

2016–2017 Student Attendance Accounting Handbook: Change Document

Note: Throughout the Student Attendance Accounting Handbook, references to instructional time have been changed to classroom time.

Notes on Terminology: In this handbook, the term “school district” or “district” includes an open-enrollment charter school and district of innovation, except where the handbook notes that different requirements apply to open-enrollment charter schools or districts of innovation.

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

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

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

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Change	2015–2016	2016–2017
Addition	<p>2.3.1 Student Detail Reports</p> <p>...</p> <p>6. Instructional track (INSTRUCTIONAL-TRACK-INDICATOR-CODE) the student attends, if your district offers multiple instructional tracks</p> <p>...</p> <p>13. Student’s total eligible days present in each program (listed in item 10, except for gifted/talented) by 6-week reporting period, where applicable</p> <p>...</p> <p>16. ...</p> <ul style="list-style-type: none"> • 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 bilingual/ESL • Eligible days pregnancy-related services • Eligible days special education mainstream <p>17. Campus total for all grades for all data required in 16 above</p> <p>18. Campus ADA (regular classroom eligible participation, bilingual/ESL, pregnancy-related services, and mainstream)</p> <p>19. Total eligible days present and total contact hours for all career and technical education codes (V1–V6) by grade and a campus total for all grades, where applicable</p> <p>20. Total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, by grade and a campus total for all grades, where applicable</p>	<p>2.3.1 Student Detail Reports</p> <p>...</p> <p>6. Instructional track (INSTRUCTIONAL-TRACK-INDICATOR-CODE) the student attends. Please note that campuses that offer multiple instructional tracks will have multiple student detail reports</p> <p>...</p> <p>13. Student’s total eligible days present and total eligible minutes present for OFSDP or HSEP students in each program (listed in item 10, except for gifted/talented) by 6-week reporting period, where applicable</p> <p>...</p> <p>16. ...</p> <ul style="list-style-type: none"> • Ineligible days present and total ineligible minutes present for OFSDP or HSEP students • Eligible days present and total eligible minutes present for OFSDP or HSEP students • Eligible days bilingual/ESL and total eligible minutes present for OFSDP or HSEP students • Eligible days pregnancy-related services and total eligible minutes present for OFSDP or HSEP students • Eligible days special education mainstream and total eligible minutes present for OFSDP or HSEP students <p>17. Track total for all grades for all data required in 16 above</p> <p>18. Track ADA (regular classroom eligible participation, bilingual/ESL, pregnancy-related services, and mainstream)</p> <p>19. Total eligible days present, total eligible minutes present for OFSDP or HSEP students, and total contact hours for all career and technical education codes (V1–V6) by grade and a campus total for all grades, where applicable</p> <p>20. Total eligible days present, total eligible minutes present for OFSDP or HSEP students, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, by grade and a campus total for all grades, where applicable</p>

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Change	2015–2016	2016–2017
Addition and Deletion	<p>2.3.2 Campus Summary Reports</p> <p>Campus Summary Reports must include the following data:</p> <p>...</p> <ol style="list-style-type: none"> Beginning and ending dates of the reporting period, including the year The number of days of instruction in the reporting period (3.8 Calendar.) The instructional track (INSTRUCTIONAL-TRACK-INDICATOR-CODE) the report covers, if your district offers multiple instructional tracks. Campuses with multiple instructional tracks will have one Campus Summary Report for each track Attendance data totals for all students, summarized by grade. These totals include the following: <p>...</p> <ul style="list-style-type: none"> Ineligible days present (total ineligible minutes present for OFSDP or HSEP students) Eligible days present (total eligible minutes present for OFSDP or HSEP students) 	<p>2.3.2 Campus Summary Reports</p> <p>The Campus Summary Reports summarizes all tracks on a campus and must include the following data:</p> <p>...</p> <ol style="list-style-type: none"> Beginning and ending dates of the reporting period, including the year (If the campus has multiple tracks the earliest track beginning date and latest track ending date should be indicated) Attendance data totals for all students, summarized by grade. These totals include the following: <p>...</p> <ul style="list-style-type: none"> Ineligible days present Eligible days present

