



Texas Education Data Standards (TEDS)

Public Education Information Management System (PEIMS)

Appendix P PEIMS Data Submission Guide

Post Addendum Version 2014.A.3.0

August 1, 2013

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Overview

This document serves as a guide on how to report certain types of PEIMS data. This information will be reviewed by the TEA Program Areas for accuracy.

Financial Audits

At-Risk

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;

The definition of students in at-risk situations includes students who are parents. In order to be considered a parent, the following conditions must be met:

- the child of the student must still be alive;
- the student must continue to have regular contact with the child; and
- the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, health care) for the child.

Given these conditions, a student who has given a child up for adoption and no longer has any contact with the child should not be considered to be in an at-risk situation under this section of the definition. Similarly, if the student (either the mother or the father) no longer has any regular contact with the child, the student should not be considered a parent.

A student who is not a birth mother or father MAY be a parent. A high school student may be considered a parent when the student is assuming responsibility for the regular provision of emotional and physical support for a child (e.g., a sibling). A stepfather or a stepmother can also be considered a parent if they meet the conditions listed above.

This definition does not exclude students who assume only partial responsibility for the emotional and/or physical support of a child. The mother, father, or student acting as parent may be considered a parent if other individuals (e.g., grandparents, other relatives, friends) are providing partial support of the child's needs.

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For those students who are determined to be at-risk under the “parent” criteria, the following conditions must be met:

- the child of the student must still be alive;
- the student must continue to have regular contact with the child; and
- the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, health care) for the child.

Given these conditions, a student who has given a child up for adoption and no longer has any contact with the child should not be considered to be in an at-risk situation under this section of the definition. Similarly, if the student (either the mother or the father) no longer has any regular contact with the child, the student should not be considered a parent.

On the other hand, a student who is not a birth mother or father MAY be a parent. A high school student may be considered a parent when the student is assuming responsibility for the regular provision of emotional and physical support for a child (e.g., a sibling). A stepfather or a stepmother can also be considered a parent if they meet the conditions listed above.

This definition does not exclude students who assume only partial responsibility for the emotional and/or physical support of a child. The mother, father, or student acting as parent may be considered a parent if other individuals (e.g., grandparents, other relatives, friends) are providing partial support of the child's needs.

Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

LEAs must evaluate the status of each student at regular intervals, and use the appropriate entry and exit procedures. Students do not remain identified as being in an at-risk situation throughout their school career unless they continue to meet one of the at-risk criteria.

State compensatory education funds must be used for providing intensive and accelerated instructional services to at-risk students. However, the state compensatory education allotment for a LEA is not based on students identified as at-risk, but rather is based on students' eligible for free and reduced-price lunch as reported monthly to the Division of Child Nutrition. Thus, some of the students who generate the state compensatory funds may not be the ones actually receiving the services funded by the compensatory allotment.

Additional information on at-risk students may be obtained by contacting your regional Education Service Center State Compensatory Education contact or see the Compensatory and At-Risk Frequently Asked Questions document on the TEA website at: <http://www.tea.state.tx.us/index4.aspx?id=4082>.

For information related to funding for serving at-risk students, access the TEA website at: <http://www.tea.state.tx.us/index4.aspx?id=7720>.

NCLB

Title I

All students attending a Title I, Part A Schoolwide Program School must be reported with a TITLE-1-PART-A-INDICATOR-CODE “6”. Additionally, for all students reported on a Title I, Part A Schoolwide Program School, all the instructional and support service fields must be blank. (Enforced by fatal edit 46102)

Report a Participation Code of “1” for each of the Title I Part A instructional and/or support services that has been provided or is scheduled to be provided before July 1 for those students identified as Targeted Assistance (code 7), Homeless (code 9), or Neglected (code A). (Enforced by fatal edit 46103)

Definition of Neglected (Title I Part A Code “A”):

“Neglected” students are those who reside in a public or private residential (children are under 24-hour care) facility that is operated primarily for the care of children who have been committed to, or voluntarily placed in, the facility because of abandonment, neglect, or death of parents. These students are coded as “A” if they do not attend a schoolwide or targeted assistance campus. Such students who attend a Title I campus would be coded “6,” or “7,” as appropriate; if they attend a non-Title I campus or if the district provides instructional services to the student at the facility, they should be coded “A.”

LEAs would only code students as “A” in one of the following circumstances:

1. The LEA received a “neglected share” as part of its Title I, Part A entitlement and provided Title I, Part A services to one or more neglected students attending a non-Title I campus; or
2. The LEA may not have received a “neglected share,” but a facility for the neglected opened within the LEA’s boundaries since the last October survey of facilities for the neglected was conducted. In this case, the LEA would report the address of the facility to the Division of Formula Funding at TEA so that a survey would be generated for that facility during the next survey period. If a student residing in this facility attended a non-Title I campus and the LEA provided Title I, Part A services to the student, the LEA would code the student as “A.”

The **TITLE-1-PART-A-INDICATOR-CODES** “9” and “A” apply only in special cases to students attending a non-Title I campus. These codes are only applicable to Non-Title I Part A campuses within Title I Part A-funded districts where the district is using Title I Part A funds to provide services to students identified as **homeless** or **neglected**.

If health, dental or eye care services are not available to eligible children in a targeted assistance campus and funds are not reasonably available from other public or private sources to provide services, then Title I, Part A funds may be used as a last resort to provide such services such as eye glasses and hearing aids.

Homeless

HOMELESS-STATUS-CODE is used to identify all the students that have experienced homelessness at some point during the school year. If a student is homeless, but later that school year enters into permanent housing, this status code should not be changed and should still indicate that the student had been homeless. For PEIMS reporting purposes, all students identified as homeless in the Fall Snapshot must also be coded as homeless in the summer collection. The homeless status of each student should be determined upon enrollment and at the start of each new school year. Additionally, every school district needs to have processes and procedures in place to help identify students who become homeless after enrollment or after the start of a new school year. The homeless status of each student must be determined each year.

The McKinney-Vento Homeless Education Assistance Improvements Act (Title X, Part C of the No Child Left Behind Act) requires that all students that meet the statutory definition of homelessness be identified by the school district. The law requires that all students experiencing homelessness are able to enroll, attend, and succeed in school. The purpose of identifying students experiencing homelessness is to make sure that all are able to enroll, that they have access to services for which they are eligible, and to provide a count of the numbers of students that experience homelessness during a given school year.

The McKinney-Vento Act requires that every school district designate a homeless liaison. A district's homeless liaison should be knowledgeable about the statutory definition of homelessness in the McKinney-Vento Act, the provisions of the McKinney-Vento Act, and the services in the district for which homeless students are eligible. Contact your local homeless liaison for questions about the statutory definition of homelessness in the McKinney-Vento Act, whether or not a student meets that definition, and what category of living situation is appropriate. Information can also be obtained from the Texas Homeless Education Office at (800) 446-3142. For access to the McKinney-Vento Act and other relevant laws and rules, as well as guidance and information about serving the needs of homeless students, visit the Texas Homeless Education Office Website at <http://www.utdanacenter.org/theo>. A database of district homeless liaisons can be accessed at: <http://www.utdanacenter.org/theo/index.php>.

One of the responsibilities assigned to homeless liaisons under the McKinney-Vento Act is the identification of students experiencing homelessness. Many districts use a residency questionnaire to help determine homeless status. A sample residency questionnaire is available on the Texas Homeless Education Office website.

Unaccompanied Youth

UNACCOMPANIED-YOUTH-STATUS-CODE is to be used by all districts to identify and report whether or not a homeless student is unaccompanied (not in the physical custody of a parent or legal guardian), and if unaccompanied, whether or not they received services under the McKinney-Vento program at any time during the school year. The services may be direct services as outlined in the McKinney-Vento Act in Section 723, or indirect services such as those provided by a staff member whose position is funded with McKinney-Vento funds.

Any homeless student who is 1) under age 21 on September 1 of the applicable school year or if the student is less than 22 on September 1 of the applicable school year and is eligible for special education services, and 2) not in the physical custody of a parent or legal guardian, even if the student is living with a caregiver who is not the student's parent or legal guardian.

If a homeless student is unaccompanied, but later that school year becomes accompanied, this status code should not be changed and should still indicate that the student had been unaccompanied. For PEIMS reporting purposes, all students identified as unaccompanied in the Fall Snapshot must also be coded as unaccompanied in the summer collection.

The unaccompanied status of each homeless student should be determined upon enrollment and at the start of each new school year. Additionally, every school district needs to have processes and procedures in place to help identify students who become unaccompanied after enrollment or after the start of a new school year. The unaccompanied status of each homeless student must be determined each year. If a homeless student is an unaccompanied youth, the district must indicate whether or not the student received direct services under the McKinney-Vento Homeless Education Program. This program is also known as the TEXSHEP program.

Immigrant

If the student has ever been coded as immigrant they can take and receive graduation credit for ESOL I and ESOL II (time in this instance is not an issue with regard to the 3 year status referred to in the data element definition of immigrant).

If the student is not an immigrant but is identified as LEP, then the student may be reported as English as a Second Language (ESL) for funding purposes. However, the district must document in the Language Proficiency Assessment Committee (LPAC) annual review form the services being provided to meet the student's needs.

Immigrant status under the Title III – Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act of 2001, should not be confused with immigrant status as defined for the Department of Homeland Security (DHS). Districts should not assume responsibility for determining the extent to which students are legal or illegal immigrants under DHS regulations. Definition of immigrant should not be confused with definition used for state assessment purposes or definition used for student eligibility to English I for Speakers of Other Languages or English II for Speakers of Other Languages taught in high school.

Migrant

Migrant students who have a MIGRANT-INDICATOR-CODE of 1 must have a current Certificate of Eligibility (COE) on file at the LEA or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP). The LEA should ensure that all school-aged students coded as Migrant for PEIMS should match all children listed on the COE. Questions regarding eligibility, program qualification, etc. should be directed to the migrant funded staff at the regional education service center.

Migrant students ages 3-21 who are enrolled in school in campus-based programs, but who have not yet received a high school diploma are coded 1. Migrant students ages three and four, who are enrolled in home-based early childhood programs, should be coded as “enrolled, but not in membership (ADA-ELIGIBILITY-CODE 0)”. Note that migrant students ages 5-21 who are not enrolled in school (what the Migrant Education Program calls residency-only students) are not reported in PEIMS.

Migrant three-and-four-year-olds served in a campus-based program funded wholly or in part by Title I, Part C (Migrant) funds should also be coded with grade level PK. Migrant three-and-four-year-olds served in a home-based early childhood program funded wholly or in part by Title I, Part C (Migrant) funds (e.g., the Building Bridges Program) should also be coded EE.

Migrant three- and four-year-olds who do not have a Social Security number should still be reported through PEIMS using a state-assigned alternative ID number. Children should never be omitted from PEIMS merely because they do not have a Social Security number.

Migrant students under the age of five participating in off-campus early childhood education programs should be coded "0" for ADA-ELIGIBILITY-CODE. Any student not in membership in any LEA, but receiving services, should be coded "0" for ADA-ELIGIBILITY-CODE.

A migrant student who is not receiving Title I, Part A services should have a code of 0 for TITLE-I-PART-A-INDICATOR-CODE. However, if this same migrant student was previously served by Title I, Part A at the current campus, the student should have a code of 8.

Migrant three-year and four-year olds who do not have a Social Security number should still be reported through PEIMS using a state-assigned alternate ID number. Children should never be omitted from PEIMS merely because they do not have a Social Security number.

Asylee Refugee

Asylee/Refugee status for PEIMS applies only to students whose initial enrollment was in a school in the United States in grades 7 through 12 as an unschooled asylee or refugee. It does not apply to students whose initial enrollment in a school in the United States was in a grade lower than grade 7 as an unschooled Asylee or Refugee.

Documentation substantiating the use of UNSCHOOLED ASYLEE/REFUGEE CODE “1 = REFUGEE” includes the following:

Form I-94 Arrival/Departure card stamped with one of the following: Refugee, Section 207 of the Immigration and Nationality Act (INA), RE-1, RE-2, RE-3, RE-4, or RE-5.

Lawful permanent resident card (“green card”) stating: Refugee, Section 207 of the INA, RE-1, RE-2, RE-3, RE-4, or RE-5.

Families needing written documentation that a student meets Refugee status for PEIMS reporting purposes can contact the U.S. Office of Refugee Resettlement for assistance (www.acf.hhs.gov/programs/orr/). Assistance is also available from the Office of Immigration and Refugee Affairs at the Texas Health and Human Services Commission (512) 206-5033.

Documentation substantiating the use of UNSCHOOLED ASYLEE/REFUGEE CODE “2 = ASYLEE” includes the following:

Form I-94 Arrival/Departure card stamped with one of the following: Asylum status granted, Section 208 of the Immigration and Nationality Act (INA), AS-1, AS-2, or AS-3.

Lawful permanent resident card (“green card”) stating: Asylum status granted, Section 208 of the Immigration and Nationality Act (INA), AS-1, AS-2, or AS-3.

Order of an immigration judge granting asylum under Section 208 of the INA.

Asylum approval letter from an Immigration and Naturalization Service (INS) asylum office: Letter indicates that the individual has been granted asylum pursuant to Section 208 of the INA.

I-730 Approval letter: Written decision from the Board of Immigration Appeals.

Only students who have been granted asylum qualify for UNSCHOOLED ASYLEE/REFUGEE CODE “2 = ASYLEE.” This code cannot be used for a student whose Form I-94 Arrival/Departure card indicates asylum status pending. Asylum must have been granted to use this code.

Families needing written documentation that a student meets Asylee status can contact U.S. Citizenship and Immigration Services (www.uscis.gov/portal/site/uscis). Assistance is also available from the Office of Immigration and Refugee Affairs at the Texas Health and Human Services Commission (512) 206-5033.

Economically Disadvantaged

Regardless of the level of participation in a school lunch program, LEAs determine the Economic Disadvantaged status of students each school year upon enrollment. In many cases the Economic Disadvantaged status is derived from documents used in the National School Lunch Program (NSLP). If these documents are not available to assist LEA staff in determining the Economic Disadvantaged status of students, then the LEA may need to develop its own survey instrument using the available criteria from the United States Department of Agriculture (USDA).

For LEAs participating in the NSLP Provision 2 program

When reporting the ECONOMIC-DISADVANTAGE-CODE, districts that are in the second or subsequent year of operation under Provision 2 of the National School Lunch and Child Nutrition Program may use the student eligibility data from the base year for those students who are still in the district. Provision 2 LEAs must report any new student enrolled in the second or subsequent year of the program as either Economic Disadvantaged code 00 or 99 depending upon the eligibility of the student.

Although Provision 2 LEAs must also determine the economic status of each new student, this cannot be accomplished through the use of the Free and Reduced Price Lunch Application Form. LEAs can ask for information needed to determine the Economic Disadvantaged Status of students as a part of the enrollment process.

