



# 2014–2015 Student Attendance Accounting Handbook: Section 1 Change Document

Change	2013–2014	2014–2015
--------	-----------	-----------

Revision

## 1.1 Student Attendance and FSP Funding

...

**Note:** An inherent difference exists between your district's being permitted to serve a student in a particular program and your district's being entitled to funding for that student in that program. For

te23PAACUN01#rWDCWbWEDlabWLE#E#EFF031./.(o)eoB0[(R)4.5(3(r d)5.2(is Tc 0 Tw ( )TjEMC E26.783/MCINP &Tc 0 Tw ( )TjEMC E273.2 /MC0/TT10



# 2014–2015 Student Attendance Accounting Handbook: Section 1 Change Document

Revision  
and  
Deletion

## 1.6 How to Use This Handbook

The handbook . . . Each section . . . subsection. The same general types of information may be found under each subsection.

...

Although . . . The essential . . . purposes. In addition, each section contains . . . system.

...

[TABLE:

SECOND COLUMN FOR "SECTION 1" ROW: The **Overview** describes . . . and significant changes.

FIRST COLUMN FOR "SECTION 10" ROW: Section 10 Nontraditional Schools

SECOND COLUMN FOR "SECTION 10" ROW: **Nontraditional Schools** discusses waivers, year-round schools, alternative education programs, juvenile justice alternative education programs, suspension, and expulsion.

SECOND COLUMN FOR "SECTION 11" ROW: **Nontraditional Programs** discusses education programs with alternative methods of funding or provided in alternative settings.

NONE

~~NONE~~ Tc 0.0032Tw 017

## 1.6 How to Use This Han-20.



## 2014–2015 Student Attendance Accounting Handbook: Section 2 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>2.1 General Audit Requirements</b> Your district . . . attendance records (specific program[s] and/or grant[s]) will result in . . .</p>	<p><b>2.1 General Audit Requirements</b> Your district . . . attendance records (specific program[s], grant[s], <b>or both</b>) will result in . . .</p>
Revision	<p>Your district should . . . before deciding on an attendance accounting system and/or on a storage medium or automated format for audit documentation.</p>	<p>Your district should . . . before <b>selecting</b> an attendance accounting system, storage medium, or automated format for audit documentation.</p>

Revision

Your . . . If it chooses, a district . . . accounting record/report

electronically . . . (see the last paragraph) . . . ( . . . ) . . .

r r o r ( d - 2 . 5 ( . 9 ( t ) - u 4 2 5 . 4 ) ] T J - 0

# 2014–2015 Student Attendance Accounting Handbook: Section 2 Change Document

Change

# 2014–2015 Student Attendance Accounting Handbook: Section 2

## Change Document

Change	2013–2014	2014–2015
Revision		

**Campus Summary Reports** must include the following data:

...  
15.



2014–2015 Student Attendance Accounting Handbook: Section 2  
Change Document



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision		

## 3.1 Responsibility

...

The **attendance personnel** generating absence summaries and/or transcribing . . .

**Important:** In no case should attendance personnel be assigned the responsibility of determining a student's coding information. Special program staff, directors, and/or teachers . . . Special program directors and/or staff are responsible . . . They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of such changes. The attendance personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). At . . . , special program staff should verify the Student Detail Report



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition and Revision	3.2.1.1 Code 0 Enrolled, Not in Membership	Code 0 applies to students who1 531.33whoh65c13(d)5.de6 330 13.44 330 13t th6eo83He

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition and Revision	<b>3.2.1.5 Code 4 Ineligible Full-Day</b> Code 4 applies to students who are not eligible for ADA but are eaduh. Th0 T.9e7.9(Fs3)1s Fs3pro	



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change

# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition	[NONE]	3.2.2.4 Funding Eligibility of Students E0 95.554undins



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
--------	-----------	-----------

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>*3.2.3.1 Additional Information About Minimum Eligible Age</b> If the . . .</p> <p>A student who is 5 years of age . . . (ADA eligible code 1) if the . . .</p> <p>However, any 5-year-old child who enrolls in the first grade may be assigned to first grade for the full school term (ADA eligibility code 1). . . .</p>	<p><b>*3.2.3.1 Additional Information about Minimum Eligible Age</b> If the . . .</p> <p>A student who is 5 years of age . . . (ADA <b>eligibility</b> code 1) if the . . .</p> <p>However, any 5-year-old child who enrolls may be assigned to first grade for the full school term (ADA eligibility code 1). . . .</p>
Revision and Addition	<p><b>**3.2.3.2 Additional Information About Maximum Eligible Age</b> Students . . . may not be placed with a student who is . . . However, these students can attend a school-sponsored event that is open to the public as a member of the public.</p>	<p><b>**3.2.3.2 Additional Information About Maximum Eligible Age</b> Students . . . may not be placed with a student who is . . . However, these students can attend a school-sponsored event that is open to the public as a member of the public.</p>



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<i>Continued</i>	

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
--------	-----------	-----------

*Continued*

*Continued*

A parent or . . . Any . . . following list are acceptable . . . the age of 11.

- birth certificate

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<i>Continued</i>	

The student's entry date . . .

### **3.3.2.1 "Auditing" Classes at School District or Charter School at Which the Student Is Not Enrolled**

A school district or open-enrollment charter school may not permit . . .

A student's entitlement . . .

Under . . .

Also, . . . A student . . . without payment of tuition.<sup>13</sup>

A student who meets any of the previous residency criteria is eligible for . . .

### **3.3.3.1 Entitlement of Certain Students to Transfer**



## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
<i>Continued</i>	<i>Continued</i>  Infants . . .  A student . . . If the student meets all other eligibility requirements, your district may not deny enrollment to the student. As . . .	<i>Continued</i>  Infants . . .  A student . . . If the student meets all other eligibility requirements, your district <b>must</b> not deny enrollment to the student. As . . .

Revision

### **3.4 Withdrawal Procedures**

Your . . . With proof of enrollment in a different district/campus, retroactive withdrawals . . .

### **3.4 Withdrawal Procedures**

Your . . . With proof of enrollment in a different district **or** campus, retroactive withdrawals . . .



