



Texas Education Data Standards (TEDS) 2015-2016

Appendix 8.P PEIMS Data Submission Guide

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Overview

This document serves as a guide on how to report certain types of PEIMS data. This document provides detailed information, scenarios and examples to assist users with their PEIMS Reporting. It is organized by data Category, Sub-category, and data element.

Education Organization Category

Education Service Center Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

Local Education Agency Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

SSA Organization Association Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

Shared services arrangements are used by LEAs 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 Texas Education Data Standards for LEAs (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.

The fiscal agent for a particular SSA does not report an SSAOrgAssociationExtension Complex Type for each shared services arrangement member district. Each ESC and LEA, whether a fiscal agent of, or a member of, an SSA, reports its own SSAOrgAssociationExtension Complex Type. This is different from the SharedServiceArrangementExtension Complex Type (Finance Category) reporting, where only the fiscal agent reports the financial expenditures for each of the SSA members.

Shared Services Arrangement 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 with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 888888 to indicate the district number for Pioneer ISD for all three SSAs.
- FISCAL-AGENT-DISTRICT-ID should be 999999 to indicate that Learning ISD is the fiscal agent for the SSAs.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 11 to indicate special education shared services arrangement.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 01 to indicate adult education shared services arrangement.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 05 to indicate gifted/talented shared services arrangement.

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 with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 777777 to indicate the district number for Apple ISD.
 - FISCAL-AGENT-DISTRICT-ID should be 777777 to indicate that Apple ISD is the fiscal agent for the SSAs.
 - SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 02 to indicate bilingual education shared services arrangement.
 - SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 09 to indicate career and technical education shared services arrangement.
-

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.

Member #1 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 444444 to indicate Member #1 ISD.
- FISCAL-AGENT-DISTRICT-ID should be 444444 to indicate Member #1 ISD serving as Fiscal Agent.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 04 to indicate a compensatory or remedial education shared services arrangement.

Member #2 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 333333 to indicate Member #2 ISD.
 - FISCAL-AGENT-DISTRICT-ID should be 444444 to indicate Member #1 ISD serving as Fiscal Agent.
 - SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 04 to indicate a compensatory or remedial education shared services arrangement.
-

Shared Services Arrangement 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.

Member #1 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 444444 to indicate Member #1 ISD.
- FISCAL-AGENT-DISTRICT-ID should be 777950 to indicate Education Service Center serving as Fiscal Agent.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 07 to indicate migrant education shared services arrangement.

Member #2 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 333333 to indicate Member #2 ISD.
- FISCAL-AGENT-DISTRICT-ID should be 777950 to indicate Education Service Center serving as Fiscal Agent.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 07 to indicate migrant education shared services arrangement.

Member #3 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 222222 to indicate Member #3 ISD.
- FISCAL-AGENT-DISTRICT-ID should be 777950 to indicate Education Service Center serving as Fiscal Agent.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 07 to indicate migrant education shared services arrangement.

Education Service Center – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 777950 to indicate the Education Service Center.
 - FISCAL-AGENT-DISTRICT-ID should be 777950 to indicate Education Service Center serving as Fiscal Agent.
 - SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 07 to indicate migrant education shared services arrangement.
-

Shared Services Arrangement 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.

Member #1 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 777777 to indicate Member #1 ISD.
- FISCAL-AGENT-DISTRICT-ID should be 777777 to indicate Member #1 ISD serving as Fiscal Agent.
- SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 11 to indicate special education shared services arrangement.

Member #2 – The non-financial part of this information is reported with the SSAOrgAssociationExtension complex type using these guidelines:

- DISTRICT-ID should be 888888 to indicate Member #2 ISD.
 - FISCAL-AGENT-DISTRICT-ID should be 777777 to indicate Member #1 ISD serving as Fiscal Agent.
 - SHARED-SVCS-ARRANGEMENT-TYPE-CODE should be 11 to indicate special education shared services arrangement.
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Campus Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

CAMPUS-ID (E0266) Indicates the unique campus identification number registered with the Texas Education Agency (TEA). It is the linking of DISTRICT-ID with the campus identification number.

- An instructional campus:
 - 1) has an assigned administrator,
 - 2) has enrolled students who are counted for average daily attendance,
 - 3) has assigned instructional staff,
 - 4) receives federal and/or state and/or local funds as its primary support,
 - 5) provides instruction in the Texas Essential Knowledge and Skills (TEKS),
 - 6) has one or more grade groups in the range from early education through grade 12, and
 - 7) is not a program for students enrolled in another public school.
- An alternative instructional unit:
 - 1) is an instructional site, center, program, or arrangement that is not governed by an individual campus organization, and
 - 2) does not meet the above standard definition of an instructional campus.

Class Period Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

CLASS-PERIOD (E1074) The value reported for CLASS-PERIOD may consist of any combination of letters (A – Z) and/or numbers (0 – 9).

The value reported for CLASS-PERIOD is useful to school teachers and administrators who review classroom performance data in the Student Assessment Data Portal.

Master Schedule Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

CLASS-ID-NUMBER (E1056) is a number identifying a unique course section that is unique for a particular school year, Campus, and SERVICE-ID.

CLASS-ID-NUMBER identifies a unique course section. CLASS-ID-NUMBER must be unique by school year, CAMPUS-ID, and SERVICE-ID. CLASS-ID-NUMBER must be unique such that multiple teachers can be linked to a single course section through the Teacher Assignment Records and students enrolled in a unique course section can be identified by the CLASS-ID-NUMBER on the SectionExtension Complex Type.

NON-CAMPUS-BASED-INSTRUCTION-CODE (E1072) indicates that a course was offered for class credit or student achievement, but 1) was not taught by a school district/charter school employee or a contracted teacher, or 2) was taught by a school district/charter school employee or a contracted teacher at a facility other than the campus where the student is enrolled. Examples include but are not limited to college based instruction, non-district teacher, non-campus teacher, internet based instruction, electronic Course Pilot (eCP), and Texas Virtual School Network (TxVSN).

NON-CAMPUS-BASED-INSTRUCTION-CODE Reporting Guidelines:

01 - College Campus Based Course - College course (usually a dual credit course) is taught either on a college campus or a high school campus by an instructor not employed by the LEA. College courses taught on a high school campus by a LEA teacher with college credentials cannot be coded with NON-CAMPUS-BASED-INSTRUCTION-CODE 01.

02 - Electronic/Internet/Correspondence Based Course – Any course that is taught not using an actual teacher (ROLE-ID 087 or 047) in the classroom where the student(s) meet for the class. Examples include internet delivered curriculum, academic instructional software programs, video instruction (live or recorded), online courses, etc...

03 - Non-District Teacher Providing Classroom Instruction Services – This course is taught by a teacher that is employed by another school district/charter. The “classroom” could be at any suitable location. Do not use this code for reporting college instructors.

04 – Texas Virtual School Network (TxVSN) Online Schools program (Formerly Electronic Course Program (eCP)) – This is a full-time virtual program available only to eligible students in grade levels 3 - 12 who are enrolled in an eligible LEA participating in the program. For additional information and rules refer to the Student Attendance Accounting Handbook. In order for a school to receive state funding for students enrolled in the TxVSN online school, all TxVSN Online Schools program course sections offered to students must be reported with this code.

05 - Texas Virtual School Network (TxVSN) Statewide Online Course Catalog – This program provides a supplemental statewide online course catalog of high school, advanced placement, and dual credit courses to eligible students in grade levels 9 - 12 who are enrolled in the LEA. For additional information refer to the Student Attendance Accounting Handbook. In order for a school to receive state funding for students enrolled in courses offered through the TxVSN statewide course catalog, all TxVSN Statewide course catalog course sections offered to students must be reported with this code.

06 - Non-Campus Teacher Providing Instruction at Another District Facility – These courses are taught in the district at a location that does not have its own campus number. An example of this would be when the CTE program courses are all taught at a central CTE location that is not eligible for its own campus number. These teachers are not associated with any other campus in the LEA.

07 - Juvenile Justice Alternative Education Program (JJAEP) - TEC 37.011 – These courses are always taught at a JJAEP that has been established in accordance with TEC 37.011, and are taught by teachers that are hired or are paid for by the JJAEP.

08 - Credit by Exam – This code reflects those courses for which a student earned credit through the official “credit by exam” process.

