

20182019

2018-2019 Student Attendance Accounting Handbook Section 3  
Change Document

20182019 Student Attendance Accounting Handbook Section 3  
Change Document

Change	20172018	20182019
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Revision

***3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements except Passing Required State Assessments***

Yourschool district may serve and generate FSP funding for a student who has met all graduation requirements other than passing required state assessments and who continues to attend school to participate in a study program for those assessments, provided all other eligibility requirements are met. Time spent in the study program is considered classroom time for FSP funding purposes; that is, this time counts as classroom time for purposes of the 2-through-4-hour rule.

Note: Students who have met all graduation requirements other than passing required state assessments are the only students for whom time spent in such a study program may be considered classroom time for FSP funding purposes. For any other student, this time is not considered classroom time for FSP funding purposes





# 20182019 Student Attendance Accounting Handbook Section 3 Change Document

Change	20172018	20182019
Revision and Deletion of	5.5.5 (6) 5.5.6 (5) 5.6 (4) 5.6 (5) 5.6 (6) 5.6 (7) 5.6 (8) 5.6 (9) 5.6 (10) 5.6 (11) 5.6 (12) 5.6 (13) 5.6 (14) 5.6 (15) 5.6 (16) 5.6 (17) 5.6 (18) 5.6 (19) 5.6 (20) 5.6 (21) 5.6 (22) 5.6 (23) 5.6 (24) 5.6 (25) 5.6 (26) 5.6 (27) 5.6 (28) 5.6 (29) 5.6 (30) 5.6 (31) 5.6 (32) 5.6 (33) 5.6 (34) 5.6 (35) 5.6 (36) 5.6 (37) 5.6 (38) 5.6 (39) 5.6 (40) 5.6 (41) 5.6 (42) 5.6 (43) 5.6 (44) 5.6 (45) 5.6 (46) 5.6 (47) 5.6 (48) 5.6 (49) 5.6 (50) 5.6 (51) 5.6 (52) 5.6 (53) 5.6 (54) 5.6 (55) 5.6 (56) 5.6 (57) 5.6 (58) 5.6 (59) 5.6 (60) 5.6 (61) 5.6 (62) 5.6 (63) 5.6 (64) 5.6 (65) 5.6 (66) 5.6 (67) 5.6 (68) 5.6 (69) 5.6 (70) 5.6 (71) 5.6 (72) 5.6 (73) 5.6 (74) 5.6 (75) 5.6 (76) 5.6 (77) 5.6 (78) 5.6 (79) 5.6 (80) 5.6 (81) 5.6 (82) 5.6 (83) 5.6 (84) 5.6 (85) 5.6 (86) 5.6 (87) 5.6 (88) 5.6 (89) 5.6 (90) 5.6 (91) 5.6 (92) 5.6 (93) 5.6 (94) 5.6 (95) 5.6 (96) 5.6 (97) 5.6 (98) 5.6 (99) 5.6 (100)	5.5.5 (6) 5.5.6 (5) 5.6 (4) 5.6 (5) 5.6 (6) 5.6 (7) 5.6 (8) 5.6 (9) 5.6 (10) 5.6 (11) 5.6 (12) 5.6 (13) 5.6 (14) 5.6 (15) 5.6 (16) 5.6 (17) 5.6 (18) 5.6 (19) 5.6 (20) 5.6 (21) 5.6 (22) 5.6 (23) 5.6 (24) 5.6 (25) 5.6 (26) 5.6 (27) 5.6 (28) 5.6 (29) 5.6 (30) 5.6 (31) 5.6 (32) 5.6 (33) 5.6 (34) 5.6 (35) 5.6 (36) 5.6 (37) 5.6 (38) 5.6 (39) 5.6 (40) 5.6 (41) 5.6 (42) 5.6 (43) 5.6 (44) 5.6 (45) 5.6 (46) 5.6 (47) 5.6 (48) 5.6 (49) 5.6 (50) 5.6 (51) 5.6 (52) 5.6 (53) 5.6 (54) 5.6 (55) 5.6 (56) 5.6 (57) 5.6 (58) 5.6 (59) 5.6 (60) 5.6 (61) 5.6 (62) 5.6 (63) 5.6 (64) 5.6 (65) 5.6 (66) 5.6 (67) 5.6 (68) 5.6 (69) 5.6 (70) 5.6 (71) 5.6 (72) 5.6 (73) 5.6 (74) 5.6 (75) 5.6 (76) 5.6 (77) 5.6 (78) 5.6 (79) 5.6 (80) 5.6 (81) 5.6 (82) 5.6 (83) 5.6 (84) 5.6 (85) 5.6 (86) 5.6 (87) 5.6 (88) 5.6 (89) 5.6 (90) 5.6 (91) 5.6 (92) 5.6 (93) 5.6 (94) 5.6 (95) 5.6 (96) 5.6 (97) 5.6 (98) 5.6 (99) 5.6 (100)