Campus Information

Campus ID of Residence

A LEA receiving students from another LEA that does not offer all grade levels (for example, high school students from a LEA that only offers K-8) should show those students as transfer students, with their CAMPUS-ID-OF-RESIDENCE reflecting the last campus they attended at the previous LEA. In this case, transfers are performed de facto by the two LEAs' boards, and an Application for Transfer does not have to be completed or approved.

All criteria for approving or disapproving transfers are set by the receiving LEA, unless a LEA's transfers in total would affect the ethnic makeup of either LEA by more than 1%, which would trigger the Federal Desegregation Court Order for Texas. Students who move from one campus to another (or from one attendance zone to another) within a LEA are not transfer students.

Campus ID of Accountability

Please note that any time a LEA is required to report a CAMPUS-ID-OF-ACCOUNTABILITY, it must be a campus within the reporting LEA. If a LEA allows a student from another LEA to enroll, the reporting LEA accepts the accountability responsibility for the student, and it cannot be attributed back to the student's home LEA through the CAMPUS-ID-OF-ACCOUNTABILITY field.

SUBMISSION 1 CAMPUS-ID-OF-ACCOUNTABILITY DETERMINATION (Applicable to Assessment Data ONLY)

When a student is enrolled at a DAEP or JJAEP on the fall snapshot, CAMPUS-ID-OF-ACCOUNTABILITY reporting is required. If a student is enrolled on the fall snapshot at a campus that is not a DAEP or JJAEP, then no CAMPUS-ID-OF-ACCOUNTABILITY reporting is required. The following table shows how TEA performs accountability attribution for assessment data for a student enrolled at a DAEP or JJAEP campus on the fall snapshot. The Xs indicate enrollment at the campus.

Fall Snapshot CAMPUS-OF-ENROLLMENT			Campus of accountability	Campus of accountability determined by:
Campus that is not a DAEP or JJAEP	DAEP	JJAEP		
X			Instructional campuses other than DAEPs or JJAEPs	enrollment*
	X			E1027**
		X		E1027**

* CAMPUS-ID-OF-ACCOUNTABILITY must be blank.

** CAMPUS-ID-OF-ACCOUNTABILITY must not be blank.

SUBMISSION 3 CAMPUS-ID-OF-ACCOUNTABILITY DETERMINATION (Applicable to Attendance and Leaver Data ONLY)

CAMPUS-ID-OF-ACCOUNTABILITY is determined using attendance data. In most cases, the CAMPUS-ID-OF-ACCOUNTABILITY is assigned by determining the campus with the highest REPORTING-PERIOD-INDICATOR-CODE.

In the case of a student with attendance at any campus that is not a DAEP or a JJAEP, no CAMPUS-ID-OF-ACCOUNTABILITY reporting is required.

In the case of a student with attendance only at a DAEP and/or a JJAEP, a CAMPUS-ID-OF-ACCOUNTABILITY must be reported.

The following table shows how TEA performs accountability attribution using student attendance data during a given school year and for leavers from the same school year, as reported in the fall, for students who attend only DAEP and/or JJAEP campuses. The Xs represent enrollment at these campuses.

Campus that is not a DAEP or JJAEP	DAEP campus	JJAEP campus	Campus of Accountability	Campus of Accountability determined by:
X			Instructional campuses other than DAEPs or JJAEPs	attendance*
X	X			attendance*
X		X		attendance*
X	X	X		attendance*
	X	X		E1027**
	X			E1027**
		X		E1027**

* CAMPUS-ID-OF-ACCOUNTABILITY must be blank.

** CAMPUS-ID-OF-ACCOUNTABILITY must not be blank.

State Initiatives

Limited English Proficient

Every LEP student who is eligible for admission to kindergarten or first grade at the beginning of the next school year and who participates in the Bilingual/ESL Summer School Program for at least one day should have a BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE of "1".

TEA will determine the number of Bilingual/ESL Summer School Program teaching units by dividing the total number of students reported with BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODEs of "1" by 18 and rounding to the next highest whole number. A LEA's Bilingual/ESL Summer School Program allotment will be based on the number of teaching units.

In order for a LEA to receive Bilingual/ESL Summer School Program funding, the LEA must report BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODEs of "1" for students who participate in the Bilingual/ESL Summer School Program.

Districts should retain locally for audit purposes the starting and ending dates of the Bilingual/ESL Summer School Program.

LEP students participating in the Bilingual/ESL Summer School Program may also participate in Extended School Year (ESY) Services if the students have been identified as being eligible for these services/programs. However, participation in the Bilingual/ESL Summer School Program is separate and apart from ESY and is not dependent upon participation in either program.

The following exit criteria must be met in order to change an identified LEP student to a non-LEP status.

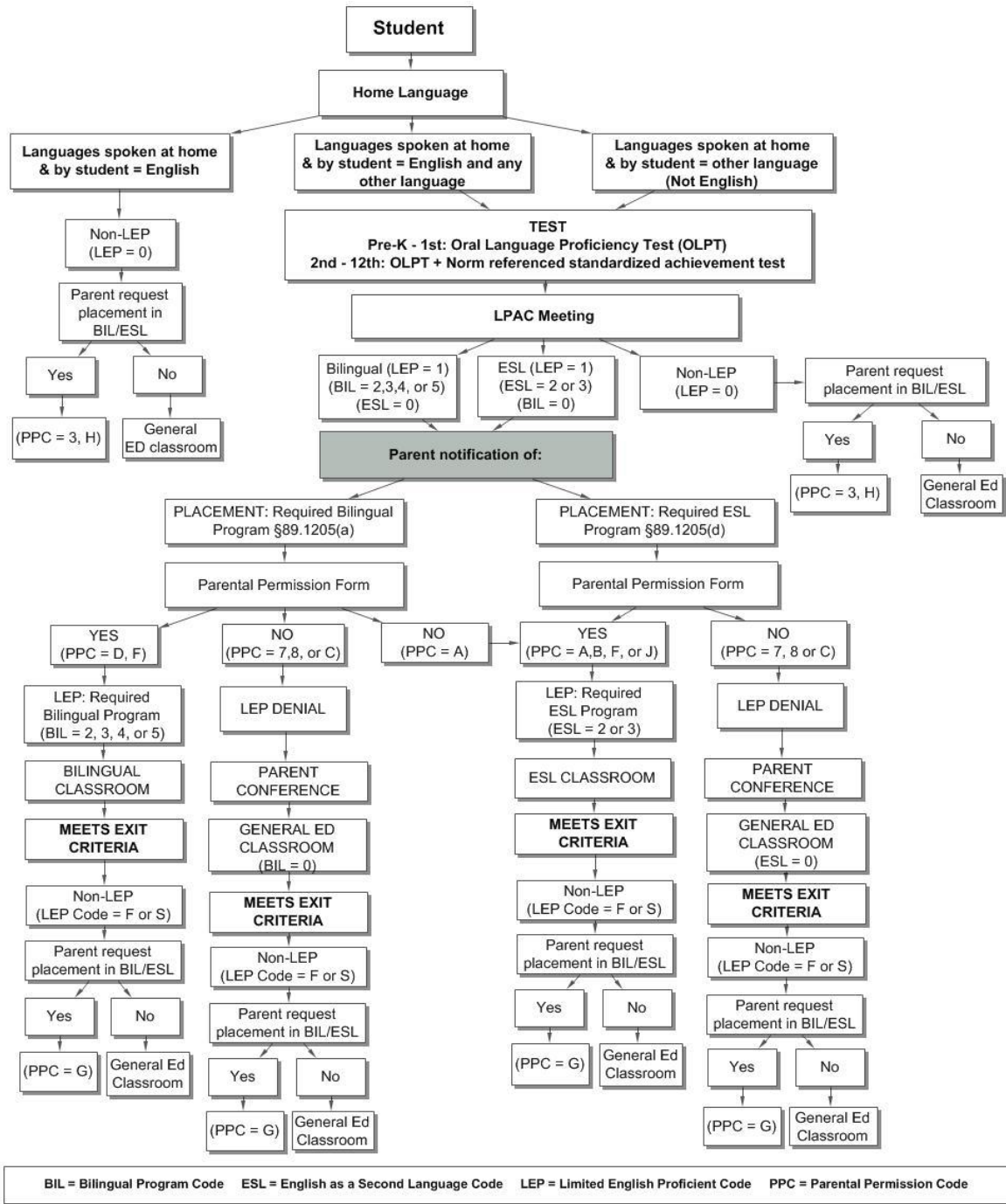
- TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a) in English, or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2;
- satisfactory performance on the writing assessment instrument under the Texas Education Code, §39.023(a), or satisfactory performance on a TEA approved writing proficiency assessment when criterion referenced written test is not available, and
- the results of a subjective teacher evaluation.

Home Language Code

The Home Language Survey from which the Home Language Code is derived consists of two questions:

- (1) "What language is spoken in your home most of the time?"
- (2) "What language does your child speak most of the time?"

Limited English Proficient Decision Chart



Accountability

As of Status Code

AS-OF-STATUS-CODE is required in Submissions 1 and 3. For Submission 4, AS-OF-STATUS-CODE is blank.

AS-OF-STATUS-CODEs A through G are used in Submission 1 only and indicate student enrollment status within the school-start window and on the PEIMS fall as-of date in the current year.

AS-OF-STATUS-CODE X is used in both Submissions 1 and 3 for students in grades EE-06.

AS-OF-STATUS-CODEs H and I are used in Submission 3 only for students in grades 07-12 and indicates the student enrollment status on the final day of the school year.

Submission 1 AS-OF-STATUS-CODEs:

- For prior year grade EE-06 students, AS-OF-STATUS-CODE should be X, regardless of current year grade.
- For prior year grade 7-12 students, AS-OF-STATUS-CODE should be A through G.

If a student's grade level is 7-12, and:

- AS-OF-STATUS-CODE is A, D, or E, then a leaver record is required unless the student has been accounted for by state reconciliation processes; or
- AS-OF-STATUS-CODE is B, D, or F, then an enrollment record is required; or
- AS-OF-STATUS-CODE is A, C, E, or G, then an enrollment record is prohibited.

Examples of Submission 1 AS-OF-STATUS-CODE use:

Example	Prior year grade level	Current year grade level	Allowable AS-OF-STATUS-CODEs
1	05	06	X
2	06	06	X
3	06	07	X
4	07	07	A-G
5	07	08	A-G

Leaver Reason Code

Coding Required For Prior Year and Current Year Student Enrollment Statuses for Grades 7-12

Enrolled in the LEA in grades 7-12 at some point in prior school year	Enrolled in the LEA in current year	Enrolled in the LEA in current year within the school-start window	Enrolled in the LEA in the current year on fall as-of date	AS-OF-STATUS-CODE	Mover or GED received by Aug. 31 of prior school year
No	Yes	Yes	Yes	B	
No	Yes	Yes	No	C	
No	Yes	No	Yes	F	
No	Yes	No	No	G	
Yes	Yes	Yes	Yes	B	
Yes	Yes	Yes	No	C	
Yes	Yes	No	Yes	D	No

Enrolled in the LEA in grades 7-12 at some point in prior school year	Enrolled in the LEA in current year	Enrolled in the LEA in current year within the school-start window	Enrolled in the LEA in the current year on fall as-of date	AS-OF-STATUS-CODE	Mover or GED received by Aug. 31 of prior school year
Yes	Yes	No	Yes	D	Yes
Yes	Yes	No	No	E	No
Yes	Yes	No	No	E	Yes
Yes	No	No	No	A	No

Student Attribution

STUDENT-ATTRIBUTION-CODES “21” – “28” are only to be reported by LEAs that serve students in Texas Juvenile Justice Department (Formerly Texas Youth Commission) schools or Residential Treatment facilities.

Summary of C161 STUDENT-ATTRIBUTION-CODES 21-28

Code	Facility	Court-Ordered?		Regularly Assigned to LEA?*	
		Yes	No	Yes	No
21	Residential treatment facility	X			X
22	Residential treatment facility	X		X	
23	Residential treatment facility		X		X
24	Residential treatment facility		X	X	
25	Texas Juvenile Justice Department (TJJD)	X			X
26	Texas Juvenile Justice Department (TJJD)	X		X	
27	Texas Juvenile Justice Department (TJJD)		X		X
28	Texas Juvenile Justice Department (TJJD)		X	X	

*“Regularly assigned to district” means that the student was a resident of the LEA immediately prior to being placed in one of these special facilities.”

Student Demographics

Crisis Code

The CRISIS-CODE is used to report those situations recognized by TEA as a health or weather related event that impacts students’ ability to attend school in the LEA where they reside. This data is reported based on code table C178. The code table will be populated as events occur that will require state reporting. If the commissioner of education declares a crisis, then this data must be reported for the affected students based on the guidance from TEA. Otherwise, if a student is not affected by a declared crisis, then this field may be left blank. This data may be used for determining special funding and/or accountability measures.

Foster Care

The Foster Care Indicator Code is reported in fall, summer, and extended year submissions (submissions 1, 3, and 4). The data is needed in submission 4 to comply with TEC 25.007 concerning the Agency’s legislative requirement to facilitate access to credit recovery, high school completion, and dual credit programs.

Please refer to the Student Attendance Accounting Handbook Pre-kindergarten section 7.2.6 for additional information and documentation concerning pre-kindergarten foster care student eligibility.

The following link <http://www.tea.state.tx.us/FosterCareStudentSuccess> provides additional information related to the foster care provisions, resources, and opportunities for LEAs.

Documentation required for a school to report a student as a Foster Care student is as follows:

For Foster Care Indicator Code 0, no documentation is required because the student is not currently in the conservatorship of the Texas DFPS when enrolling in the school.

For Foster Care Indicator Code 1, the enrolling caregiver must provide a copy of the Texas DFPS Placement Authorization Form (Form 2085) or a court order that designates the student is in the conservatorship of the

Department of Family and Protective Services.

For Foster Care Indicator Code 2, the Pre-kindergarten student is enrolling in school for the purpose of participating as an eligible student in a Pre-kindergarten program and eligibility documentation must be provided. At least annually, the Texas DFPS and Child Protective Services will mail verification letters of PK eligibility to the parents and caregivers of eligible children who in turn must provide this verification documentation to the school at enrollment.

Foster care status data should be handled with the utmost sensitivity and in accordance with all FERPA guidelines.

Chart for determining Foster Care Indicator Code

Foster Care Indicator Code	Student Age	Student Grade level	Student Foster Care Status
0	Any	Any	Student is not currently in the conservatorship of the Department of Family and Protective Services
1	Any	Any	Student is currently in the conservatorship of the Department of Family and Protective Services
2	3 or 4 on September 1	PK	Pre-kindergarten student was previously in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.