09 - Out of District DAEP Program – This code reflects those courses that a student is assigned to while placed in a DAEP that is physically located in another school district or charter school. While this code is similar to the “Non District Teacher” code 03, it is limited to those instances of a student attending a DAEP that is physically under the control of another school district or charter school.

10 - Non-District PE Substitution Program (Limited to Service IDs PES00008 - PES00011) – The use of this code is limited to those cases where the LEA has authorized a student to earn PE credit by participating in a physical education activity that is not offered by the LEA. These include such things as gymnastic organizations, etc...

99 – Other - The use of this code is limited to those situations where no other Non Campus Based Instruction code listed above applies and the teacher, if applicable, in the classroom is not employed by or under direct contract to the LEA. The use of Non Campus Based Instruction Code 99 should be rare.

Reporting Requirements

One SectionExtension Complex Type must be submitted in submission 3 for each reportable unique class (course section) that was offered during the school year. Report all courses offered through a campus regardless of the method of instructional delivery. If a student is being instructed in a particular Service on or through a campus, then the information for that SERVICE-ID should be included on the CourseOffering Complex Type and Course Complex Type. Each LEA must begin tracking the course sections for reporting purposes as of the PEIMS fall snapshot date and for any course sections that were completed prior to the PEIMS fall snapshot date.

For each SectionExtension Complex Type reported where NON-CAMPUS-BASED-INSTRUCTION-CODE is “00”, there must be a matching TeacherSectionAssociationExtension Complex Type (CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE), where CLASS-ROLE is ‘01’ (Teacher of Record). This rule ensures that each course section offered at a campus that should have a teacher assigned to it, does indeed have a teacher reported for that section.

For each SectionExtension Complex Type, there must be a matching CourseTranscriptExtension Complex Type where CAMPUS-ID-OF-ENROLLMENT matches CAMPUS-ID, and SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE is the same. This rule ensures that each course section offered at a campus has at least one student assigned to that course section.

For students that are placed in or are expelled to a DAEP program, or expelled to a JJAEP, the campus that enrolls the student during these disciplinary removals is responsible for creating the SectionExtension Complex Type(s) that reflect the new course sections to which the student has been assigned while attending a DAEP or a JJAEP.

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) must report the SectionExtension Complex Type.

Course Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.1.

Finance Category

Budget Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.2.

Actual Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.2.

Shared Services Arrangement Actual Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.2.

Staff Category

Staff Basic Information Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.3.

Employment-Payroll Summary Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.3.

Contracted Instructional Staff Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.3.

Payroll Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.3.

Responsibility Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.3.

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 StaffResponsibilitiesExtension Complex Type reporting purposes. Therefore, courses that are offered to students before or after school for course credit must be reported with a StaffResponsibilitiesExtension Complex Type.

If an instructional professional performs more than one service in the same classroom setting, then each of those services are reported on an individual StaffResponsibilitiesExtension Complex Type. 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 StaffResponsibilitiesExtension Complex Type will be reported for each SERVICE-ID (French I, French II, and French III).

If a person reported on a StaffExtension Complex Type is not reported with a StaffResponsibilitiesExtension Complex Type, TEA will assume that the person is an auxiliary staff member and provides no professional services to the LEA.

The StaffResponsibilitiesExtension Complex Type is reported for the four weeks in October that include the “PEIMS fall snapshot date”, the last Friday in October. 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 Staff Responsibility field validation rules.

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.

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 (ROLE-ID 033) and certified interpreters (ROLE-ID 036). Instead, a StaffResponsibilitiesExtension Complex Type 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.

The High School Equivalency Program (HSEP) is reported with service id SR000008. The POPULATION-SERVED-CODE is usually 01-Regular, unless the district is using compensatory funds for this program.

ROLE-ID (E0721) identifies the capacity in which a person serves.

Chart A: Coding for Substitute and Absent Regular Staff

Type of Staff	See Example	Example	Report on the StaffResponsibilitiesExtension Complex Type		
			Role	Service	Students
Substitute	4	Typical type of substitute: hired on a daily basis to substitute teach but is not on the regular district payroll.	Is not reported through PEIMS.	Is not reported through PEIMS.	
	4	“Floating Substitute” Professional district employee who is hired on a long-term basis to substitute as needed in whatever classroom falls vacant on a given day due to a teacher calling in sick or taking a personal leave day.	047	SR000007	0
	4	Substitute for classroom staff not returning to classroom. Teaching position has become vacant through death, resignation or termination.	047	Appropriate service id for the class	Number of students
Classroom staff out on the “as-of-date”	4	Classroom staff still on the district payroll who are out on a sabbatical, a suspension, or for an extended illness and whose classroom duties have been permanently reassigned.	Appropriate role	SR000007	0
Classroom staff that will be returning to the classroom	4	Classroom staff on sick leave, pregnancy or family medical emergency leave whose duties are temporarily assigned to a substitute. The substitute is not reported.	Appropriate role	Appropriate service for class	Number of students

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

If the SERVICE-ID listed in Code Table C022 ends in XXX, then any value will be allowed in character positions 6-8. The values in character positions 6-8 will be changed to XXX at TEA during data loading.

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 Course Completion data 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 rules in the summer submission for the Classroom Link data reporting.

SERVICE-ID 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 StaffResponsibilitiesExtension complex types with different SERVICE-IDs and different CLASS-ID-NUMBERS.

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 the chart, Coding for Substitute and Absent Regular Staff, above.

Chart B: Locally Developed and Modified 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 "9XXXXXXXX" is included in the C022 table. "XXXXXXXX" 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

The typical type of substitute teacher where a person is hired on a daily basis to substitute teach but is not on the regular district payroll is not reported through PEIMS.

Chart D: ROLE-ID VS. SERVICE-ID MATRIX

ROLE	ROLE NAME	ERROR TYPE	APPROPRIATE SERVICE-IDs	INVALID SERVICE-IDs	FUNCTION
TEACHERS					
087	Teacher	Fatal	ALL (EXCEPT INVALID)	SS001000- SS010000, SS012000- SS019000, SAXXXXXX	11, 13
047	Substitute Teacher	Fatal	ALL (EXCEPT INVALID)	SS001000- SS010000, SS012000- SS019000, SAXXXXXX	11, 13
EDUCATIONAL AIDES/INTERPRETERS					
033	Educational Aide	Fatal	SA000003	All except SA000003	11, 12
036	Certified Interpreter	Fatal	SA000004	All except SA000004	11
PROFESSIONAL SUPPORT					
002	Art Therapist	Warning	SE000001, SE000005, SE000006		11
005	Psychological Associate	Warning	SE000001, SS007000- SS009000		31
006	Audiologist	Warning	SE000001- SE000003, SE000006		31
007	Corrective Therapist	Warning	SE000001		11
008	Counselor	Fatal	SS007000		31
011	Educational Diagnostician	Warning	SE000001		31
013	Librarian	Fatal	SS002000		12
015	Music Therapist	Warning	SE000001, SE000005, SE000006		11
016	Occupational Therapist	Warning	SE000001		11
017	Certified Orientation and Mobility Specialist (COMS)	Warning	SE000001, SE000004- SE000006		11
018	Physical Therapist	Warning	SE000001, SE000004- SE000006		11
019	Physician	Fatal	SS009000		33
021	Recreation Therapist	Warning	SE000001, SE000004- SE000006		11

ROLE	ROLE NAME	ERROR TYPE	APPROPRIATE SERVICE-IDs	INVALID SERVICE-IDs	FUNCTION
022	School Nurse	Fatal	SS009000		33
023	Psychologist/Licensed Specialist In School Psychology (LSSP)	Warning	SE000001, SS007000-SS009000		31
024	Social Worker	Fatal	SS008000		32
026	Speech Therapist/ Speech Language Pathologist	Fatal	SE000002-SE000003		11
030	Truant Officer/ Visiting Teacher	Fatal	SS020000		32
032	Work Based Learning Site Coordinator	Warning	ALL (EXCEPT INVALID)	SAXXXXXX, SSXXXXXX, SE000002-SE000006	11
041	Teacher Facilitator	Warning	SS001XXX, SS002000, SS004XXX, SS005XXX		21
042	Teacher Appraiser	Warning	SS001000-SS001003, SS005000		23
054	Department Head	Fatal	SS002000, SS004000-SS006000		13, 21
056	Athletic Trainer	Fatal	SS011000		36
058	Other Campus Professional Personnel	Warning	ALL (EXCEPT INVALID)	SEXXXXXX, SS001XXX, SS013000-SS014000, SS019000	11-36, 53, 61
080	Other Non-Campus Professional Personnel	Warning	SS010000, SS006000, SS012000-SS019000, SS021000, SS023000, SS025000		All FUNCTION CODEs apply excluding FUNCTION CODE 11

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

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. Refer to chart below for CLASS-TYPE-CODE examples.