20182019 Student Attendance Accounting Handbook Section 3  
Change Document

Change	20172018	20182019
Revision	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>...</p> <p>To be considered temporarily absent, the student must begin classes or return to school the same day of the appointment.</p>	<p><b><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></b></p> <p>...</p> <p>To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment.</p>

2018-2019 Student Attendance Accounting Handbook Section 3  
Change Document



20182019 Student Attendance Accounting Handbook Section 3  
Change Document

Change	20172018	20182019
--------	----------	----------



2018-2019 Student Attendance Accounting Handbook Section 3  
Change Document

20182019 Student Attendance Accounting Handbook Section 3  
Change Document

Change	20172018	20182019
--------	----------	----------

Revision and  
Deletion

***3.8 Calendar***

Days of instruction are the number of days to satisfy the instructional time requirements established under the Student Attendance Accounting Handbook that are required by a district or charter school to accumulate 75,600 minutes of operation in a school year.

Charter schools are not subject to the 75,600 minute requirement. However, state funding is reduced in proportion to the number of minutes by which a charter school's calendar falls below 75,600 minutes. To receive full funding, a charter school must offer 75,600 minutes (including intermissions and recesses) minus any minutes waived by the TEA in writing, just as a school district is required to.

Also, if a charter school elects to have a calendar that includes fewer than 75,600 minutes with

planned staff development days factored c 0.003 Tw T\* [(w)-3.4(h)2.35n2i9(u)-9.6(r)dd s1.9(aled(u)24.3(i)7.6(w)-3.4(h)2.35n2i9(u)n)-0.( TE

20182019

# 20182019 Student Attendance Accounting Handbook Section 3 Change Document

Addition and  
Revision

## ***3.8.2.1 Makeup Days and Waivers***

...

Your district must adopt a school calendar with at least 75,600 minutes of instruction (including intermissions and recesses). Your district is encouraged to make sure that the adopted calendar includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.

HB 2610 requires school districts and charter schools to meet 75,600 minutes of instruction (including intermissions and recesses) in order to receive FSP funding. If your district or charter school closes school on a scheduled school day, your district or charter school should have enough minutes built into its adopted calendar to make up for any missed minutes or your district's or charter

# 20182019 Student Attendance Accounting Handbook Section 3 Change Document

Change	20172018	20182019
	additional minutes to account for these types of issues.	

Deletion and  
Revision

**3.8.2.2 Missed School Day Waivers**

If, because of weather, safety, or health issues, your district or charter school falls short of the required 75,600 minutes beyond the additional minutes already built in the adopted school calendar, your school district may apply to the TEA for a missed school day waiver. A missed school day waiver application must be submitted using the TEA's automated waiver application system, which is available in the online TEA Login (TEAL) secure environment.

**3.8.1.3 Missed School Day Waivers**

Due to weather, safety, or health issues, you fall short of the required number of minutes/days in accordance with the program type that is listed in the charter Section 3.8 (beyond the additional minutes/days already built into the adopted school calendar for makeup minutes/days). A missed school day waiver application must be submitted using the TEA's automated waiver application system, which is available in the online TEA Login (TEAL) secure environment.





# 20182019 Student Attendance Accounting Handbook Section 3 Change Document

Change	20172018	20182019
Revision and Deletion	<p><b>3.11.16 Example 16</b></p> <p>Your district plans to have several days of early dismissal (early release days) during the school year.</p> <p><i>Your district should submit a request for approval of a waiver for early-release days using the TEA's automated waiver application system, which is available in the online TEAL secure environment. The waiver will allow your district to have up to 6 early-release days during the school year. (Early-release days are not required to be the same days for all campuses in your district.)</i></p>	

20182019

# 20182019 Student Attendance Accounting Handbook Section 4 Change Document

Change	20172018	20182019
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Deletion