Military Connected Student

The MILITARY-CONNECTED-STUDENT-CODE is reported only for students grades PK-12. The Interstate Compact on Military Students only pertains to students in grade levels KG – 12. Students in grade level PK are included to determine eligibility for participation in the Pre-kindergarten program.

The MILITARY-CONNECTED-STUDENT-CODE is reported for Submissions 1 and 3 only.

The MILITARY-CONNECTED-STUDENT-CODE is not reported in Submission 4.

Students in grade level PK who are eligible for pre-kindergarten as the result of being a dependent of certain military personnel can be coded with any applicable MILITARY-CONNECTED-STUDENT-CODEs 1-4. MILITARY-CONNECTED-STUDENT-CODE 4 (military personnel killed or injured while on active duty) can only be reported for PK students.

A uniformed member of the United States military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty, the Texas National Guard (Army, Air Guard, or State Guard), or a reserve force of the United States military considered Missing In Action (MIA) should be presumed to be on “active duty” until such time as a death of the military member has been confirmed.

The term "dependent", with respect to a member of a uniformed service, means the spouse of the member, an unmarried child of the member, an unmarried person who is placed in the legal custody of the member and is dependent on the member for over one-half of the person's support, resides with the member unless separated by the necessity of military service or to receive institutional care as a result of disability or incapacitation, or under such other circumstances as the Secretary concerned may by regulation prescribe and is not a dependent of a member under any other paragraph. (37 USC Sec. 401)

School Finance

PK Funding Source

The Primary PK Funding Source Code is reported for all PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are eligible for half-day state funding but attend the PK program full-day, and PK students who are ineligible for state funding. These students must be reported with a Primary PK Funding Source Code. For example, if a student is eligible for PK, then the TEA will pay for that half day of PK attendance. If the same student attends the PK program full day, then the LEA must at least report a Primary Funding Source Code for that student to describe the source of funding that covers the expense of the PK program for the second half of the day.

The Secondary PK Funding Source Code may be reported for all PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are eligible for half-day state funding but attend the PK program full-day, and PK students who are ineligible for state funding and are funded through a secondary funding source in addition to the primary funding source. For example, if a student is eligible for PK, then the TEA will pay for that half day of PK attendance. If the same student attends the PK program full day, then the LEA may need to report a Secondary Funding Source Code for that student if the second half of the day was funded by a second funding source.

The Primary and Secondary PK Funding Source Codes are only reported for PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are funded for half-day but attend full-day, and PK students who are ineligible for state funding. These students will at least have a Primary PK Funding Source Code and may have a Secondary PK Funding Source Code reported. See PEIMS Code Table C186.

Chart for Determining PK Funding Source Reporting for Fall Snapshot

ADA Eligibility Code	ADA Eligibility Code Description	PK Program Type Code	Primary PK Funding Source Reported?	Secondary PK Funding Source reported?
0	Enrolled Not in Membership	00	Yes	Yes, if student is funded from additional source.
1	Eligible Full Day	03	No	No
2	Eligible Half Day	01	No	No
2	Eligible Half Day	02	Yes	Yes, if student is funded from additional sources
3	Eligible Transfer Full Day	03	No	No
4	Ineligible Full Day	05	Yes	Yes, if student is funded from additional sources
5	Ineligible Half Day	04	Yes	No
6	Eligible Transfer Half Day	01	No	No
6	Eligible Transfer Half Day	02	Yes	Yes, if student is funded from additional sources
7	Eligible for Flexible Attendance	01	No	No
7	Eligible for Flexible Attendance	02	Yes	Yes, if student is funded from additional sources
8	Ineligible for Flexible Attendance	04	Yes	Yes, if student is funded from additional sources

Instructional Setting Code

The INSTRUCTIONAL-SETTING-CODE for speech therapy is “00”. Students receiving speech therapy services should be reported on the 405 Student - Special Education Attendance record unless exempted by other reporting requirements (such as ADA-ELIGIBILITY-CODE “0” students).

Each special education instructional setting has a unique contact-hour multiplier. Use the following chart when computing special education contact hours.

Instructional Arrangement/Setting Code(s)	Contact-Hour Multiplier
Speech Therapy - code 00	.25
Homebound - code 01	1.00
Hospital Class - code 02	4.50
Vocational Adjustment Class - code 08	5.50
State Supported Living Center - code 30	5.50
Resource Room - codes 41 and 42	2.859
Mild/Moderate/Severe - codes 43 and 44	2.859
Full-Time Early Childhood - code 45	2.859
Off Home Campus - codes 91–98	4.25
Residential Care and Treatment Facility - codes 81–89	5.50

Curriculum

Career and Technical

For example, if a student was only enrolled during the School-Start Window (AS-OF-STATUS-CODE “C”) and was a participant in the Career and Technical Education program, then the student’s applicable CAREER-AND-TECHNICAL-ED-IND-CD must be “0”. Likewise, if a student was enrolled in the prior year and not at all in the current year (AS-OF-STATUS-CODE “A”), then the CAREER-AND-TECHNICAL-ED-IND-CD must be “0”.

For example, if the student was a CAREER-AND-TECHNICAL-ED-IND-CD of “1” in the fall but changed to a CAREER-AND-TECHNICAL-ED-IND-CD of “2” for the spring, then the CAREER-AND-TECHNICAL-ED-IND-CD would be reported as a “2” for Submission 3. Students who are coded as CAREER-AND-TECHNICAL-ED-IND-CD “1”, must have completed a CTE course during the course of the school year. Students who are reported with a CAREER-AND-TECHNICAL-ED-IND-CD of a “2” or “3”, must have either been enrolled in a CTE course during the school year, or have already completed at least one CTE course which is part of their CTE coherent course sequence.

A CTE Tech-Prep program:

1. combines at a minimum two years of secondary CTE with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study;
2. integrates academic, and career and technical instruction, and utilizes work-based learning where appropriate and available;
3. provides technical preparation in a career field such as engineering technology, applied science, a mechanical/industrial/practical art or trade, agriculture, health occupations, business, or applied economics;
4. builds student competence in mathematics, science, reading, writing, communications, economics, and technical skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
5. leads to an associate or a baccalaureate degree, a two-year postsecondary certificate in a specific career field; and
6. leads to placement in appropriate employment or to further education.

**Allowable Uses of Career and Technical Education SERVICE-IDs on Code Table C022,
Labeled with an “H” or “M”**

SERVICE-IDs on Code Table C022 Labeled with an “H” or “M”	Staff	Career and Tech Ed Course	Attendance (for weighted funding)	CourseTranscriptExtension Complex Type
H (Grade 9-12 CTE courses with no WBL component)	X	X	X (If ADA eligibility requirements are met)	X
M (Grade 6-8 or 7-8 CTE courses)	X	X	X (If course is CTE for the Disabled)	X

Do not report StudentCTEProgramAssociationExtension Complex Type for a student who did not participate in an approved CTE course(s) during a particular reporting period indicated or who was ineligible for ADA during the entire reporting period.

Students in grades 7 and 8 can only be reported with a StudentCTEProgramAssociation Complex Type for approved Career and Technical Education for the Disabled (CTED) courses.

Eligible half-day CTE students can only earn half-day (1/2) of attendance in the CTE program for each day the student is present.

Graduation Type Code

The following three GRADUATION-TYPE-CODE charts differentiate the requirements for coding general education and special education students.

GRADUATION-TYPE-CODE Chart 1 applies to all students who completed the curriculum and credit requirements for graduation, including satisfactory performance on the exit-level assessment.

GRADUATION-TYPE-CODE Chart 2 applies only to students who received special education services, completed the curriculum and credit requirements for graduation, and participated in the statewide assessment instrument identified in the IEP.

GRADUATION-TYPE-CODE Chart 3 applies only to students who received special education services who completed credit requirements for graduation, but whose curriculum content was modified or substituted.

PLEASE NOTE: The content of the curriculum determines the graduation type and drives the applicable coding.

GRADUATION-TYPE-CODE Chart 1

Coding of students who meet all graduation requirements under TAC Chapter 74 and Chapter 101.3022 (or the assessment requirement in place at the time of the student’s enrollment in grade 9)

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
2001-2002, 2002-2003, 2003-2004 (TAC Chapter 74, Subchapter D)			
*The TAC §89.1070 in effect for students graduating under TAC Chapter 74, Subchapter D is no longer available electronically via the TEA website but may be accessed via the link provided to the Texas Register.			
TAC §74.42 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Minimum	General Education and Special Education	21
TAC §74.43 TAC §89.1070 (b) (1) * 27 Tex Reg 3103	Recommended	General Education and Special Education	22
TAC §74.44 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Distinguished	General Education and Special Education	23
2004-2005, 2005-2006, 2006-2007 (TAC Chapter 74, Subchapter E)			
*The TAC §89.1070 in effect for students graduating under TAC Chapter 74, Subchapter E is no longer available electronically via the			

TEA website but may be accessed via the link provided to the Texas Register.			
TAC §74.52 TAC §89.1070 (b) (1) 27 Tex Reg 3103	Minimum	General Education and Special Education	24
TAC §74.53 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Recommended	General Education and Special Education	25
TAC §74.54 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Distinguished	General Education and Special Education	26
2007-2008 and thereafter (TAC Chapter 74, Subchapter F)			
** The TAC §89.1070 as currently in effect and available via the link provided to the Texas Administrative Code.			
TAC §74.62 TAC §89.1070(b)(2)**	Minimum	General Education and Special Education	27
TAC §74.63 TAC §89.1070(b)(1)**	Recommended	General Education and Special Education	28
TAC §74.64 TAC §89.1070(b)(1)**	Distinguished	General Education and Special Education	29

Chart 1 applies to all students in general education and to students receiving special education services for whom the required curriculum content was not modified or substituted and satisfactory performance on the exit-level assessments in place at the time of the student’s enrollment in grade 9 was required.

The codes in this chart apply to students graduating under the minimum, recommended, or distinguished programs, including students receiving special education who graduate according to TAC §89.1070 in effect at the time of the student’s enrollment in grade 9. See Charts 2 and 3 for students receiving special education services graduating under TAC §89.1070 for whom the student’s ARD committee determined that satisfactory performance on a required state assessment was not required. Students receiving special education services for whom the curriculum content was not modified, and who meet the minimal requirements of the recommended or distinguished program must have that achievement recognized on the Academic Achievement Record.

Instructional accommodations for students with disabilities that do not result in curricular content modifications do not impact graduation requirements. Examples of accommodations that do not impact the graduation plan include one-on-one instruction, small group instruction, multi-sensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, Braille, books on tape, screen readers, the use of an interpreter or word processor, oral testing, un-timed testing, extended time to complete assignments, shortened tests, alternative evaluation strategies (draw a diagram, develop a model, perform the answer), etc. *The use of these and other accommodations is allowed under all three graduation programs.*

GRADUATION-TYPE-CODE Chart 2

Coding of students who meet the curriculum and credit requirements under TEC Chapter 74 and participated in or were exempted from the statewide assessment instrument(s) identified in the IEP

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
1998 – 1999 through 2006-2007 (TAC Chapter 74, Subchapters B, D, and E)			
*The version of TAC §89.1070 (b)(2) in effect for students graduating under Subchapters B, D, and E is no longer available electronically via the TEA website but may be accessed via the link provided to the Texas Register.			
**Amendments to TAC §89.1070 adopted to be effective Nov. 11, 2007, require satisfactory performance on the statewide assessment for the recommended and distinguished high school programs for all students entering grade 9 in 2007-2008 and thereafter; therefore, graduation codes 19 and 20 may be used for students entering the ninth grade prior to the 2007-2008 school year only.			
TAC §74.12, 43, 53 only TAC §89.1070(b)(2)*	Recommended ** Completed the minimum <i>curriculum and credit</i>	General Education	Not applicable

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
27 Tex Reg 3103	requirements for the Recommended High School Program applicable to students in general education and <i>participated in or were exempted from the statewide assessment instrument identified in the IEP</i>	Special Education	19
TAC §74.13, 44, 54 only TAC §89.1070(b)(2)* 27 Tex Reg 3103	Distinguished ** Completed the minimum curriculum and credit requirements for the Distinguished Achievement Program applicable to students in general education and <i>participated in or were exempted from the statewide assessment instrument identified in the IEP</i>	General Education	Not applicable
		Special Education	20
1998-1999 and thereafter (TAC Chapter 74, Subchapter B, D, E, and F)			
TAC §74.11, 42, 52 TAC §89.1070 (b)(2) 27 Tex Reg 3103	Minimum Completed the minimum <i>curriculum and credit</i> requirements for the Minimum High School Program applicable to students in general education and <i>participated in (or prior to 2007-2008 was exempted from) the statewide assessment instruments identified in the IEP.</i>	General Education	Not applicable
TAC §74.62		Special Education	18

Chart 2 applies to students receiving special education services graduating under TAC §89.1070 (b)(2) (currently or previously in effect) for whom the required curriculum content was *not modified or substituted* AND the student participated in (or prior to 2007-2008 was exempted from) the statewide assessment instrument identified in the IEP.

Amendments to TAC §89.1070 adopted to be effective Nov. 11, 2007, require satisfactory performance on the statewide assessment for the recommended and distinguished achievement high school programs for all students entering the ninth grade in 2007-2008 and thereafter; therefore, **graduation codes 19 and 20 may be used for students entering the grade 9 prior to the 2007-2008 school year only.**

Students receiving special education services for whom the *curriculum content was not modified* and who meet all of the requirements of the recommended or distinguished program, including satisfactory performance on the standard exit-level assessments, must have that achievement recognized on the Academic Achievement Record, even if the student originally participated in a modified assessment (or was previously exempted from satisfactory performance on the standard exit-level assessment requirement in place at the time of the student's enrollment in grade 9). In the event that a student completes all of the requirements of the recommended or distinguished program, including satisfactory performance on the standard exit-level assessments, that student should be coded with one of the codes in Chart 1.

Instructional accommodations for students with disabilities that do not result in curricular content modifications do not impact graduation requirements. Examples of accommodations that do not impact the graduation plan include one-on-one instruction, small group instruction, multi-sensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, Braille, books on tape, screen readers, the use of an interpreter or word processor, oral testing, un-timed testing, extended time to complete assignments, shortened tests, alternative evaluation strategies (draw a diagram, develop a model, perform the answer), etc. *The use of these and other accommodations is allowed under all three graduation programs.*

GRADUATION-TYPE-CODE Chart 3

Coding of students graduating under TAC §89.1070 with curriculum modifications according to an IEP)

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Minimum High School Program	Graduation Codes
*The TAC §89.1070 in effect for students enrolled in Grade 9 prior to 2011-2012 is no longer available electronically via the TEA website, but may be accessed via the link provided to the Texas Register.		

