therapy.</p>	<p>4.6.1 Code 00 - No Instructional Arrangement/Setting This code . . .</p> <p>This instructional arrangement/setting code applies to a student receiving speech therapy, whether the therapy is provided in the general education classroom or in a pull-out setting. If a student with disabilities receives special education and related services in addition to speech therapy, the code 00 is not used, and the speech therapy indicator code is reported as 2.</p>
Section 4 Special Education	Addition and Revision	<p>4.6.2 Code 01 - Homebound To be placed in the special education homebound instructional arrangement/setting, a student must —</p> <ul style="list-style-type: none"> • be eligible for special education and related services as determined by an ARD committee, • be expected to be confined at home or in a hospital for a minimum of 4 weeks (the weeks need not be consecutive), • be confined for medical reasons only (unless the child is 0 to 5 years of age), and 	<p>4.6.2 Code 01 - Homebound To be placed in the special education homebound instructional arrangement/setting, a student with a disability must meet the following three criteria:</p> <ul style="list-style-type: none"> • The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks (the weeks need not be consecutive). • The student is confined at home or hospital bedside for medical reasons only. • The student's medical condition is documented by

²⁰ 34 CFR, §300.324

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		<ul style="list-style-type: none"> • have a medical condition that is documented by a physician licensed to practice in the United States <p>4.6.2.1 Homebound Notes In making . . .</p> <p>A student . . .</p> <p>A student . . .</p> <p>4.6.2.7 Homebound Funding and Documentation Requirements A student . . . Use the following chart to calculate eligible days present:</p> <p>[TABLE: FOURTH ROW, LEFT COLUMN TEXT: 4 or more hours FOURTH ROW, RIGHT COLUMN TEXT: 4 days present (4-day week) 5 days present (5-day week)]</p> <p>The certified . . .</p>	<p>a physician licensed²¹ to practice in the United States.²²</p> <p>The student's ARD committee determines the amount of services to be provided to the student in this instructional arrangement/setting.</p> <p>4.6.2.1 Homebound Notes In making . . .</p> <p>A student . . .</p> <p>A student served in the special education homebound instructional arrangement/setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional arrangement/setting.</p> <p>A student . . .</p> <p>. . .</p> <p>4.6.2.7 Homebound Funding and Documentation Requirements A student . . . Use the following chart to calculate eligible days present:</p> <p>[TABLE: FOURTH ROW, LEFT COLUMN TEXT: 4 hours FOURTH ROW, RIGHT COLUMN TEXT: 4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week) NEW FIFTH ROW, LEFT COLUMN TEXT: More than 4 hours NEW FIFTH ROW, RIGHT COLUMN TEXT: 4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)]</p>

²¹ You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.

²² 19 TAC §89.63(c)(2)(A)

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		<p>4.6.2.8 Test Administration and the Homebound Instructional Arrangement/Setting A student . . .</p> <p>A student . . .</p> <p>If the . . . The student must receive 30 minutes of homebound instruction to earn 1 day present.</p> <p>A student . . .</p> <p>4.6.2.9 Transition From Homebound to the Classroom A student transitioning . . .</p> <p>The ARD . . .</p> <p>During . . .</p> <p>ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the ARD committee.</p> <p>4.6.2.10 Transitioning Students With Chronic Illness Between Homebound and the Classroom A student . . . based on the following:</p> <ul style="list-style-type: none"> • Students transitioning . . . subject to the Homebound Funding Chart. • The length . . . 	<p>Eligible days present are determined each week. For special education homebound purposes, a week starts Sunday and ends Saturday. Homebound service hours may not be accumulated and carried forward from one week to the next, nor may service hours be applied to a previous week.</p> <p>The certified . . .</p> <p>4.6.2.8 Test Administration and the Homebound Instructional Arrangement/Setting A student . . .</p> <p>A student . . .</p> <p>If the . . . The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.</p> <p>A student . . .</p> <p>4.6.2.9 Transition From Homebound to the Classroom A student transitioning . . .</p> <p>The ARD . . .</p> <p>During . . .</p> <p>Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p> <p>4.6.2.10 Transitioning Students With Chronic Illness Between Homebound and the Classroom A student . . . based on the following:</p> <ul style="list-style-type: none"> • Students transitioning . . . subject to the homebound funding chart. • The length . . .

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		<p>During . . .</p> <p>ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the ARD committee.</p> <p>4.6.2.11 Students With a Recurring Chronic or Acute Health Condition A student . . . based on the following:</p> <ul style="list-style-type: none"> • Students . . . subject to the Homebound Funding Chart. • Students with a recurring . . . • Use the following chart . . . <p>[TABLE: SECOND AND THIRD ROW, MIDDLE COLUMN TEXT: according to the requirements of the Homebound Funding Chart. FOURTH ROW, MIDDLE COLUMN TEXT: according to the requirements of the Homebound Funding Chart for those days the student is provided instruction in the homebound setting and according to the 2-through-4-hour rule for those days the student attends school at his or her campus, as long as the student is present during the official attendance-taking period.]</p> <p>Regardless . . .</p> <p>If the student fully transitions to classroom placement, ADA eligibility shifts back to the requirements of the 2-through-4-hour rule.</p> <p>See the . . .</p>	<p>During . . .</p> <p>Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p> <p>4.6.2.11 Students With a Recurring Chronic or Acute Health Condition A student . . . based on the following:</p> <ul style="list-style-type: none"> • Students . . . subject to the homebound funding chart. • Students with a recurring . . . • Use the following chart . . . <p>[TABLE: SECOND AND THIRD ROW, MIDDLE COLUMN TEXT: according to the requirements of the homebound funding chart. FOURTH ROW, MIDDLE COLUMN TEXT: • according to the requirements of the homebound funding chart for those days the student is provided instruction in the homebound setting and • according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.]</p> <p>Regardless . . .</p> <p>If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.</p> <p>See the . . .</p>
Section 4 Special	Revision	4.6.5 Code 30 - State School for Persons With Mental	4.6.5 Code 30 - State Supported Living Centers

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Education		<p>Retardation This instructional arrangement/setting code is used for a student . . . at a state school when the services are provided at a state school location. If . . .</p> <p>A student for whom this code is used may also generate special education contact hours in speech therapy.</p> <p>The thirteen state schools . . . the following:</p> <ul style="list-style-type: none"> • Abilene State School • Austin State School • Brenham State School • Corpus Christi State School • Denton State School • El Paso State Center • Lubbock State School • Lufkin State School • Mexia State School • Richmond State School • Rio Grande State Center • San Angelo State School • San Antonio State School <p>4.6.5.1 Career and Technical Contact Hours for State School Students For a state school student to earn . . . must continue to receive the same amount . . . before being placed in the state school instructional setting. Career . . . state school students.</p>	<p>This instructional arrangement/setting code is used for a student . . . at a state supported living center when the services are provided at a state supported living center. If . . .</p> <p>The thirteen state supported living centers . . . are the following:</p> <ul style="list-style-type: none"> • Abilene State Supported Living Center • Austin State Supported Living Center • Brenham State Supported Living Center • Corpus Christi State Supported Living Center • Denton State Supported Living Center • El Paso State Supported Living Center • Lubbock State Supported Living Center • Lufkin State Supported Living Center • Mexia State Supported Living Center • Richmond State Supported Living Center • Rio Grande State Supported Living Center • San Angelo State Supported Living Center • San Antonio State Supported Living Center <p>4.6.5.1 Career and Technical Contact Hours for Students in State Supported Living Centers For a student in a state supported living center to earn . . . must continue to receive the same amount . . . before being placed in the state supported living center instructional setting. Career . . . students in a state supported living center.</p>
Section 4 Special Education	Revision	<p>4.6.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State School Per . . .</p> <p>Both . . . This requirement applies . . . who reside in a hospital, residential facility, or state school. However, . . .</p>	<p>4.6.6 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 Per . . .</p> <p>Both . . . This requirement applies . . . who reside in a hospital, residential facility, or state supported living center. However, . . .</p>

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		<p>The following table . . .</p> <p>[TABLE: FIRST COLUMN LABEL TEXT: Student is not incarcerated or is not court ordered to remain at RF*? FIRST COLUMN, FIRST FOUR ROWS AFTER TOP ROW TEXT: Yes FIRST COLUMN, LAST TWO ROWS: No ONE-ASTERISK NOTE AFTER TABLE: *The answer will be “yes” except in situations . . .]</p>	<p>The following table . . .</p> <p>[TABLE: FIRST COLUMN LABEL TEXT: Student is incarcerated or is court ordered to remain at residential facility*? FIRST COLUMN, FIRST FOUR ROWS AFTER TOP ROW TEXT: No FIRST COLUMN, LAST TWO ROWS: Yes ONE-ASTERISK NOTE AFTER TABLE: *The answer will be “no” except in situations . . .]</p>
<p>Section 4 Special Education</p>	<p>Revision</p>	<p>4.6.7 Code 41 or 42 - Resource Room/Services This . . . for less than 50% of the student’s school day.²³ This code is also used to report a 3- or 4-year-old student with a disability who is receiving educational services in a PK setting but is ineligible for PK services.</p> <p>Code 41 . . .</p> <p>Code 42 . . . Code 42 is also used to report a 3- or 4-year-old student in a PK classroom who is ineligible for PK services, regardless of the percentage of time served in general education.</p> <p>Code 41 or 42 is used . . .</p> <p>Note that if a student is pulled out of general education classes to receive special education services and speech therapy, both a resource room code and a speech therapy code should be used for the student. If . . .</p> <p>Codes 41 and 42 . . .</p> <p>A student . . . See the examples under 4.14.8 Code 40 – Mainstream Examples.</p>	<p>4.6.7 Code 41 or 42 - Resource Room/Services This . . . for less than 50% of the student’s school day.²⁴</p> <p>Code 41 . . .</p> <p>Code 42 . . . Code 42 is also used to report a 3- or 4-year-old student in a PK classroom who is ineligible for PK services, provided that the PK and special education teachers are teaching concurrently for the entire half day (if the student is being reported as eligible for half-day attendance) or the entire day (if the student is being reported as eligible for full-day attendance).</p> <p>Code 41 or 42 is used . . .</p> <p>Note that if a student is pulled out of general education classes to receive special education services and speech therapy, the appropriate resource room code is used, and the speech therapy indicator code is reported as 2. If . . .</p> <p>Codes 41 and 42 . . .</p> <p>A student . . . See the examples under 4.14.10 Speech Therapy Indicator Code 1 Examples.</p>

²³ 19 TAC §89.63(c)(5)

²⁴ 19 TAC §89.63(c)(5)