***4.9.3 PPCD Services and PK Programs***

When a student who is eligible for special education but is not eligible for PK is served in a PK classroom, the student's instructional set code should be determined based on the information in the chart on the following page. The student's ADA eligibility is determined by the amount of time that the student is provided special education services each day. The student is eligible for fully attendance (ADA eligibility code of 1) if the student is scheduled for and receives at least 4 hours of special education

20182019 Student Attendance Accounting Handbook Section 5  
Change Document

Change	20172018	20182019
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Revision

*5.7.2 Practicum Course Eligibility Requirements*

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# 20182019 Student Attendance Accounting Handbook Section 6 Change Document

The terms “exit” and “reclassify,” as used in Section 6 of the handbook, are interchangeable with the term “transfer,” as used in the Texas Education Code, Chapter 29, Subchapter B.

Change Revision	20172018	20182019
	<p><b>6.2 Eligibility</b></p> <p>...</p> <p>The LPAC must designate, subject to parental approval, the initial instructional placement of each ELL in the required program; classify the students level of English proficiency according to the results of appropriate tests; designate the level of academic achievement of each ELL student and recommend the student’s exit from the bilingual or ESL education program!<sup>12</sup></p>	<p><b>6.2 Eligibility</b></p> <p>...</p> <p>The LPAC must designate, subject to parental approval, the initial instructional placement of each ELL in the required program; classify the students level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each ELL student</p>

# 20182019 Student Attendance Accounting Handbook Section 6 Change Document

Change Revision and Deletion	20172018	20182019
	<b>6.3 Enrollment Procedures</b>	<b>6.3 Enrollment Procedures</b>
	<p>a. If your district is required to provide a bilingual education program, it must administer an OLPT in the home language of each student who is eligible to be served in the bilingual education program. If the home language of the student is Spanish, your district must administer the Spanish version of the TEA Approved OLPT that is administered in English. If the home language of the student is other than Spanish, your district must determine the student's level of proficiency using informal oral language assessment measures.</p> <p>b. If the student is in PK, kindergarten, or grade 1, trained district personnel administer the OLPT in English. If the student tests below the cutoff score (determined by the exam instrument used), the student is considered an ELL as determined by the LPAC</p> <p>c. If the student is in grades 2 through 12, trained district personnel administer the OLPT</p>	

2018-2019 Student Attendance Accounting Handbook Section 6  
Change Document





# 20182019 Student Attendance Accounting Handbook Section 6 Change Document

Change Revision	20172018	20182019
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***6.7 Bilingual and ESL Education Services Your District Is  
Required to Provide***

1. bilingual education in PK through the elementary grades;
  2. bilingual education, instruction in English as a second language, or other TEA approved transitional language instruction in middle school; and
- ...
2. For all other ELL students in grades 9 through 2fusEEEucnd

# 20182019 Student Attendance Accounting Handbook Section 6 Change Document

Change	20172018	20182019
Revision and Deletion	<p><b>6.8 Withdrawal/Reclassification</b></p> <p>...</p> <p>1. A student is withdrawn from the bilingual or ESL education program if:</p> <ul style="list-style-type: none"> <li>• the LPA classifies the student as English proficient when the student attains the required exit criteria as stated in the TEC, <a href="#">§29.056(g)</a> (see <a href="#">6.2 Eligibility</a>)</li> <li>• ...</li> <li>• ); or</li> <li>• the parent requests in writing to remove his or her child from the program and place the child in a general education classroom; or</li> <li>• the student withdraws from (leaves) the district (not exits from the bilingual or ESL education program).</li> </ul>	<p><b>6.8 Exit Procedures/Reclassification</b></p> <p>...</p> <p>1. A student is withdrawn from the bilingual or ESL education program if:</p> <ul style="list-style-type: none"> <li>• the LPA classifies the student as English proficient when the student attains the required exit criteria as stated in the TEC, <a href="#">§29.056(g)</a> (see <a href="#">6.2 Eligibility</a>)</li> <li>• ...</li> <li>• ); or</li> <li>• the parent requests in writing to remove his or her child from the program and place the child in a general education classroom; or</li> </ul>

Revision

**6.8.1 Effective Date of Withdrawal**

For a student who withdraws from the district, the date the student withdraws is considered the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are ~~not~~ accumulated from that date forward.