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014
--------	-----------

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision		

Each campus . . . The selected time . . . However, once a time has been selected, a campus may not change it during . . .

Your campus . . . in an alternate hour, or if the superintendent has established documented procedures allowing for recording absences in an alternate hour after having been delegated authority to do so by the board. The policy or procedures may:

- allow for each campus to choose an alternate attendance-taking time for the campus as a whole,
- allow for each campus to choose an alternate attendance-taking time for . . . , or
- allow for both of these circumstances.

The . . . If the policy or documented procedures allow for a campus to choose an alternate attendance-taking time for certain groups of students as described in 3.6.2.2, a campus is free to choose an alternate attendance-taking time for a group of students

# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change

# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change

2014-

# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change

2014-

# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Addition	[NONE]	

If a student who is enrolled in your school district is absent from



## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<p><b>3.7 General Education Homebound (GEH)</b> Any . . .</p> <p>A student served through GEH at home/hospital bedside must be served by . . .</p> <p><b>Note:</b> For guidance in determining GEH instruction for pregnant students who are or are not receiving pregnancy related services, please refer to Section 9.</p> <p>A . . .</p>	<p><b>3.7 General Education Homebound (GEH) Program</b> Any . . .</p> <p>A student served through <b>the GEH program</b> at home <b>or</b> hospital bedside must be served by . . .</p> <p><b>Note:</b> For guidance in determining GEH instruction for pregnant students who are receiving pregnancy-related services, <b>see</b> Section 9.</p> <p>A . . .</p>
Revision	<p>A . . . Members . . . following: . . .</p> <ul style="list-style-type: none"> <li>• a parent/guardian of the student.</li> </ul> <p>The role . . . at home/hospital bedside. If instruction . . . at home/hospital bedside . . .</p> <p>In making . . . However, the licensed physician’s note/information is <b>not</b> the sole determining factor in . . .</p>	<p>A . . . Members . . . following: . . .</p> <ul style="list-style-type: none"> <li>• a parent <b>or</b> guardian of the student.</li> </ul> <p>The role . . . at home <b>or</b> hospital bedside. If instruction . . . at home <b>or</b> hospital bedside . . .</p> <p>In making . . . However, <b>documentation from</b> the licensed physician is <b>not</b> the sole determining factor in . . .</p>

2014-



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
--------	-----------	-----------

Revision

## 3.8 Calendar

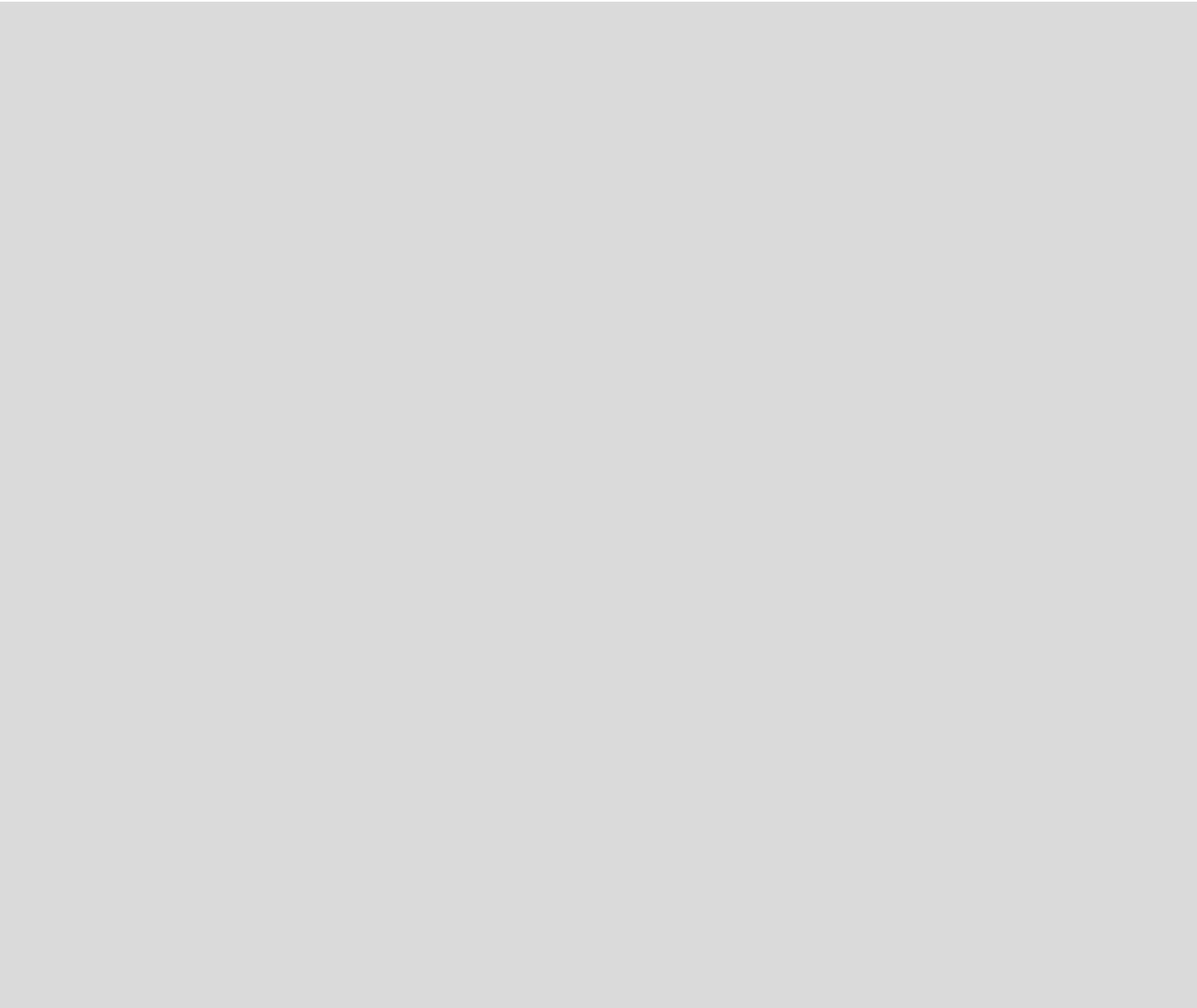
Your school district . . . at least 180 days of instruction for student