Prior to 2011-2012: TAC §89.1070 (c)(2)(A)* 32 TexReg 8161	Completed minimum <i>credit</i> requirements of students without disabilities, the IEP, and <i>full-time employment with sufficient self-help skills to maintain employment without public school services</i>	General Education	Not applicable
2011-2012 and thereafter: TAC §89.1070(b)(3)(A)		Special Education	04
Prior to 2011-2012: TAC §89.1070 (c)(2)(B)* 32 TexReg 8161	Completed minimum <i>credit</i> requirements of students without disabilities, the IEP, and <i>demonstrated mastery of specific employability and self-help skills</i>	General Education	Not applicable
2011-2012 and thereafter: TAC §89.1070 (b)(3)(B)		Special Education	05
Prior to 2011-2012: TAC §89.1070 (c)(2)(C)* 32 TexReg 8161	Completed minimum <i>credit</i> requirements of students without disabilities, the IEP, and access to services, employment, or education outside of public education	General Education	Not applicable
2011-2012 and thereafter: TAC §89.1070 (b)(3)(C)		Special Education	06
Prior to 2011-2012: TAC §89.1070(d)* 32 TexReg 8161	Completed IEP and reached age 22	General Education	Not applicable
2011-2012 and thereafter: TAC §89.1070(b)(4)		Special Education	

Chart 3 applies only to students entering ninth grade in 2007-2008, 2008-2009, or 2010-2011, receiving special education services, and graduating under TAC §89.1070(c)(2)(A)-(C) or TAC §89.1070(d) or entering ninth grade in 2011-2012 and thereafter and graduating under TAC §89.1070(b)(3)(A)-(C) or TAC §89.1070(b)(4) for whom the required curriculum content was modified or substituted as required by the student’s IEP. If content was not modified or substituted, refer to Charts 1 or 2.

The Minimum High School Program is the only graduation option for a student for whom the required curriculum content was modified or substituted as required by the student’s IEP. Such a student is graduating under TAC §89.1070(c)(2)(A)-(C) or TAC §89.1070(d) or under TAC §89.1070(b)(3)(A)-(C) or TAC §89.1070(b)(4).

Instructional accommodations for students with disabilities that do not result in curricular content modifications do not impact graduation requirements. Examples of accommodations that do not impact the graduation plan include one-on-one instruction, small group instruction, multi-sensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, Braille, books on tape, screen readers, the use of an interpreter or word processor, oral testing, un-timed testing, extended time to complete assignments, shortened tests, alternative evaluation strategies (draw a diagram, develop a model, perform the answer), etc. *The use of these and other accommodations is allowed under all three graduation programs.*

Please note: Any student, including students receiving special education services, who meets any of the requirements above and is coded with any of the graduation codes in Chart 1, Chart 2, or Chart 3 is a Texas public school graduate and must be awarded a standard high school diploma.

Special Education

RDSPD

Please note the following guidelines for the reporting of PEIMS data in the fall submission for RDSPD students:

- Only one LEA may report PEIMS data on RDSPD student.
- If there are sending and receiving LEAs involved, an agreement should be made between the LEAs regarding which LEA will report PEIMS data. It is recommended that this agreement be in writing.
- All students in the RDSPD **must** have a disabling condition of **AI (03) (Auditory Impairment)** as either their primary, secondary, or tertiary disability. This must reflect exactly what the ARD/IEP states.

- If a RDSPD student is “deaf-blind”, the disabling condition should be coded as AI (03) and D-B (05) in appropriate order of disabling condition.

All students who are in the RDSPD may generate average daily attendance (ADA) based on their ADA-ELIGIBILITY-CODE and their special education instructional setting code. These general education funds in regular education and in special education can be used to supplement the costs of the RDSPD.

PEIMS data must be reported for each student served by the Regional Day School Program for the Deaf (RDSPD).

1. The RDSPD is part of an LEA special education program which receives additional state funds, and usually includes students from more than one LEA. Note: The new TEA RDSPD SSA Procedures document requires all SSAs to include two or more LEAs.
2. The fiscal agent for the RDSPD is often the LEA where students attend classes. There are some Education Service Centers (ESC) that serve as RDSPD fiscal agents.

Please note the following guidelines for the reporting of PEIMS data on RDSPD students:

1. Only one LEA may report PEIMS data on RDSPD student.
2. If there are sending and receiving LEAs involved, an agreement should be made between the two LEAs regarding which LEA will report PEIMS data. It is recommended that this agreement be in writing.
3. It is also recommended that the RDSPD fiscal agent report PEIMS data for students served, except for itinerant students.

Disability Criteria for Regional Day School for the Deaf Students:

All students in the RDSPD **must** have a disabling condition of **AI (03) (Auditory Impairment)** as either their primary, secondary, or tertiary condition. This must reflect exactly what the ARD/IEP states.

If a RDSPD student is deaf-blind, the disabling condition should be coded as AI (03) and D-B (05) in appropriate order of disabling condition.

Multiply Disabled

A student should not be coded as multiply disabled unless an ARD committee has determined that the student has a combination of disabilities included in TAC §89.1040 **and** meets **all** of the conditions listed below.

- The student's disability is expected to continue indefinitely; **and**
- The student's disabilities severely impair performance in two or more of the following areas:
 - psychomotor skills;
 - self-care skills;
 - communication;
 - social and emotional development; or
 - cognition.

A PRIMARY-DISABILITY-CODE of Developmental Delay should only be reported for those students whose EARLY-CHILDHOOD-INTERV-IND-CODE is 1.

"Developmental delay student" means a student who is determined by an inter-disciplinary team to exhibit: (A) a significant delay, beyond acceptable variations in normal development, in one or more of the following areas: (i) cognitive; (ii) gross or fine motor; (iii) language or speech; (iv) social or emotional; (v) self-help skills; or (B) an organic defect or a condition that is very likely to result in a delay in one or more of those capabilities or skills. [Texas Human Resources Code, Section 73.001(2).]

TERTIARY-DISABILITY-CODE must be blank if SECONDARY-DISABILITY-CODE is blank.

For students eligible for special education services as visually impaired, auditorially impaired, and/or deaf-blind, always include such disabilities as either the primary, secondary, or tertiary disability. When deaf-blind is the primary disability it generally is not necessary to document visually impaired and auditorially impaired as secondary and tertiary disabilities, unless the student is served by the Regional Day School for the Deaf. In that case, a student must be coded as auditorially impaired.

Noncategorical early childhood disability code 14 should be used only for students with disabilities ages 3 – 5. If a student with this disability code turns 6 after September 1, the LEA should conduct assessment/evaluation to determine an appropriate disability condition.

Interpreting Services

In the event that an ARD committee recommends more than one type of interpreting services, i.e., sign language transliteration services and communication access real-time translation (CART) services, the ARD committee is responsible for providing attendance personnel the appropriate interpreting services type code. In no case should attendance personnel be responsible for determining the appropriate interpreting services type code for a student.

Child Count Fund

The following guidelines should be used in determining the CHILD-COUNT-FUNDING-TYPE-CODE for each special education student.

Use code 0 for a student who does not meet requirements as specified for code 3.

Use code 3 for a student eligible for IDEA-B funds as of the PEIMS fall snapshot date.

Include eligible students, ages 3 through 21, who:

- meet the requirements of 19 TAC §89.1040 and 19 TAC §89.1050;
- are enrolled and receiving special education and related services through an IEP or individualized services plan as of the PEIMS snapshot date;
- have on file a current individualized education program or individualized services plan; and
- have on file a current full and individual evaluation

Pursuant to 34 CFR §300.102(a)(3), students with disabilities who graduate under 19 TAC §89.1070(c) and return to school are included on the IDEA Part B student count.

Assistive Technology

The full and individual evaluation, including a written report, shall be completed in accordance with 34 CFR §§300.121, 300.301, 300.303-300.311; TEC §29.004; and 19 TAC §89.1040. Each school district shall establish at least one admission, review, and dismissal committee that shall make decisions concerning eligibility determinations, development of the individualized education program, consideration of assistive technology, development of the behavior improvement plans, and placement of a student referred for special education and related services in accordance with 34 CFR §§300.5, 300.6, 300.34, 300.41, 300.42, 300.105(a), and 34 CFR §§300.320-300.324; state statute; and SBOE rules. (See 19 TAC §89.1050.)

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. The term does not include a medical device that is surgically implanted or the replacement of such device. "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- a) the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- d) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- e) training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- f) training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.

Assistive technology devices and/or services must be made available if required as part of a child's special education, as a related service, or as supplementary aids and services. (See 34 CFR §§300.5-300.6 and 19 TAC §89.1050.)

Early Childhood Intervention

The early childhood intervention program is operated through the Interagency Council on Early Childhood Intervention. If the district does not operate an ECI program, this code is not used to identify infants and toddlers with auditory or visual impairments who receive hearing and vision services from the district under the Memorandum of Understanding between the Interagency Council on Early Childhood Intervention and the Texas Education Agency. Refer to Section IV of the Student Attendance Accounting Handbook for information on coding these children. [See 19 TAC §89.63(d).]

PPCD

PPCD is a Texas term which refers to a federally funded program under IDEA Part B which is targeted specifically for 3, 4 and 5 year olds receiving special education and related services.

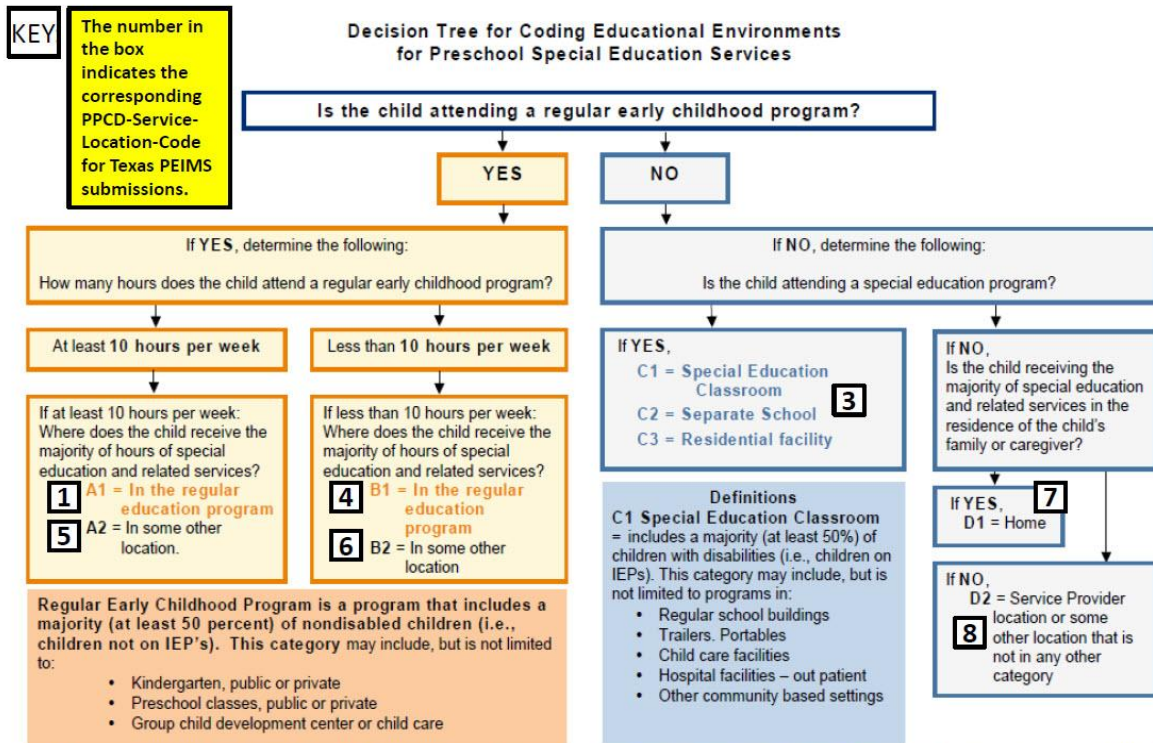
Each LEA shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. (CFR §300.115) For 3, 4, and 5 year olds in PPCD, the LEA continuum could include but is not limited to:

- a. LEA or Community Child Care Programs
- b. Pre-Kindergarten Programs
- c. Kindergarten Programs
- d. Head Start Programs
- e. Home Environment
- f. Special Education Resource Settings
- g. Special Education Self Contained Settings
- h. LEA or Community Therapy Settings (Speech, OT/PT, etc.)

Regular Early Childhood Program may include, but is not limited to:

1. Community-Based Preschool (3- Through 5-Year-Olds): A PPCD student who is receiving the majority of his or her special education services in a licensed community childcare facility that is working in a collaborative partnership with a school LEA may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
2. LEA or Community Child Care Programs: A PPCD student who is receiving the majority of his or her special education services in a LEA or community student care program may be coded in a regular early childhood program provided that the majority of students in his or her class are students who are not receiving special education services.
3. LEA or Community Therapy Settings (Speech, OT/PT, etc.): A PPCD student who is receiving the majority of his or her special education services in a LEA or community Therapy Settings may be coded in a regular early childhood program provided that the majority of students in his or her class are students who are not receiving special education services.
4. Head Start Program: If a school LEA and a Head Start program provide collaborative services as documented in a memorandum of understanding between the two entities, a PPCD student who is receiving the majority of his or her special education services in the collaborative partnership may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
5. Kindergarten program: A PPCD student who is at least five years old on September 1 of the school year and is receiving the majority of his or her special education services in the kindergarten program may be coded in a regular early childhood program provided that the majority of students in his or her class are students who are not receiving special education services.
6. Prekindergarten Program in which the student is eligible: A PPCD student who meets eligibility requirements for prekindergarten (PK) and special education services and is receiving the majority of his or her special education services in the PK classroom may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
7. Prekindergarten Program in which the student is not eligible: A PPCD student who does not meets eligibility requirements for prekindergarten (PK) and special education services and is receiving the majority of his or her special education services in the PK classroom may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
8. School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds): If a school LEA establishes a preschool education program to serve preschool age students regardless of eligibility or other criteria, a PPCD student in the program who receives the majority of his or her special education services (other than speech therapy) in the general classroom may be coded in a regular

early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.



This document is available at <http://www.nectac.org/~pdfs/sec619/settingsdecisiontree.pdf> Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010

Transportation

The TRANSPORTATION-INDICATOR-CODE is reported for all special education students who received, or are scheduled to receive, special transportation services (due to his or her disability) during the current school semester. If a SSA member district provides transportation, and the SSA fiscal agent reports PEIMS data, the fiscal agent should also report transportation PEIMS data for that RDSPD student. This is for PEIMS purposes only and is separate from transportation reimbursement.

Only one district may report the TRANSPORTATION-INDICATOR-CODE for a RDSPD student. If there are sending and receiving districts involved, an agreement **must** be made between the two districts regarding which district will report PEIMS data. **Note:-The new RDSPD SSA Procedures require this to be addressed in the SSA contract.**

If a member district provides transportation, and the RDSPD fiscal agent reports PEIMS data, the fiscal agent should report transportation PEIMS data for that RDSPD student. This is for PEIMS purposes only and is separate from transportation reimbursement.