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Change	2015–2016	2016–2017
Addition and Deletion	<p>2.3.3 District Summary Reports</p> <p>The District Summary Reports must include the following data:</p> <p>...</p> <ol style="list-style-type: none"> 4. Beginning and ending dates of the reporting period, including the year 5. Number of days of instruction in the reporting period (see 3.8 Calendar.) 6. Instructional track (INSTRUCTIONAL-TRACK-INDICATOR-CODE) the report covers, if your district offers multiple instructional tracks. If your district offers multiple instructional tracks, it will have one District Summary Report for each instructional track 7. Totals of all campus data, summarized by grade. These totals include the following: <p>...</p> <ul style="list-style-type: none"> • Ineligible days present (total ineligible minutes present for OFSDP or HSEP students) • Eligible days present (total eligible minutes present for OFSDP or HSEP students) <p>...</p> 	<p>2.3.3 District Summary Reports</p> <p>The District Summary Reports summarizes all campuses in the district or charter and must include the following data:</p> <p>...</p> <ol style="list-style-type: none"> 4. Beginning and ending dates of the reporting period, including the year (If the campus has multiple tracks the earliest track beginning date and latest track ending date should be indicated) 5. Totals of all campus data, summarized by grade. These totals include the following: <p>...</p> <ul style="list-style-type: none"> • Ineligible days present • Eligible days present <p>...</p>

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Change	2015–2016	2016–2017
Deletion	<p>3.2.1.4 Code 3 Eligible Transfer Student Full-Day</p> <p>...</p> <p>If a nonresident student is not legally transferred into a district, the receiving district cannot claim the attendance (see exception in 4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs.)</p>	<p>3.2.1.4 Code 3 Eligible Transfer Student Full-Day</p> <p>...</p> <p>If a nonresident student is not legally transferred into a district, the receiving district cannot claim the attendance.</p>
Addition	<p>3.2.2 Funding Eligibility</p> <p>[none]</p>	<p>3.2.2 Funding Eligibility</p> <p>...</p> <p>Note: The 2-through-4-hour rule includes recess and in-class breakfast.</p>
Deletion	<p>3.2.3 Age Eligibility</p> <p>...</p> <p>a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(3) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services: the student may be served through age 21 inclusive.</p>	<p>3.2.3 Age Eligibility</p> <p>...</p> <p>a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services: the student may be served through age 21 inclusive.</p>
Revision	<p>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</p> <p>...</p> <ul style="list-style-type: none"> is temporarily absent because of a documented appointment for the student or the student’s child that is with a health care professional licensed to practice in the United States. 	<p>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</p> <p>...</p> <ul style="list-style-type: none"> is temporarily absent because of a documented appointment for the student or the student’s child that is with a health care professional licensed, certified, or registered by an appropriate agency of the State of Texas¹ to practice in the United States.