## 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision and Addition	<p><b>3.8.2.1 Makeup Days</b></p> <p>Your district <b>must</b> 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 mak0.7(04 Tc0.48 0.481 ref36 531..425.4 531ss63o)-9.6(p)-0.746.6( )90.6(cTc 0 T Td[(a)D4.3)-0.7(d)-0.8(r)8</p>	



2014–2015 Student Attendance Accounting Handbook: Section 3  
Change Document



2014-



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
Revision	<b>3.9 Data Submission</b> ... For districts with year-	



# 2014–2015 Student Attendance Accounting Handbook: Section 3 Change Document

Change	2013–2014	2014–2015
--------	-----------	-----------

Revision

3.11.19 Example 19

...

*The attendance . . . The total numberTc On. 8m(20)10.9 40.9)5.9)2.2( num)5.5(be)3.3(rTc On.)TTEC)3Txr0 T Td841 Oans nu 8m(2e)3.3(u) 0 11cc 0 Tia0afThe*



2014–2015 Student Attendance Accounting Handbook ~~Section 4~~  
Change Document

Change	2013-2014	2014-2015
Addition	<p><b>Section 4 Special Education</b></p> <p>This section . . .</p> <p>Important: See . . .</p>	<p><b>Section 4 Special Education</b></p> <p>This section . . .</p> <p>Note: In this handbook, the term “instructional setting” means the same as the term “instructional arrangement/setting.”</p> <p>Important: See . . .</p>
Revision	<p><b>4.2 Special Education and Eligibility</b></p> <p>. . .</p> <p>Your district <del>must</del> . . . following:</p> <ul style="list-style-type: none"> <li>x an eligible student beginning on his or her third birthday;</li> <li>x an eligible student . . . current scholastic year diploma; and</li> <li>x an eligible student who meets . . . following requirements:               <ul style="list-style-type: none"> <li>o the student . . . current scholastic year;</li> <li>. . .</li> </ul> </li> </ul> <p>Your district also . . .</p> <p>Provided . . .</p> <p>. . .</p>	

# 2014–2015 Student Attendance Accounting Handbook Section 4 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Revision

4.3.2 Enrollment Procedures for a Student in Your District  
Whose Instructional Setting Is Changing

...

The enrollment procedures . . . are as follows:

1. n-4.27d (i)-15(e)-d7(t)-6. -1.00 11.04 0 0 11.74.098.3( f)1(e3.544 0 Td ( )T 0 0 11.)]T0 -0.004 0 03P(s.8i)272 03(J -20.85(e8i)27d -0Tu

# 2014-2015 Student Attendance Accounting Handbook Section 4 Change Document

Change	2013-2014	2014-2015
Addition	4.7.1 Code 00 -	

# 2014–2015 Student Attendance Accounting Handbook Section 4 Change Document

Change	2013-2014	2014-2015
Revision	<p data-bbox="262 251 1060 316">4.7.2.5 Homebound Funding and Homebound Documentation Requirements</p> <p data-bbox="262 341 304 365">...</p> <p data-bbox="262 397 1134 462">Eligible days present . For . . . Homebound service hours may not be accumulated and carried f</p>	



# 2014-2015 Student Attendance Accounting Handbook Section 4 Change Document

Change	2013-2014	2014-2015
Revision	<p>4.7.2.9 Students with a Recurring Chronic or Acute Health Condition A . . . (which can be in daily or weekly increments) totaling</p> <p>[TABLE: TITLE OF SECOND COLUMN: If a student earns contact hours and attendance]</p> <p>Regardless . . . , the student may not generate more . . .</p>	<p>4.7.2.9 Students with a Recurring Chronic or Acute Health Condition A . . . (which may be in daily or weekly increments) totaling . . .</p> <p>[TABLE: TITLE OF SECOND COLUMN: If a student earns contact hours or attendance]</p> <p>Regardless . . . , the student must not generate more . . .</p>
Revision	<p>4.7.6 Applicable Federal Law and . . .</p> <p>Per 20 United States Code, §1412, “[t]o the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities” must be “educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment” can occur “only . . . satisfactorily.”</p> <p>Both . . .</p>	<p>4.7.6 Applicable Federal Law and . . .</p> <p>According to 20 United States Code, §1412, “[t]o the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities” must be “educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment” may occur “only . . . satisfactorily.”</p> <p>Both . . .</p>
Revision	<p>4.7.10 Code 40 Special Education Mainstream</p> <p>owe(d)5.3(e, 0 Td (. . .)Tj 0 Tc 0 3.57 Tw 0.22 ET /P &lt;&lt;/MCID 38 &gt;&gt;BDC Td [(o)-9.d [(6Tc 0.047218( Edu)i.4 f3 /TT0 1(o)-9.6l.4 f3 u/TT0 1t)-eng, E</p>	





2014

# 2014–2015 Student Attendance Accounting Handbook Section 4 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Addition

4.8.1.2 Indicator Code 2 Speech Therapy ~~W~~ Other Services  
 This. . . When . . . The student's .The student's PEIMS 405 record  
 must show both the student's primary instructional/arrangement  
 setting code (a code other than 00) and the instructional arrangement/  
 setting code of 00.

For a student to be coded with a instructional arrangement/setting  
 code of 40 (mainstream) and a speech therapy indicator code of 2,(252 544.7178.9(t)3.2(o .9(o)-0.7(e)4.9( o)-9.6(f)7.5( 2)-7.9(,(252 544.7178.9

2014-

2014–2015 Student Attendance Accounting Handbook Section 4  
Change Document

Change

# 2014–2015 Student Attendance Accounting Handbook Section 4 Change Document

Change Revision	2013-2014	2014-2015
	4.18.1 Code 01 Homebound Exampl. 486 0.48 13.4l Tc 0 Tw [(-)6.9.24( )Tj EMC ET /THMCID 10 >>BD1 /TT2 1 Tf -0.003 Tc 0.004	

# 2014–2015 Student Attendance Accounting Handbook Section 4 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Continued

Continued

Example 5A 4-year-old student . . .