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Section 4 Special Education	Addition and Revision	<p>4.6.9 Code 08 - Vocational Adjustment Class (VAC) This . . . student who is provided special education and related services and is placed on a job with regularly scheduled . . .</p> <p>This . . .</p> <p>This code applies to a student in paid full-time or part-time employment, . . .</p> <p>A student . . .</p>	<p>4.6.9 Code 08 - Vocational Adjustment Class (VAC) This . . . student who is participating in a special education work-based learning program and is employed in a paid full- or part-time job with regularly scheduled . . .</p> <p>This . . .</p> <p>This code applies to a student in paid full-time or part-time employment, . . .</p> <p>A student . . .</p>
Section 4 Special Education	Addition	<p>4.6.11.1 Requirements For a student to be coded with an instructional setting code of 40 (Special Education Mainstream), the student must have —</p> <ul style="list-style-type: none"> • Special education and . . . • An IEP . . .; and • Qualified special education personnel involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services . . . 	<p>4.6.11.1 Requirements For a student to be coded with an instructional setting code of 40 (Special Education Mainstream), the student must have —</p> <ul style="list-style-type: none"> • Special education and . . . • An IEP . . .; and • Qualified special education personnel involved in the implementation of the student’s IEP through the provision, on at least a weekly basis, of direct, indirect, and/or support services . . .
Section 4 Special Education	Addition and Revision	<p>4.6.11.3 Preschool Programs for Children With Disabilities (PPCD) and Mainstream Instructional Settings/Arrangements</p> <p>4.6.11.3.1 Community-Based Preschool (3- Through 5-Year-Olds): A preschool student . . . may be coded mainstream. For . . .</p> <p>4.6.11.3.2 School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds): If . . . or other criteria, the mainstream code may be used for a student when special education services (other than speech therapy) are provided to the student in the general classroom. For a student . . .</p>	<p>4.6.11.3 Preschool Programs for Children With Disabilities (PPCD) and Mainstream Instructional Settings/Arrangements</p> <p>4.6.11.3.1 Community-Based Preschool (3- Through 5-Year-Olds): A preschool student . . . may be coded mainstream, provided that the majority of students in his or her class are students who are not receiving special education services. For . . .</p> <p>4.6.11.3.2 School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds): If . . . or other criteria, your district may use the mainstream code for a student in the program who receives special education services (other than speech therapy) in the general classroom. However, for the mainstream code to be used for the student, the majority of students in his or her class must be students who are not receiving special education services. For the student . . .</p>

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		<p>4.6.11.3.3 Prekindergarten Program: A preschool student . . . may be coded mainstream. For . . .</p> <p>A preschool student . . .</p> <p>4.6.11.3.4 Head Start Program: Your . . . A preschool student . . . can be coded mainstream.</p>	<p>4.6.11.3.3 Prekindergarten Program: A preschool student . . . may be coded mainstream, provided that the majority of students in his or her class are students who are not receiving special education services. For . . .</p> <p>A preschool student . . .</p> <p>4.6.11.3.4 Head Start Program: Your . . . A preschool student . . . can be coded mainstream, provided that the majority of students in his or her class are students who are not receiving special education services.</p>
Section 4 Special Education	Revision	<p>4.6.11.4.2 Funding: For a student . . .</p> <p>If certified special education personnel are only monitoring student progress, mainstream special education contact hours cannot be generated.</p>	<p>4.6.11.4.2 Funding: For a student . . .</p> <p>If certified special education personnel are only monitoring student progress, mainstream special education funding cannot be generated.</p>
Section 4 Special Education	Addition and Revision	<p>4.6.13 Code 70 - Texas School for the Blind and Visually Impaired</p> <p>This . . . This instructional arrangement/setting code does not generate ADA or contact hours. The TSBVI should report a student it serves with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional arrangement/setting code of 70.</p> <p>A local school district does not report a student who is served by the TSBVI. Your district . . .</p> <p>4.6.14 Code 71 – Texas School for the Deaf</p> <p>This . . . This instructional arrangement/setting code does not generate ADA or contact hours. The TSD should report a student it serves with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional arrangement/setting code of 71. The TSD should report a student who is referred . . .</p> <p>..</p> <p>A local school district does not report a student who is served by the TSD. Your district . . .</p>	<p>4.6.13 Code 70 - Texas School for the Blind and Visually Impaired</p> <p>This . . . This instructional arrangement/setting code does not generate contact hours.</p> <p>A local school district does not report a student who is served by the TSBVI; the TSBVI reports the student. Your district . . .</p> <p>4.6.14 Code 71 – Texas School for the Deaf</p> <p>This . . . This instructional arrangement/setting code does not generate contact hours. The TSD should report a student who is referred . . .</p> <p>A local school district does not report a student who is served by the TSD; the TSD reports the student. Your district . . .</p>

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Section 4 Special Education	Addition	<p>4.7 Additional Guidelines for Instructional Arrangement/Setting Codes The following . . .</p> <p>...</p> <p>[TABLE]</p>	<p>4.7 Additional Guidelines for Instructional Arrangement/Setting Codes The following . . .</p> <p>...</p> <p>[TABLE: TEXT OF NEW ASTERISK NOTE RELATED TO FIRST COLUMN LABEL (Number of Periods of Special Education Instruction per Day*): *If a student receives special education and related services outside of the general education classroom on less than a daily basis, determine the percentage to be used in determining the appropriate instructional arrangement/setting code by dividing the total minutes of instruction outside the general education classroom for the week by the total instructional minutes for the week.]</p>
Section 4 Special Education	Addition and Revision	<p>4.8.1.2 Indicator Code 2 – Speech Therapy With Other Services This code . . .</p> <p>For a student . . . must have:</p> <ul style="list-style-type: none"> • qualified special education personnel . . . through the provision of direct, indirect, and/or support services — <ul style="list-style-type: none"> ○ to the student in the general education environment and/or; ○ in collaboration with the student’s general education classroom teacher(s); and • a qualified speech pathologist/therapist . . . 	<p>4.8.1.2 Indicator Code 2 – Speech Therapy With Other Services This code . . .</p> <p>For a student . . . must have:</p> <ul style="list-style-type: none"> • qualified special education personnel . . . through the provision, on at least a weekly basis, of direct, indirect, and/or support services — <ul style="list-style-type: none"> ○ to the student in the general education environment and/or; ○ in collaboration with the student’s general education classroom teacher(s); and • a qualified speech pathologist/therapist . . .
Section 4 Special Education	Revision	<p>4.9.8 Extended School Year (ESY) Services Your district will be funded for any ESY services it provides for special education students for the summer of 2009. . . .</p> <p>The procedures for providing ESY services are as follows:</p> <ol style="list-style-type: none"> 1. At the review . . . student's parents. <p>The student to receive ESY services must be reported with the same instructional arrangement/setting code with</p>	<p>4.9.8 Extended School Year (ESY) Services Your district will be funded for any ESY services it provides for special education students for the summer of 2011. . . .</p> <p>The procedures for providing ESY services are as follows:</p> <ol style="list-style-type: none"> 1. At the review . . . student's parents. <p>The student to receive ESY services must be reported with the same instructional arrangement/setting code with which</p>

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		which the student was reported during the 2008–2009 school year, if he or she had an instructional arrangement/setting code for the school year.	the student was reported during the 2010–2011 school year, if he or she had an instructional arrangement/setting code for the school year.
Section 4 Special Education	Revision	<p>4.11.1 Contact Hours for Each Instructional Setting When . . .</p> <p>[In the table, "state school" was replaced with "state supported living center."]</p>	<p>4.11.1 Contact Hours for Each Instructional Setting When . . .</p> <p>[In the table, "state school" was replaced with "state supported living center."]</p>
Section 4 Special Education	Addition	<p>4.13 Teacher Requirements Any . . .</p> <p>A . . .</p> <p>If . . .</p> <p>Determination . . .</p>	<p>4.13 Teacher Requirements Any . . .</p> <p>A . . .</p> <p>If . . .</p> <p>For more information, see the TEA Highly Qualified Teachers web page at http://www.tea.state.tx.us/index4.aspx?id=4650&menu_id=798 and the TEA Requirements for Highly Qualified Paraprofessionals web page at http://www.tea.state.tx.us/index4.aspx?id=4670&menu_id=798.</p> <p>Determination . . .</p>
Section 4 Special Education	Addition	<p>4.14.1 Code 01 – Homebound Examples . . .</p> <p>A certified special education teacher administers a final exam to a student confined to the home, and it takes the student 30 minutes to complete the exam.</p> <p><i>The student must 30 minutes of homebound instruction to earn 1 day present.</i></p>	<p>4.14.1 Code 01 – Homebound Examples . . .</p> <p>Example 4: A certified special education teacher administers a final exam to a student confined to the home, and it takes the student 30 minutes to complete the exam.</p> <p><i>The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.</i></p>
Section 4 Special Education	Addition	<p>4.14.3 Codes 41 and 42 - Resource Room/Services Examples . . .</p> <p>A student attends all general classes, except for 1 hour a</p>	<p>4.14.3 Codes 41 and 42 - Resource Room/Services Examples . . .</p> <p>Example 3: A student attends all general classes, except for 1</p>

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		<p>week, as documented in the IEP, when the student receives support services in a resource room by a certified special education teacher.</p> <p><i>The instructional arrangement/setting code for this student should be entered as 41, resource room/services - less than 21%, . . .</i></p> <p>A 4-year-old student . . .</p> <p><i>The student should generate half-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 42 and 00 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p>	<p>hour a week, as documented in the IEP, when the student receives support services in a resource room from a certified special education teacher, or from an itinerant teacher from an RDSPD.</p> <p><i>The instructional arrangement/setting code for this student should be entered as 41, resource room/services - less than 21%, . . .</i></p> <p>Example 4: A 4-year-old student . . .</p> <p><i>The student should generate half-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 42 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p>
Section 4 Special Education	Revision	<p>4.14.4 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</p> <p>. . .</p> <p>Example 3: A student on an elementary campus spends 200 minutes out of 300 instructional minutes in the special education classroom. The 200 minutes of general education instruction include math, art/music/physical education, and social studies.</p> <p>. . .</p>	<p>4.14.4 Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</p> <p>. . .</p> <p>Example 3: A student on an elementary campus spends 200 minutes out of 300 instructional minutes in the special education classroom. The 100 minutes of general education instruction include math, art/music/physical education, and social studies.</p> <p>. . .</p>
Section 4 Special Education	Addition and Revision	<p>4.14.6 Codes 91–98 - Off Home Campus Examples</p> <p>. . .</p> <p>A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee prescribed for the student.</p> <p>There should . . .</p> <p>. . .</p> <p>A student legally transferred . . .</p> <p><i>The instructional arrangement/setting code . . .</i></p>	<p>4.14.6 Codes 91–98 - Off Home Campus Examples</p> <p>. . .</p> <p>Example 2: A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee determined are required for the student to have an appropriate education.</p> <p>There should . . .</p> <p>. . .</p> <p>Example 3: A student legally transferred . . .</p>