Chart E: CLASS-TYPE-CODE Examples

CLASS-TYPE- CODE	CLASS-TYPE-CODE Example
01 Regular	<ul style="list-style-type: none"> • Used for all settings not mentioned below including regular classroom, laboratory or shop settings
02 Non- regular	All other settings <ul style="list-style-type: none"> • In-School Suspension • School-Community Guidance Center • Disciplinary Alternative Education School Program • Televised Instruction • Non-disciplinary Alternative Education • Special Education • Residential Care and Treatment Facility

Responsibility Example #1 – LEA Administration

Example #1a – Superintendent

Dr Landers is the Superintendent of Learning ISD (256925). Dr. Landers is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925999 to indicate Learning ISD district-wide duties.
- ROLE-ID should be 027 to indicate Superintendent.
- SERVICE-ID should be SS013000 to indicate General Administration.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Example #1b – Assistant Superintendent

Mr. Park is the Assistant Superintendent of Learning ISD. Mr. Park is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925999 to indicate Learning ISD district-wide duties.
- ROLE-ID should be 004 to indicate Assistant Superintendent.
- SERVICE-ID should be SS013000 to indicate General Administration.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Example #1c – District Instructional Program Director

Ms. Young is the District Instructional Program Director. She provides leadership over all instruction in the district. Ms. Young is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925999 to indicate Learning ISD district-wide duties.
- ROLE-ID should be 012 to indicate District Instructional Program Director.
- SERVICE-ID should be SS001000 to indicate Instructional Administration.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Example #1d – Business Manager

Mr. Booker is the Business Manager and CFO for Learning ISD. Mr. Booker is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925999 to indicate Learning ISD district-wide duties.
- ROLE-ID should be 043 to indicate Business Manager.
- SERVICE-ID should be SS013000 to indicate General Administration.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Responsibility Example #2 – School Administration

Example #2a – Principal

Mr. Jones is the Principal for Learning High School (002) in Learning ISD(256925). Mr. Jones is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate Learning High School duties.
- ROLE-ID should be 020 to indicate Principal.
- SERVICE-ID should be SS003000 to indicate School Administration.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Example #2b – Assistant Principal

Mr. Strict is the Assistant Principal for Learning High School (002) in Learning ISD(256925). Mr. Strict is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate Learning High School duties.
- ROLE-ID should be 003 to indicate Principal.
- SERVICE-ID should be SS003000 to indicate School Administration.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Example #2c – Counselor

Ms. Simmons is the Counselor for Learning High School (002) in Learning ISD(256925). Ms. Simmons is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate Learning High School duties.
- ROLE-ID should be 008 to indicate Principal.
- SERVICE-ID should be SS007000 to indicate Guidance and Counseling Services.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.

Responsibility Example #3 – Teachers

Example #3a – High School Teacher

Mrs. Newton is a Mathematics teacher at Learning High School (002) in Learning ISD (256925). She teaches three section of Algebra I, one section of Pre-calculus, and one section of Geometry. Each of the classes that she teacher each day is 50 minutes long.

Mrs. Newton is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate Learning High School duties.
- ROLE-ID should be 087 to indicate Teacher.
- SERVICE ID should be:
 - 03100500 to indicate the 3 sections of Algebra I,
 - 03101100 to indicate Pre-calculus, and
 - 03100700 to indicate Geometry.
- CLASS-ID-NUMBER should be: ALGEBRA0000001, ALGEBRA0000002, ALGEBRA0000003, PRECALC0000001, and GEOMETRY0000001 (these are unique for each LEA).
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be the number of students in membership in each class as of the PEIMS reporting date.
- CLASS-TYPE-CODE should be 01 to indicate that the type of setting for the instruction being provided to these students is a “regular” class type.
- MONTHLY-MINUTES should be 1000 for each class to indicate 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

Example #3b – Department Chair / Elementary School Teacher

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

Mrs. Worley is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925102 to indicate Learning Elementary School duties.
- ROLE-ID should be 087 to indicate Teacher.
- ROLE-ID should be 054 to indicate Department Chair for Science.
- SERVICE-ID should be:
 - 02650300 to indicate instruction in Science, 3rd Grade, and
 - SS004011 to indicate Instructional Research and Development, Science.
- CLASS-ID-NUMBER should be 00000000000004 to indicate the unique class identification number for 3rd grade science.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be the number of students in membership in each class as of the PEIMS reporting date.
- CLASS-TYPE-CODE should be 01 to indicate that the type of setting for the instruction being provided to these students is a “regular” class type.
- MONTHLY-MINUTES of 1500 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

Responsibility Example #4 – Substitutes and Staff on Leave

Example #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 StaffResponsibilitiesExtension complex type for Miss May.

Example #4b – Floating Substitute

Mrs. Marks 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.

Mrs. Marks is reported with the StaffResponsibilitiesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925999 to indicate that Mrs. Marks is an employee with district duties.
- ROLE-ID should be 047 to indicate Mrs. Marks is a substitute teacher.
- SERVICE-ID should be SR000007 to indicate Unassigned Professional classroom duty.
- CLASS-ID-NUMBER should be the unique id assigned to her duties.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 0 to indicate that 0 students are reported for the substitute since the students are reported with the teacher-of-record Staff Responsibilities.
- CLASS-TYPE-CODE should be 01 to indicate that the setting for the instruction she provides is a “regular” class type.
- MONTHLY-MINUTES should be 7800 to indicate 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

Example #4c – Substitute for Staff Who Will Not Be Returning to Classroom

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

Miss Lucky is reported with the StaffResponsibilitiesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate that Miss Lucky is an employee assigned to Learning High School.
- ROLE-ID should be 047 to indicate Miss Lucky is a substitute teacher.
- SERVICE-ID should be 03010200 to indicate Biology I.
- CLASS-ID-NUMBER should be the unique id assigned to her duties for that class.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 18 to indicate that there are 18 students in the class.
- CLASS-TYPE-CODE should be 01 to indicate that the setting for the instruction she provides is a “regular” class type.
- MONTHLY-MINUTES should be 1100 to indicate 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

Example #4d – Staff Who Will Return with Permanently Assigned Substitute

Mr. Stemper was permanently hired at the beginning of October at Learning High School (002) to substitute for Mrs. Riley who taught Debate I 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 Staff Responsibilities data is reported for her as well as for the substitute.

Mrs. Riley is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate that Mrs. Riley normally provides services at Learning High School.
- ROLE-ID should be 087 to indicate Mrs. Riley a teacher.
- SERVICE-ID should be SR000007 to indicate Unassigned Professional classroom duty.
- CLASS-ID-NUMBER should be the unique id assigned to her duties.
- POPULATION-SERVED-CODE should be 01 indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 0 to indicate that 0 students are reported for Mrs. Riley as Mr. Stemper is the current teacher-of-record.
- CLASS-TYPE-CODE should be 01 to indicate that the setting for the instruction she provides is a “regular” class type.
- MONTHLY-MINUTES should be 7800 to indicate 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

Mr. Stemper is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate that Mr. Stemper provides services at Learning High School.
- ROLE-ID should be 087 to indicate Mr. Stemper is a teacher.
- SERVICE-ID should be 03240600 to indicate Debate I.
- CLASS-ID-NUMBER should be the unique id assigned to his duties.
- POPULATION-SERVED-CODE should be 01 indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 18 to indicate that there are 18 students in the class.
- CLASS-TYPE-CODE should be 01 to indicate that the setting for the instruction he provides is a “regular” class type.
- MONTHLY-MINUTES should be 7800 to indicate 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

Example #4e – Teacher Who Will Return With Temporarily Assigned Substitute

Mr. James who teaches a 55 minute English II 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 Staff Responsibilities data for the English II class is reported as if he were working. No Staff Responsibilities data would be reported by Learning ISD for the substitute because they are a "typical substitute".