¹ You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

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Change	2015–2016	2016–2017																
Addition	<p>3.8.2.4 Early-Release Day Waivers</p> <p>...</p> <p>If the waiver is approved, the early-release school day must be at least 4 hours.</p>	<p>3.8.2.4 Early-Release Day Waivers</p> <p>...</p> <p>If the waiver is approved, the early-release school day must be at least 4 hours. The TEA will grant a maximum of six early release waivers per school year.</p>																
Revision	<p><i>3.8.3 Closures for Bad Weather or Other Issues of Health or Safety</i></p> <p>...</p> <table><tr><th>Situation</th><th>Agency Policy</th></tr><tr><td>Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td><td>...If not, use 1 of your district’s or charter school’s scheduled makeup days (420 minutes) to make up the missed day. . .</td></tr><tr><td>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td><td>...If not, use your district’s or charter school’s 2 scheduled makeup days (840 minutes) to make up the missed days. . .</td></tr><tr><td>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.</td><td>...If not use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days. . .</td></tr></table>	Situation	Agency Policy	Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	...If not, use 1 of your district’s or charter school’s scheduled makeup days (420 minutes) to make up the missed day. . .	Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	...If not, use your district’s or charter school’s 2 scheduled makeup days (840 minutes) to make up the missed days. . .	Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.	...If not use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days. . .	<p><i>3.8.3 Closures for Bad Weather or Other Issues of Health or Safety</i></p> <p>...</p> <table><tr><th>Situation</th><th>Agency Policy</th></tr><tr><td>Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td><td>...If not, use 1 of your district’s or charter school’s scheduled makeup days (420 minutes) to make up the missed day or add additional minutes to the instructional day to make up the minutes. . .</td></tr><tr><td>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</td><td>...If not, use your district’s or charter school’s 2 scheduled makeup days (840 minutes) to make up the missed days or add additional minutes to the instructional day to make up the minutes. . .</td></tr><tr><td>Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.</td><td>...If not use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. . .</td></tr></table>	Situation	Agency Policy	Our school district or charter school closed all campuses for 1 day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	...If not, use 1 of your district’s or charter school’s scheduled makeup days (420 minutes) to make up the missed day or add additional minutes to the instructional day to make up the minutes. . .	Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	...If not, use your district’s or charter school’s 2 scheduled makeup days (840 minutes) to make up the missed days or add additional minutes to the instructional day to make up the minutes. . .	Our school district or charter school closed all campuses for 2 days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.	...If not use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. . .
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Change	2015–2016	2016–2017
Addition and Deletion	<p>4.2 Special Education and Eligibility</p> <p>A student with a disability must not be assigned a special education instructional setting code before all applicable documentation is on file and actual service begins.</p>	<p>4.2 Special Education and Eligibility</p> <p>A student with a disability must not be reported with a PEIMS special education instructional setting code before actual service begins.</p>
Addition	<p>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</p> <p>...</p> <p>3. District personnel record the coding information and effective date of service in the attendance accounting system. The effective date is the date services begin (as determined by the ARD committee), not the date on which the ARD committee developed the IEP.</p>	<p>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</p> <p>...</p> <p>3. District personnel record the coding information and effective date of service in the attendance accounting system. The effective date is the date services begin (as determined by the ARD committee), not the date on which the ARD committee developed the IEP. Note: ARD committees may determine that the services will begin on the same date as the ARD committee meeting with agreement from all parties.</p>
Addition	<p>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</p> <p>...</p> <p>3. District personnel record the coding information and effective date of services in the attendance accounting system. The effective date is the date the student begins receiving the services in the new placement (as determined by the ARD committee), not the date on which the ARD committee revised the IEP.</p>	<p>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</p> <p>...</p> <p>3. District personnel record the coding information and effective date of services in the attendance accounting system. The effective date is the date the student begins receiving the services in the new placement (as determined by the ARD committee), not the date on which the ARD committee revised the IEP. See note in Section 4.3.1 related to effective date.</p>

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Revision	<p>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</p> <p>...</p> <p>Also, code 00 is used regardless of whether the speech therapy is provided in the general education classroom or in a pull-out setting.</p> <p>...</p> <p>A student who receives speech therapy services and who also receives instructional services through another instructional setting (for example, resource room) should be reported on the PEIMS 163 record with the code for the primary setting [not with 00] and with a speech therapy indicator code of 2, regardless of whether the speech therapy is provided in the general education classroom or in a pull-out setting.</p> <p>...</p> <p>Code 00 may be used regardless of whether the speech therapy is provided in the general education classroom or in a pull-out setting.</p>	<p>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</p> <p>...</p> <p>Also, code 00 is used regardless of whether the speech therapy is provided in the general education classroom or in a location other than a general education setting.</p> <p>...</p> <p>A student who receives speech therapy services and who also receives instructional services through another instructional setting (for example, resource room) should be reported on the PEIMS 163 record with the code for the primary setting [not with 00] and with a speech therapy indicator code of 2, regardless of whether the speech therapy is provided in the general education classroom or in a location other than a general education setting.</p> <p>...</p> <p>Code 00 may be used regardless of whether the speech therapy is provided in the general education classroom or in a location other than a general education setting.</p>
Deletion	<p>4.7.2.1 Homebound Notes</p> <p>The teacher serving a student at home or hospital bedside (“homebound teacher”) while the student is in the special education homebound instructional setting must be a highly qualified special education teacher if the homebound teacher is the teacher of record and is providing the student with direct instruction in the core academic subject areas. However, the homebound teacher does not have to be highly qualified (but must be a certified special education teacher) if the homebound teacher is not the teacher of record and is serving in a support role by providing the student with only direct assistance. See 4.17 Teacher Requirements and the TEA Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements, available on the TEA Highly Qualified Teachers web page at http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/.</p>	<p>4.7.2.1 Homebound Notes</p> <p>The teacher serving a student at home or hospital bedside (“homebound teacher”) while the student is in the special education homebound setting must be a certified special education teacher.</p>