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			<p><i>The instructional arrangement/setting code . . .</i></p> <p><i>The student's ADA eligibility code should be entered as 3 - Eligible Transfer Student Full-Day. See 3.2.1.4 Code 3 Eligible Transfer Student Full-Day.</i></p>
<p>Section 4 Special Education</p>	<p>Revision</p>	<p>4.14.8 Code 40 – Mainstream Examples A student attends all general . . . Qualified special education personnel are involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student. The student's . . .</p> <p><i>The instructional arrangement/setting code for this student should be recorded as 40, mainstream, . . .</i></p> <p>. . .</p> <p>A 4-year-old student . . .</p> <p><i>The student should generate half-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 40 and 00 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p> <p>A 3-year-old student . . . The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week.</p> <p><i>The student should generate full-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 40 and 00 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p> <p>A 4-year-old student with a disability receives special education services and related services in a community-based child care center. . . . The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and . . .</p>	<p>4.14.8 Code 40 – Mainstream Examples Example 1: A student attends all general . . . Qualified special education personnel are involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student on at least a weekly basis. The student's . . .</p> <p><i>The instructional arrangement/setting code for this student should be recorded as 40, mainstream, . . .</i></p> <p>. . .</p> <p>Example 5: A 4-year-old student . . .</p> <p><i>The student should generate half-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 40 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p> <p>Example 6: A 3-year-old student . . . The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week.</p> <p><i>The student should generate full-day ADA eligibility. The instructional arrangement/setting code for this student should be recorded as 40 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p> <p>Example 7: A 4-year-old student with a disability receives special education services and related services in a community-based child care center and is in a class in which the majority of students are not receiving special education services. . . . The speech therapist provides speech</p>

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		<p><i>The student will not generate contact hours because . . . The instructional arrangement/setting code for this student should be recorded as 40 and 00 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</i></p> <p>A 4-year-old student with a disability receives special education services in a community-based child care center. The certified special education teacher provides services 60 minutes once a week and consults with the child care provider for 60 minutes once a week.</p> <p><i>The student will not generate contact hours because . . . The instructional arrangement/setting code for this student should be recorded as 40 . . .</i></p>	<p>instruction to the child for 30 minutes a week in the community-based child care classroom and . . .</p> <p><i>The student's ADA eligibility code should be recorded as 0 - Enrolled, Not in Membership</i> because . . . The instructional arrangement/setting code for this student should be recorded as 40 in the attendance accounting system, and the speech therapy indicator code should be recorded as 2.</p> <p>Example 8: A 4-year-old student with a disability receives special education services in a community-based child care center and is in a class in which the majority of students are not receiving special education services. The certified special education teacher provides services 60 minutes once a week and consults with the child care provider for 60 minutes once a week.</p> <p><i>The student's ADA eligibility code should be recorded as 0 - Enrolled, Not in Membership</i> because . . . The instructional arrangement/setting code for this student should be recorded as 40 . . .</p>
Section 5 Career and Technical Education	Revision	<p>5.2 Eligibility and Eligible Days Present Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following four criteria:</p> <ol style="list-style-type: none"> 1. Each CTE course must be taught by a qualified/certified CTE teacher. <ol style="list-style-type: none"> a. A person may not be employed as a teacher, . . . b. The teacher of record . . . c. Any CTE teacher who is the teacher of record and provides direct instruction to students in any CTE course that satisfies a core academic graduation requirement must meet the NCLB highly qualified teacher requirements. d. When districts . . . under articulation agreements. Proprietary school teachers must have an SBEC Texas teaching certificate for 	<p>5.2 Eligibility and Eligible Days Present Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following four criteria:</p> <ol style="list-style-type: none"> 1. Each CTE course must be taught by a qualified/certified teacher, as defined in 19 Texas Administrative Code (TAC) §231.1, Criteria for Assignment of Public School Personnel.²⁵ <ol style="list-style-type: none"> a. A person may not be employed as a teacher, . . . b. The teacher of record . . . 2. Your district must maintain a course calendar, or another form of documentation specified in 5.11 Documentation, showing the average minutes per day for each CTE course (see

²⁵ 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.

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		<p style="text-align: center;">the teaching assignment.</p> <ol style="list-style-type: none"> 2. CTE courses must have a course calendar documenting the number of average minutes per day in the CTE class. 3. Your district . . . 	<p style="text-align: center;">5.5.2 PEIMS 410 Record and 5.6 Computing Contact Hours of this section).</p> <ol style="list-style-type: none"> 3. Your district . . .
Section 5 Career and Technical Education	Revision	<p>5.2.1 Eligibility of Students for Funding Students . . .</p> <p>Eligibility for Contact Hours: Only . . . in CTED courses (see 5.9 CTED Courses). Students in Grades below 9 are not eligible for contact hours even if they take a high school course.</p>	<p>5.2.1 Eligibility of Students for Funding Students . . .</p> <p>Eligibility for Contact Hours: Only . . . in CTED courses (see 5.9 CTED Courses).</p>
Section 5 Career and Technical Education	Revision	<p>5.2.2 Eligibility of Courses for Funding 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 or SBDM Committee approval to offer any TEA-approved innovative course.²⁶ For a new innovative course that has not been approved by the TEA, your district must follow the process for applying to the TEA for approval to offer the new innovative course.</p> <p>State-approved CTE courses are listed in Section 4, Code Table C022 of the PEIMS <i>Data Standards</i>. Courses with two- or five-asterisk service ID notations have <u>not</u> been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.</p> <p>If your district offers instruction in CTE courses that are not approved for the additional state CTE funding weight, district personnel should not report a student served in these courses on the 410 record (CTE- Student). However, personnel should report these courses on the student's PEIMS 170 record on</p>	<p>5.2.2 Eligibility of Courses for Funding State-approved CTE courses are listed in Section 4, Code Table C022 of the Public Education Information Management System [PEIMS] <i>Data Standards</i>.</p> <p>Sixty percent of your district's CTE state allotment funding must be spent in support of courses with program intent code 22.²⁷</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 or site-based decision-making (SBDM) committee approval to offer any TEA-approved innovative course.²⁸ For a new innovative course that has not been approved by the TEA, your district must follow the process for applying to the TEA for approval to offer the new innovative course.</p>

²⁷ TEC, §39.234

²⁷ TEC, §39.234

²⁸ 19 TAC §74.27

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		<p>the fall snapshot date. District personnel must report a student enrolled in Grade 9 through 12 courses that are not approved for weighted funding on the 415 Record in Submission 3. See the PEIMS <i>Data Standards</i>.</p> <p>CTE courses not approved for weighted funding are reported as PEIMS program intent code 11. (Program intent code 22 is reserved for CTE courses eligible for weighted funding.) 90% of your district's CTE state allotment funding must be spent in support of courses with program intent code 22; CTE courses with program intent code 11 may receive support from the remaining 10% of your district's CTE state allotment as well as other funding sources.</p>	
Section 5 Career and Technical Education	Addition	<p>5.2.3 Earning Contact Hours A student . . .</p> <p>A student is not eligible to receive any CTE contact hours for participating for 1 hour in a 2-hour course or for 1 or 2 hours in a 3-hour course.</p> <p>See . . .</p>	<p>5.2.3 Earning Contact Hours A student . . .</p> <p>A student is not eligible to receive any CTE contact hours for participating for 1 hour in a 2-hour course or for 1 or 2 hours in a 3-hour course. For example, students participating for 1 hour in a 2-hour course or for 1 or 2 hours in a 3-hour course are not eligible to receive contact hours.</p> <p>See . . .</p>
Section 5 Career and Technical Education	Revision	<p>5.2.3.1 Earning CTE Contact Hours While Also Being Served by a Special Education Program For a student to earn CTE contact hours while also being served in a . . . state school (30) instructional arrangement/setting, the student must . . . and/or state school instructional arrangement/setting . . .</p>	<p>5.2.3.1 Earning CTE Contact Hours While Also Being Served by a Special Education Program For a student to earn CTE contact hours while also being served in a . . . state supported living center (30) instructional arrangement/setting, the student must . . . and/or state supported living center instructional arrangement/setting . . .</p>
Section 5 Career and Technical Education	Addition and Revision	<p>5.2.4 Career Preparation Eligibility Requirements CTE career preparation eligibility requirements are as follows. Refer to 5.7 Career Preparation Learning Experiences for general rules . . .</p> <ul style="list-style-type: none"> • The career preparation training component, whether paid or unpaid, must address the TEKS . . . • Each career preparation class using the paid . . . 	<p>5.2.4 Career Preparation Eligibility Requirements CTE career preparation eligibility requirements are as follows. Refer to 5.7 Career Preparation and Practicum Learning Experiences for general rules . . .</p> <ul style="list-style-type: none"> • The career preparation course²⁹ is for paid experience only. The training component must address all the TEKS . . .

²⁹ 19 TAC §127.13 and §127.14

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		<ul style="list-style-type: none"> • A student must be a minimum age of 16 to enroll in career preparation learning experiences that have a paid career preparation component. <p>Use the following chart to determine the CTE code for students participating in paid CTE career preparation.</p> <p>[TABLE]</p> <p>Use the following chart to determine the CTE code for students participating in unpaid CTE career preparation.</p> <p>[TABLE]</p> <p>None</p>	<ul style="list-style-type: none"> • Each career preparation course using the paid . . . • A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the career preparation learning experiences that have a paid component. • Students unemployed for more than 15 consecutive school days are not eligible for contact hours. • Career preparation courses cannot be offered in an alternative setting, such as credit recovery, alternative programs, or disciplinary alternative programs. <p>Use the following chart to determine the CTE code for students participating in paid CTE career preparation.</p> <p>[TABLE]</p> <p>5.2.5 Practicum Course Eligibility Requirements CTE practicum course eligibility requirements are as follows. Refer to 5.7 Career Preparation and Practicum Learning Experiences for general rules and to the glossary for definitions.</p> <ul style="list-style-type: none"> • Practicum courses and other two- to three-credit CTE courses found in 19 TAC §130 may be used as laboratory-based, paid, or unpaid work experiences for students. • Each practicum course using the paid work-based learning instructional arrangement must consist of student participation in training appropriate to the student's program of study plus participation in related CTE classroom instruction. The course should span the entire year, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change. • A student must be a minimum age of 16 and hold