The student generates half-day ADA eligibility.

PEIMS 163 Record and Student Detail Report:

The instructional arrangement setting code for this student . . .

PEIMS 405 Record:

Two instructional arrangement



# 2014–2015 Student Attendance Accounting Handbook Section 4 Change Document

Change Revision	2013-2014	2014-2015
	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>...</p> <p>Example 3: . . .The speech therapist provides services 30 minutes twice a week in a pullout setting and goes into the PK classroom to provide services and/or consult with the PK teacher 30 minutes a week.</p> <p>...</p>	<p>4.18.10 Speech Therapy Indicator Code 1 Examples</p> <p>...The speech therapist provides services 30 minutes twice a week in a pullout setting and goes into the PK classroom to provide services and/or consult with the PK teacher 30 minutes a week.</p> <p>...</p>

# 2014–2015 Student Attendance Accounting Handbook ~~Section 5~~ Change Document

Change Addition	2013–2014	2014–2015
	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following five criteria:</p> <p>...</p> <p>5. To . . .career clusters<sup>1</sup></p>	<p><b>5.2 Eligibility and Eligible Days Present</b></p> <p>Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following five criteria:</p> <p>...</p> <p>5. To . . .career clusters<sup>2</sup></p> <p>Important: If your district assigns a substitute teacher to teach a CTE course and the teacher does not hold the certification required by 19 TAC Chapter 231, <a href="#">Chapter E</a>, your district may continue to earn CTE weighted funding for that course for no more than 30 consecutive school days.</p>

# 2014–2015 Student Attendance Accounting Handbook Section 5 Change Document

Change	2013-2014	2014-2015
Revision and Addition	<p>5.2.3.1 Earning CTE Contact Hours While Also Being Served by a Special Education Program</p> <p>For a student to earn CTE contact hours while also being served in a special education homebound (01), hospital class (02), and/or state</p> <p>12.27u4.3(p)-0.7(e)-6(c)-5(i)-3T*5.13.3(o)-9.6(n)-0.7( h)10.2(o)</p>	

# 2014–2015 Student Attendance Accounting Handbook

# 2014-2015 Student Attendance Accounting Handbook Section 5 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Revision and Deletion	5.5 Coding to Be Used on the PEIMS 101 and 410 Records	
-----------------------------	--	--

This subsection explains the coding to use on the PEIMS 101 and 410

~~0701 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yy) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)~~



# 2014–2015 Student Attendance Accounting Handbook Section 5 Change Document

Change Revision	2013-2014	2014-2015
	<p>5.5.2.1 Special 41 Record Coding Instructions for Districts Operating Block Schedules</p> <p>If your district operates block schedules, use the chart above in 5.5.2 to code students.</p> <p>Each . . .course. . . District. . .total number of instructional days during. . .</p>	<p>5.5.1 Special Instructions for Districts Operating Block Schedules</p> <p>If your district operates block schedules, use the chart above to determine the</p>

## 2014–2015 Student Attendance Accounting Handbook Section 5 Change Document

Change	2013-2014	2014-2015
Revision	<p>5.7.5 Required Site Visits by Teachers</p> <p>A . . . school year. . . The training site visits may not be. . .</p>	<p>5.7.5 Required Site Visits by Teachers</p> <p>A . . . school year. . . The training site visits must not be. . .</p>
Revision	<p>5.8 CTE Problems and Solutions (Formerly CTE Independent Study)</p> <p>. . .</p> <p>Your. . . Your. . . within 15 instructional days of. . .</p>	<p>5.8 CTE Problems and Solutions (Formerly CTE Independent Study)</p> <p>. . .</p> <p>Your. . . Your. . . within 15 schooldays of. . .</p>
Revision	<p>5.12 Quality Control</p> <p>As soon as . . CTE coding on the PEIMS 101 and records . . .</p> <p>At the beginning of each school year and at the end of each week reporting period, the appropriate CTE staff should verify the Student Detail Report to ensure. . . correct.</p> <p>. . .</p> <p>Auditing. . . A student who is only auditing a CTE course and taking other CTE courses for state credit is reported with a CTE indicator code of 0 on the PEIMS 101 record. The student should not have any 410 record or a 415 record for the audited CTE course.</p>	<p>5.12 Quality Control</p> <p>As soon as . . CTE coding on the PEIMS 410 record . . .</p> <p>At the beginning of each school year and at the end of each week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure. . . correct.</p> <p>. . .</p> <p>Auditing. . . A student who is only auditing a CTE course and taking no other CTE courses for state credit should not have any 410 record. Also, the student should not have a 415 record for the audited CTE course.</p>



## 2014-2015 Student Attendance Accounting Handbook Section 5 Change Document

Change	2013-2014	2014-2015
Revision	<p>5.13.12 Example 12</p> <p>A . . . The student is also enrolled in a 2-hour CTE course provided by a college and meeting all secondary and postsecondary TAC requirements for dual credit courses</p> <p>Your school district or charter school receives 1 CTE contact hour for the high school CTE course plus 2 contact hours for the approved CTE college course taught for dual credit (V3). Your school district or charter school is eligible for full ADA funding for the student provided there is a written dual credit agreement with the college. See . . .</p> <p>In the above example, contact hour funding is contingent on the college course's corresponding to a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district or charter school. Instruction must</p>	<p>5.13.12 Example 12</p> <p>A . . . The student is also enrolled in a 2-hour CTE course that is provided by a college and meets all secondary and postsecondary TAC requirements for dual credit courses</p> <p>Your school district receives 1 CTE contact hour for the high school CTE course plus 2 contact hours for the approved CTE college course taught for dual credit (V3). . . Your district is eligible for full ADA funding for the student provided there is a written dual credit agreement with the college. See . . .</p> <p>To be eligible for contact hour funding, the content of the college course must correspond to the content of a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district. Instruction must</p>