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Revision	<p>4.7.10.1 Requirements</p> <ul style="list-style-type: none"> qualified special education personnel involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <p>...</p> <p>Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, mainstream special education funding must not be generated.</p>	<p>4.7.10.1 Requirements</p> <ul style="list-style-type: none"> certified special education personnel involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <p>...</p> <p>Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, mainstream special education funding must not be generated.</p>
Deletion	<p>4.7.10.3.2 Prekindergarten (PK) Program:</p> <p>...</p> <p>A preschool-age student who does not meet eligibility requirements for PK but is eligible for special education services and is receiving special education services in the PK classroom must not be coded mainstream.</p> <p>See 4.9.3 PPCD Services and PK Programs for more information.</p>	<p>4.7.10.3.2 Prekindergarten (PK) Program:</p> <p>...</p> <p>See 4.9.3 PPCD Services and PK Programs for more information.</p>
Deletion	<p>4.7.11 Code 41 or 42 - Resource Room/Services</p> <p>...</p> <p>Code 41 or 42 is used for a student who is receiving related services in the special education class provided that the student is pulled out of the general education class to receive the related services. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. . .</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.</p>	<p>4.7.11 Code 41 or 42 - Resource Room/Services</p> <p>...</p> <p>Code 41 or 42 is used for a student who is receiving related services in a special education setting. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. . .</p> <p>Note that if a student receives special education services and speech therapy, the appropriate resource room code is used, and the speech therapy indicator code is reported as 2.</p>

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Change	2015–2016	2016–2017
Revision	<p>4.8.1.2 Indicator Code 2 – Speech Therapy with Other Services</p> <p>...</p> <ul style="list-style-type: none"> qualified special education personnel (other than a qualified speech pathologist/therapist) involved in the implementation of the student’s IEP 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 involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> to the student regardless of the location (general education class or pull-out) and/or; 	<p>4.8.1.2 Indicator Code 2 – Speech Therapy with Other Services</p> <p>...</p> <ul style="list-style-type: none"> certified special education personnel (other than a certified speech pathologist/therapist) involved in the implementation of the student’s IEP 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 certified speech pathologist/therapist involved in the implementation of the student’s IEP through the provision of direct, indirect, and/or support services: <ul style="list-style-type: none"> to the student regardless of the location (general education class or location other than a general education setting) and/or;

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Deletion and Addition	<p>4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs</p> <p>An SSA is an arrangement in which school districts enter into a written contract to jointly operate their special education programs. School districts may also enter into SSAs to establish regional day school programs for the deaf. A student who attends a program operated under an SSA may be reported by the receiving district without the necessity of a legal transfer. However, ADA eligibility codes 3 and 6 are not valid for a student reported by the receiving district without a legal transfer. For more information on ADA eligibility codes, see 3.2.1 ADA Eligibility Coding.</p> <p>The matter of which district will report the student should be outlined in the SSA agreement between the member districts. The same district reports the student for all PEIMS reporting.</p>	<p>4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs</p> <p>An SSA is an arrangement in which school districts enter into a written contract to jointly operate their special education programs. School districts may also enter into SSAs to establish regional day school programs for the deaf. A student who attends a program operated under an SSA may be reported by the receiving district without the necessity of a legal transfer. Note: With the closing of STS, RDSPD SSAs must report students who reside in one district but receive educational services in another district as transfer students.</p> <p>For more information on ADA eligibility codes, see 3.2.1 ADA Eligibility Coding.</p> <p>The matter of which district will report the student should be outlined in the SSA agreement between the member districts. The same district reports the student for all PEIMS reporting. If the RDSPD fiscal agent district reports PEIMS data for students who reside in another district, the student must be reported on the 101 record as a transfer student (attribution code 6 – transfer student). For these transfer students, the district must also report the Campus-ID-of-Residence (data element E0903).</p>

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Addition	[none]	4.11.1 Regional Day School Programs for the Deaf (RDSPDs)	
		and is a full-day student (served for at least 4 hours [240 minutes]) but is not a resident of the district submitting PEIMS data	3—eligible for full-day attendance (note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 101 record)
		and is a half-day student (served for at least 2 hours [120 minutes]) but is not a resident of the district submitting PEIMS data	6 —eligible for half-day attendance (note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 101 record)