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			<p>valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a paid component.</p> <ul style="list-style-type: none"> • Students unemployed for more than 15 consecutive school days in a paid practicum learning experience must be placed in an unpaid learning experience. <p>Use the following chart to determine the CTE code for students participating in a paid practicum learning experience.</p> <p>[NEW TABLE WITH SAME INFORMATION AS IN PRECEDING TABLE]</p> <p>Use the following chart to determine the CTE code for students participating in unpaid practicum learning experience.</p> <p>[TABLE]</p>
Section 5 Career and Technical Education	Revision	<p>5.3 Enrollment Procedures The procedures for enrolling a student in CTE classes . . .</p> <p>The word "class" was replaced with the word "course" throughout Section 5.</p>	<p>5.3 Enrollment Procedures The procedures for enrolling a student in CTE courses . . .</p> <p>The word "class" was replaced with the word "course" throughout Section 5.</p>
Section 5 Career and Technical Education	Revision	<p>5.7 Career Preparation Learning Experiences Career preparation learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See 5.2.4 Career Preparation Eligibility Requirements for instructions on coding students enrolled in career preparation training.</p> <p>The local education agency and the training sponsor must plan and supervise career preparation instruction cooperatively. Students receive . . . site experiences.</p> <p>CTE innovative career preparation courses that include a paid or unpaid training experience (in an out-of-school environment) must be coded with the *** (teacher) Career Preparation code and **** (student) training station code.</p>	<p>5.7 Career Preparation and Practicum Learning Experiences Career preparation learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. Practicum learning experiences are specific to a cluster and provide learning experiences in a laboratory setting or at an approved training site.</p> <p>The local education agency and the training sponsor must plan and supervise instruction cooperatively. Students receive . . . site experiences.</p> <p>Note: Time . . .</p>

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Section	Change	2009–2010 Version 2	2010–2011
		<p>Note: Time . . .</p> <p>5.7.1 Date on Which Students May Earn Contact Hours Written training agreements . . . in either paid or unpaid career preparation opportunities. . . . A student participating in unpaid career preparation experiences may be counted for contact hours on the first day of enrollment, provided a written training agreement is completed . . .</p> <p>5.7.2 Additional Requirements for Students Participating in Paid Career Preparation Experiences For a student participating in paid career preparation experiences, employment must begin within 15 instructional days of the student’s enrollment date. If a student’s employment at an approved work site does not begin by the sixteenth instructional day after enrollment, the student may be placed at an unpaid training site. If a student’s employment ends before the end of the school year, contact hours may be counted without interruption provided the student’s paid career preparation training resumes within 15 instructional days and a written training agreement is on file . . .</p> <p>5.7.3 Required Site Visits by Teachers Teachers assigned to career preparation learning experiences, both paid and unpaid, must visit . . . and preparation period.³⁰ Whether your school district has 6-week or 9-week grading periods, at least one . . .</p>	<p>5.7.1 Date on Which Students May Earn Contact Hours Written training plans . . . in either paid or unpaid learning experiences. . . . A student participating in unpaid practicum learning experiences may be counted for contact hours on the first day of enrollment, provided a written training plan is completed . . .</p> <p>5.7.2 Additional Requirements for Students Participating in Paid Learning Experiences For a student participating in paid experiences, employment must begin within 15 instructional days of the student’s enrollment date. If a student’s employment ends before the end of the school year, contact hours may be counted without interruption provided the student’s paid training resumes within 15 instructional days and a written training plan is on file . . .</p> <p>5.7.3 Required Site Visits by Teachers Teachers assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit . . . and preparation period.³¹ Regardless of the length of a grading period, at least one . . .</p>
Section 5 Career and Technical Education	Revision	<p>5.8 CTE Independent Study CTE independent study courses must be . . .</p> <p>Written project plans must be on file in a student's folder for a student participating in a CTE independent study course. Your</p>	<p>5.8 CTE Problems and Solutions (Formerly CTE Independent Study) A Problems and Solutions course³² must be . . .</p> <p>Written project plans must be on file in a student's folder for a</p>

³¹ TEC, §21.404

³¹ TEC, §21.404

³² 19 TAC §127.15

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		<p>district may count a student in an independent study course for contact hours . . .</p> <p>CTE independent study courses provide . . .</p>	<p>student participating in a Problems and Solutions course. Your district may count a student in a Problems and Solutions course for contact hours . . .</p> <p>The Problems and Solutions course provides . . .</p>
<p>Section 5 Career and Technical Education</p>	<p>Revision</p>	<p>5.13.1 Example 1 A student is enrolled in the course Architectural Graphics for the first semester and in Engineering Graphics for the second semester.</p> <p><i>The CTE code for this student would be entered as V1 . . . because each course is taught in a 1-hour class period (each class is a half-credit course).</i></p> <p>5.13.2 Example 2 A student is enrolled in Preparation for Parenting and in Management for the first semester and in Individual and Family Life for the second semester.</p> <p><i>The CTE code . . . The student is coded as V2 for the first semester because the student is enrolled in two 1-hour CTE class periods (two half-credit classes).</i></p> <p>5.13.3 Example 3 A Grade 8 student is enrolled in Introduction to World Agricultural Science and Technology . . .</p> <p><i>This student . . . fall snapshot date. See the PEIMS Data Standards.</i></p> <p>5.13.4 Example 4 A student is enrolled in Child Care and Guidance, Management, and Services I and in Personal Skill Development in Agriculture for the first semester and in Child Care and Guidance, Management, and Services I for the second semester.</p>	<p>5.13.1 Example 1 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><i>The CTE code for this student would be entered as V1 . . . because each course is taught in a 45- to 89-minute class period.</i></p> <p>5.13.2 Example 2 A student is enrolled in Principles of Health Science and in Medical Terminology for the first semester and in Medical Microbiology for the second semester.</p> <p><i>The CTE code . . . The student is coded as V2 for the first semester because the student is enrolled in two 55-minute CTE class periods.</i></p> <p>5.13.3 Example 3 A grade 8 student is enrolled in Principles of Transportation, Distribution and Logistics . . .</p> <p><i>This student . . . fall snapshot date.</i></p> <p>5.13.4 Example 4 A student is enrolled in Child Guidance for 174 minutes per day and in Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day.</p>

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		<p><i>The CTE code for this student would be entered . . . as V3 for the first semester and as V2 for the second semester. The student is coded as V3 for the first semester because the student is enrolled in one CTE course that is taught for two 1-hour class periods and in one CTE course that is taught for a 1-hour class period (one one-credit class and one half-credit class). The student would be coded as V2 for the second semester because Child Care and Guidance, Management, and Services I (taught for two 1-hour class periods) generates one credit in the second semester.</i></p> <p>...</p> <p>5.13.6 Example 6 A student wants to take Business Computer Information Systems I. However, this class is not offered at the student's home district. . . . attend the nearby district's Business Computer Information Systems I class, . . . 1-hour class period.</p> <p><i>The home district should enter this student's CTE code as V1 .</i></p> <p>..</p> <p>5.13.7 Example 7 A student in Grade 7 is taking Introduction to Keyboarding.</p> <p><i>This student will not have a CTE code . . .</i></p> <p>5.13.8 Example 8 A student enrolled in Interior Design on the first day of school. After 2 weeks in the class, the student decided to take Automotive Technician I, a 2-hour CTE class, instead of Interior Design.</p> <p><i>The CTE code . . . one 1-hour CTE class period (one half-credit class). The student is coded as V2 for the remainder . . . two 1-hour class periods (a two-credit class). . . .</i></p> <p>5.13.9 Example 9 . . . modified block schedule. The student is enrolled in Nutrition and Food Science in the first semester. This class</p>	<p><i>The CTE code for this student would be entered . . . as V4 for the first semester and as V3 for the second semester. The student is coded as V4 for the first semester because the student is enrolled in one CTE course that is taught for 174 minutes per day and in one CTE course that is taught for 87 minutes per day. The student would be coded as V3 for the second semester because Child Guidance is taught for 174 minutes per day.</i></p> <p>...</p> <p>5.13.6 Example 6 A student wants to take Business Information Management I; however, this course is not offered at the student's home district. . . . attend the nearby district's Business Information Management I course, . . . 1-hour course period.</p> <p><i>The home district should enter this student's CTE code as V1 .</i></p> <p>..</p> <p>5.13.7 Example 7 A student in grade 7 is taking Touch System Data Entry.</p> <p><i>This student will not have a CTE code . . .</i></p> <p>5.13.8 Example 8 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><i>The CTE code . . . one 1-hour CTE class period. The student is coded as V2 for the remainder . . . two 1-hour class periods. . . .</i></p> <p>.</p> <p>5.13.9 Example 9 . . . modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90</p>

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		<p>meets for 2 hours on even-numbered days of the month.</p> <p><i>The CTE code . . . V1 for the first semester. To illustrate, over a 2-week period the student will receive 10 hours of instruction in Nutrition and Food Science. One week . . . for a total of 6 hours, and the next week . . . for a total of 4 hours. This is the same amount of instruction a student on a traditional schedule (1 hour each day) would receive. The student is coded as V1 for the first semester because the student is enrolled in one half-credit CTE class.</i></p> <p>5.13.10 Example 10 A student is enrolled in Health Science Technology I (V1). The student develops a physical impairment, . . .</p> <p><i>For a student to earn CTE contact hours while he is also being served in the . . . state school instructional arrangement/setting, he must continue to receive the same amount and type of CTE service that he was receiving before being placed in the . . . state school instructional arrangement/setting . . .</i></p> <p>5.13.11 Example 11 A student . . .</p> <p><i>Your school district . . . with the college (see 3.2.4 Dual Credit (High School and College/University) in Section 3; 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C).</i></p> <p>In the . . .</p>	<p>minutes on even-numbered days of the month.</p> <p><i>The CTE code . . . V1. To illustrate, over a 2-week period, the student will receive 450 minutes of instruction in Advanced Animal Science. One week . . . for a total of 270 minutes. The following week . . . for a total of 180 minutes of instruction. This is the same amount of instructional time (7.5 hours) that a student would have received on a traditional schedule (45 minutes each school day).</i></p> <p>5.13.10 Example 10 A student is enrolled in Principles of Health Science (V1). The student develops a physical impairment, . . .</p> <p><i>For a student to earn CTE contact hours while he or she is also being served in the . . . state supported living center instructional arrangement/setting, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the . . . state supported living center instructional arrangement/setting . . .</i></p> <p>5.13.11 Example 11 A student . . .</p> <p><i>Your school district . . . with the college. See the following:</i></p> <ul style="list-style-type: none"> • 3.2.4 Dual Credit (High School and College/University) • 11.3.1.2 Student Eligibility Requirements Specific to Workforce Education Dual Credit Courses • 11.3.2 Types of College Credit Programs Your District May Offer • 19 TAC Part 1, Chapter 4, Subchapter D • 19 TAC Part 2, Chapter 74, Subchapter C <p>In the . . .</p>
Section 6 Bilingual/English as a Second Language (ESL)	Addition	<p>6.3 Enrollment Procedures This section explains</p>	<p>6.3 Enrollment Procedures This section explains</p>