2014–2015 Student Attendance Accounting Handbook ~~Section 6~~  
Change Document

Change	2013-2014	2014-2015
Revision	<p><b>6.2 Eligibility</b> To be eligible . . . following requirements:</p> <p>...</p> <p>Each . . . page. . . A student may not be exited from the bilingual or ESL education program in grades PK through the end of first grade.</p> <p>Important: Students who are under age 3 and served only in the preschool program for children with disabilities (PPCD) cannot generate bilingual/ESL average daily attendance (ADA).</p>	<p><b>6.2 Eligibility</b> To be eligible . . . following requirements:</p> <p>...</p> <p>Each . . . page. . . A student must not be exited from the bilingual or ESL education program in grades PK through the end of first grade.</p> <p>Important: Students with a grade level of EE (early education) cannot generate bilingual/ESL eligible days present</p>
Revision	<p><b>6.2.1 Students Who Are Eligible to Be Served in the . . .</b> The following . . . program. However, . . . funding.</p> <p>...</p> <p>x Students:</p> <p>o who have exited (been transitioned out of the . . .</p>	<p><b>6.2.1 Students Who Are Eligible to Be Served in the . . .</b> The following . . . program. However, . . . funding.</p> <p>...</p> <p>x Students:</p> <p>o who have exited (been transitioned out of) the . . .</p>
Revision	<p><b>6.3 Enrollment Procedures</b> This subsection . . . program.</p> <p>...</p> <p>A student . . . However, as with all other students who are absent, no bilingual/ESL ADA can be earned by the student for that date.</p>	<p><b>6.3 Enrollment Procedures</b> This subsection . . . program.</p> <p>...</p> <p>A student . . . However, as with all other students who are absent, no bilingual/ESL ADA may be earned by the student for that date.</p>
Revision	<p><b>6.3.1 Students Who Move to Your District</b> . . . Funds for bilingual/ESL students can be claimed until all documentation is in place.</p> <p>When . . .</p>	<p><b>6.3.1 Students Who Move to Your District</b> . . . Funds for bilingual/ESL students must be claimed until all documentation is in place.</p> <p>When . . .</p>

2014-

# 2014–2015 Student Attendance Accounting Handbook Section 6 Change Document

Change	2013-2014	2014-2015
Revision		
	6.8.2 Exit Criteria	
	[TABLE:	
	TI	

2014–2015 Student Attendance Accounting Handbook Section 6  
Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

# 2014–2015 Student Attendance Accounting Handbook Section 6 Change Document

Change Revision	2013-2014	2014-2015
	<p>6.11.3 LPAC Recommendation and Parental Approval Requirements</p> <p>The following . . . eligible bilingual/ESL days present</p> <p>. . .</p> <p>3. A record . . . program. This record. . . approval.</p> <p>. . .</p> <p>x The parental approval becomes invalid if the parent signs parental denial form of ESL/bilingual services, which can occur at any time while the student continues to be identified as LEP.</p> <p>x For a student whose. . .</p>	

# 2014–2015 Student Attendance Accounting Handbook ~~Section 6~~

## Change Document

Change	2013-2014	2014-2015
Revision	<p>6.11.5 Other Required Documentation</p> <p>... This documentation must include the following:</p> <p>...</p> <p>8. documentation of the student's eligibility to use the special provision for the end-of-course exam(s) for English I and/or II</p> <p>...</p>	<p>6.11.5 Other Required Documentation</p> <p>... This documentation must include the following:</p> <p>...</p> <p>8. documentation of the student's eligibility to use the special provision for the end-of-course exam for English I/ESOL I</p> <p>...</p>

Revision

### 6.12 Quality Control

...

At the beginning of each semester and at the end of each week reporting period, the appropriate bilingual/ESL staff should verify the

# 2014–2015 Student Attendance Accounting Handbook Section 6 Change Document

Change	2013-2014	2014-2015
Revision	<p>6.13.3 Example 3</p> <p>...</p> <p>Your . . . The . . . served in the bilingual and/or ESL program until . . .</p>	<p>6.13.3 Example 3</p> <p>...</p> <p>Your. . . The . . . served in the bilingual or ESL education program until .</p> <p>..</p>



# 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change Revision	2013–2014	2014–2015
--------------------	-----------	-----------

...

**Note:** Both 3-year-olds and 4-year-olds can be served.

# 2014–2015 Student Attendance Accounting Handbook: Section 7 Change Document

Change	2013–2014	2014–2015
Revision and Addition		

2014–2015 Student Attendance Accounting Handbook: Section 7  
Change Document





# 2014–2015 Student Attendance Accounting Handbook: Section 7

## Change Document

Change	2013–2014	2014–2015
Revision		

A student . . . lawful control of the child.

The definition of “homeless,” “homeless individual,” and “homeless person” in 42 USC, §11302, is similar, but not identical, to the definition of “homeless children and youths” in 42 USC, §11434a. As the definition in 42 USC, §11434a, applies specifically under federal law to the enrollment of homeless children and youth, the TEA advises school districts to apply that definition in addition to the one in 42 USC, §11302, when determining whether a student is eligible for enrollment. For both definitions

# 2014–2015 Student Attendance Accounting Handbook: Section 7

## Change Document

Change	2013–2014	2014–2015
Revision	<p><b>7.3 Enrollment Procedures</b></p> <p>... Any of the following documents ... identity and age:</p> <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• statement of the child’s date of birth issued by the division of the Texas Department of State Health Services responsible for vital statistics for school admission purposes<sup>3</sup></li> </ul> <p>...</p> <p>Appropriate PK staff then ...</p>	<p><b>7.3 Enrollment Procedures</b></p> <p>... Any of the following documents ... identity and age:</p> <ul style="list-style-type: none"> <li>• birth certificate</li> <li>• statement of the child’s date of birth issued by the division of the Texas Department of State Health Services responsible for vital statistics</li> </ul>



6



2014–2015 Student Attendance Accounting Handbook Section 9  
Change Document

Change Revision	2013–2014	2014–2015
--------------------	-----------	-----------

Section 9 Pregnancy



# 2014-2015 Student Attendance Accounting Handbook Section 9 Change Document

Change	2013-2014	2014-2015
Revision	9.2 Eligibility/Eligible Days Present	
	Eligibility for Services Any school-age student who is in the prenatal or	