Mr. James is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate that Mr. James is assigned to Learning High School.
- ROLE-ID should be 087 to indicate Mr. James is a teacher.
- SERVICE-ID should be 03220200 to indicate English II classroom duty.
- CLASS-ID-NUMBER should be the unique id assigned to his duties.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 20 to indicate that 20 student are reported as Mr. James continues to be the teacher-of-record.
- CLASS-TYPE-CODE should be 01 to indicate that the setting for the instruction he provides is a "regular" class type.
- MONTHLY-MINUTES should be 1100 to indicate 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

Responsibility Example #5 – Educational Aides and Certified Interpreter

Example #5a – Educational Aides

Learning ISD (256925) employs two aides at Learning Elementary (102); Mrs. Jones, and Mrs. Anderson. They 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.

Mrs. Jones and Mrs. Anderson are reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925102 to indicate Learning Elementary in Learning ISD.
- ROLE-ID should be 033 to indicate Instructional Educational Aide.
- SERVICE-ID should be SA000003 to indicate the entire day's duties of an instructional educational aide.
- CLASS-ID-NUMBER should be the unique id for each service.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served
- NUMBER-STUDENTS-IN-CLASS should be 0 to indicate that 0 students are reported on Instructional Educational Aide records.
- CLASS-TYPE-CODE should be 01 to indicate that type of setting for the instruction Mrs. Anderson and Mrs. Jones are providing to these students is a "regular" class type.
- MONTHLY-MINUTES should be 8400 to indicate 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

Example #5b – Certified Interpreter

Ms. Smith 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.

Ms. Smith is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925002 to indicate Learning High School in Learning ISD.
- ROLE-ID should be 036 to indicate Certified Interpreter.
- SERVICE-ID should be SA000004 to indicate the entire day's duties of an Interpreting Services provider.
- CLASS-ID-NUMBER should be the unique id for each service.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 0 to indicate that 0 students are reported on Certified Interpreter records.
- CLASS-TYPE-CODE should be 01 to indicate that type of setting for the instruction Ms. Smith is providing to these students is a "regular" class type.
- MONTHLY-MINUTES should be 6600 to indicate 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

Responsibility Example #6 – Special Education Teacher in a Shared Services Arrangement

Teacher Rose is a therapist at Summit Elementary campus (101) in Learning ISD (256925). She serves as an Speech Therapis, Audiologist, and Educational Diagnostician. She works 2 days a week from 8:30 AM to 3:00 PM with a half-hour off for lunch.

Ms. Rose is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- DISTRICT ID for responsibility data should be 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 responsibility data for Ms. Rose.
- CAMPUS-ID should be 256925101 to indicate Summit Elementary.
- ROLE-ID should be 026 to indicate Speech Therapist/Speech-Language Pathologist, 006 to indicate Audiologist, and 011 to indicate Educational Diagnostician.
- SERVICE-ID should be SE000003 to indicate Speech Assessment, SE000006 to indicate Auditorially Impaired, and SE000001 to indicate the delivery of Special Education instruction.
- CLASS-ID-NUMBER should be the unique id for each service.
- POPULATION-SERVED-CODE should be 06 to indicate Special Education Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be the number of students in membership in each Special Education classes as of the PEIMS reporting date.
- CLASS-TYPE-CODE should be 02 to indicate 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.
- MONTHLY-MINUTES should be 2880 to 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 a day x 2 days in the week x 4 weeks) = 2880 minutes

Responsibility Example #7 – High School Teacher Block Schedule

Mrs. Grammar is an English/Language Arts teacher at Learning High School (Campus 002) in Learning ISD (256925). Learning 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.

Mrs. Grammar is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925001 to indicate Learning High School.
- ROLE-ID should be 87 to indicate Mrs. Grammar is a teacher.
- SERVICE-ID should be 03220100 to indicate the instruction of English I.
- CLASS-ID-NUMBER should 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.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 21 to indicate there are 21 students in the Block A English I class, and should be 18 to indicate there are 18 students in the Block B English I class.
- CLASS-TYPE-CODE should be 01 to indicate that the type of setting for the instruction being provided to these students is a "regular" class type.
- MONTHLY-MINUTES should be 650 to indicate 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. $(55 \text{ minutes} \times 3 \text{ days in the week} \times 2 \text{ weeks of the month}) + (80 \text{ minutes} \times 2 \text{ days in the week} \times 2 \text{ weeks of the month}) = 650 \text{ minutes}$.
- MONTHLY-MINUTES should be 650 to indicate 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. $(80 \text{ minutes} \times 2 \text{ days in the week} \times 2 \text{ weeks of the month}) + (55 \text{ minutes} \times 3 \text{ days in the week} \times 2 \text{ weeks of the month}) = 650 \text{ minutes}$

Responsibility Example #8 – Athletic Director and High School Coach/PE Teacher

Mr. Sportz is the Athletic Director for Learning ISD (256925). He oversees all of the UIL sports programs for Learning ISD. He is also the head football coach for the Learning High School (002) 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 is reported with the StaffResponsibilitesExtension complex type using these guidelines:

- CAMPUS-ID should be 256925999 to indicate Mr. Sportz's district-wide duties as the Learning ISD Athletic Director, and should be 256925002 to indicate his duties at Learning High School.
- ROLE-ID should be 040 to indicate that Mr. Sportz is the Athletic Director for Learning ISD, and should be 087 to indicate that Mr. Sportz is a Teacher at Learning High School. 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 should be SS011000 to indicate the Athletic Director responsibilities.
- SERVICE-ID should be PES00000, PES000001, PES000002, and PES000003 to indicate the specific courses that he is teaching.
 - PES00000 - PE Substitution Athletics 1
 - PES00001 - PE Substitution Athletics 2
 - PES00002 - PE Substitution Athletics 3
 - PES00003 - PE Substitution Athletics 4
- CLASS-ID-NUMBER should be the unique id for the class taught by Mr. Sportz. The district reports the classes under the specific Physical Education Equivalent SERVICE-ID, and each class will have a unique CLASS-ID-NUMBER.
- POPULATION-SERVED-CODE should be 01 to indicate Regular Students are being served.
- NUMBER-STUDENTS-IN-CLASS should be 3, 5, 20, and 15 to indicate that there are 3, 5, 20, and 15 students respectively in the Physical Education Equivalent classes.
- CLASS-TYPE-CODE should be 01 to indicate that the type of setting for the instruction Mr. Sportz is providing to these students is a “regular” class type.
- MONTHLY-MINUTES should be 1100 minutes to indicate that for the last 4 weeks of October, ending with the PEIMS fall snapshot date, Mr. Sportz provides 1100 minutes of instruction.
(55 minutes x 5 days in the week x 4 weeks) = 1100 minutes

Teacher Class Assignment Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.3.

At least one TeacherSectionAssociationExtension must be submitted in submission 3 for each reportable unique class (course section) that was offered during the school year. If a student is being instructed in a particular service on or through a campus by a teacher employed or contracted for by the LEA, then the information for that service should be reported on a TeacherSectionAssociationExtension complex type. Each LEA must begin tracking the course sections for reporting purposes as of the PEIMS fall snapshot date and for any course sections that were completed prior to the PEIMS fall snapshot date.

For each TeacherSectionAssociationExtension complex type, there must be a matching SectionExtension complex type with a matching CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE.

LEAs are required to report all teachers (Teachers of Record, Assistant Teachers, and Support Teachers) that provide instructional services for a particular class, excluding the Service IDs that are not reportable. For example, if a teacher rotates through each of the third grade classes providing a reading service to the students, then that teacher would have a “class role” of “support teacher” and would be assigned to and reported with each class (course section) that they provide the instructional reading service.

LEAs are required to report the actual ASSIGNMENT-BEGIN-DATES and the ASSIGNMENT-END-DATES for all teachers (Teachers of Record, Assistant Teachers, and Support Teachers) associated with a particular class (course section). For example, if a particular section of Algebra I had two different “Teachers of Record” before the class ended, then the actual ASSIGNMENT-BEGIN-DATES and ASSIGNMENT-END-DATES for each teacher’s service would be reported on their respective StaffEducationOrgAssignmentAssociationExtension complex type.