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Revision	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 1: A student attends all general education classes. Qualified special education personnel. . . The student’s IEP specifies the services that will be provided by qualified special education staff members. . .</p> <p>...</p> <p>Example 3: A student attends all general education classes. For 1 hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom.</p> <p style="padding-left: 40px;"><i>The instructional setting code for this student is 40, mainstream, because the student receives related services in the general education class. (If this student received physical therapy as a pull-out service, then the instructional setting code would be 41, resource room/services - less than 21%.) The student’s physical therapy indicator code is 1.</i></p> <p>...</p> <p>Example 5: . . . The speech therapist provides speech instruction for 30 minutes a week in a pull-out setting.</p>	<p>4.18.4 Code 40 - Mainstream Examples</p> <p>Example 1: A student attends all general education classes. Certified special education personnel. . .The student’s IEP specifies the services that will be provided by certified special education staff members. . .</p> <p>...</p> <p>Example 3: A student attends all general education classes and receives special education services in the general education setting. For 1 hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom.</p> <p style="padding-left: 40px;"><i>The instructional setting code for this student is 40, mainstream, because the student receives all special education and related services in the general education class. (If this student received physical therapy in a location other than a general education setting, then the instructional setting code would be 41, resource room/services - less than 21%.) The student’s physical therapy indicator code is 1.</i></p> <p>...</p> <p>Example 5: . . . The speech therapist provides speech instruction for 30 minutes a week in a location other than a general education setting.</p>

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Revision	<p>4.18.5 Codes 41 and 42 - Resource Room/Services Examples</p> <p>Example 1: . . . <i>The instructional setting code for this student is 42, resource room/services - at least 21% and less than 50%, because the student is pulled out of the general education class. . .</i></p> <p>Example 2: A student attends all general classes, except for 1 hour a week, as documented in the IEP, when the student is pulled out to receive physical therapy.</p> <p><i>The instructional setting code for this student is 41, resource room/services - less than 21%, because the student receives regularly scheduled related services in the special education class but is otherwise served in general education. . .</i></p> <p>Example 3: . . . <i>The instructional setting code for this student is 41, resource room/services - less than 21%, because the student receives direct, regularly scheduled special education support services in a resource room.</i></p>	<p>4.18.5 Codes 41 and 42 - Resource Room/Services Examples</p> <p>Example 1: . . . <i>The instructional setting code for this student is 42, resource room/services - at least 21% and less than 50%, because the student is in a location other than a general education setting of the general education class. . .</i></p> <p>Example 2: A student attends all general classes and receives special education services in the general education setting, except for 1 hour a week, as documented in the IEP, when the student is pulled out to receive physical therapy in a special education setting.</p> <p><i>The instructional setting code for this student is 41, resource room/services - less than 21%, because the student receives regularly scheduled related services in a special education setting but is otherwise served in general education. . .</i></p> <p>Example 3: . . . <i>The instructional setting code for this student is 41, resource room/services - less than 21%, because the student receives direct, regularly scheduled special education support services in a special education setting.</i></p>
Revision	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>. . .</p> <p>Example 4: A 5-year-old special education student receives full-time special education and related services in a multidistrict PPCD.</p>	<p>4.18.9 Codes 91–98 - Off Home Campus Examples</p> <p>. . .</p> <p>Example 4: A 5-year-old special education student receives full-time special education and related services in a self-contained multidistrict preschool classroom designed for children with disabilities.</p>

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Change	2015–2016	2016–2017
Revision	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>...</p> <p>Example 2: . . . PEIMS 163 Record and Student Detail Report: <i>Regardless of whether these services and supports are provided in a general education or pull-out setting, the instructional setting code for this student is 00, no instructional setting, and the speech therapy indicator code is 1.</i></p> <p>...</p> <p>Example 3: . . . The speech therapist provides services 30 minutes twice a week in a pull-out setting and goes into the PK classroom to provide services, consult with the PK teacher, or both 30 minutes a week.</p>	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>...</p> <p>Example 2: . . . PEIMS 163 Record and Student Detail Report: <i>Regardless of whether these services and supports are provided in a general education or in a location other than a general education setting, the instructional setting code for this student is 00, no instructional setting, and the speech therapy indicator code is 1.</i></p> <p>...</p> <p>Example 3: . . . The speech therapist provides services 30 minutes twice a week in a location other than a general education setting and goes into the PK classroom to provide services, consult with the PK teacher, or both 30 minutes a week.</p>
Addition and Revision	<p>4.18.11 Speech Therapy Indicator Code 2 Examples</p> <p>Example 1: . . . In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes.</p> <p>...</p> <p>Example 2: . . . In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes.</p> <p>...</p> <p>Example 3: . . . <i>The instructional setting code of 40 may be used regardless of whether the direct speech therapy services are provided in the general education classroom or a pull-out setting.</i></p>	<p>4.18.11 Speech Therapy Indicator Code 2 Examples</p> <p>Example 1: . . . In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting.</p> <p>...</p> <p>Example 2: . . . In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting.</p> <p>...</p> <p>Example 3: . . . <i>The instructional setting code of 40 may be used regardless of whether the direct speech therapy services are provided in the general education classroom or a location other than a general education setting.</i></p>