2014-2015 Student Attendance Accounting Handbook Section 9  
Change Document

Change	2013-2014	2014-
--------	-----------	-------

# 2014–2015 Student Attendance Accounting Handbook ~~Section 9~~

## Change Document

Change	2013-2014	2014-2015
Revision	<p>9.14 Test Administration during CEHI</p> <p>...</p> <p>A student . . day. When it takes the student more than 1 hour to complete the exam, the additional contact hours may not be credited as. . .</p>	<p>9.14 Test Administration during CEHI</p> <p>...</p> <p>A student . . day. When it takes the student more than 1 hour to complete the exam, the additional contact hours <b>must</b> be credited as. . .</p>
Revision	<p>9.15 Documentation</p> <p>For. . .Documentation requirements are as follows:</p> <p>...</p> <p>9. The teacher’s log . . .</p> <p>The minimum documentation required in the logs maintained by a CEHI teacher is the following:</p> <ul style="list-style-type: none"> <li>x the name of the teacher,</li> <li>x the student’s name and identification or Social Security number,</li> <li>x . . .</li> </ul>	<p>9.15 Documentation</p> <p>For. . .Documentation requirements are as follows:</p> <p>...</p> <p>9. The teacher’s log . . .</p> <p>The minimum documentation required in the logs maintained by a CEHI teacher is the following:</p> <ul style="list-style-type: none"> <li>x the name of the teacher,</li> <li>x the student’s name and</li> </ul>

# 2014-2015 Student Attendance Accounting Handbook Section 9

## Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Revision

### 9.17.9 Example 9

A student delivers her baby on August 2. Your school district's first day of school is August 15.

While districts are not obligated to provide PRS to students outside the normal school year, the student's ~~six~~ week postpartum eligibility for CEHI extends into the school year. Therefore, the student is eligible for PRS/CEHI through September 14. Her first day of school enrollment and

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change Revision	20132014	20142015
--------------------	----------	----------

## Section 10 Nontraditional Schools

Many different situations occur in which students are educated during nontraditional hours or days of the week or in nontraditional locations within the district. These situations include but are not limited to alternative education programs, juvenile justice alternative education programs (JJAEPs), disciplinary alternative education programs (DAEPs), in

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change



# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
--------	----------	----------

Deletion

]

## 10.5 YearRound Schools

Regardless of beginning/ending dates, or dates of intercessions, your district must report the attendance of students participating on year round instructional tracks in six approximately equal reporting periods.

In many cases, year-round instructional tracks are not completed by the PEIMS due date for submission of attendance data. When this situation occurs, your district must submit the attendance records for students attending yearround programs before the final week reporting period is completed. Report only the actual number of days of instruction completed as of the date the attendance records are extracted. Report the completed year during the resubmission period.

Students who switch instructional tracks remain eligible for all days of attendance, provided all other eligibility requirements are met.



# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change Revision	20132014	20142015
	<p>10.6 Residential Alternative Education Programs for Students in Residential Facilities</p> <p>The programs covered under this category include, but are not limited to, programs . . . ; residential treatment facilities operated for purposes such as substance and alcohol abuse; 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.</p> <p>Students residing in the kinds of facilities listed in the previous paragraph or in any other residential facility are eligible for and are entitled to enroll in and receive the educational services available from the public school district in which the facility is located. While some residential facilities provide an educational program for their residents, most . . . facility. . . . A . . . provision.</p> <p>Residential alternative education programs for students in residential facilities are subject to the FSP rules and regulations documented in this handbook, which apply regardless of the nontraditional education program that is implemented.</p>	<p>10.5 AEPs for Students in Residential Facilities</p> <p>The programs covered under this category include, but are not limited to, programs . . . ; residential treatment facilities operated for purposes such as treatment of substance and alcohol abuse; private residential treatment centers (PRTCs); and residential care and treatment facilities operated by a state supported living center or state agency or the federal government.</p> <p>Students residing in the kinds of facilities listed in the previous paragraph or in any other residential facility are eligible for and are entitled to enroll in and receive the educational services available from the school district in which the facility is located. While some residential facilities provide an educational program for their residents, most . . . facility. . . . A . . . provision.</p> <p>AEPs for students in residential facilities are subject to the FSP rules and regulations documented in this handbook, which apply regardless of the nontraditional education program that is implemented.</p> <p>See</p>



20142015 Student Attendance Accounting Handbook: Section 10  
Change Document





# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
--------	----------	----------

Deletion

## 10.8 Expulsion

Your school district must ~~add~~ a student code of conduct that outlines the conditions under which a student will be expelled. The code must be in compliance with the TEC, §37.007, Expulsion for Serious Offenses. A charter school may not expel a student for a reason that is not either 1) authorized by the TEC, §37.007, or 2) specified in the school's code of conduct as conduct that may result in expulsion.

A student placed in a DAEP may be expelled if the student engages in serious misbehavior as defined by the TEC, §37.007(c).

~~Students who are less than 10 years of age and commit an expellable offense must be expelled with placement in a DAEP (disciplinary action codes 03 and 04).~~

Note that the previous paragraphs do not ~~provide~~ an exhaustive list of the criteria for discretionary or required expulsions found in the TEC, Chapter 37.

Refer to

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
--------	----------	----------

Deletion

D83(l)0.9(1)29(io)-7.4(g)489330 E.2PA,57 01( t0-j h)2 BT 0-j01( EMct)-1is57 03(s57 03(i))9 0 Tw 7 BT 2fCID

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change Deletion	20132014	20142015
--------------------	----------	----------

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
--------	----------	----------

Deletion

## 10.9.2 Establishment of a ~~Separate~~ JJAEP Campus

For purposes of accountability under the TEC, Chapter 39, a student enrolled in a JJAEP is reported as if the student were enrolled at the student's assigned campus in the ~~student's~~ regularly assigned education program, including a special education program.

accordance with this provision, and to properly attribute JJAEP students for accountability purposes, the ~~TEC~~ requires that all districts required to participate in a JJAEP establish a separate campus to track their JJAEP students. This campus must be registered.