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		<p>2. District personnel test the student . . .</p> <p>a. If the student is in prekindergarten (PK), kindergarten, or grade 1, district personnel administer . . .</p> <p>. . .</p> <p>b. If the student is in grades 2 through 12, district personnel administer the OLPT.</p> <p>If the . . .</p> <p>TEXT OF FOOTNOTES 123 AND 125, ASSOCIATED WITH ITEMS 4 AND 5: To find the appropriate code to use, please consult the program type code tables available at the following link: http://ritter.tea.state.tx.us/peims/standards/0910/ds4.doc. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.</p>	<p>2. District personnel test the student . . .</p> <p>a. If the student is in prekindergarten (PK), kindergarten, or grade 1, trained district personnel administer . . .</p> <p>. . .</p> <p>b. If the student is in grades 2 through 12, trained district personnel administer the OLPT.</p> <p>If the . . .</p> <p>TEXT OF FOOTNOTES 123 AND 125, ASSOCIATED WITH ITEMS 4 AND 5: To find the appropriate code to use, please consult the program type code tables available at the following link: http://ritter.tea.state.tx.us/peims/standards/1011/ds4.doc. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.</p>
<p>Section 6 Bilingual/English as a Second Language (ESL)</p>	<p>Revision</p>	<p>6.3.1 Students Who Transfer Into Your District Within 4 weeks . . .</p> <p>When a bilingual/ESL student transfers into your school district, . . . If your district does not receive this documentation within 4 weeks of the student's transfer, your district . . .</p>	<p>6.3.1 Students Who Move to Your District Within 4 weeks . . .</p> <p>When a bilingual/ESL student moves to your school district, . . . If your district does not receive this documentation within 4 weeks of the student's enrollment in your district, your district . . .</p>
<p>Section 6 Bilingual/English as a Second Language (ESL)</p>	<p>Revision</p>	<p>6.4.2 Exit Criteria The following chart shows . . .</p> <p>[TABLE: "1ST" AND "2ND" COLUMN, FIRST ROW TEXT: Agency- Aprvd. English OLPT LABEL FOR SECOND ROW: Reading/ELA "2ND," "3RD," "5TH," "6TH," "8TH," AND "9TH" COLUMNS, THIRD ROW TEXT: Agency- Aprvd. Writing Test* or TELPAS Writing Adv. High]</p>	<p>6.4.2 Exit Criteria The following chart shows . . .</p> <p>[TABLE: School year updated. "1ST" THROUGH "11TH" COLUMNS, FIRST ROW TEXT: Scored Fluent on English OLPT LABEL FOR SECOND ROW: English Reading and ELA "2ND," "3RD," "5TH," "6TH," "8TH," AND "9TH" COLUMNS, THIRD ROW TEXT: Agency- Aprvd. Writing Test*]</p>
<p>Section 6 Bilingual/English as a Second Language (ESL)</p>	<p>Revision</p>	<p>6.4.3 Exit Procedures and Criteria for LEP Students Receiving Special Education Services Information is available in a flowchart at http://ritter.tea.state.tx.us/curriculum/biling/LEP_SPED_Exit_FI</p>	<p>6.4.3 Exit Procedures and Criteria for LEP Students Receiving Special Education Services Information is available in the document entitled "Process for Considering Special Exit Criteria from</p>

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		ow Chart.pdf .	<p>Bilingual/Education as a Second Language (ESL) Services Under 19 TAC §89.1225(k)."</p> <p>To access this document, go to http://ritter.tea.state.tx.us/curriculum/biling/, and click on the link entitled "Process for Exiting LEP Students Receiving Special Education Services from Bilingual/ESL Programs."</p>
Section 6 Bilingual/English as a Second Language (ESL)	Revision	<p>6.9.3 Students in Grades 9 Through 12 Students . . . However, English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL-certified teachers.</p>	<p>6.9.3 Students in Grades 9 Through 12 Students . . . However, English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by teachers who have an English or English Language Arts certification plus an ESL or Bilingual certification.</p>
Section 6 Bilingual/English as a Second Language (ESL)	Revision	<p>6.11.1 Home Language Survey Requirements Your district . . .</p> <p>. . .</p> <p>For student's transferring from one district to another within Texas, the original copy . . . permanent record. In the event that the original copy or a copy of the original copy is not included in the transfer student's files then . . .</p>	<p>6.11.1 Home Language Survey Requirements Your district . . .</p> <p>. . .</p> <p>For a student moving from one district to another within Texas, the original copy . . . permanent record. If the original copy or a copy of the original copy is not included in the student's files, then . . .</p>
Section 6 Bilingual/English as a Second Language (ESL)	Addition	<p>6.11.5 Permanent Record Documentation The student's permanent record must contain . . .</p> <ol style="list-style-type: none"> 1. the identification of the student as LEP; . . . 9. the results of monitoring the student's academic success. <p>If the student . . .</p>	<p>6.11.5 Permanent Record Documentation The student's permanent record must contain . . .</p> <ol style="list-style-type: none"> 1. the identification of the student as LEP; . . . 9. the results of monitoring the student's academic success; and 10. TELPAS writing samples kept for 2 years. <p>If the student . . .</p>

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Section 7 Prekindergarten	Revision	<p>7.2.2 PK Eligibility Based on a Student's Being Limited English Proficient (LEP) Appropriate</p> <p>Also, if the LEP student . . . This requirement applies whether the student remains in the same district or transfers to another district.</p>	<p>7.2.2 PK Eligibility Based on a Student's Being Limited English Proficient (LEP) Appropriate</p> <p>Also, if the LEP student . . . This requirement applies whether the student remains in the same district or moves to another district.</p>
Section 7 Prekindergarten	Revision	<p>7.2.4 PK Eligibility Based on Homelessness Appropriate PK staff determines PK eligibility</p> <p><u>42 USC, §11434(a), (amended by the NCLB Act) provides the following definition:</u> ...</p>	<p>7.2.4 PK Eligibility Based on Homelessness Appropriate PK staff determines PK eligibility</p> <p><u>42 USC, §11434a, (amended by the NCLB Act) provides the following definition:</u> ...</p>
Section 7 Prekindergarten	Addition and Revision	<p>7.2.5.1 Documentation Required If the student is eligible for PK because the student is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, the following documentation must be on file:</p> <ol style="list-style-type: none"> 1. Department of Defense (DoD) photo identification for children of active duty service members. 2. A "Statement of Service" from . . . 	<p>7.2.5.1 Documentation Required If the student is eligible for PK because the student is the child of an active duty, injured, or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, one of the following forms of documentation must be on file:</p> <ol style="list-style-type: none"> 1. Documentation that a district employee verified the student's Department of Defense (DoD) photo identification for children of active duty service members. The documentation must include the printed name and signature of the person who verified the identification and the date that it was verified. Important: Your district should not make a copy of the identification. 2. A "Statement of Service" from . . .
Section 7 Prekindergarten	Revision	<p>7.2.6 PK Eligibility Based on a Child's Having Been in Foster Care Students who are in or who have ever been in . . .</p> <p>If a student qualifies . . .</p>	<p>7.2.6 PK Eligibility Based on a Child's Having Been in Foster Care Students who are in or who have ever been in . . .</p> <p>If a student qualifies . . .</p>

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		<p>In April 2009 the DFPS and Child Protective Services mailed verification letters . . . However, if a parent or caregiver did not receive this letter, he or she may obtain evidence of a child's eligibility for PK services by contacting a DFPS specialist. A list of DFPS specialists . . . is available on the SAAH website at http://www.tea.state.tx.us/school.finance/handbook/index.html. The DFPS specialist will write . . .</p>	<p>At least twice a year, the DFPS and Child Protective Services mail verification letters . . . However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child's eligibility for PK services by contacting a DFPS education specialist. A list of DFPS education specialists . . . is available on the SAAH website at http://www.tea.state.tx.us/index2.aspx?id=7739. The DFPS education specialist will write . . .</p>
<p>Section 7 Prekindergarten</p>	<p>Revision</p>	<p>7.5 Eligible Days Present PK classes must operate . . .</p> <p>The following table shows the grade level and ADA eligibility codes to use for PK students.</p> <p>[TABLE]</p>	<p>7.5 Eligible Days Present PK classes must operate . . .</p> <p>The following table shows the ADA eligibility codes to use for PK students.</p> <p>[EXISTING TABLE REPLACED WITH INFORMATION THAT WAS PREVIOUSLY IN THE FIRST SEVERAL ROWS OF THE "PK AND SPECIAL EDUCATION SERVICES" TABLE IN 4.2.10]</p>
<p>Section 7 Prekindergarten</p>	<p>Addition</p>	<p>7.5.1 PK Early Start Grant Program and Eligible Days Present School districts/campuses that apply and are approved for the PK Early Start Grant Program may report PK eligible students as ADA Eligibility Code 1—Full Day if the students are scheduled for at least 6 hours (360 minutes) of instruction each day.</p>	<p>7.5.1 PK Early Start Grant Program and Eligible Days Present School districts/campuses that apply and are approved for the PK Early Start Grant Program should report PK eligible students as ADA Eligibility Code 1—Full Day if the students are scheduled for at least 6 hours (360 minutes) of instruction each day. If your school district is approved for the grant program, the district will receive full-day funding for each eligible student participating in the grant program, with half of the funding coming from the FSP (state funding) and half of the funding coming from Early Start Grant Program funds.</p> <p>An important requirement of the PK Early Start Grant Program is the implementation of a School Readiness Integration (SRI) Plan that coordinates efforts, services, resources, program administration, and curriculum and instruction among partnerships serving eligible students in local public school PK programs, licensed child care provider programs, and Head Start programs. Your district</p>