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Change	2015–2016	2016–2017
Deletion and Addition	<p>5.2 Eligibility and Eligible Days Present</p> <p>...</p> <ul style="list-style-type: none"> This requirement does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course must be taught by a qualified/certified CTE teacher. However, under the No Child Left Behind Act, certain teachers must be “highly qualified” if the open-enrollment charter school receives certain federal funds. See the TEA Highly Qualified Teachers web page at http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ES_EA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/ for more information. ... An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. If the CTE course requires a highly qualified teacher in accordance with the No Child Left Behind Act, the School District Teaching Permit will not satisfy the highly qualified state certification requirement. For more information, see the TEA Highly Qualified Teachers webpage at http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ES_EA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/. 	<p>5.2 Eligibility and Eligible Days Present</p> <p>...</p> <ul style="list-style-type: none"> This requirement does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course must be taught by a qualified/certified CTE teacher. It also does not apply to a district of innovation to the extent the district’s innovation plan allows the use of uncertified teachers in CTE classes. ... An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements.
Deletion	<p>5.2.2 Eligibility of Courses for Funding</p> <p>...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. . .</p>	<p>5.2.2 Eligibility of Courses for Funding</p> <p>...To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course. . .</p>

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Addition	<p>5.2.3 Earning CTE Contact Hours</p> <p><i>See 12.4 On-Campus Online Courses Not Provided through the TxVSN for information on time spent in on-campus online courses. See 12.5 Self-Paced Computer Course for information on time spent in self-paced computer courses.</i></p>	<p>5.2.3 Earning CTE Contact Hours</p> <p>See 12.2 Texas Virtual School Network (TxVSN) for information on time spent in online courses provided through the TxVSN state-led online learning initiative.</p> <p>See 12.4 On-Campus Online Courses Not Provided through the TxVSN for information on time spent in on-campus online courses not provided through TxVSN. See Error! Reference source not found. for information on time spent in self-paced computer courses.</p>
Revision	<p>5.10 Contracting with Other Entities to Provide CTE Instruction</p> <p>The entity may be a school district, a community or technical college, or a proprietary school. . .</p>	<p>5.10 Contracting with Other Entities to Provide CTE Instruction</p> <p>The entity may be a school district, a community or technical college, or a career school. . .</p>

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

Change	2015–2016	2016–2017
Revision	<p>6.2 Eligibility</p> <p>...</p>	<p>6.2 Eligibility</p> <p>...</p> <p>Each student must be served according to the following guidelines: On a student's initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the ELL student.</p>
Revision	<p>6.3.1 Students Who Move to Your District</p> <p>...</p> <p>If your district does not receive this documentation within 4 weeks (20 school days) of the student's enrollment in your district, your district must go through the standard identification and assessment procedures in order to code the student as LEP, ESL, and/or bilingual.</p>	<p>6.3.1 Students Who Move to Your District</p> <p>...</p> <p>If your district does not receive this documentation within 4 weeks (20 school days) of the student's enrollment in your district, your district must go through the standard identification and assessment procedures in order to code the student as an ELL in a bilingual education or an ESL program.</p>