2(e)1-0.7(s)6.5( )10.6(i)-3.2(n)-4.d de2.8(s)1TET1 1 A0.7(uTw -15.37 -1.217 Td [(e)-6(i)-80.7(e)



20142015 Student Attendance Accounting Handbook: Section 10  
Change Document

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
Deletion and Revision	<p>10.9.3 JJAEP Eligibility and ADA Eligibility Coding for JJAEP Students</p> <p>For a student to be placed in or attend a JJAEP student must be:</p> <ol style="list-style-type: none"> <li>1. found by the school district to have engaged in expellable conduct under the TEC38.007(a), (d), or (e);</li> </ol>	<p>For a student to be placed in or attend a JJAEP student must be:</p> <ol style="list-style-type: none"> <li>1. found by the school district to have engaged in expellable conduct other than P.57</li> </ol>

## 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
Deletion	<p><b>10.9.4 Required Hours and Days of Operation for JJAEPs</b> A JJAEP must operate at least 7 hours per day and at least 180 days per year unless the JJAEPs applied to the TJJD for a waiver of the-180 day requirement. Any waiver granted under this provision may not exceed the highest number of instructional days waived by the commissioner during the same school year for a regular school district program.<sup>23</sup></p>	[TEXT MAKES UP NEW 10.6.1]
	<p><b>10.9.5 Campus of Accountability for JJAEP Students</b> Statute prohibits the attribution of performance results to JJAEPs. The TEC, §37.011(h), requires that a student enrolled at a JJAEP be reported as if the student were attending and being tested at his or her “sending” campus. Each district that sends students to a JJAEP is responsible for properly attributing all performance data according to the [redacted] and the testing guidelines.</p>	[NONE]

<sup>23</sup> TEC, §37.011(f)



# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
--------	----------	----------

**6**

**6**

Options that your district may consider for a special education student's disciplinary placement include, but are not limited to, placement in a DAEP (disciplinary action codes 03 and 04) or placement in another interim alternative education setting that will enable the student to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Note, however, that a student may not be removed to a homebound setting.

The educational services provided to a special education student removed to a disciplinary placement are to be provided following the requirements of the 2-through-4-hour rule (see

# 20142015 Student Attendance Accounting Handbook: Section 10 Change Document

Change	20132014	20142015
Deletion and Revision	<p>10.11 Out-of-School Suspension (OSS)</p> <p>Each school district must adopt a student code of conduct that outlines the conditions under which a student may be suspended. For definitions of inschool suspension and out-of-school suspension, refer to the glossary of this publication.</p> <p>A principal or . . . for which a student may be suspended.</p> <p>An OSS may not exceed 3 school days. Your district must count a suspended student absent if the student does not meet ADA requirements for attendance accounting purposes.</p>	







# 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Revision

## 11.2 General Requirements

Many different situations occur in which students are educated during nontraditional hours or days of the week or in nontraditional locations within the district. These situations include but are not limited to optional flexible school day programs. Although it may be determined that a nontraditional education setting is required to better serve the needs of a particular student, for that student to be eligible for funding, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) and the nontraditional program (see . . . and the following requirements)

The attendance of students served in a nontraditional setting is subject to requirements associated with the nontraditional setting. Eligibility information is located later in this section. Generally, students in a nontraditional setting will be eligible for . . .

Regardless of the nontraditional way in which a student is served, that student's attendance must be reported according to rules as defined by each nontraditional program.

The school calendar for alternative education programs must follow . . .

A student may not be double-counted for ADA while attending both a regular school program and ( d)10.2(o)-9.6(u)-0.8(b)-0. 3( ( 2o)-6.6(n)-6.6(n)2.2(al p)2.3(r).3(u)2.2(c)-1.9(a)10.6(t)-3(io)-6.6.6

g

e

r

# 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Revision

### 11.3 College Credit Programs

. . .The chart on the following pages . these programs.

[TABLE]

### 11.3 College Credit Programs

. . .The chart on the following pages . these programs.

[TABLE:

IN THE TABLE:

- x EACH INSTANCE Of maynot HAS BEEN CHANGED TO must not ;
- x THE SLASH IN INSTANCES OF (term)/(term) HAS BEEN CHANGED TO and OR or, AS APPROPRIATE; AND
- x AN INSTANCE OF District may choose to pay or ab6.7(N)]TJ 0 T

H-0.002 Tc 0.002

## 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013-2014	2014-2015
Addition and Revision	11.3.1.1 Student Eligibility for Dual Credit Courses A high school student following chart	

[TABLE:

TABLE NOTE RELATED TO Writing/Essay COLUMN OF Asset,  
Compass, AND Accuplacer ROWS:

\*\*Students who score a 5 on the essay must ~~also~~ objective  
writing skills score standards to be eligible

Alternately, a student is eligible to enroll in dual credit courses . . .  
following criteria:

. . .

To be eligible . . .

To be eligible . at least junior year high school standing. Exceptions

# 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013-2014	2014-2015
Deletion	<p><b>11.3.1.3 Required Documentation</b> Your district must have locally developed criteria in place for what constitutes demonstrated outstanding academic performance and capability, as described in 11.3.1.1 for:</p> <ol style="list-style-type: none"> <li>1) a student your district determines to be eligible to enroll in more than two dual credit courses per semester based on demonstrated outstanding academic performance and capability or</li> <li>2) a student with less than junior year high school standing your district determines to be eligible to enroll in a dual credit course based on demonstrated outstanding academic performance and capability</li> </ol> <p>Your district .</p>	<p><b>11.3.1.3 Required Documentation</b> Your district must have locally developed criteria in place for what constitutes demonstrated outstanding academic performance and capability, as described in 11.3.1.1 for a student your district determines to be eligible to enroll in more than two dual credit courses per semester based on demonstrated outstanding academic performance and capability.</p> <p>ing your district .</p>
Revision	<p><b>11.6 Optional Flexible School Day Program (OFSDP)</b> ...</p> <p>Students participating . . . Typically include the following: ...</p> <ul style="list-style-type: none"> <li>x Credit recovery classes (These classes can be offered during the summer recess for students who have not earned a full ADA</li> </ul>	