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			<p>should work with your community Head Start and child care programs to ensure alignment of the school year calendar as part of each memorandum of understanding.</p>
<p>Section 7 Prekindergarten</p>	<p>Revision</p>	<p>7.7.9 Example 9 A student qualifies . . . In instances where the PK student transfers from one district to another district . . .</p>	<p>7.7.9 Example 9 A student qualifies . . . In instances in which the PK student moves from one district to another district . . .</p>
<p>Section 8 Gifted/Talented</p>	<p>Revision</p>	<p>8.2 Eligibility Final selection . . .</p> <p>Your district must . . . unless the student is transferring from another district where . . .</p>	<p>8.2 Eligibility Final selection . . .</p> <p>Your district must . . . unless the student has moved to your district from another district where . . .</p>
<p>Section 8 Gifted/Talented</p>	<p>Revision</p>	<p>8.7 Documentation Note: The gifted/talented program should be included in the Campus Improvement Plan.</p>	<p>8.7 Documentation Note: The gifted/talented program should be included in the campus and district improvement plans.</p>
<p>Section 8 Gifted/Talented</p>	<p>Revision</p>	<p>8.9.3 Example 3 A second-grade student . . . During that second week, the student transferred to Raindrop Elementary. . . .</p>	<p>8.9.3 Example 3 A second-grade student . . . During that second week, the student moved to Raindrop Elementary. . . .</p>
<p>Section 9 Pregnancy Related Services</p>	<p>Addition and Revision</p>	<p>9.11 Confinement and Earning Eligible Days Present . . . Use the following chart to determine the student's eligible days present.</p> <p align="center">Pregnancy Related Services Confinement Service Requirements</p> <p>[TABLE: FIFTH ROW BELOW COLUMN LABEL, LEFT COLUMN TEXT: 4 hours FIFTH ROW BELOW COLUMN LABEL, RIGHT COLUMN TEXT: 4 days present (4-day week) PRS, 0 days absent.]</p> <p>Students who are enrolled in the district on a half-time basis will earn 2.5 days attendance when 2 hours of CEHI are</p>	<p>9.11 Confinement and Earning Eligible Days Present . . . Use the following chart to determine the student's eligible days present.</p> <p align="center">PRS Confinement Service Requirements</p> <p>[TABLE: FIFTH ROW BELOW COLUMN LABEL, LEFT COLUMN TEXT: 4 hours FIFTH ROW BELOW COLUMN LABEL, RIGHT COLUMN TEXT: 4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present PRS, 0 days absent (if the week is a 5-day week) NEW SIXTH ROW BELOW COLUMN LABEL, LEFT COLUMN TEXT:</p>

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		<p>provided.</p> <p>CEHI requirements and eligible days present are determined each week. The week for CEHI purposes is from Sunday through Saturday. CEHI service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.</p> <p>A calendar refers to the 52-week traditional calendar, not the 180-day scholastic calendar.</p>	<p>More than 4 hours NEW SIXTH ROW BELOW COLUMN LABEL, RIGHT COLUMN TEXT: 4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present PRS, 0 days absent (if the week is a 5-day week)]</p> <p>CEHI requirements and eligible days present are determined each week. The week for CEHI purposes is from Sunday through Saturday. CEHI service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.</p> <p>A calendar refers to the 52-week traditional calendar, not the 180-day scholastic calendar.</p> <p>A student who is served through the PRS CEHI program retains the same ADA eligibility code she had before receiving PRS CEHI services, regardless of how many hours the student will be served through the PRS CEHI program.</p> <p>Over the period of her confinement, a student receiving PRS CEHI services must be provided instruction in all the courses, including elective courses, in which the student is enrolled.</p>
<p>Section 9 Pregnancy Related Services</p>	<p>Addition and Revision</p>	<p>9.14.2 SPED, PRS, and Earning Eligible Days Present Use the following chart to determine eligible days present.</p> <p align="center">SPED & PRS Collaborative Confinement Service Requirements</p> <p>[TABLE: FIRST ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 1 day present SPED & PRS SECOND ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 2 days present SPED & PRS THIRD ROW BELOW COLUMN LABEL, FAR RIGHT</p>	<p>9.14.2 SPED, PRS, and Earning Eligible Days Present Use the following chart to determine eligible days present.</p> <p align="center">SPED and PRS Collaborative Confinement Service Requirements</p> <p>[TABLE: FIRST ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 1 day present SPED and PRS SECOND ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 2 days present SPED and PRS THIRD ROW BELOW COLUMN LABEL, FAR RIGHT</p>

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		<p>COLUMN TEXT: 3 days present SPED & PRS FOURTH ROW BELOW COLUMN LABEL, FAR LEFT COLUMN TEXT: 4 or more hours FOURTH ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 4 days present (4-day week) SPED & PRS 5 days present (5-day week) SPED & PRS]</p> <p>If SPED homebound . . .</p>	<p>COLUMN TEXT: 3 days present SPED and PRS FOURTH ROW BELOW COLUMN LABEL, FAR LEFT COLUMN TEXT: 4 hours FOURTH ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 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) NEW FIFTH ROW BELOW COLUMN LABEL, FAR LEFT COLUMN TEXT: More than 4 hours NEW FIFTH ROW BELOW COLUMN LABEL, MIDDLE COLUMN TEXT: 2 hours NEW FIFTH ROW BELOW COLUMN LABEL, FAR RIGHT COLUMN TEXT: 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)]</p> <p>Eligible days present are determined each week. For purposes of SPED and PRS collaborative confinement services, a week is from Sunday through Saturday. Service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.</p> <p>A student who is provided SPED and PRS collaborative confinement services retains the same ADA eligibility code she had before receiving the services, regardless of how many hours the student will be provided the services.</p> <p>If SPED homebound . . .</p>
<p>Section 9 Pregnancy Related Services</p>	<p>Revision</p>	<p>9.16 Test Administration During CEHI Students</p> <p>If the routine, . . . The student must receive 30 minutes of CEHI instruction to earn 1 day present.</p>	<p>9.16 Test Administration During CEHI Students</p> <p>If the routine, . . . The student must receive an additional 30 minutes of CEHI instruction to earn 1 day present.</p>
<p>Section 9 Pregnancy</p>	<p>Revision</p>	<p>9.19.6 Example 6</p>	<p>9.19.6 Example 6</p>

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Related Services		<p>An ADA-eligible PRS student is scheduled . . . However, she returns to her regular service on her campus on the first day of the third week.</p> <p><i>Since the student receives CEHI while at home, she should remain coded PRS during the entire confinement period. . . . On the first day of the third week, your district must withdraw her from the PRS program since she returned to school early. Regular attendance rules now apply . . .</i></p> <p>9.19.16 Example 16 A PRS CEHI teacher administers a final exam to a student confined to the home, and it takes the student 30 minutes to complete the exam.</p> <p><i>The student must receive 30 minutes of CEHI instruction to earn 1 day present.</i></p>	<p>An ADA-eligible PRS student is scheduled . . . However, she returns to her regular service on her campus on the first day of the fourth week.</p> <p><i>Since the student receives CEHI while at home, she should remain coded PRS during the entire confinement period. . . . On the first day of the fourth week, your district must withdraw her from the PRS program since she returned to school. Regular attendance rules now apply . . .</i></p> <p>9.19.16 Example 16 A PRS CEHI teacher administers a final exam to a student confined to the home, and it takes the student 30 minutes to complete the exam.</p> <p><i>The student must receive an additional 30 minutes of CEHI instruction to earn 1 day present.</i></p>
Section 10 Nontraditional Schools	Addition	<p>BOXED INFORMATION IN SECTION INTRODUCTION: Important: See Section 3 for general . . .</p>	<p>BOXED INFORMATION IN SECTION INTRODUCTION: Important: See Section 3 for general . . .</p> <p>Important for open-enrollment charter schools: Many of Section 10's requirements are based on statutory requirements in the Texas Education Code (TEC), Chapter 37. Open-enrollment charter schools are not subject to the provisions of the TEC, Chapter 37, with the exception of the TEC, §37.0021, related to discipline management practices or behavior management techniques, and any provision establishing a criminal offense. Please consult Section 10's footnotes and the applicable sections of the TEC to determine whether a particular requirement applies to open-enrollment charter schools.</p>
Section 10 Nontraditional Schools	Addition and Revision	<p>10.7.2 Evaluation of DAEPs and JJAEPs Statute or statutory intent prohibits the assignment of accountability ratings to DAEPs and JJAEPs. Therefore, these programs are ineligible for evaluation under AEA procedures as well as stand-alone General Educational Development (GED) programs.</p>	<p>10.7.2 Evaluation of DAEPs and JJAEPs Statute or statutory intent prohibits the attribution of performance results to DAEPs and JJAEPs. Therefore, these programs are ineligible for evaluation under AEA procedures as well as stand-alone General Educational Development (GED) programs. The TEC, §37.011(h), requires that a student enrolled at a DAEP or JJAEP be reported as if the student were attending and being tested at his or her “sending”</p>

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			<p>campus. Each district that sends students to a DAEP or JJAEP is responsible for properly attributing all performance data according to the PEIMS <i>Data Standards</i> and the testing guidelines.</p> <p>All campuses identified to be DAEPs or JJAEPs will be labeled <i>Not Rated: Other</i> under standard accountability procedures.</p>
<p>Section 10 Nontraditional Schools</p>	<p>Addition and Revision</p>	<p>10.8 Residential Alternative Education Programs for Students in Residential Facilities The programs covered under this category include . . . private residential treatment centers (PRTC); and residential care and treatment facilities operated by a state school or state agency. The services . . .</p> <p>Students . . . are entitled to receive the educational services available from a public school district. While some residential alternative education programs for incarcerated/housed students provide an educational program for their participants, most of these programs will call on the district of residence to provide . . .</p>	<p>10.8 Residential Alternative Education Programs for Students in Residential Facilities The programs covered under this category include . . . private residential treatment centers (PRTCs); and residential care and treatment facilities operated by a state supported living center or state agency or by the federal government. The services . . .</p> <p>Students . . . are entitled to receive the educational services available from the public school district in which the facility is located. While some residential alternative education programs for incarcerated/housed students provide an educational program for their participants, most of these programs will call on the district of residence (district in which the residential facility is located) to provide . . .</p>
<p>Section 10 Nontraditional Schools</p>	<p>Addition</p>	<p>10.11.2 Establishment of a Separate JJAEP Campus For purposes . . . regardless of the eligibility status.</p>	<p>10.11.2 Establishment of a Separate JJAEP Campus For purposes . . . regardless of the eligibility status.</p> <p>"Truant" JJAEP Students: If a student who is required to attend a JJAEP does not appear, the student should be reported as absent in the student attendance accounting system. If your district's system does not allow a student to be absent on his or her first day at a campus, report the student as absent at the campus at which he or she was enrolled before assignment to the JJAEP. On the date that the student does appear to attend the JJAEP, report the student as present at the JJAEP campus. Your district may not withdraw a student required to attend a JJAEP.</p>
<p>Section 10 Nontraditional Schools</p>	<p>Addition</p>	<p>10.11.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students For a student to be placed . . .</p>	<p>10.11.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students For a student to be placed . . .</p>