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Change	2015–2016	2016–2017
Deletion	<p>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</p> <p>... If a student is eligible for PK because the student is educationally disadvantaged (eligible to participate in the NSLP), your district must document and have on file evidence that the student is eligible to participate in the NSLP, either because the student’s family income level meets requirements for participation in the NSLP or because of automatic eligibility for the NSLP.</p>	<p>7.2.3 PK Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</p> <p>... If a student is eligible for PK because the student is educationally disadvantaged (eligible to participate in the NSLP), your district must verify and document that the student is eligible to participate in the NSLP, either because the student’s family income level meets requirements for participation in the NSLP or because of automatic eligibility for the NSLP.</p>
Addition	<p>7.2.5.1 Documentation Required</p> <p>...</p> <p>4. ... A copy of a letter from the US Department of Veterans Affairs indicating that the service member is eligible for disability compensation is also acceptable</p>	<p>7.2.5.1 Documentation Required</p> <p>...</p> <p>4. ... A copy of a letter from the US Department of Veterans Affairs indicating that the service member has a service-connected disability and is eligible for disability compensation is also acceptable.</p>
Revision	<p>7.5 Eligible Days Present and ADA Eligibility</p> <p>The following table shows the ADA eligibility codes to use for students served in a PK classroom. (For the PK program type codes to use for PK students, see the C185 code table in the Public Education Information Management System [PEIMS] Data Standards, available at http://ritter.tea.state.tx.us/peims/standards/wedspre/index.html).</p>	<p>7.5 Eligible Days Present and ADA Eligibility</p> <p>The following table shows the ADA eligibility codes to use for students served in a PK classroom. (For the PK program type codes to use for PK students, see the C185 code table in the Texas Education Data Standards, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/).</p>

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Change	2015–2016	2016–2017
Addition	<p>7.5 Eligible Days Present and ADA Eligibility</p> <p>[none]</p>	<p>7.5 Eligible Days Present and ADA Eligibility</p> <p>...</p> <p>Note: The 2-through-4-hour rule includes recess and in-class breakfast. For funding purposes classroom time includes recess and in-class breakfast.</p>

2016–2017 Student Attendance Accounting Handbook: Section 10

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Change	2015–2016	2016–2017
Revision	<p>10.3.1 Requirements Specific to JJAEPs</p> <p>A JJAEP must operate at least 7 hours per day (420 minutes) and at least 75,600 (including intermissions and recesses) minutes per year. . .</p>	<p>10.3.1 Requirements Specific to JJAEPs</p> <p>A JJAEP must operate at least 7 hours per day (420 minutes) and at least 180 days per year unless the JJAEP has applied to the Texas Juvenile Justice Department for a waiver of the 180-day requirement.</p>
Revision	<p>10.6. Disciplinary Removals and Programs</p> <p>This subsection provides information on attendance accounting as it relates to specific kinds of disciplinary removals and programs. Refer to the TEC, Chapter 37, for statutory requirements related to discipline. Refer to PEIMS Data Standards, Section 2, 425 Student Disciplinary Action Record, and Appendix E, for information on how your district should handle disciplinary removals and report disciplinary-removal information. The Data Standards can be accessed at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.</p>	<p>10.6. Disciplinary Removals and Programs</p> <p>This subsection provides information on attendance accounting as it relates to specific kinds of disciplinary removals and programs. Refer to the TEC, Chapter 37, for statutory requirements related to discipline. Refer to TSDS PEIMS Data Standards for information on how your district should handle disciplinary removals and report disciplinary-removal information. The <i>Data Standards</i> can be accessed at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.</p>

2016–2017 Student Attendance Accounting Handbook: Section 11

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Change	2015–2016	2016–2017
Deletion	<p>11.3.1 Dual Credit (High School and College or University) Programs</p> <p>...</p> <p>For your district or charter school to receive FSP funding for a student taking a college course, the district or charter school must have documentation of an agreement between the district or charter school and the college and meet other requirements for dual credit courses.</p> <p>For more information on dual credit program requirements, see the Texas Education Agency’s <i>Dual Credit Frequently Asked Questions</i> document at http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147496738&libID=2147496735. For statutory requirements related to college credit programs, see the Texas Education Code (TEC), §28.009 and §28.010.</p>	<p>11.3.1 Dual Credit (High School and College or University) Programs</p> <p>...</p> <p>For your district or charter school to receive FSP funding for a student taking a college course, the district or charter school must have documentation of an agreement between the district or charter school and the college and meet other requirements for dual credit courses.</p> <p>For statutory requirements related to college credit programs, see the Texas Education Code (TEC), §28.009 and §28.010.</p>
Addition	[none]	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p> <p>...</p> <ul style="list-style-type: none"> • A student has successfully completed a college preparatory course under TEC §28.014. This exemption applies only to the content area of the course and for a period of 24 months from the date of high graduation. Additionally, the exemption is limited to the institution of higher education that partners with the school district in which the student completed the course; however, an institution of higher education may enter into a Memorandum of Understanding with a partnering institution of higher education to accept the exemption for the college preparatory course.