# 20182019 Student Attendance Accounting Handbook Section 6 Change Document

Change	20172018	20182019
Revision and Addition	<p><b><i>6.11.1 Home Language Survey Requirements</i></b> Your district must conduct only one home language survey for each student.</p> <p>Your district must administer home language surveys to students new to the district for whom a survey has never been completed (in Texas) or for whom a copy of the survey cannot be located within 20 school days. Your district should not administer the home language survey to a student for whom a survey is currently on file with the district.</p> <p>Your district must require that the survey be signed by the student's parent or guardian for students in PK through grade 8, or by the student for students in grades 9 through 12.</p> <p>For a student moving from one district to another within Texas, the original copy of the home language survey or a copy of the original copy of the home language survey must be kept in the student's record. If the original copy or a copy of the original copy is not included in the student's record, then a new home language survey must be conducted by the receiving district.</p>	<p><b><i>6.11.1 Home Language Survey Requirements</i></b> When a student enrolls in a Texas school for the very first time, the Home Language</p>

2018-2019 Student Attendance Accounting Handbook Section 6  
Change Document

Change

20182019 Student Attendance Accounting Handbook Section 6  
Change Document

Change	20172018	20182019
Deletion	<p><b><i>6.11.4 Proof That a Student Has Been Served in an Eligible Bilingual or ESL Education Program</i></b></p> <p>Proof (such as grade books, student Academic Achievement Records [AARs], class rosters, or all of these) must also exist that a student is:</p> <ul style="list-style-type: none"> <li>• served in a fulltime bilingual instructional program by staff members certified or on permit to teach bilingual education,</li> <li>• provided instruction in ESL by staff members certified or on permit to teach ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program,</li> <li>• provided sheltered instruction as recommended by the LPAC (students in grades 9 through 12 may receive services other than ESL), or</li> <li>• served in a program approved by the TEA under an exception or a waiver.</li> </ul>	[none]

Addition









20182019

20182019 Student Attendance Accounting Handbook Section 11  
Change Document

Change Addition	20172018	20182019
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20182019





# 2018-2019 Student Attendance Accounting Handbook Index Change Document

Change Revision	2017-2018	2018-2019
	12.2.1.1 Student Eligibility for <del>Full</del> Enrollment in TxVSN Courses or Program	12.2.1.1 Student Eligibility for <del>Full</del> Enrollment in TxVSN Courses or Program
	...	...
	A student is eligible for <del>full</del> enrollment in TxVSN courses or in a TxVSN OLS program only <del>if</del> the student meets one of the following three criteria:	A student is eligible for <del>full</del> enrollment in TxVSN courses or in a TxVSN OLS program only if
	<ol style="list-style-type: none"> <li>1. the student was enrolled in a public school in this state in the preceding school year;</li> <li>2. the student has been placed in substitute <del>care</del> <sup>21</sup> in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; or</li> <li>3. the student:               <ol style="list-style-type: none"> <li>a. is a dependent of a member of the United States military;</li> <li>b. was previously enrolled in high school in this state; and</li> <li>c. no longer resides in this state as a result of a military deployment or transfer.</li> </ol> </li> </ol>	

2018-2019 Student Attendance Accounting and Book Index  
Change Document



# 2018-2019 Student Attendance Accounting Handbook Index Change Document

Change	2017-2018	2018-2019
Revision	<p><b><i>12.5 Self-Paced Computer Courses</i></b></p> <p>...</p> <ul style="list-style-type: none"> <li>For the duration of the course, a certified<sup>25</sup> teacher must be present in the room in which the student is taking the course to answer questions and otherwise assist the student.</li> </ul>	<p><b><i>12.5 Self-Paced Computer Courses</i></b></p> <p>...</p> <ul style="list-style-type: none"> <li>For the duration of the course, a certified<sup>26</sup> teacher for the appropriate grade level must be present in the room in which the student is taking the course to answer questions and otherwise assist the student.</li> </ul>

<sup>25</sup> For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an independent charter school unless the school's charter requires that courses be taught by certified teachers.

<sup>26</sup> For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an independent charter school unless the school's charter requires that courses be taught by certified teachers.

# 2018-2019 Student Attendance Accounting Manual Book Index Change Document

Change	2017-2018	2018-2019
Addition and Deletion	<b><i>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</i></b>	

*School Days:* School days are the total number of days that classes are

20182019

2018-2019 Student Attendance Accounting Handbook Index  
Change Document