Attendance

Instructional Track

INSTRUCTIONAL-TRACK-INDICATOR-CODE differentiates instructional tracks **within the same campus**. Each differing instructional calendar on a campus must be assigned a unique INSTRUCTIONAL-TRACK-INDICATOR-CODE (0-9). It is recommended that campuses begin with code 0, and follow in sequence.

Campuses which offer different calendars are considered to have more than one instructional track. Example: A campus that waives days of instruction for grades three and five will report an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "0" for students in grades kindergarten through two and four, and an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "1" (different calendar) for grades three and five.

Campuses which make use of multiple instructional calendars are considered to have more than one instructional track. A campus can have up to 10 instructional tracks (0-9). Anytime the NUMBER-DAYS-TAUGHT for a particular sixweek reporting period at a campus are different, then there must be an additional INSTRUCTIONAL-TRACK-INDICATOR-CODE for that sixweek reporting period. It is recommended that the instructional tracks on a campus are numbered beginning with 0, and following in sequence. The INSTRUCTIONAL-TRACK-INDICATOR-CODE is used by TEA to differentiate between multiple instructional calendars when calculating Foundation School Funding.

Grade Level

Students who attend the Preschool Program for Children with Disabilities for a half-day and are also in either a prekindergarten class (as an eligible PK student) or a kindergarten class for a half-day must be coded as a full-day student with either prekindergarten or kindergarten as the grade level, as appropriate. Such students must not have attendance data for each grade level. Do **not** report these students as EE for a half-day and PK or K for a half-day.

Pregnancy Related Services

Only female students who meet the eligibility requirements for Pregnancy Related Services (pregnant or in the postpartum period) and are receiving these services from the district may be reported.

Male students are not eligible for pregnancy related services. Students receiving pregnancy related services may be incorrectly identified as male on various TEA reports if their sex demographic (Male or Female) is incorrect in the PID. Demographic information for students on these reports is extracted from the PID, not from the district data; consequently, be sure this information is correct in PID.

Days Taught

Instructional days do not include days of teacher in-service or preparation, or holidays. All students assigned to a particular instructional track will have the same NUMBER-DAYS-TAUGHT. Warning: School calendar tracks exceeding 180 days will result in less ADA funding per day for the school district/campus.

The instructional calendar(s) for each campus must be divided into six approximately equal reporting periods.

NUMBER-DAYS-TAUGHT is the actual number of instructional days in the school/track calendar for a specific reporting period. Instructional days do not include days of teacher in-service or preparation, or holidays. All the students in a particular school/track will have the same NUMBER-DAYS-TAUGHT. NUMBER-DAYS-TAUGHT may not exceed 45 days for the first five six-week reporting periods or 90 days for the sixth six-week reporting period. Note: For the OFSDP Credit Recovery Program reported in Submission 4, DAYS-TAUGHT must be reported as 30 days.

Regardless of the structure of the actual instructional calendar, a LEA must report the full school year (usually 180 days) for each instructional track offered by the LEA in six approximately equal reporting periods. Warning: School calendar tracks exceeding 180 days will result in less ADA funding per day for the school LEA/campus.

Excess Hours In instructional setting

The Foundation School funding for LEAs is based on and limited to 6.0 contact hours per day per student. Excess contact hours for special education students occur when the education contact hours earned for a particular day exceed 6.0 hours. This generally occurs when a special education student is receiving special education instruction and career and technical education instruction on the same day. Excess contact hours are not subtracted from speech therapy contact hours unless there is no other special education service during the time excess hours are earned.

Flexible Attendance Spec Ed Mainstream Days

If a student was eligible for Mainstream special education services for the entire reporting period, then the value reported for FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE will be equal to the value for NUMBER-DAYS-TAUGHT for that reporting period. Otherwise, report the number of school calendar days that the student was eligible to receive Mainstream special education services during the reporting period.

The eligible days present that a student can generate in the Mainstream special education program are limited to the lesser of the equivalent days present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT on the 500 Flexible Attendance record or the FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE. For example, Student John is eligible for Mainstream special education services every day of a 30-day six-week reporting period, but only attends 10.69 equivalent days present during the reporting period (3850 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT from the 500 Flexible Attendance Record / 360 minutes), then only 10.69 days of the 30 days of Mainstream special education services eligibility can be used in the calculation of Mainstream special education ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE to Mainstream special education days present to Mainstream special education ADA.

Special Education Mainstream Eligible Days Calculation

Example of Flexible Attendance Special Education Mainstream ADA:

Student Joe– Reporting Period 3

Days Taught = 30

FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 3,850 minutes

Flexible Attendance Equivalent Days Present = 3,850 minutes / 360 minutes = 10.694 days

Student Joe would be funded for 10.69 days of Flexible Attendance Mainstream Days Present. (10.69 is the lower of the Flexible Attendance equivalent days present and the 30 days eligible for special education mainstream.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 10.694 days would be rounded to 10.69 equivalent days present

Result: Flexible Attendance Special Education Mainstream ADA = (10.69 Flexible Attendance Mainstream Days Present / 30 Days Taught) = .357 Special Education Mainstream ADA for Reporting Period 3.

Flexible Attendance Bilingual/ESL Days

The eligible days present that a student can generate for the Bilingual/ESL program are limited to the lesser of the Equivalent Days Present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT on the 500 Flexible Attendance record or the FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE. For example, if a student is eligible for Bilingual or ESL services every day of a 30-day six-week reporting period, but attends only a equivalent of 22.22 days (8000 minutes) during the reporting period, then only 22.22 days of the 30 days of Bilingual or ESL services eligibility can be used in the calculation of Bilingual/ESL ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL- BILINGUAL/ESL-DAYS-ELIGIBLE to Bilingual/ESL days present to Bilingual/ESL ADA.

Example of Flexible Attendance Bilingual/ESL ADA:

Student Jane– Reporting Period 1

Days Taught = 30

Days Bilingual/ESL eligible = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 8000 minutes

Flexible Attendance Equivalent Days Present = 8000 minutes / 360 minutes = 22.222 days

Student Jane would be funded for 22.22 days of Flexible Attendance Bilingual/ESL Days Present. (22.22 is the lower of the Flexible Attendance Equivalent Days Present and the 30 days eligible for the Bilingual/ESL program.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 22.222 days would be rounded to 22.22 equivalent days present

Result: Flexible Attendance Bilingual/ESL ADA = (22.22 Bilingual/ESL days present / 30 Days Taught) = .740 Bilingual/ESL ADA for Reporting Period 1.

Flexible Attendance in Instructional Setting

The special education instructional setting FTE calculation value used for funding purposes is limited to the lower of the Equivalent Days Present, as calculated from the 500 Flexible Attendance record for a particular reporting period, or the Flex Attend Days Eligible in Instructional Setting reported on the 505 Special Education Flexible Attendance record for the same reporting period.

Data Conversion Formulas/Rules

Flex Attend Equivalent Days Present = FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/360

Total Eligible Special Education Contact Hours = The smaller of (Flex Attend Equivalent Days Present x Special Education Instructional Setting Contact Hour Multiplier) or (Flex Attend Days Eligible in Instructional Setting x Special Education Instructional Setting Contact Hour Multiplier)

Special Education Full Time Equivalent (FTE) in Instructional Setting for the six-week reporting period = Total Eligible Special Education Contact Hours from above/(Days Taught x 6 hours)

Example: Student Sims attended the flexible attendance program for 6000 minutes in the 3rd six week reporting period (**FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6000** from the 500 Flexible Attendance record)

Instructional Setting is (41) Resource Room Services (less than 21% of school day) -

Contact Hour Multiplier = 2.859

Number Days Taught for 3rd six weeks reporting period = 30

Flex Attend Days Eligible in Instructional Setting for the 3rd six week reporting period = 30

Flex Attend Equivalent Days Present = 16.67 (6000/360minutes) = 16.666

Flex Attend Contact Hours = 47.66 (16.67 Flex Attend Equivalent Days Present x 2.859 contact hour multiplier = 47.659)

Note: If a special education student is served in more than one special education instructional setting (excluding speech) during a particular six weeks reporting period, then TEA will apportion the Special Education Equivalent Days Present according to the number of days the student is reported eligible for each special education instructional setting. For example, Student Joseph has the following information reported:

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 9000 (from the 500 Flexible Attendance record)

NUMBER-DAYS-TAUGHT in six week reporting period 2 = 30

INSTRUCTIONAL-SETTING-CODE = "02" – Hospital Class with **FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING = 10** days

INSTRUCTIONAL-SETTING-CODE = "01" – Homebound with **FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING = 20** days

Data Conversion Formulas/Rules

Equivalent Days Present Calculation:

9000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/360 minutes (6 hours x 60 minutes) = 25 Equivalent Days Present" for the 2nd six-week reporting period

10 days of Hospital Class eligibility = 33.3 % of the Total Days of special education eligibility (10/ (10+20))

Hospital Class Days Eligible = 33.3% of 25 Equivalent Days Present = 8.325 = 8.32.

20 days of Homebound eligibility = 66.7 % of the Total Days of special education eligibility (20/ (10+20))

Homebound Days Eligible = 66.7% of 25 Equivalent Days Present = 16.675 = 16.68.

For additional rules concerning the reporting of special education days present for a particular special education student, please refer to the Student Attendance Accounting Handbook.

Flexible Attendance PRS Days

If a student was eligible for PRS services for the entire reporting period, then the value reported for FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE will be equal to the value for NUMBER-DAYS-TAUGHT for that reporting period. Otherwise, report the number of school calendar days that the student was eligible to receive PRS services during the reporting period.

The eligible days present that a student can generate for the PRS program are limited to the lesser of the **Equivalent Days Present** calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT on the 500 Flexible Attendance record or the FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE. For example, if a student is eligible for PRS services every day of a 30-day six-week reporting period, but attends only a equivalent of 20.83 days present (7500 minutes) during the reporting period, then only 20.83 days of the 25 days of PRS program services eligibility can be used in the calculation of PRS ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL- PRS-DAYS-ELIGIBLE to PRS days present to PRS ADA.

Example of Flexible Attendance PRS ADA:

Student Sue – Reporting Period 5

Days Taught = 30

Days PRS eligible = 25

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 7500 minutes

Flexible Attendance Equivalent Days Present = 7500 minutes / 360 minutes = 20.833 days present

Student Sue would be funded for 20.83 days of Flexible Attendance PRS Days Present. (20.83 is the lower of the **Flexible Attendance Equivalent Days Present** and the 25 days eligible for the PRS program.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 20.833 days would be rounded to 20.83 **Flexible Attendance Equivalent Days Present**

Result: Flexible Attendance PRS ADA = (20.83 PRS days present / 30 Days Taught) = .694 PRS ADA for Reporting Period 5.

Classroom Link

Course Completion

If the COURSE-COMPLETION-INDICATOR is “1”, it does not mean that the student met all of the requirements to receive credit or a grade for the course.

A student cannot complete the same course (SERVICE-ID, CLASS-ID, and COURSE-SEQUENCE-CODE) more than one time. Any additional attempts for a particular SERVICE-ID must be reported with a new CLASS-ID-NUMBER.

Pass/Fail Credit Indicator

For example: A student completes the first half of Chemistry, a two-semester course. The course was failed, no credit was received (Code “02”). The second semester, this student completed the second half of Chemistry. The course was passed and credit was received (Code “01”). The district averages the grades earned in each half of the course to determine if course credit should be received. In this example, the average grade was passing. The StudentAcademicRecordReference Complex Type should reflect a PASS/FAIL-CREDIT-INDICATOR-CODE of “08” (course was failed but credit was received) for the first half of Chemistry. Therefore, the Code “02” originally recorded must be changed to Code “08”.

If a student leaves and returns to the same course section for a particular class during the school year, the student will have a StudentAcademicRecordReference Complex Type for each of those class assignments. As a result, only one of the StudentAcademicRecordReference Complex Type for that student for that course section may be reported with a Pass Fail Credit Indicator Code other than “00”. This rule is enforced by a fatal edit.

College Credit Hours

COLLEGE-CREDIT-HOURS collect the number of college hours that a student earned while taking a dual credit course. This field will have values ranging from 0 to 3. If a student takes a dual credit course and does not complete the course, then the COLLEGE-CREDIT-HOURS will be reported as 0.

Discipline

Every disciplinary action that results in the removal of a student from any part of their regular academic program will be categorized in one of the following general categories: In-School Suspension (ISS), Out-of-School Suspension (OSS), Expulsion, Juvenile Justice Alternative Education Program (JJAEP), or DAEP assignments. Refer to PEIMS Code Table C164 Discipline Action Code for the specific actions to be reported.

StudentDisciplineIncidentAssociationExtension Complex Type is reported if a student is placed in a JJAEP. However, once in the JJAEP, no further StudentDisciplineIncidentAssociationExtension Complex Type are reported for disciplinary actions that occur while in the JJAEP. The **only** exception to this rule is when a student is continuing a JJAEP assignment from either a prior school district or prior school year.

The use of DISCIPLINARY-ACTION-CODEs 50 - 61 are limited to those occasions when a Special Education hearing officer assigned by the TEA has been brought in to preside over the Discipline Action Hearing.

Anytime a disciplinary action spans multiple school years or multiple school districts, the reporting period indicator code for continuation assignments should be the reporting period in which the continuation assignment is made in the subsequent school year or by the subsequent school district. Be sure that continuation DISCIPLINARY-ACTION-CODEs 08-12, 15, 55-59 or 61 are used when continuing a disciplinary assignment from a prior year or prior district.

For districts operating DAEPs, or participating in Shared Service Arrangements for DAEP services, or participating in a Memorandum of Understanding (MOU) for JJAEPs, all days of operation for student attendance must be reported through PEIMS Submission 3. There is no Summer School Program period for disciplinary programs such as DAEPs or JJAEPs and all days of student attendance for disciplinary assignments must be reported through PEIMS Submission 3. Each district has control over when its district's calendar for a DAEP or JJAEP begins and ends. For example, if the JJAEP has a 220 day calendar, and a school district's traditional calendar runs from August 15, 20XX through May 30, 20YY, then the calendar for the JJAEP could potentially run from June 1, 20XX through May 30, 20XX or some variation such that the district's ability to report PEIMS data for Submission 3 by the required due dates is not impaired.

For the behaviors identified in **TEC §37.006**, refer to the “**Mandatory DAEP Placement**” column on the Chart for Determining Mandatory Placement and Expulsion Codes at the end of Appendix E. For students identified with one of these behaviors there must be a StudentDisciplineIncidentAssociationExtension Complex Type illustrating at least one day of removal to a DAEP unless the student is a student receiving special education services for whom a manifestation hearing is held in accordance with IDEA and a determination made that the mandatory action is not appropriate and will not be taken. When the mandatory action is not taken and another action is taken, the district must submit a StudentDisciplineIncidentAssociationExtension Complex Type with DISCIPLINARY-ACTION-CODE 27 and a record with the action(s) taken by the district. Both records must have the same DISCIPLINARY-INCIDENT-NUMBER.