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Change	2015–2016	2016–2017
Revision and Addition	<p>12.2.2.1 Courses for Grades 9 through 12</p> <p>...</p> <p>...A total of no more than three year-long courses taken through the TxVSN statewide course catalog may be used in determining a student's ADA eligibility. Students enrolled in online courses offered by an officially recognized TxVSN online school are not subject to the three-course maximum.</p>	<p>12.2.2.1 Courses for Grades 9 through 12</p> <p>...</p> <p>...A total of no more than three semester courses taken through the TxVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year. Students enrolled in online courses offered by an officially recognized TxVSN online school are not subject to the three-course maximum; no more than five total semester courses taken through the TxVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of 10 TxVSN semester courses within a school year.</p> <p>An exception applies to a student who lacks just six semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TxVSN course catalog in the second semester of the school year; or, if the student is enrolled in an officially recognized TxVSN online school, he or she may earn funding for a maximum of 10 TxVSN semester courses in the second semester of the school year.</p>

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Change	2015–2016	2016–2017
Addition	[none]	<p>12.2.4 Examples</p> <p>...</p> <p>Example 7 A student who is not scheduled for traditional classes, is not receiving instruction in traditional classes, is eligible for full-time enrollment in TxVSN courses, and is enrolled in five or more TxVSN courses for grades 9 through 12 offered by a district or charter school that is <i>not</i> an officially recognized TxVSN online school is reported with an ADA eligibility code of 2 – Eligible for Half-Day Attendance because only a maximum of three TxVSN statewide course catalog courses (165 minutes) may apply toward ADA eligibility in any one semester. The student is considered present (in attendance) for each day of instruction in the reporting period.</p> <p>If the student successfully completes at least three TxVSN courses in a semester, his or her ADA eligibility status does not change. If the student successfully completes two or fewer of the courses, the TEA will adjust the student’s ADA eligibility status to enrolled, not in membership, and adjust the FSP funding for the student to \$0.</p>

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Change	2015-2016	2016-2017
Revision	<p>Definitions</p> <p>School Day – School days are the total number of days that classes are held in the school year. The law requires that districts have 180 school days unless a waiver has been issued to shorten the school year. Charter schools are not required to have a 180-day calendar; however, their funding is based on a 180-school-day calendar minus the number of days that are approved for waivers.</p>	<p>Definitions</p> <p>School Day – A school day must be at least 7 hours (420 minutes) each day, including intermissions and recesses. Open-enrollment charter schools are not subject to this requirement and may have a shorter school day if their charter so provides.</p>
Revision	<p>2-through-4-hour rule – The shortened name for the requirement that a student, other than a student who is eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program, must be scheduled for and provided instruction 2 through 4 hours each day to be eligible for attendance for Foundation School Program (FSP) purposes (eligible to generate average daily attendance [ADA] and thus funding).</p>	<p>2-through-4-hour rule – The shortened name for the requirement that a student, other than a student who is eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program, must be scheduled for and provided instruction 2 through 4 hours each day to be eligible for attendance for Foundation School Program (FSP) purposes (eligible to generate average daily attendance [ADA] and thus funding). Note: The 2-through-4-hour rule includes recess and in-class breakfast.</p>

2016–2017 Student Attendance Accounting Handbook: Section 14

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Change	2015-2016	2016-2017
Revision	compulsory attendance age ... those children at least 6 years of age and those who have not yet reached their eighteenth birthday are required to attend school.	compulsory attendance age ... those children at least 6 years of age and those who have not yet reached their nineteenth birthday are required to attend school.
Addition	homeless students ... ²⁶⁷ Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2)	homeless students ... ²⁶⁷ Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2). Pursuant to the federal Every Student Succeeds Act of 2015 (ESSA), amendments to this definition take effect on December 10, 2016, which include removal of the phrase “or are awaiting foster care placement.” The ESSA also adds provisions specific to students in foster care.
Addition	instructional day – That portion of the school day in which instruction takes place. The instructional day does not include lunch, recess, passing periods, etc.	instructional day – That portion of the school day in which instruction takes place. The instructional day includes lunch, recess, intermissions, etc.
Addition	[none]	instructional track – The number of days taught for a group of students in a particular reporting period at a campus when the reporting periods are the same. It is recommended that a campus report different tracks if the number of days taught for a group of students is different in a reporting period. A separate track applies when different sessions are only offered to a group of students who have a different start time and/or different end time.
Addition	[none]	operational time – The time of when the first school bell to the last school bell (bell to bell).