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		1. found . . . 2. found . . . ; or 3. not expelled, but assigned by a court to a JJAEP. ³³ A JJAEP . . .	1. found . . . 2. found . . . ; or 3. not expelled, but assigned by a court to a JJAEP. ³⁴ (The school district is not required to provide funding to a JJAEP for students who are not expelled.) A JJAEP . . .
Section 10 Nontraditional Schools	Revision	10.16.1 Example 1 Your district . . . Your district has transferred a student to this alternative campus because of severe discipline problems. . . .	10.16.1 Example 1 Your district . . . Your district has moved a student to this alternative campus because of severe discipline problems. . . .
Section 11 Nontraditional Programs	Addition and Revision	11.3.1 Student Eligibility for Dual Credit Courses³⁵ A high school student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if the student — <ul style="list-style-type: none"> • demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative³⁶ on relevant section(s) of an assessment instrument³⁷ or • demonstrates that he or she is exempt under the provisions of the Texas Success Initiative³⁸. To be eligible . . . To be eligible . . . Students with less than junior year high school standing must demonstrate eligibility as outlined in the first paragraph of this subsection (11.3.1). High school students . . .	11.3.1 Student Eligibility for Dual Credit Courses³⁹ A high school student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if the student demonstrates college readiness by achieving the minimum passing standard(s) on a qualifying assessment instrument, as shown in the following chart ⁴⁰ . <p align="center">Minimum Passing Standards to Demonstrate College Readiness</p> [NEW TABLE] * The minimum passing standard for the written essay portion of all tests is a score of 6. However, an essay with a score of 5 will meet this standard if the student meets the objective writing test standard. Alternately, a student is eligible to enroll in dual credit courses in the eleventh and/or twelfth grade if the student demonstrates he or she is exempt from meeting the previous requirements because he or she has satisfied at least one of the following criteria: <ul style="list-style-type: none"> • The student scores a composite score of at least 23

³³ The school district is not required to provide funding to a JJAEP for students who are not expelled. TEC, §37.012(d)

³⁴ The school district is not required to provide funding to a JJAEP for students who are not expelled. TEC, §37.012(d)

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

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

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

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

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

⁴⁰ 19 TAC §4.56 and §4.57

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			<p>on the ACT, with a minimum score of 19 on the English and/or the mathematics test (exempt for the corresponding sections for 5 years from the date of testing).</p> <ul style="list-style-type: none"> • The student scores a combined verbal and mathematics score of at least 1070 on the Scholastic Assessment Test (SAT), with a minimum score of 500 on the verbal test and/or the mathematics test (exempt for the corresponding sections for 5 years from the date of testing). • On the grade 11 exit-level Texas Assessment of Knowledge and Skills (TAKS), the student scores a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3 (exempt for the corresponding sections for 3 years from the date of testing). • The student has previously attended any institution of higher education and has been determined to have met readiness standards by that institution. • The student is enrolled in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college. • The student is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment. • The student was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve

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			<p>component of the armed forces of the United States.</p> <ul style="list-style-type: none"> The student has been exempted from meeting minimum passing standards for demonstrating college readiness by the institution of higher education at which the student will be taking a dual-credit course and the student is non-degree-seeking or non-certificate-seeking. <p>To be eligible . . .</p> <p>To be eligible . . . Students with less than junior year high school standing must demonstrate eligibility as outlined in the text preceding the paragraph before this paragraph.</p> <p>High school students . . .</p>
Section 11 Nontraditional Programs	Addition and Revision	<p>11.3.3 Reporting Dual Credit Attendance in PEIMS When the Higher Education Calendar Is Shorter Than the School District Calendar</p> <p>In some instances, a student may be taking dual credit courses through a higher education institution whose calendar is shorter than your school district's calendar. If this is the case, report the student's attendance in PEIMS with two different tracks, to reflect the two different calendars, using two attendance records. Reporting the student on separate tracks will prevent any reduction in state funding.</p>	<p>11.3.3 Reporting Dual Credit Attendance in the Public Education Information Management System (PEIMS) When the Higher Education Calendar Is Shorter Than the School District Calendar</p> <p>In some instances, a student may be taking dual credit courses through an institution of higher education whose calendar is shorter than your school district's calendar. If this is the case, report the student's attendance in the PEIMS with a different track, to reflect the shorter calendar. Reporting the student with a separate track will prevent any reduction in state funding. Before your district may report such attendance, it must first apply for and receive a waiver as described in 3.8.2.6 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) With Calendars of Fewer Than 180 Days.</p>
Section 11 Nontraditional Programs	Addition	None	<p>11.4 Gateway to College and Similar Programs</p> <p>A “Gateway to College” (GTC) program is a program that your school district or charter school may develop through a memorandum of understanding (MOU) with the Gateway to College nonprofit organization or a similar organization in which eligible students are enrolled in the district or charter school and attend classes (either full-time, or part-</p>

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			<p>time) at an institution of higher education (IHE) for the purpose of earning a high school diploma and earning college credits. GTC programs target high school dropouts and students at risk of dropping out. A charter school developing a GTC program must submit an expansion amendment request and be granted the expansion by the commissioner before enrolling students at IHEs for the purpose of earning a high school diploma.</p> <p>The courses offered through a GTC program may be either high school or dual credit courses if specified in the MOU. However, for instruction provided through the GTC program to count as instruction for the purposes of the 2-through-4-hour rule and FSP funding eligibility, courses must meet the curriculum requirements specified in the TEC, Chapter 28. Developmental education courses do not count as instruction for the purposes of the 2-through-4-hour rule and are not eligible for FSP funding.</p> <p>For a student participating in a GTC program to be eligible for FSP funding, the student must meet all the eligibility requirements of the FSP (see Section 3), including requirements related to half-day and full-day funding eligibility. Students participating in a GTC program and identified under federal title programs must receive appropriate instructional services as required by those federal programs.</p> <p>The methods for taking attendance and the basic attendance accounting records for students served through a GTC program must meet the same standards and requirements established in this handbook for the regular school program (see Sections 2 and 3). A district or charter school reporting GTC program attendance must adhere to the requirements established in Sections 2 and 3 for the regular school program, including requirements to retain records related to student attendance for 5 years for audit purposes. Official attendance must be taken at the point in time selected by the school district or charter school. The district or charter school may specify more than one official attendance taking time to accommodate flexible scheduling at the IHE; however, each student must be assigned to only one official attendance taking time.</p>

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			<p>The school district or charter school must communicate with the IHE daily to receive official attendance information.</p> <p>The GTC program’s calendar must meet the calendar requirements in Section 3.8 Calendar.</p> <p>The district or charter school has final responsibility for ensuring that all eligibility and attendance requirements are met.</p>
<p>Section 11 Nontraditional Programs</p>	<p>Addition and Revision</p>	<p>11.4 Optional Extended Year Program (OEYP) An OEYP is a program your district may offer that provides an extended instructional year for those students in Grades K through 11 who are identified as likely not to be promoted to the next grade level for the succeeding school year or in Grade 12 who are identified as likely not to graduate before the beginning of the succeeding school year. Your district may receive funding for the OEYP for a period not to exceed 30 instructional days for these students.⁴¹</p> <p>The three types of OEYPs are . . .</p> <p>A student may participate . . .</p> <p>If your district is interested in offering an OEYP, please visit the OEYP website at http://www.tea.state.tx.us/opge/formfund/oeyp/ for the requirements that your district must meet.</p> <p>11.4.1 OEYP Attendance Accounting Attendance for OEYP extended day students should be recorded in 4-hour increments. One day present for an extended day student will consist of a total of 4 hours of OEYP service. Only extended day students must accumulate 4 total hours to be counted present for one day.</p> <p>Attendance for OEYP extended week and extended year students should be recorded simply as days present since extended week and extended year OEYP sessions are at</p>	<p>11.5 Optional Extended Year Program (OEYP) The OEYP will not be funded for 2010–2011. Local education agencies will not be required to report OEYP attendance. As a result, access to the 407 OEYP Student Records section of the PEIMS will be blocked.</p>

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

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		<p>least 4 hours in length each day.</p> <p>All OEYP attendance must be reported in full/whole days. No half days (0.5) will be allowed.</p> <p>Your district must report OEYP data to the TEA using 407 OEYP Student Records according to Section 2 of the PEIMS <i>Data Standards</i>.</p> <p>11.4.2 OEYP Documentation The teacher . . . These original attendance documents will support/match your district’s OEYP attendance data . . .</p> <p>11.4.3 OEYP Attendance Accounting Example A third-grade student . . .</p> <p>Since . . .</p> <p>If this same student also attends the extended-year OEYP during the summer, he will continue to earn eligible days present in addition to his extended-day attendance for a maximum of 30 days present. A student may not . . .</p>	
Section 11 Nontraditional Programs	Addition and Revision	<p>11.5.3 Participation in the OFSDP and the Regular Attendance Program A student may . . .</p> <p>However, . . .</p>	<p>11.6.3 Participation in the OFSDP and the Regular Attendance Program A student may . . .</p> <p>However, . . .</p> <p>*One exception to the prohibition on changing the type of record used during a reporting period would be for an OFSDP student who begins receiving Pregnancy Related Services Compensatory Education Home Instruction (CEHI) services in the middle of a 6 week reporting period. The student’s attendance would be reported with a 400 record (according to the CEHI funding chart in 9.11 Confinement and Earning Eligible Days Present) and with an ADA eligibility code of 1 at the time the student began receiving CEHI services, even if that date occurred within the 6 week reporting period. Once the student stopped receiving CEHI services and returned to school to</p>

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		<p>11.5.4 Application Process ...</p> <p>11.5.5 FSP Funding Eligibility for Students 21–25 Years of Age Note that . . .</p> <p>Also, . . . In addition, a student with a disability who graduated as determined by an individualized education program (IEP)⁴² and who is still in need of special education services may be served through age 21 inclusive⁴³</p> <p>11.5.6 Reporting Requirements Your district should report . . . using the PEIMS: http://www.tea.state.tx.us/peims/standards/index.html</p> <p>11.5.7 Estimating OFSDP Funding . . . data into the Estimate of State Aid Template at http://www5.esc13.net/finance/docs/state_aid/sof_FY09_r5_HB1_effrate_not.xls.</p> <p>11.5.8 More Information . . . is available at the following link on the TEA website: http://www.tea.state.tx.us/school.finance/ofsdp/index.html.</p>	<p>participate in the OFSDP, the student's attendance would be reported with a 500 record and with an ADA eligibility code of 7, even if the transition occurred in the middle of a 6 week reporting period.</p> <p>11.6.4 Application Process ...</p> <p>11.6.5 FSP Funding Eligibility for Students 21–25 Years of Age Note that . . .</p> <p>Also, . . . In addition, a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(c) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services⁴⁴ may be served through age 21 inclusive⁴⁵</p> <p>11.6.6 Reporting Requirements Your district should report . . . using the PEIMS: http://www.tea.state.tx.us/index4.aspx?id=3014</p> <p>11.6.7 Estimating OFSDP Funding . . . data into the latest estimate of state aid template available at the Region XIII Education Service Center website at http://www5.esc13.net/finance/.</p> <p>11.6.8 More Information . . . is available at the following link on the TEA website: http://www.tea.state.tx.us/index2.aspx?id=7733&menu_id=645&menu_id2=789.</p>
Section 11 Nontraditional Programs	Addition and Revision	11.6 Option Flexible Year Program (OFYP) An OFYP . . .	11.7 Option Flexible Year Program (OFYP) An OFYP . . .