# 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013-2014	2014-2015
Revision	<p><b>11.6.3 Participation in the OFSDP and the Regular Attendance Program</b></p> <p>...However, the student may not be simultaneously enrolled in the OFSDP and the traditional attendance program, in terms of how the student's attendance is reported in the attendance accounting system. In other words, a student:</p> <ul style="list-style-type: none"> <li>x may not have the same attendance time/minutes reported simultaneously through the OFSDP and the regular attendance program</li> <li>x may not have the same attendance time/minutes reported simultaneously through the PEIMS with both a 400 record and a 500 (OFSDP) record</li> </ul> <p>However, . . .A student's attendance program (OFSDP or regular) not be changed in the middle of a 6 week reporting period. <b>Note:</b> The sum of traditional ADA earned and OFSDP ADA earned cannot exceed one ADA total</p> <p>*One exception .</p>	<p><b>11.6.3 Participation in the OFSDP and the Regular Attendance Program</b></p> <p>...However, the student <b>must</b> not be simultaneously enrolled in the OFSDP and the traditional attendance program, in terms of how the student's attendance is reported in the attendance accounting system. In other words, a student:</p> <ul style="list-style-type: none"> <li>x <b>must</b> not have the same attendance time/minutes reported simultaneously through the OFSDP and the regular attendance program <b>and</b></li> <li>x <b>must</b> not have the same attendance time/minutes reported simultaneously through the PEIMS with both a 400 record and a 500 (OFSDP) record</li> </ul> <p>However, . . .A student's attendance program (OFSDP or regular) <b>must</b> not be changed in the middle of a 6 week reporting period. <b>Note:</b> The sum of traditional ADA earned and OFSDP ADA earned <b>must not</b> exceed one ADA total</p> <p>*One exception .</p>
Revision	<p><b>11.6.5 FSP Funding Eligibility for Students <del>21</del> Years of Age</b></p>	

## 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change	2013-2014	2014-2015
Revision	<p><b>11.7 Optional Flexible Year Program (OFYP)</b></p> <p>...</p> <p>To provide additional instructional days for an OFYP, with the approval of the commissioner, your school district may:</p> <ul style="list-style-type: none"> <li>x provide for at least 170 days of instruction (for students who are not at risk) and at least 180 days of instruction (for students who are at risk) during the</li> </ul>	<p><b>11.7 Optional Flexible Year Program (OFYP)</b></p> <p>...</p> <p>To provide additional schooldays for an OFYP, with the approval of the commissioner, your school district may:</p> <ul style="list-style-type: none"> <li>x provide for at least 170 schooldays (for students who are not at risk) and at least 180 schooldays (for students who are at risk) during the.</li> </ul>
Revision	<p><b>11.7.2 Scheduling of OFYP Instructional Days</b></p> <p>The TEA strongly encourages districts providing OFYPs to provide additional instructional days for . . .</p> <p>The TEA also . . . program (i.e., whether the district will schedule its OFYP instructional days throughout the year or at the end of the school year)</p> <p>An OFYP instructional day may not be scheduled on</p>	<p><b>11.7.2 Scheduling of OFYP School Days</b></p> <p>The TEA strongly encourages districts providing OFYPs to provide additional schooldays for . . .</p> <p>The TEA also . . . program (i.e., whether the district will schedule its OFYP school days throughout the year or at the end of the school year)</p> <p>adetgln(a)-9..002724(d)1(u)10(l)-1(i)68(n(9u2c</p>

# 2014-2015 Student Attendance Accounting Handbook: Section 11 Change Document

Change

## 2014-2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change	2013-2014	2014-2015
Revision	<p>12.2 Texas Virtual School Network (TxVSN)</p> <p>...</p> <p>TxVSN online courses can be provided through a full-time virtual TxVSN OLS program <del>can</del> provided only by a . .</p>	<p>12.2 Texas Virtual School Network (TxVSN)</p> <p>...</p> <p>TxVSN online courses <del>may</del> provided through . .A full-time virtual TxVSN OLS program <del>may</del> be provided only by a . .</p>
Revision	<p>12.2.2.1 Courses for Grades <del>8</del> Through 12</p> <p>...</p> <p>For purposes . .TxVSN. . .A total . . .ADA eligibility<sup>1</sup>. . .</p> <p>For purposes of recording a student's daily attendance, a student</p>	



## 2014-2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change	2013-2014	2014-2015
Revision	<p>Example 2</p> <p>...</p> <p>The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternate attendance-taking time set for . . .</p>	<p>Example 2</p> <p>...</p> <p>The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for . . .</p>
Revision	<p>Example 3</p> <p>...</p> <p>The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternate attendance-taking time set for . . .</p>	<p>Example 3</p> <p>...</p> <p>The student's daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the</p>

## 2014-2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change	2013-2014	2014-2015
Revision	<p>12.3.4 Remote Homebound Instruction Special Education Students</p> <p>...</p> <p>If a waiver is granted, the affected student will generate attendance eligible days present according to.</p>	<p>12.3.4 Remote Homebound Instruction Special Education Students</p> <p>...</p> <p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to . . .</p>
Revision	<p>12.4 OnCampus Online Courses Not Provided through the</p>	

# 2014-2015 Student Attendance Accounting Handbook: Section 12 Change Document

Change

# 2014-2015 Student Attendance Accounting Handbook: Section 13 Change Document

Change	2013-2014	2014-2015
--------	-----------	-----------

Revision

## Definitions

ADA must be calculated. . total ADA.

Note on ADA and Flexible Attendance: .A student. . .and  
can earn a maximum of . .single day.

...

Instructional Days Instructional days are the total number of days that  
classes are held in the school year. .cidgool year.





# 2014-2015 Student Attendance Accounting Handbook: Section 14 Change Document

Change Revision	2013-2014	2014-2015
--------------------	-----------	-----------