For the behaviors identified in **TEC §37.007**, refer to the “**Mandatory Expulsion**” column on the Chart for Determining Mandatory Placement and Expulsion Codes at the end of Appendix E. For students identified with one of these behaviors there must be a StudentDisciplineIncidentAssociationExtension Complex Type illustrating at least one day of expulsion to either a JJAEP, DAEP, or no academic setting based upon the requirements in state law and/or district policy unless the student is a student receiving special education services for whom a manifestation hearing is held in accordance with IDEA and a determination made that the mandatory action is not appropriate and will not be taken. When the mandatory action is not taken and another action is taken, the district must submit a StudentDisciplineIncidentAssociationExtension Complex Type with DISCIPLINARY-ACTION-CODE 27 and a record with the action(s) taken by the district. Both records must have the same DISCIPLINARY-INCIDENT-NUMBER.

A single incident/offense may result in multiple disciplinary actions.

Disciplinary Incident Number

If, on a single campus, more than one student is involved in an incident that results in disciplinary action(s), all of the DisciplineIncidentExtension Complex Types for all the students must show the same incident number. Each district/campus must develop a system for assigning incident numbers. The same incident numbers can be used on multiple campuses, since incident numbers are required to be unique at a campus, but not for the district.

DISCIPLINARY-INCIDENT-NUMBER allows information users to see the connection between two or more students involved

in a single incident and/or two or more disciplinary actions for the same incident. The same DISCIPLINARY-INCIDENT-NUMBER may appear on several DisciplineIncidentExtension Complex type for a given student. The same DISCIPLINARY-INCIDENT-NUMBER may also appear on the DisciplineIncidentExtension Complex type of more than one student. A particular DISCIPLINARY-INCIDENT-NUMBER may be duplicated for unrelated events across campuses in a particular district, but within a particular campus, the duplication of DISCIPLINARY-INCIDENT-NUMBERS must be related to the same event.

Behavior Location Code

The Behavior Location Code identifies those DISCIPLINARY-ACTION-REASON-CODEs that have a location specified in the Texas Education Code Chapter 37. In most cases where the BEHAVIOR-LOCATION-CODE is applicable to a particular DISCIPLINARY-ACTION-REASON-CODE, there is more than one possible action for that DISCIPLINARY-ACTION-REASON-CODE depending upon where the behavior occurred. If a DISCIPLINARY-ACTION-REASON-CODE only has a BEHAVIOR-LOCATION-CODE of 00 - Not Applicable, then the Texas Education Code Chapter 37 is silent as to a location of the behavior and it does not matter where the behavior occurred so long as the local Student Code of Conduct addresses the LEAs ability to take action for the behavior where it occurred.

Disciplinary Action Number

DISCIPLINARY-ACTION-NUMBER is used to differentiate between separate disciplinary actions for a particular student on a particular campus. For example, while Janice was enrolled on Campus 002, she had DISCIPLINARY-ACTION-NUMBERS 001-013 reported on her discipline records for Campus 002. After Janice moved to Campus 005, she had DISCIPLINARY-ACTION-NUMBERS 001-004 reported on her discipline records for Campus 005. However, districts/campuses may choose any numbering sequence, as long as the same number is not repeated for a particular student at a particular campus.

Actual Length of Disciplinary Assignment

For ISS, OSS, JJAEP, DAEP, and Expulsion assignments that involve any part of a day, the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be rounded up to the next whole number. (For example, if a student is suspended out of school for 2.5 days, then there should be one DisciplineActionExtension Complex Type where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

Include only the actual number of instructional school days that the student was in attendance when calculating this number. Do not include days absent.

Campus ID of Disciplinary Responsibility

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY must be a valid campus. This rule is enforced by a fatal edit. CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY will identify the campus that is the owner of the student's accountability. For most DisciplineActionExtension Complex Types the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY field will be the same value as the CAMPUS-ID-OF-ENROLLMENT field. For continuation disciplinary assignments, the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY field will be a different value from the CAMPUS-ID-OF-ENROLLMENT field when the student's enrollment has been changed to a disciplinary campus type such as DAEP or JJAEP.

The following common scenarios provide guidance on reporting the correct CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY:

1. If the student is enrolled in the same district that made the original disciplinary assignment, and the student is continuing the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY on the PEIMS 425 Student - Disciplinary Action record.
2. If the student has been promoted or moved from the original campus making the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY on the PEIMS 425 Student - Disciplinary Action record.
3. If the student has changed school districts and the new district is going to continue the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY on the PEIMS 425 Student - Disciplinary Action record.
4. A campus registered in the Texas School Directory as a DAEP should never be reported as the CAMPUS-ID-OF-

DISCIPLINARY RESPONSIBILITY. If the student violates the Student Code of Conduct while at the DAEP an additional disciplinary assignment may take place and the CAMPUS-ID-OF-DISCIPLINARY RESPONSIBILITY will be the regular education campus the student would attend if not in the DAEP.

5. A JJAEP can never be the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY because once the student has been expelled to a JJAEP; no further 425 Student - Disciplinary Action records are reported for disciplinary actions that occur while the student is in the JJAEP.

Official Length of Disciplinary Assignment

For ISS, OSS, JJAEP, DAEP, and Expulsion assignments that involve any part of a day, the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be rounded up to the next whole number. (For example, if a student is suspended out of school for 2.5 days, then there should be one DisciplineActionExtension Complex Type where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

Disciplinary Length Difference Reason Code

For ISS, OSS, JJAEP, DAEP, and Expulsion assignments that involve any part of a day, the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be rounded up to the next whole number. (For example, if a student is suspended out of school for 2.5 days, then there should be one DisciplineActionExtension Complex Type where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

Include only the actual number of instructional school days that the student was in attendance when calculating this number. Do not include days absent.

Education Organization Category

SSAOrgAssociationExtension Complex Type

Shared services arrangements are used by school districts and/or education service centers to share personnel or services, when one entity cannot justify the cost of employing a specialized staff member, but a group can justify a portion of the salary. Specific guidance is provided in the FAR module of the Financial Accountability System Resource Guide and PEIMS Data Standards for school districts (as government entities) to record and report the results of operations of shared service arrangements.

This guidance does not apply to non-profit charter schools since they are 501(c)(3) entities rather than government entities; therefore, non-profit charter schools are required to record the results of shared service arrangements within their own financial statements. If one entity maintains the accounting transactions for all entities sharing services, that entity must provide the necessary accounting information to each of the participating entities to record transactions.

However, any charter schools with a governmental charter holder (city, university, community college, etc.) are still required to follow governmental accounting standards and would follow shared service accounting guidelines.

Example #1

Pioneer ISD (888-888) is a member of a special education shared services arrangement, an adult education shared services arrangement, and a gifted/talented shared services arrangement. Learning ISD (999-999) is the fiscal agent for all three shared services arrangements. This information is reported in the following way.

DISTRICT-ID 888888 indicates the district number for Pioneer ISD.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 11 indicates special education shared services arrangement.

FISCAL-AGENT-ID 999999 indicates that Learning ISD is the fiscal agent for the SSAs.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 01 indicates adult education shared services arrangement.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 05 indicates gifted/talented shared services arrangement.

Example #2

Apple ISD (777-777) is the fiscal agent for two shared services arrangements - bilingual education and career and technical education. This information is reported in the following way.

DISTRICT-ID 777777 indicates the district number for Apple ISD.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 02 indicates bilingual education shared services arrangement.

FISCAL-AGENT-ID 777777 indicates that Apple ISD is the fiscal agent for the SSAs.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 09 indicates career and technical education shared services arrangement.

Example #3

(Resource Guide Models - FASRG Model #1)

A shared services arrangement is formed for an ESEA, Title I, Part A – Improving Basic Programs project. The funds are received from TEA. The combined entitlements for the two participating members are \$100,000. One member district (Member #1) that acts as fiscal agent will pay \$20,000 for a remedial reading teacher at campus 101. The other member district (Member #2) will pay \$25,000 for a remedial reading teacher at campus 041. The fiscal agent will retain \$25,000 to employ a remedial math teacher that will work 50% of the time at both schools, at the same campus as the reading programs. The remaining \$30,000 will be retained by the fiscal agent to employ a program director to serve both school districts. This information is reported in the following way.

DISTRICT-ID is 444444 for Member #1 ISD.

DISTRICT-ID is 333333 for Member #2 ISD.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 04 indicates compensatory or remedial education shared services arrangement.

FISCAL-AGENT-ID is 444444 for Member #1 ISD serving as Fiscal Agent.

Example #4

(Resource Guide Models - FASRG Model #2)

The education service center acts as fiscal agent for an ESEA, Title I, Part C – Education of Migratory Children project funded through TEA. All services are provided by the fiscal agent and no funds are passed through to the three member districts. The combined entitlement is \$75,000. The education service center provides each school district a teacher who has a salary of \$25,000 per year for the 5th grade. These teachers provide services which result in the extension of the school day to 5:00 p.m. While the curriculum is basic, the extended day assists the students in completing courses in a shorter school year. This information is reported in the following way.

DISTRICT-ID is 444444 for Member #1 ISD.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 07 indicates migrant education shared services arrangement.

FISCAL-AGENT-ID is 777950 for Education Service Center serving as Fiscal Agent.

DISTRICT-ID is 333333 for Member #2 ISD.

DISTRICT-ID is 222222 for Member #3 ISD.

DISTRICT-ID is 777950 for Education Service Center.

Example #5

(Resource Guide Models - FASRG Model #3)

Member district #1 acts as fiscal agent for a state/locally funded special education shared services arrangement that includes 1 other school district. Expenditures are allocated according to the example in the Financial Accountability System Resource Guide, section 1.3.3. Member school districts receive revenue from various sources (foundation fund revenue, tax revenue, etc.). These revenues are recorded in the General Fund and are to be used as the district deems appropriate with written established guidelines for operating purposes. The monies paid to the fiscal agent may not be identifiable as being from a specific revenue source. Periodically during the year, member school districts pay monies to the fiscal agent. Member school districts determine the payment amount based on predetermined criteria established in the shared services arrangement agreement. This information is reported in the following way.

DISTRICT-ID is 777777 for Member #1 ISD.

DISTRICT-ID is 888888 for Member #2 ISD.

SHARED-SVCS-ARRANGEMENT-TYPE-CODE 11 indicates special education shared services arrangement.

FISCAL-AGENT-ID is 777777 for Member #1 ISD serving as Fiscal Agent.

Staff Category

Payroll

ORGANIZATION-CODE (E0319) identifies the unique organizational unit within the district with which the account is associated. For campuses, this is the three-digit campus number registered with the Texas Education Agency. For non-campuses, this must be one of the administrative units required in the Resource Guide, or 998 or 999.

Organization-Code Reporting Guidelines

CAMPUS-ID/Organization Code	Purpose(s)
000	If OBJECT-CODE is not 61XX-66XX, then ORGANIZATION-CODE will be changed to 000 at TEA during data loading to the mainframe. Organization 000 should be used with all object codes outside the range of 6100-6600.
001-698	Campuses registered in the askTED system as instructional
699	Use for reporting financial information about Summer School Organization 699 is to be used for all summer school budget reporting.
700	Not available for use by ESCs or LEAs (implemented by edits 0302R, 032XV, and 06095).
701 - 703	701 Organization Unit – Superintendent's Office (ISDs); Organization Unit – Chief Administrator's Office (Charter Schools) 702 Organization Unit – School Board (ISDs); organization Unit – Board Directors (Charter Schools) 03 Organization Unit – Tax Costs (ISDs); not applicable to Charter Schools (Implemented by edits 0302Y,032YC)
704 – 708	Reserved for Future State Definition (FARSG p480) These codes are reserved for future state designation and are <u>not</u> to be used by the school district. (implemented by edits 0302R, 032XV, and 06095).
709 – 719	If used by ESCs or LEAs then codes must be converted to 720 (implemented by edits 0302R, 032XV, and 06095).
720	Organization unit – Direct Costs in Function 41 (General Administration)
721 – 725	Reserved for Future State Definition (FARSG p481) These codes are reserved for future state designation and are <u>not</u> to be used by the school district. (implemented by edits 0302R, 032XV, and 06095).
726 – 749	If used by ESCs or LEAs then codes must be converted to 750 (implemented by edits 0302R, 032XV, and 06095).
750	Organization units – Indirect Costs in Function 41 (General Administration), including Business Office/Personnel/Payroll/Human Resources/Purchasing
751	Fiscal Agent Shared Services Arrangements. (Not applicable to Charter School) (Implemented by edits 0302Y,032YC)
752 – 799	Reserved for Future State Definition (FARSG p482) These organization units are reserved for future state definition and are <u>not</u> to be used by the school district. (implemented by edits 0302R, 032XV, and 06095).
800 - 997	If used by ESCs or LEAs then codes must be converted to 999 (notification made with edits 0302T-0302V, 032XX-032XZ, and 06095)

CAMPUS-ID/Organization Code	Purpose(s)
998	Unallocated Organization Unit.
999	If OBJECT-CODE is 61XX-66XX, ORGANIZATION-CODE is less than 699, and no match of ORGANIZATION-CODE is found in the CAMPUS-ID table, ORGANIZATION-CODE will be changed to 999 at TEA during data loading (notification made with edits 0302S, 032XW, and 06096).

If OBJECT-CODE is 61XX-66XX, ORGANIZATION-CODE is less than 699, and no match of ORGANIZATION-CODE is found in the CAMPUS-ID table, ORGANIZATION-CODE will be changed to 999 at TEA during the data load (notification made with edits 0302S, 032XW, and 06096). If OBJECT-CODE is not 61XX-66XX, then ORGANIZATION-CODE will be changed to 000 at TEA during the data load.

Staff Responsibilities

Staff responsibilities that occur before or after the normal school day for events where students do not receive credit are not reported (this includes but is not limited to sports practice, band practice, UIL clubs and practices). Staff responsibilities for courses taken for credit (including but not limited to zero-hour courses) and Adult Basic Ed classes are considered part of the normal school day for 090 Staff - Responsibilities record reporting purposes. Therefore, courses that are offered to students before or after school for course credit must be reported with a 090 Staff Responsibility record.

If an instructional professional performs more than one service in the same classroom setting, then each of those services are reported on individual 090 Staff - Responsibilities records. For example, there are not enough French foreign language students (French I, French II, and French III) to make up separate classes. If these classes are combined together in the same classroom at the same time, then a 090 Staff - Responsibilities record will be reported for each SERVICE-ID (French I, French II, and French III).

If a person reported on a 040 staff record is not reported with a 090 Staff - Responsibilities record, TEA will assume that the person is an auxiliary staff member and provides no professional services to the LEA.