For teaching staff that are assigned to an in-district DAEP program (not a DAEP campus), the TeacherSectionAssociationExtension complex typex should identify the teachers serving as either a “teacher of record”, “assistant teacher”, or “support teacher”. If the teaching staff in charge of the DAEP classrooms are merely serving as a “facilitator” for the home campus “teacher(s) of record” of the students that are assigned to the DAEP, then the DAEP facilitators should not be reported with a TeacherSectionAssociationExtension complex type. In this scenario, the home campus “teacher(s) of record” will be reported with a TeacherSectionAssociationExtension complex type for the students assigned to the DAEP program. This will likely mean that the students assigned to a DAEP program in this situation will remain assigned to their course sections at the campus where they are still enrolled. Determining the “teacher of record” for students assigned to a DAEP program is based on the definition of “teacher of record” (CLASS-ROLE “01”) from PEIMS code table C180.

For homebound teachers serving homebound students on a **short-term basis** (less than a full grading period/semester), the homebound students served should remain assigned to the course section (teacher of record) they were assigned prior to moving into the homebound setting. For homebound teachers serving homebound students on a **long-term basis** (full grading periods/semesters/school year), the LEA should determine the “teacher of record” based on the definition of “teacher of record” (CLASS-ROLE “01”) from PEIMS code table C180.

CLASS-ROLE (E1067) identifies the role served by a teacher for a class.

CLASS-ROLE identifies the role served by a teacher(s) in a class. The teacher(s) reported for each course section are a “Teacher of Record”, “Assistant Teacher”, or a “Support Teacher”.

- A “Teacher of Record” is almost always in the classroom of a particular course section delivering the class curriculum delivery to students, and determining the final outcome for each student in the class.
- An “Assistant Teacher” is almost always in the classroom of a particular course section and assist the “Teacher of Record” in the delivery of the class curriculum to the students. This teacher may work with the students as a whole or in part as directed by the “Teacher of Record”.
- A “Support Teacher” is occasionally in the classroom assisting the “Teacher of Record” with the delivery of specialized instruction related to that course section for all or part of the class as directed by the “Teacher of Record”.

Each course section must be reported with at least one “Teacher of Record”. If the “Teacher of Record” changes during the duration of the course section, then the “Teacher of Record” will be shown with an ending date and the new “Teacher of Record” will be shown in the same course section with a starting date after the former “Teacher of Record” ended their

service for the course section.

ASSIGNMENT-BEGIN-DATE (E1065) identifies the date a teacher was assigned, or reassigned, to a particular course section in the current school year.

If more than one teacher is assigned to a course section during the duration of a course section, then there must be a TeacherSectionAssociationExtension complex type for each teacher that was assigned to the course section. If a particular teacher is assigned to a course section, leaves that course section assignment, and then at a later date is reassigned to that course section (returns to that class at a later date), then there must be a TeacherSectionAssociationExtension complex type for each of these teacher ASSIGNMENT-BEGIN-DATEs.

ASSIGNMENT-END-DATE (E1066) identifies the last date a teacher was assigned, or reassigned to a particular course section in the current school year.

If after being assigned to a particular course section a teacher leaves that course section, then there must be a TeacherSectionAssociationExtension complex type reflecting both the ASSIGNMENT-BEGIN-DATE and the Teacher Class Assignment for that particular teacher's segment of service to that course section.

If a particular teacher is assigned to a course section, leaves that course section assignment more than once, then there must be a TeacherSectionAssociationExtension complex type for each of these teacher ASSIGNMENT-BEGIN-DATE and ASSIGNMENT-END-DATEs.

The teacher(s) that are assigned to a particular course section on the last date the course section meets must be reported on their TeacherSectionAssociationExtension complex type with an ASSIGNMENT-END-DATE that reflects the last date the class met.

Student Category

Student Basic Information Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

AT-RISK-INDICATOR-CODE (E0919) indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction).

A student at-risk of dropping out of school includes each student who is under 26 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;
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://tea.texas.gov/index4.aspx?id=4082>.

For information related to funding for serving at-risk students, access the TEA website at:

http://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/

HOMELESS-STATUS-CODE (E1082) as defined by NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths” —

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 103(a)(1)]; and
- (B) includes —
- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 103(a)(2)(C)];
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

HOMELESS-STATUS-CODE is reported by all districts to indicate whether or not a student is homeless and, if homeless, what their primary nighttime residence is at the time of identification. There are only four categories of homeless primary nighttime residence, and, if a student is homeless, their nighttime residence must be in one of these four categories. See PEIMS Code Table C189.

The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.

- **Shelters:** Supervised publicly or privately operated facilities designed to provide temporary living accommodations. These include but are not limited to emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster care. The shelters category for homeless students **does not** include residential treatment facilities, Title I Neglected or Delinquent facilities, or TJJD facilities.
- **Doubled-Up:** Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (e.g., living with another family). This classification requires a case-by-case determination.
- **Unsheltered:** A nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if living there because they lack an alternative accommodation), temporary trailers (if living there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a “fixed, regular, and adequate nighttime residence.”
- **Motels/Hotels:** Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a “fixed, regular, and adequate nighttime residence.”

Code "0" is used for students who are not homeless.

HOMELESS-STATUS-CODE is used to identify and report all the students that have experienced homelessness at some point during the school year. If a student is identified as homeless, but later in the same school year enters into permanent housing, this Homeless Status Code should not be changed and should still indicate that the student is homeless for the remainder of the current school year.

For Submission 1, all students identified as homeless in the Fall Snapshot must also be coded as homeless in the summer collection (Submission 3).

The homeless status of each student should be determined upon enrollment and/or at the start of each new school year. Additionally, every school district and open enrollment charter school should have processes and procedures in place to identify students who become homeless after enrollment or after the start of a new school 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. 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.

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.

Additional information regarding student homelessness situations and determinations can be obtained from the Texas Homeless Education Office. To contact the Texas Homeless Education Office, call 1-800-446-3142. For access to the McKinney-Vento Act, relevant laws and rules, guidance and information about serving the needs of homeless students, and a database of homeless liaisons, visit the Texas Homeless Education Office Website at <http://www.utdanacenter.org/theo/>.

LEP-INDICATOR-CODE (E0790): indicates whether the student has been identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC), or English proficient (19 TAC §89.1220), according to criteria established in 19 TAC §89.1225.

LEP shall be determined by screening students using oral proficiency instruments approved by the Commissioner of Education.

Exit criteria is applicable to LEP students who are identified and are served in either a required Bilingual or a required ESL program or are being served in a regular classroom due to a LEP (Parental) Denial.

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.

Submission 1:

For submission 1, the LEP-INDICATOR-CODE must reflect the student's LEP status as of the PEIMS fall snapshot date. LEP-INDICATOR-CODE of 1 indicates that the student was identified as LEP. Monitored 1 (LEP Code "F") or Monitored 2 (LEP Code "S") status is reported for those students who have recently been exited from the bilingual/ESL programs and are determined to no longer be Limited English Proficient (LEP). This information is reported for the first two school years on all students who have exited LEP status.

Submission 3:

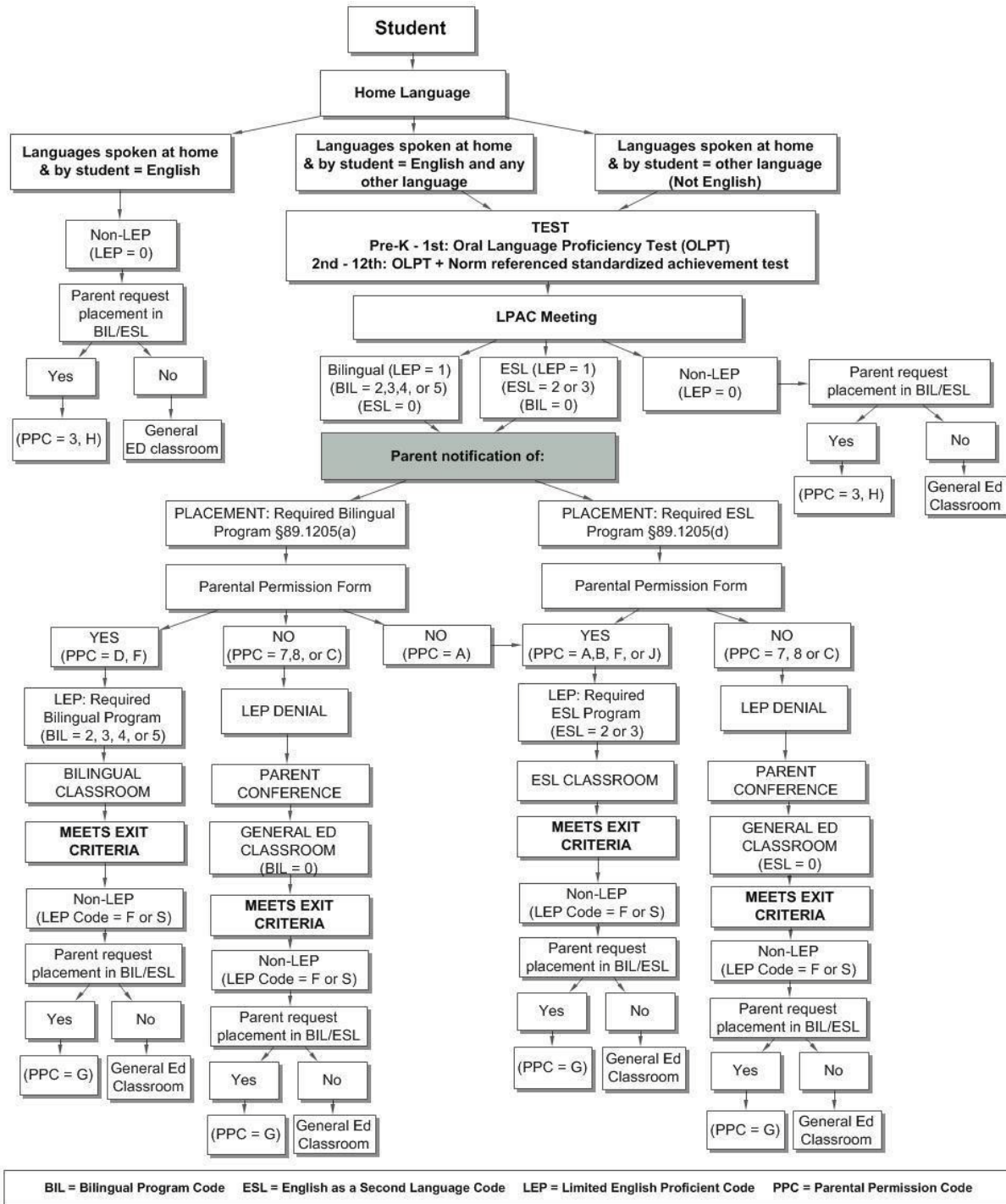
For submission 3, the LEP-INDICATOR-CODE must reflect the student's LEP status for the school year. LEP-INDICATOR-CODE is 1 if the student was identified as LEP at any time during the school year. The Bilingual/ESL program does not permit a student who is LEP from being exited from LEP status before the end of the school year.

Submission 4:

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".

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.

Limited English Proficient Decision Chart



MIGRANT-INDICATOR-CODE (E0984) indicates whether the student (ages 3-21) is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- 1) has moved from one school district to another; or
- 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

A migrant student does not have to actually receive migrant-funded services in order to be coded as a participant in the program (MIGRANT-INDICATOR CODE 1). The student simply has to be eligible under the federal legal definition of an eligible migrant child.

The MIGRANT-INDICATOR-CODE identifies every migrant student enrolled in any LEA in any LEA in the state. A migrant student should be reported with MIGRANT-INDICATOR CODE of 1 whether the district receives migrant funds or not.

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.

For Submission 1, the MIGRANT-INDICATOR-CODE is reported as MIGRANT-INDICATOR-CODE 1 for a migrant student who has a current Certificate of Eligibility (COE) on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP) as of the last Friday in October (Fall Snapshot).

For Submission 3, the MIGRANT-INDICATOR-CODE is reported as MIGRANT-INDICATOR-CODE 1 for a migrant student who has a current Certificate of Eligibility (COE) on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP) as of the last day of enrollment for the student during the school year.

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.

UNACCOMPANIED-YOUTH-STATUS-CODE (E1084) as defined by NCLB, Title X, Part C, Section 725(6), the term “unaccompanied youth” — means a youth not in the physical custody of a parent or guardian.

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.

UNSCHOOLED-ASYLEE/REFUGEE-CODE (E1076) Indicates whether a student's initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled asylee or refugee per TEC Section 39.027(a-1).

"Unschooled asylee or refugee" means a student who:

- (1) initially enrolled in a school in the United States as:
 - (a) an asylee as defined by 45 Code of Federal Regulations, Section 400.41; or
 - (b) a refugee as defined by 8 United States Code Section 1101;
- (2) has a visa issued by the United States Department of State with a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum"; and
- (3) as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum prescribed under TEC Section 28.002, as determined by the language proficiency assessment committee established under TEC Section 29.063.

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.

FOSTER-CARE-INDICATOR-CODE (E1528) indicates whether a student is in the conservatorship of the Department of Family and Protective Services (DFPS) currently, or for certain students that were previously in the conservatorship of DFPS.

The general term “foster care” for education purposes includes all students in the managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS). This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS. The Texas Legislature only authorized TEA permission to collect the “foster care” status of students in Texas DFPS Managing Conservatorship. Students in foster care from other states must not be reported as foster care for PEIMS reporting purposes.

For Submission 1, report the Foster Care Indicator Code for each student reported in the fall snapshot data submission based on the foster care status as of the last Friday in October. The Foster Care Indicator Code cannot be reported for students who are being reported as leavers and have not returned to enrollment in the current school year.

For Submission 3, all students identified as being in foster care for the fall submission must also be coded and reported as being in foster care in the summer submission (Submission 3).

For submission 4, report the Foster Care Indicator Code for any student who is included in submission 4 based on their foster care status as reported in the summer submission (Submission 3). The foster care data is reported 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 for foster care students.

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://tea.texas.gov/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, schools may accept any official Texas Department of Family and Protective Services form, listed below, that designate that a student is in Texas DFPS Managing Conservatorship. A school may also accept a copy of the court order for this purpose.

Acceptable Documentation:

1. *All forms in the 2085 series:*
 - Foster Care/Residential Care - 2085 FC
 - Kinship or Other Non-Foster Caregiver - 2085 KO
 - Verified Kinship Foster Caregiver - 2085 KF
 - Legal Risk - 2085 LR
 - Home and Community-based Services (HCS) - 2085 HCS
 - Supervised Independent Living - 2085 SIL
 - Designation of Education Decision-Maker - 2085 E
 - Designation of Medical Consenter - 2085 B
 2. *DFPS Kinship Caregiver Agreement - 0695*
 3. *Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).*
- 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.

The “foster care” status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. All foster care related documents should be

stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling students in foster care is highly recommended.

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-CODE (E1529) indicates a student enrolled in a school district or open-enrollment charter school who is a dependent of a 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, or a reserve force of the United States military.

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.

For Submission 1, report the Military Connected Student Code for each student reported in the fall snapshot data submission based on the military connected status as of the last Friday in October. The Military Connected Student Code cannot be reported for students who are being reported as leavers and have not returned to enrollment in the current school year.

For Submission 3, all students identified as being military connected students for the fall submission must also be coded and reported as being military connected students in the summer submission (Submission 3)

Students in grade level PK who are eligible for pre-kindergarten as the result of being a dependent of certain military personnel can only be coded with a MILITARY-CONNECTED-STUDENT-CODE 4.

MILITARY-CONNECTED-STUDENT-CODE 4 (military personnel killed or injured while on active duty) can only be reported for PK students. All other Pre-Kindergarten students (eligible or ineligible) must be reported with MILITARY-CONNECTED-STUDENT-CODE 0.

Students in grade levels KG – 12 can only be reported with MILITARY-CONNECTED-STUDENT-CODEs 0, 1, 2, and 3.

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)

AS-OF-STATUS-CODE (E1002) indicates the student's current status in the district on the Submission 1 as-of dates and the Submission 3 as-of dates.

For Submission 1, AS-OF-STATUS-CODE is required and indicates a student's school-start window and Snapshot date enrollment status for the current year. Report codes A-G and X only.

For Submission 3, AS-OF-STATUS-CODE is required and indicates a student's enrollment status in the district on the final day of the school year. Report codes H, I, and X only.

For Submission 4, the AS-OF-STATUS-CODE is not reported.

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-CODEs A, D, and E indicate that the student was enrolled last year but not in the school-start window this year.

AS-OF-STATUS-CODEs B, D, and F are used by TEA to determine the fall as-of date enrollment for each district. Students coded with B's may or may not have been enrolled in the district during the prior year.