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

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

⁴⁴ as determined by the ARD committee per §89.1070(h)

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

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		<p>To provide . . .</p> <p>Students who are participating in an OFYP should be reported on a separate instructional track from students who are not participating in an OFYP. Also, the number of instructional days reported should be the same for all students participating in a particular OFYP.</p> <p>To participate . . . available on the TEA's OFYP website at http://www.tea.state.tx.us/school.finance/ofyp.html.</p>	<p>To provide . . .</p> <p>The TEA strongly encourages districts providing OFYPs to provide the additional instructional days for eligible students throughout the school year instead of only at the end of the school year. This practice helps ensure eligible students' successful program completion.</p> <p>Students who are participating in an OFYP should be reported on a separate instructional track from students who are not participating in an OFYP. An OFYP instructional day may not be scheduled on the same day as an early release day.</p> <p>To participate . . . available on the TEA's OFYP website at http://www.tea.state.tx.us/index2.aspx?id=7738&menu_id=645&menu_id2=789.</p>
Section 11 Nontraditional Programs	Revision	<p>11.7.2 HSEP Attendance Accounting and Funding</p> <p>. . .</p> <p>For additional rules and instructions related to the HSEP, visit the TEA website at http://www.tea.state.tx.us/hsep/.</p>	<p>11.8.2 HSEP Attendance Accounting and Funding</p> <p>. . .</p> <p>For additional rules and instructions related to the HSEP, visit the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2808.</p>
Section 11 Nontraditional Programs	Revision	<p>11.8.1.1 Students in Grades 3–9</p> <p>For the 2009–10 school year, only those students in certain districts and charters that participated in the Electronic Course Pilot (eCP) program (Houston Independent School District, Southwest Schools, and Responsive Education Solutions) are eligible to participate in the TxVSN, serving Grades 3–9.</p> <p>These . . . For the 2009–10 school year, these districts/charters will not be offering their virtual programs through the TxVSN course catalog.</p> <p>11.8.2 TxVSN FSP Funding and Fees</p> <p>. . .</p> <p>Districts providing . . . Districts in which students taking a TxVSN course are enrolled receive \$80 for administrative costs for each TxVSN course an eligible enrolled student successfully completes.</p>	<p>11.9.1.1 Students in Grades 3 Through 10</p> <p>For the 2010–2011 school year, only those students in certain school districts and open-enrollment charter schools that applied and were approved to participate in the Electronic Course Pilot (eCP) program are eligible to participate in the TxVSN, serving grades 3 through 10.</p> <p>These . . . For the 2010–2011 school year, these districts/charter schools will not be offering their virtual programs through the TxVSN course catalog.</p> <p>11.9.2 TxVSN FSP Funding and Fees</p> <p>. . .</p> <p>Districts providing . . . Districts in which students taking a TxVSN course are enrolled receive \$80 per semester for administrative costs for each eligible enrolled student who successfully completes a TxVSN course.</p>

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		<p>A district may charge a fee for TxVSN courses offered in the summer or for TxVSN courses that are in excess of the normal course load for a student . . .</p> <p>11.8.3 Options for Providers and Students ...</p> <p>A student who is enrolled in a school district or open-enrollment charter school that participated in the eCP may attend Grades 3–9 full-time.</p> <p>A student . . .</p>	<p>A district may charge a nominal fee for TxVSN courses offered in the summer or for TxVSN courses that are in excess of the normal course load for a student . . .</p> <p>11.9.3 Options for Providers and Students ...</p> <p>A student who is enrolled in a school district or open-enrollment charter school that participated in the eCP may attend grades 3 through 10 full-time.</p> <p>A student . . .</p>
<p>Section 11 Nontraditional Programs</p>	<p>Addition</p>	<p>None</p>	<p>11.10 Interstate Compact on Educational Opportunity for Military Children In 2009 with the passage and signing into law of Senate Bill 90, Texas became a member state of the Interstate Compact on Educational Opportunity for Military Children. The compact is an agreement among member states to abide by a common set of requirements related to education of military children.⁴⁶</p> <p>This section provides information on some important compact definitions and requirements related to attendance accounting.</p> <p>11.10.1 Some Important Compact Definitions The following definitions apply for purposes of compact requirements:</p> <p>"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders⁴⁷.</p> <p>"Child of a military family" means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.</p>

⁴⁶ The Texas Legislature enacted the compact through the TEC, §162.002

⁴⁷ pursuant to 10 USC, §1209 and §1211

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Section	Change	2009–2010 Version 2	2010–2011
			<p>"Education(al) records" means those official records, files, and data directly related to a student and maintained by the school or local education agency.⁴⁸</p> <p>"Member state" means a state that has enacted the compact.</p> <p>"Sending state" means the state from which a child of a military family is sent, brought, or caused to be sent or brought.</p> <p>"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and Public Health Services.</p> <p>The U.S. NOAA is an agency of the U.S. Department of Commerce (DOC). The U.S. NOAA Commissioned Corps⁴⁹ is made up of approximately 300 science and technology professionals who serve in leadership and command positions in the NOAA and DOC and in the Armed Forces during wartime or national emergencies.</p> <p>The U.S. Public Health Services Commissioned Corps⁵⁰ is made up of approximately 6,000 public health professionals who help administer national public health promotion and disease prevention programs through federal programs and agencies. Corps members include doctors, nurses, pharmacists, therapists, researchers, and engineers.</p> <p>11.10.2 Notable Compact Provisions and Requirements Following are notable compact provisions and requirements. Compact requirements that already exist as state statutory or rule requirements that are described elsewhere in this handbook have not been included.</p>

⁴⁸ See Article II of the compact in the TEC, §162.002, for the full definition.

⁴⁹ U.S. National Oceanic and Atmospheric Administration Commissioned Corps website: <http://www.noaacorps.noaa.gov/about/about.html>.

⁵⁰ U.S. Public Health Service Commissioned Corps website: <http://www.usphs.gov/aboutus/questions.aspx#whatis>.

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Section	Change	2009–2010 Version 2	2010–2011
			<p>11.10.2.1 Entitlement to Continue at Grade Level A child of a military family who moves to your district from another member state is entitled to continue enrollment at the same grade level, including kindergarten, that he or she was enrolled in in that other state regardless of the child's age. The child must be admitted and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the following:</p> <ol style="list-style-type: none"> 1. official military orders showing that the military member was assigned to the state or commuting area of the state in which the child was enrolled and attended school. If the child was residing with a legal guardian and not the military member during the previous enrollment, the following must be provided: <ul style="list-style-type: none"> ○ a copy of the family care plan, or ○ proof of guardianship, as specified in the compact, or ○ any information sufficient for your district to establish eligibility under the compact; 2. an official letter or transcript from the proper school authority showing the child's attendance record, academic information, and grade placement; 3. documented evidence of appropriate immunization; and 4. evidence of date of birth. <p>A child of a military family who moves to your district from another member state and who satisfactorily completed a particular grade level in the sending state is entitled to enroll in the next highest grade level. The child must be admitted and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph.</p>
Section 12 Appendix: Average Daily Attendance and Funding	Revision	<p>Information on Weights</p> <p>Special Education — Weight: 1.1 to 5.0</p> <p>...</p> <p>[TABLE:]</p>	<p>Information on Weights</p> <p>Special Education — Weight: 1.1 to 5.0</p> <p>...</p> <p>[TABLE: The term "State Schools" was replaced with "State</p>

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		<p>...</p> <p>Career and Technical Education (CTE) — Weight: 1.37 CTE funding . . .</p>	<p>Supported Living Centers."]</p> <p>...</p> <p>Career and Technical Education (CTE) — Weight: 1.35 CTE funding . . .</p>
Section 13 Glossary	Revision	<p>Career and Technical Education Career Preparation – A teacher and student assignment designation for instruction that develops essential knowledge and skills through a combination of classroom-based technical instruction and work-based training (paid or unpaid) in career and technical education occupationally specific training areas. . . .</p>	<p>Career and Technical Education Career Preparation and Practicum Courses – Teacher and student assignment designations for instruction that develops essential knowledge and skills through a combination of classroom-based technical instruction and work-based training (Career Preparation courses are paid learning experiences only; Practicum courses for each career cluster are paid or unpaid learning experiences) in career and technical education occupationally specific training areas. . . .</p>
Section 13 Glossary	Revision	<p>Educationally Disadvantaged (Carl D. Perkins Vocational Education Act [Public Law 101-392]) – Term used to describe a student who scores at or below the 25th percentile on a standardized achievement test or who fails to attain minimal general competencies. This definition does not include students with learning disabilities. At the secondary level, failure to attain minimal general competencies means —</p> <ol style="list-style-type: none"> 1. having failed to be promoted at least once in grades 1 through 6 and continued inability to master the essential elements in grade 7 or higher; 2. being 2 or more years below grade level in reading and math; 3. having failed at least two courses in one or more semesters and not expected to graduate within 4 years of 9th grade entrance; or 4. having failed one or more of the reading, writing, or math sections of the most recent TAKS test, beginning with grade 7. 	Deleted
Section 13	Revision	Homeless Students –	Homeless Students –

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Glossary		<p>...</p> <p>As defined by the No Child Left Behind Act, Title X, Part C, §725(2), the term “homeless children and youths” —</p>	<p>...</p> <p>As defined by 42 USC, §11434a, the term “homeless children and youths” —</p>
Section 13 Glossary	Addition and Revision	<p>Military (Member of Armed Forces) – Active duty uniformed member . . .</p>	<p>Military (Member of Armed Forces) (Definition Applicable for Prekindergarten Eligibility Requirements) – Active duty uniformed member . . .</p> <p>Military (Member of Uniformed Services) (Definition Applicable for Interstate Compact on Educational Opportunity for Military Children) – Activity duty uniformed member of the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders⁵¹. "Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and Public Health Services.</p>
Section 13 Glossary	Revision	<p>Optional Extended Year Program (OEYP) – Instructional services for students in kindergarten through grade 11 who are identified as likely not to be promoted to the next grade level for the succeeding school year or in grade 12 who are identified as likely not to graduate before the beginning of the succeeding school year. OEYP students do not meet district standards or policies for academic achievement and/or have not demonstrated proficiency in the subject matter of the course or grade level. Therefore, student eligibility criteria must be based on the criteria your school district uses for retention. Unless your district's policy or state law requires that students who do not pass the TAKS must be retained, the TAKS may not be used as the sole academic criteria for determining OEYP student eligibility. The purpose of the OEYP is to provide students with additional time to master the state's challenging content standards and student performance standards. OEYPs must comply with the TEC, §29.082.</p>	Deleted

⁵¹ pursuant to 10 USC, §1209 and §1211