The 090 Staff Responsibilities data is reported for the four weeks in October that include the “PEIMS fall snapshot date”. This is true for all professionals that were employed on the “PEIMS fall snapshot date”. The data elements that must be reported for each ROLE-ID are specified in the edits 0900B and 0900C.

In addition to the mandatory elements for 090 Staff - Responsibilities records, for those records where the ROLE-ID is found in the list in edit 0900B in Section 5, the elements listed below must not be blank. A value from the appropriate code table or a value following the data specifications must be entered.

- MONTHLY-MINUTES
- CLASS-ID-NUMBER
- CLASS-TYPE-CODE
- For all ROLE-IDs not listed in edit 0900B, only the elements shown below should be reported.
- RECORD-TYPE-CODE
- DISTRICT-ID
- STAFF-ID
- CAMPUS-ID
- ROLE-ID
- POPULATION-SERVED-CODE
- SERVICE-ID

Physical education, fine arts, and special education classes on elementary campuses may be reported using only one record or may be reported section by section, if desired.

If no campus can be assigned for staff such as homebound, hospital class, and off-home campus teachers, assign a campus number of 999.

Class ID Number/Monthly Minutes

The staff responsibility record includes the duties that are a part of the employee’s regular schedule for the four weeks in October which includes the “last Friday in October”.

If a district employs nine-week semesters (sometimes referred to as accelerated block schedules), report the data on the current semester only.

Because of legislative requirements for class size reporting, districts are to report staff responsibility data at the lowest level possible. When the SERVICE-IDs for elementary courses are used for reporting the staff responsibility record on an elementary, junior high, middle school, or combined elementary/secondary campus, each section must be reported as a separate record.

Detailed schedules are not reported for Instructional Educational Aides (Payroll) and certified interpreters (036)). Instead, a staff responsibility record is submitted showing the total monthly minutes the staff person serves in that role. Generic aide and interpreter SERVICE-IDs are available for the record. NUMBER-STUDENTS-IN-CLASS should be reported as 0 for these roles. The number of students in the class should be reported on the teacher-of-record.

Staff Person	ROLE	SERVICE-ID
Instructional Educational Aide	Payroll	SA000003
Certified Interpreter	036	SA000004

Staff responsibilities that occur before or after the normal school day for events where students do not receive credit are not reported (this includes but is not limited to sports practice, band practice, UIL clubs and practices). Staff responsibilities for courses taken for credit (including but not limited to zero-hour courses) and Adult Basic Ed classes are considered part of the normal school day for reporting purposes.

Physical education, fine arts, and special education classes on elementary campuses may be reported using only one record or may be reported section by section, if desired.

ROLE-ID VS. SERVICE-ID MATRIX

- F = Fatal edit
- SW = Special warning edit
- W = Warning edit

ROLE	ROLE NAME	EDIT/TYPE	APPROPRIATE SERVICE-IDs	INVALID SVC IDs	FUNCTION
TEACHERS					
087	Teacher	09039 F	ALL (EXCEPT INVALID)	SS001000-SS010000, SS012000-SS019000, SAXXXXXX	11,13
047	Substitute Teacher	09039 F	ALL (EXCEPT INVALID)	SS001000-SS010000, SS012000-SS019000, SAXXXXXX	11, 13
EDUCATIONAL AIDES/INTERPRETERS					
Payroll	Educational Aide	0902B F	SA000003	All except SA000003	11, 12
036	Certified Interpreter	09033 F	SA000004	All except SA000004	11
PROFESSIONAL SUPPORT					
002	Art Therapist	09027 W	SE000001, SE000005, SE000006		11
005	Psychological Associate	09029 W	SE000001, SS007000-SS009000		31

ROLE	ROLE NAME	EDIT/TYPE	APPROPRIATE SERVICE-IDs	INVALID SVC IDs	FUNCTION
006	Audiologist	09030 W	SE000001-SE000003, SE000006		31
007	Corrective Therapist	09031 W	SE000001		11
008	Counselor	09032 F	SS007000		31
011	Educational Diagnostician	09031 W	SE000001		31
013	Librarian	09035 F	SS002000		12
015	Music Therapist	09027 W	SE000001, SE000005, SE000006		11
016	Occupational Therapist	09031 W	SE000001		11
017	Certified Orientation and Mobility Specialist (COMS)	09036 W	SE000001, SE000004- SE000006		11
018	Physical Therapist	09036 W	SE000001, SE000004- SE000006		11
019	Physician	09037 F	SS009000		33
021	Recreation Therapist	09036 W	SE000001, SE000004- SE000006		11
022	School Nurse	09037 F	SS009000		33
023	Psychologist/Licensed Specialist In School Psychology (LSSP)	09029 W	SE000001, SS007000- SS009000		31
024	Social Worker	09087 F	SS008000		32
026	Speech Therapist/ Speech Language Pathologist	09040 F	SE000002-SE000003		11
030	Truant Officer/ Visiting Teacher	09088 F	SS020000		32
032	Work Based Learning Site Coordinator	09045 W	ALL (EXCEPT INVALID)	SAXXXXXX, SSXXXXXX, SE000002-SE000006	11
041	Teacher Facilitator	09048 W	SS001XXX, SS002000, SS004XXX, SS005XXX		21
042	Teacher Appraiser	09082 W	SS001000-SS001003, SS005000		23
054	Department Head	09057 F	SS002000, SS004000-SS006000		13, 21
056	Athletic Trainer	09061 F	SS011000		36
058	Other Campus Professional Personnel	09062 W	ALL (EXCEPT INVALID)	SEXXXXXX, SS001XXX, SS013000-SS014000, SS019000	11-36, 53, 61
080	Other Non-Campus Professional Personnel	09025 W	SS010000, SS006000, SS012000-SS019000, SS021000, SS023000, SS025000		All FUNCTION CODEs apply excluding FUNCTION CODE 11

ROLE	ROLE NAME	EDIT/TYPE	APPROPRIATE SERVICE-IDs	INVALID SVC IDs	FUNCTION
CAMPUS ADMINISTRATION					
003	Assistant Principal	09028 F	SS003000		23
020	Principal	09028 F	SS003000		23
CAMPUS / CENTRAL ADMINISTRATION					
(Campus Admin if org = 001-699) (Central Admin if org = 701-799, 998, 999)					
012	Instructional Officer	09034 F	SS001XXX, SS002000, SS004XXX, SS005XXX, SS006000, SS007000, SS011000		12, 13, 21, 31
028	Teacher Supervisor	09042 F	SS001XXX, SS002000, SS004XXX-SS005XXX		21
040	Athletic Director	09047 F	SS011000		36
055	Registrar	09059 F	SS003000, SS013000		23, 41
CENTRAL ADMINISTRATION / DISTRICT-WIDE ADMINISTRATION					
004	Assistant/Associate/ Deputy Superintendent	09026 F	SSXXXXXX		12, 13, 21, 31-61, 81
027	Superintendent/Chief Admin Officer/CEO/ President	09041 F	SS013000		41
043	Business Manager	09041 F	SS013000		41
044	Tax Assessor/Collector	09041 F	SS013000		41
045	Director of Personnel/ Human Resources	09041 F	SS013000		41
ESC ONLY					
060	Executive Director	09098 F	SS013000		41
061	Assistant/Associate/ Deputy Executive Dir	09099 F	SSXXXXXX		41
062	Component/Department Director	09099 F	SSXXXXXX		21,41
063	Coordinator/Mgr/ Supervisor	09099 F	SSXXXXXX		21, 51, 52, 53
064	Specialist/Consultant	09099 F	SSXXXXXX		21
065	Field Service Agent	0901AW	SS022000		41, 62
079	Other ESC Professional Personnel	09099 F	SSXXXXXX		11, 12, 13, 21, 51, 52, 53

SERVICE-ID (E0724) refers to the services supplied by staff.

The values for SERVICE-ID listed in Code Table C022 include both courses and non-teaching responsibilities.

Responsibilities such as lunch monitoring duty or playground supervision are not included and, therefore, are not reported.

SERVICE-ID SR000007, Unassigned professional instructional duty, is used only in two situations. See Chart A: Coding for Substitute and absent Regular Staff above

Chart B: Locally Developed and Modified Courses

Courses	Local Credit Course?	Credit toward graduation?	Service ID	8 digit Service ID
Non-special education courses. All students (both special education and non-special education) may participate.	Yes	No	Service IDs are included in C022 for each subject area and grade level.	Each Service ID begins with an "8".
Special education courses designed through an IEP as an appropriate alternative to a course that meets state graduation requirements	Yes	Yes	Service ID "9XXXXXXX" is included in the C022 table. "XXXXXXX" may have any combination of letters and numbers.	Each Service ID must begin with a "9".
A standard course with a service id in C022 that has been modified for a student receiving special education as a result of an admission, review, and dismissal (ARD) committee's decision	No	Depends on requirements in IEP. See Academic Achievement Record (AAR) for coding.	Standard Service ID	

Chart C: P.E. and P.E. Equivalent Courses

Duties	Students Receiving PE or PE Equivalent Credit?	Role	Service ID
Teaching duties	Yes, PE Credit (If appropriate knowledge and skills are taught)	087	Appropriate Service-ID
Teaching duties	Yes, PE Equivalent Credit	087	PES00000 - PES00014 PES00052 - PES00055

Districts have the flexibility of offering technology applications (computer literacy) in a variety of settings at the middle school level, including a specific class or integrated into other subject areas. The additional numbers in the Technology Applications area for middle school are there to record how this curriculum is addressed.

For elementary classes, districts have the option of using either the generic elementary Service IDs (02010000 - Grade 1, 02020000 - Grade 2, 02030000 - Grade 3, 02040000 - Grade 4, 02050000 - Grade 5, 02060000 - Grade 6) for the core curriculum or the subject specific Service IDs in the student and teacher scheduling system(s). However, the district should make the decision to report these elementary Service IDs based upon what the students will be reported with on the CourseTranscriptExtension Complex Type in the summer submission. A school will not be able to report teachers using one method and students with the other as the data will not pass the fatal edits in the summer submission for the Classroom Link data reporting.

02000000, Elementary, Grades 1-6, should be used only when a teacher is serving multi-grade or ungraded student populations, typically in a pullout program. It is not used for those situations where a district assigns a teacher two contiguous grades of students because neither grade has enough students to allow for a single classroom. Such teachers would have two staff responsibility records with different Service IDs and different CLASS-ID-NUMBERS.

CLASS-TYPE-CODE (E1055) identifies the type of class providing instruction to students in particular class settings.

CLASS-TYPE-CODE is used to differentiate classes providing instruction in a regular setting classroom from non-regular classrooms. CLASS-TYPE-CODE is based on the INSTRUCTIONAL-SETTING-CODE previously reported on the staff responsibility record. Refer to the chart below for a cross walk between the two codes. Class size is computed on regular classes.

Chart E: Crosswalk from Previous INSTRUCTIONAL-SETTING-CODE to CLASS-TYPE-CODE

CLASS-TYPE-CODE	Previous INSTRUCTIONAL-SETTING-CODE
01 Regular	80 - Used for all settings not mentioned below including regular classroom, laboratory or shop settings
02 Non-regular	All other settings 13 - In-School Suspension 15 - School-Community Guidance Center 16 - Disciplinary Alternative Education School Program 19 - Televised Instruction 75 - Non-disciplinary Alternative Education 01, 02 ,03, 08, 30, 31, 32, 34, 40-45, 50, 60, 70, 71, 91-98 -Special Education 81-89 -Residential Care and Treatment Facility

Example #1

Superintendent/ Assistant Superintendent/ District Instructional Program Director/ Business Manager

Dr Landers (436-26-0000) is the Superintendent of Learning ISD (256925). Mr. Park (427-11-0000) is the Assistant Superintendent of Learning ISD. Ms. Young (427-12-0000) is the District Instructional Program Director. She provides leadership over all instruction in the district. Mr. Booker (427-13-0000) is the Business Manager and CFO for Learning ISD. They all work from 8:00 AM to 5:00 PM with an hour for Lunch.

DISTRICT-ID 256925999 indicates Learning ISD district-wide duties.

ROLE-ID 027 indicates Superintendent, 004 indicates Assistant Superintendent, 012 indicates District Instructional Program Director, 043 indicates Business Manager.

SERVICE-ID SS013000 indicates General Administration, SS001000 indicates Instructional Administration.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

CLASS-TYPE-CODE 01 indicates that the type of setting of all of the classes that Mrs. Newton teaches is a “regular” class type.

Example #2

Principal/ Assistant Principal/ Counselor

Mr. Jones (533-45-0000) is the Principal at Learning High School (002) in Learning ISD (256925). Mr. Strict (533-44-0000) is the Assistant Principal at Learning High School. Ms. Simmons (533-46-0000) is the Counselor at Learning High School. They all work from 7:30 AM to 4:30 PM with an hour for Lunch.

DISTRICT-ID 256925 indicates the county district number for Learning ISD.

CAMPUS-ID 256925002 indicates the county district campus number for Learning High School.

ROLE-ID 020 indicates a Principal, 003 indicates an Assistant Principal, 008 indicates a Counselor.

SERVICE-ID SS003000 indicates School Administration, SS007000 indicates Guidance and Counseling Services.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

Example #3

High School Teacher/ Elementary Team Teaching

Mrs. Newton (456-00-9012) is a mathematics teacher at Learning High School (002) in Learning ISD (256925). She teaches three section of Algebra I (03100500), one section of Precalculus (03101100), and one section of Geometry (03100700). Each of the classes that she teacher each day is 50 minutes long.

Mrs. Worley (545-00-2948) is the Department Chair for Science at Learning Elementary (102) in Learning ISD (256925). Each day she teaches a 3rd grade science class (02650300) from 9:00-10:15.

DISTRICT-ID 256925 indicates the county district number for Learning ISD.

STAFF-ID 456009012 is the ID number for Mrs. Newton, 545002948 is the ID number for Mrs. Worley.

CAMPUS-ID 256925002 indicates the county district campus number for Learning High School, 256925102 indicates the county district campus number for Learning Elementary school.

ROLE-ID 087 indicates Mrs. Newton & Mrs. Worley are teachers, 054 indicates Mrs. Worley is also the Department Chair for Science

SERVICE-ID 03100500 indicates the instruction of Algebra 1, 03101100 indicates the instruction of Precalculus, 03100700 indicates the instructions of Geometry, SS004011 indicates Instructional Research And Development, Science, 02650300 indicates instruction in Science, 3rd Grade.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

NUMBER-STUDENTS-IN-CLASS 024, 025, 023, 018, 026, 021 indicates there are 24, 25, 23, 18, 26, 21 students respectively in the classes.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

CLASS-TYPE-CODE 01 indicates that the type of setting for the instruction being provided to these students is a "regular" class type.