AS-OF-STATUS-CODE C is used to notify TEA that a student has been in the district in the school-start window during the current year, but not on the fall as-of date. Students coded with C's may or may not have been enrolled in the district during the prior year. Districts are required to report students who were not prior year students and were not enrolled on the current year fall as-of date. Students coded with C's are not counted as enrolled students when TEA publishes enrollment counts by district.

AS-OF-STATUS-CODE X is used in both Submissions 1 and 3 for students in grades EE-06 and first time 7th graders.

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, and 1st time 7th graders, AS-OF-STATUS-CODE should be X.
- For prior year grade 7-12 students, AS-OF-STATUS-CODE should be A through G.
- For students promoted from 6th to 8th grade, AS-OF-STATUS-CODE must be A through G.

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

- AS-OF-STATUS-CODE is A, D, or E, then Leaver data is required unless the student has been accounted for by state reconciliation processes; or
- AS-OF-STATUS-CODE is B, D, or F, then Enrollment data is required; or
- AS-OF-STATUS-CODE is A, C, E, or G, then Student School Association data is required.

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
6	06	08 (double promotion)	A-G

Note: Example 6 is the rare circumstance that a student in grade 6 is promoted to grade 8 by the as-of date. This places the student into the "leaver group", and the student should report an AS-OF-STATUS-CODE other than 'X'.

ECONOMIC-DISADVANTAGE-CODE (E0785) indicates the student's economic disadvantage status.

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 (NLSP). 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).

CRISIS-CODE (E1054) indicates a state health or weather related event that impacts a group of students, and may require additional funding, educational, or social services. The event may or may not cause the student to leave the district or campus of residence. A crisis event is designated by the Commissioner of Education.

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.

Enrollment Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

CAMPUS-ID-OF-RESIDENCE (E0903) indicates the unique campus identification number corresponding to the campus attendance area in which the student currently resides.

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 (E1027) indicates the campus to which a student's attendance and/or leaver accountability data are attributed for campus accountability purposes.

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.

STUDENT-ATTRIBUTION-CODE (E1000) indicates whether the student:

- attends an open enrollment charter school;
- is served in a juvenile justice alternative education program (JJAEP);
- attends school in the district through a Public Education Grant (PEG);
- attends school by means of a transfer between school districts;
- attends school in the district, lives outside the boundaries of the state of Texas, and therefore is not an interdistrict transfer;
- lives in Texas but outside district boundaries and is served in a juvenile pre-adjudication secure detention facility or a juvenile post-adjudication secure correctional facility;
- lives in Texas but outside district boundaries and is served in a residential treatment center;
- is served by the Texas School for the Deaf as a parent referral;
- or is a student with a disability enrolled by their parent(s) in a private school (including a home school) but who receives special education and/or related services from the public school district under an individualized services plan (ISP).

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.

PRIMARY-PK-FUNDING-SOURCE (E1079) indicates the primary source of funding for a pre-kindergarten student.

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.

SECONDARY-PK-FUNDING-SOURCE (E1080) indicates the secondary source of funding for a pre-kindergarten student.

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.

Chart for Determining PK Funding Source Reporting for Fall Snapshot

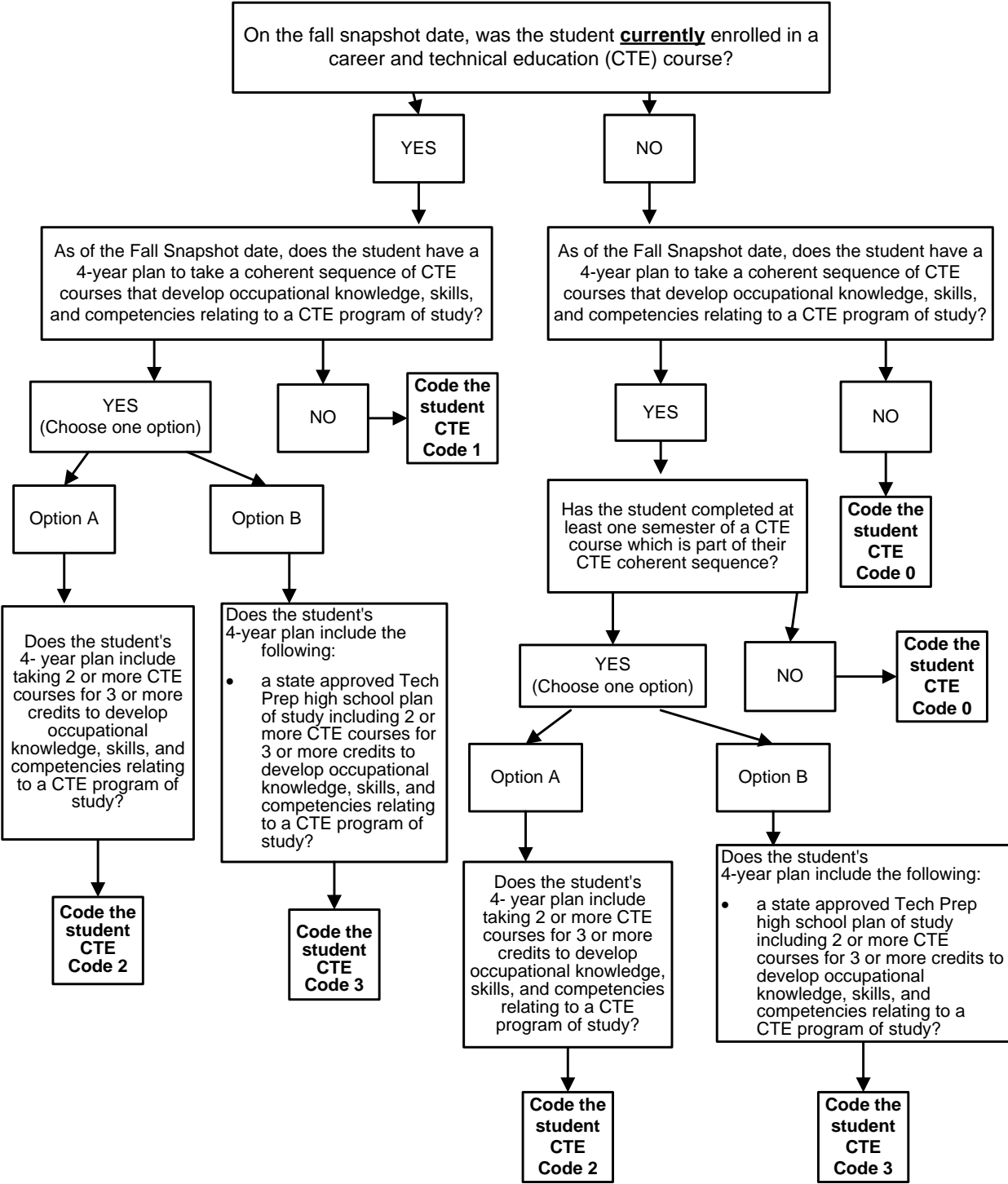
ADA Eligibility Code	ADA Eligibility Code Description	PK Program Type Code	Primary PK Funding Source Reported?	Secondary PK Funding Source Reported?
0	Enrolled Not in Membership	00	Yes	Yes, if student is funded from additional source.
1	Eligible Full Day	03	No	No
2	Eligible Half Day	01	No	No
2	Eligible 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

CAREER-AND-TECHNICAL-ED-IND-CD (E0031) CAREER-AND-TECHNICAL-ED-IND-CD indicates whether the student is enrolled in a state-approved career and technical education course as an elective, as a participant in the district's career and technical coherent sequence of courses, or as a participant in the district's tech prep program. When assigning the CAREER-AND-TECHNICAL-ED-IND-CD, all Career and Technical Education courses are included, regardless of course funding weight.