CLASS-ID-NUMBER ALGEBRA0000001, ALGEBRA0000002, ALGEBRA0000003, PRECALC0000001, GEOMETRY000001, 00000000000004 indicates the unique class identification numbers for each section.

MONTHLY-MINUTES of 00650 indicates that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mrs. Grammar provides 650 minutes of English I instruction to the Block A students.
(55 minutes x 3 days in the week x 2 weeks of the month) + (80 minutes x 2 days in the week x 2 weeks of the month) = 650 minutes

MONTHLY-MINUTES of 01000 indicates that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mrs. Newton taught each of the classes listed for 1000 minutes. **(50 minutes x 5 days in the week x 4 weeks) = 1000 minutes**

MONTHLY-MINUTES of 01500 indicates that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mrs. Worley taught the class listed for 1500 minutes. **(75 minutes x 5 days in the week x 4 weeks) = 1500 minutes**

Example #4

Substitutes and Staff on Leave

4A: Typical Substitute

Miss May is on the list of approved substitutes for Learning ISD (256925). She is called occasionally to substitute for a teacher who is ill or needs to take a day of personal leave.

Learning ISD would not submit a 090 Staff - Responsibilities record for Miss May.

4B: Floating Substitute

Mrs. Marks (000-72-7543) was hired by Learning ISD to be a floating substitute. She is a full-time, permanent employee of the district and is sent to fill-in at different campuses in the district wherever she is needed. She works each day from 8:30-3:30 with a 30 minute lunch.

CAMPUS-ID 256925999 indicates that Mrs. Marks is an employee with district duties.

ROLE-ID 047 indicates Mrs. Marks is a substitute teacher.

SERVICE-ID SR000007 indicates Unassigned Professional classroom duty.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

CLASS-TYPE 01 indicates that the setting for the instruction she provides is a “regular” class type.

CLASS-ID-NUMBER 00000000000001 is the unique id assigned to her duties.

NUMBER-OF-STUDENTS-IN-CLASS 000 indicates that 0 students are reported for the substitute since the students are reported on the teacher-of-record 090 Staff - Responsibilities record.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

MONTHLY-MINUTES 07800 indicates that 7800 minutes are associated with the substitute’s responsibility. (390 minutes each day x 5 days in the week x 4 weeks) = 7800 minutes

4C: Substitute for Staff Who Will Not Be Returning to Classroom

Miss Lucky (832-00-7654) was hired in September to teach a 55 minute Biology I (03010200) class as a substitute for a teacher who resigned from Batesville High School (002) and will not be returning to work.

CAMPUS-ID 256925002 indicates that Miss Lucky is an employee assigned to Batesville High School.

ROLE-ID 047 indicates Miss Lucky is a substitute teacher.

SERVICE-ID 03010200 indicates Biology I.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

CLASS-TYPE 01 indicates that the type of setting for the instruction she provides is a “regular” class type.

CLASS-ID-NUMBER 00000000000157 is the unique id assigned to her duties for that class.

NUMBER-OF-STUDENTS-IN-CLASS 018 indicates that there are 18 students in the class.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

MONTHLY-MINUTES 01100 indicates that the teacher spends 1100 minutes a month teaching the class. (55 minutes each day x 5 days in the week x 4 weeks) = 1100 minutes

4D: Staff Who Will Return with Permanently Assigned Substitute

Mr. Stemper (443-67-0000) was permanently hired at the beginning of October at Batesville High School (002) to substitute for Mrs. Riley (372-54-0000) who taught Debate I (03240600) for 55 minutes each day. She will be out on extended medical leave for the rest of the year. Since Mrs. Riley is out of the classroom on the PEIMS fall snapshot date, is still on the district payroll and a permanent substitute has been hired, a 090 Staff - Responsibilities record is reported for her as well as for the substitute.

CAMPUS-ID 256925002 indicates that Mrs. Riley normally provides services at Batesville High School.

ROLE-ID 087 indicates Mrs. Riley and Mr. Stemper are teachers.

SERVICE-ID 03240600 indicates Debate I and SR000007 indicates Unassigned Professional classroom duty.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

CLASS-TYPE 01 indicates that the setting for the instruction they provide is a “regular” class type.

CLASS-ID-NUMBER 00000000000001 and 00000000DEB004 are the unique id assigned to their duties.

NUMBER-OF-STUDENTS-IN-CLASS 000 indicates that 0 students are reported for Mrs. Riley as Mr. Stemper is the current teacher-of-record.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

MONTHLY-MINUTES 07800 indicates that 7800 monthly minutes are reported for each teacher’s responsibility. (390 minutes each day x 5 days in the week x 4 weeks) = 7800 minutes

4E: Teacher Who Will Return With Temporarily Assigned Substitute

Mr. James (746-00-2976) who teaches a 55 minute English II (03220200) class has taken a family medical emergency leave in October. Typical substitutes will handle his class until his return.

Because Mr. James absence is temporary, he will return to the classroom and he is still on the district payroll. As a result, he remains the teacher-of-record and his 090 Staff - Responsibilities record for the English II class is reported as if he were working. The responsibility for the “typical substitute” is not reported. No 090 Staff - Responsibilities record would be reported by Learning ISD for the substitute.

CAMPUS-ID 256925002 indicates that Mr. James is assigned to Batesville High School,

ROLE-ID 087 indicates Mr. James is a teacher.

SERVICE-ID 03220200 indicates English II classroom duty

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

CLASS-TYPE 01 indicates that the setting for the instruction he provides is a “regular” class type.

CLASS-ID-NUMBER 00000000ENG001 is the unique id assigned to his duties.

NUMBER-OF-STUDENTS-IN-CLASS 020 indicates that 20 student are reported as Mr. James continues to be the teacher-of-record.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

MONTHLY-MINUTES 01100 indicates that 1100 monthly minutes are reported for each teacher’s responsibility. (55 minutes each day x 5 days in the week x 4 weeks) = 1100 minutes

Example #5

Educational Aides/ Certified Interpreters

Learning ISD (256925) employs three aides at Learning Elementary (102); Mrs. Jones (345-00-2648), and Mrs. Anderson (465-00-6743). They all work from 8:00-4:00 each day with an hour for lunch. Mrs. Jones is assigned to assist teachers in the classroom. Mrs. Anderson works in the library. Mrs. Anderson helps the students find books, use the library system and do research. She shelves books, monitors book orders and prepares new books for the shelves. Only the responsibilities for Mrs. Jones and Mrs. Anderson are reported and are reported in the following manner. Ms. Smith (000-73-2968) is a certified interpreter at Learning High School (002) in Learning ISD (256925). Each day, Ms. Smith provides interpreting services for three classes of Biology (03010200) and three classes of Chemistry (03040000). All of her classes are 55 minutes in length.

CAMPUS-ID 256925102 indicates Learning Elementary in Learning ISD.

STAFF-ID 345002648 indicates Mrs. Jones, 465006743 indicate Mrs. Anderson and 000732968 indicate Ms. Smith.

SERVICE-ID SA000003 is used to record the entire day's duties of an instructional educational aide; SA000004 is used to record the entire day's duties of an Interpreting Services provider.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served, 06 indicates Special Education Students are being served.

ROLE-ID 033 indicates Instructional Educational Aide and 036 indicates certified interpreter.

NUMBER-STUDENTS-IN-CLASS 000 indicates that 0 students are reported on Instructional Educational Aide records.

CLASS-TYPE 01 indicates that type of setting for the instruction Mrs. Anderson and Mrs. Jones are providing to these students is a "regular" class type.

CLASS-ID-NUMBER 00000000000001 and 00000000000002 are the unique ids for each service.

MONTHLY-MINUTES 08400 indicates that 8400 minutes are spent for each of the aide's monthly duties. (420 minutes each day x 5 days in the week x 4 weeks) = 8400 minutes

MONTHLY-MINUTES 06600 indicates that 6600 minutes are spent for the interpreter's services. (330 minutes each day x 5 days in the week x 4 weeks) = 6600 minutes

Example #6

Special Education Teacher in a Shared Services Arrangement

Teacher Rose (456-00-2741) is a therapist at Summit Elementary campus (101) in Learning ISD (256925). She works each day from 8:30 AM to 3:00 PM with a half-hour off for lunch.

DISTRICT ID for all three responsibility records is Learning ISD (256925) since Learning ISD is the fiscal agent of the Special Education Shared Service Arrangement and hired and pays Ms. Rose. Learning ISD reports all three responsibility records for Ms. Rose.

STAFF-ID 456002741 indicates the STAFF-ID for Ms. Rose.

CAMPUS-ID 256925101 indicates county district campus number for Summit Elementary.

ROLE-ID 026 indicate Speech Therapist/Speech-Language Pathologist, 006 indicates Audiologist, and 011 Shared Services Arrangement indicates Educational Diagnostician.

SERVICE-ID SE000003 Speech Assessment, SE000006 indicates Auditorially Impaired, and indicates SE000001 indicates the delivery of Special Education instruction.

POPULATION-SERVED-CODE 06 indicates Special Education Students are being served.

NUMBER-OF-STUDENTS of 016, 014, and 006 indicates that there were 16, 14, and 6 students in the Special Education classes.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

CLASS-TYPE 02 indicates that type of setting (Special Education) for the instruction Ms. Rose is providing to these students causes it to be considered a "non-regular" class type.

CLASS-ID-NUMBER 00000000000001, 00000000000002, and 00000000000003 indicate the unique CLASS-ID-NUMBERS for Ms. Rose for each service.

MONTHLY-MINUTES of 02880 for Summit Elementary indicate the total number of minutes Ms. Rose provides service at the campus in a month (4 weeks prior to the last Friday of October). **(360 minutes x 2 days in the week x 4 weeks) = 2880 minutes**

Example #7

High School Teacher – Block Schedule

Mrs. Grammar (Staff ID 345-00-8901) is an English/Language Arts teacher at Learning High School (Campus 002) in Learning ISD (District 256-925). Jefferson High School operates an alternating block schedule system. She teaches one section of English I (Service ID 03220100) to the 21 Block A students from 8:30 AM to 9:25 AM on Monday, Wednesday, and Friday of one week and from 8:30 AM to 9:50 AM on Tuesday and Thursday of the next week. She also teaches a 2nd section to 18 Block B students who are taught on alternate days and weeks.

DISTRICT-ID 256925 indicates the county district number for Learning ISD.

STAFF-ID 345008901 indicates the STAFF-ID number for Mrs. Grammar.

CAMPUS-ID 256925001 indicates the county district campus number for Jefferson High School.

ROLE-ID 087 indicates Mrs. Grammar is a teacher.

SERVICE-ID 03220100 indicates the instruction of English I.

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

NUMBER-STUDENTS-IN-CLASS 021 and 018 indicates that there are 21 students in the Block A English I class and 18 in the Block B English I class.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

CLASS-TYPE-CODE 01 indicates that the type of setting for the instruction being provided to these students is a “regular” class type.

CLASS-ID-NUMBER 0000000001001, 0000000001002 indicate Mrs. Grammar’s unique numbers identifying the service she provides to the Block A group of English I students and the Block B group of English I students.

MONTHLY-MINUTES of 00650 indicates that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mrs. Grammar provides 650 minutes of English I instruction to the Block A students.
(55 minutes x 3 days in the week x 2 weeks of the month) + (80 minutes x 2 days in the week x 2 weeks of the month) = 650 minutes

MONTHLY-MINUTES of 00650 indicates that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mrs. Grammar provides 650 minutes of English I instruction to the Block B students.
(80 minutes x 2 days in the week x 2 weeks of the month) + (55 minutes x 3 days in the week x 2 weeks of the month) = 650 minutes

Example #8

Athletic Director and High School Coach/PE Teacher

Mr. Sportz (000-01-2345) is the Athletic Director for Learning ISD (256-925). He oversees all of the UIL sports programs for Learning ISD. He is also the head football coach for the Jefferson High School (001) varsity football team. The football team has a daily practice during the 3rd class period from 10:30 AM – 11:25 PM. Learning ISD uses these daily football practice periods as a physical education substitution for the physical education requirements as they relate to the high school graduation requirements. The varsity football class is made up of **three** 9th graders, **five** 10th graders, **twenty** 11th graders, and **fifteen** 12th graders. Mr. Sportz has two assistant coaches, Mr. Wilson (000-12-3456) and Mr. Spalding (000-23-4567) that help with the daily football practice class.

DISTRICT-ID 256925 indicates the county district number for Learning ISD.

STAFF-ID 000012345, 000123456 and 000234567 indicate the STAFF-ID numbers for Mr. Sportz, Mr. Wilson and Mr. Spalding.

CAMPUS-ID 256925999 indicates that Mr. Sportz has district-wide duties as the Learning ISD Athletic Director and 256925001 indicates the county district campus number for Jefferson High School.

ROLE-ID 040 indicates that Mr. Sportz is the Athletic Director for Learning ISD and 087 indicates that Mr. Sportz, Mr. Wilson, and Mr. Spalding are teachers at Jefferson High. The Athletic Director role (non-classroom, non-instructional) does not allow reporting of NUMBER-STUDENTS-IN-CLASS, CLASS-TYPE-CODE, CLASS-ID-NUMBER or MONTHLY-MINUTES.

SERVICE-ID SS011000 indicates the service for the Athletic Director responsibilities.

SERVICE-IDs PES00000, PES000001, PES000002, and PES000003 indicate the specific courses that the teachers are teaching.

PES00000 - PE Substitution Athletics 1
PES00001 - PE Substitution Athletics 2
PES00002 - PE Substitution Athletics 3
PES00003 - PE Substitution Athletics 4

POPULATION-SERVED-CODE 01 indicates Regular Students are being served.

NUMBER-STUDENTS-IN-CLASS **003, 005, 020, and 015** indicates that there are 3, 5, 20, and 15 students respectively in the Physical Education Equivalent classes.

NUMBER-STUDENTS-IN-CLASS 000 is reported for the assistant coaches since Mr. Sportz is the teacher-of-record for the class.

ESC-SSA-STAFF-INDICATOR-CODE is blank, since this is a school district.

CLASS-TYPE 01 indicates that the type of setting for the instruction Mr. Sportz, Mr. Wilson, and Mr. Spalding are providing to these students is a “regular” class type.

CLASS-ID-NUMBER 00000000FBT001 indicates the unique id for the class taught by Mr. Sportz, Mr. Wilson, and Mr. Spalding. The district reports the classes under the specific Physical Education Equivalent service id, and each class will have a unique CLASS-ID-NUMBER (i.e. 00000000FBT001, 00000000FBT002, 00000000FBT003 and 00000000FBT004). The three teachers’ records show the same CLASS-ID-NUMBERS but are only required to be unique for the campus, person and service.

MONTHLY-MINUTES of 01100 minutes indicates that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mr. Sportz, Mr. Wilson, and Mr. Spalding provide 1100 minutes of instruction.

(55 minutes x 5 days in the week x 4 weeks) = 1100 minutes