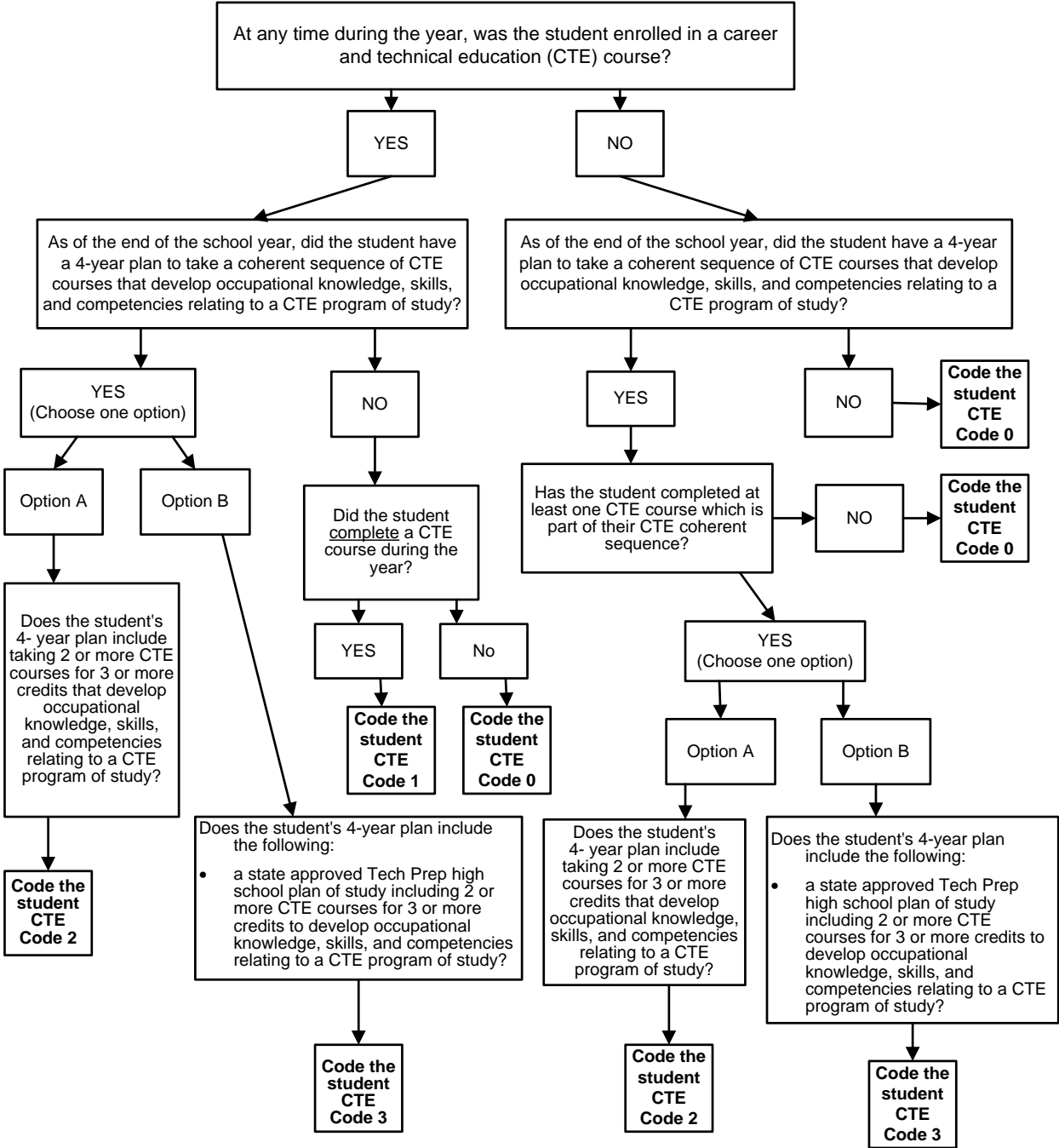
For Submission 1, the CAREER-AND-TECHNICAL-ED-IND-CD is reported only for those students enrolled on the snapshot date (AS-OF-STATUS-CODEs "B", "D", "F", or "X").

For Submission 3, the CAREER-AND-TECHNICAL-ED-IND-CD is reported based on the end of year status for the student. 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.

Career and Technical Education Indicator Code Fall Snapshot Decision Chart (E0031)



Career and Technical Education Indicator Code Summer Submission Decision Chart (E0031)



PREGNANCY-RELATED-SERVICES (E1432) indicates whether a female student was eligible to receive 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 Unique ID Application. Demographic information for students on these reports is extracted from the Unique ID Application, not from the district data; consequently, be sure this information is correct in Unique ID.

TITLE-I-PART-A-INDICATOR-CODE (E0894) indicates whether the student is participating in a program authorized under ESEA, Title I, Part A of the Improving America's Schools Act.

All students attending a Title I, Part A Schoolwide Program School must be reported with a TITLE-I-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 on the StudentTitlePartAProgramAssociationExtension complex type must be blank.

The TITLE-I-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.

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."

Career and Technical Course Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

School Leaver Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

CAMPUS-ID (E0266) indicates the unique campus identification number registered with the Texas Education Agency (TEA). It is the linking of DISTRICT-ID with the campus identification number.

For Submission 1, CAMPUS-ID on the SchoolLeaverExtension Complex Type refers to the identification number of the campus in which the student was last enrolled. For example, if a student completes the eighth grade at a middle school

(Grades 6-8), and then fails to return to school at a high school (Grades 9-12) the following fall, he is shown as a school leaver in Grade 8 from the middle school campus. If the Campus from which a student is a “school leaver” in the prior school year is no longer operational in the current school year, then the SchoolLeaverExtension Complex Type must report the leaver data event using that student’s previous school year’s CAMPUS-ID.

LEAVER-REASON-CODE (E1001) indicates the reason a prior year student in grade 7-12 student has not enrolled in the district during the current school year.

The chart below indicates the coding requirements for students in grades 7-12 based on prior year and current year student enrollment data.

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
Yes	Yes	No	Yes	D	Yes
Yes	Yes	No	No	E	No
Yes	Yes	No	No	E	Yes
Yes	No	No	No	A	No

GRADUATION-TYPE-CODE (E0806) indicates the type of plan under which the student graduated.

Graduation data is reported for all students who graduated during the prior school year, including summer graduates up through August 31st. To graduate, students must satisfy the requirements under 19 TAC, Section 74, Subchapter B. Special education students must satisfy requirements under 19 TAC, Section 89.1070. The GRADUATION-TYPE-CODE code represents the program with the most stringent requirements that was completed by the student. Refer to the Texas State Graduation Requirements found on the TEA website at <http://tea.texas.gov/index2.aspx?id=2147486096>.

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, 2008-2009, 2009-2010, 2010-2011, 2011-2012 (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
2012-2013 and 2013-2014 (TAC Chapter 74, Subchapter G)			
** The TAC §89.1070 as currently in effect and available via the link provided to the Texas Administrative Code.			
TAC §74.72 TAC §89.1070(b)(2)**	Minimum	General Education and Special Education	30
TAC §74.73 TAC §89.1070(b)(1)**	Recommended	General Education and Special Education	31
TAC §74.74 TAC §89.1070(b)(1)**	Distinguished	General Education and Special Education	32
2014-2015 (TAC Chapter 74, Subchapter B)			
TAC §74.1021, TAC §74.12	Foundation High School Program	General Education and Special Education	34

GRADUATION-TYPE-CODE Chart 1 Notes:

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 Individualized Education Plan (IEP).

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
2001 – 2002 through 2006-2007 (TAC Chapter 74, Subchapters D, and E) *The version of TAC §89.1070 (b)(2) in effect for students graduating under Subchapters 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 §74.43 and 74.53 only TAC §89.1070(b)(2)* 27 Tex Reg 3103	Recommended ** Completed the minimum <i>curriculum and credit</i> 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>	General Education	Not applicable
		Special Education	19
TAC §74.44 and 74.54 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
2001-2002 through 2013-2014 (TAC Chapter 74, Subchapter D, E, F, and G)			
TAC §74.42, 74.52 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
		Special Education	18
TAC §74.62, and 74.72 TAC §89.1070 (b)(2)			
2014 - 2015 and thereafter (TAC Chapter 74, Subchapter B) and prior school years for students who opted to graduate under the Foundation High School Program (TAC Chapter §74.1021.)			
TAC §74.12 TAC §89.1070(f)(2)	Foundation Completed the minimum curriculum and credit requirements for the Foundation High School Program applicable to students in general education and participated in (or prior to 2007-2008 was exempted from) the statewide assessment instruments identified in the IEP.	General Education	Not applicable
		Special Education	35

GRADUATION-TYPE-CODE Chart 2 Notes:

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.

In the event that a student receiving special education services completes all of the requirements of the foundation, minimum, recommended, or distinguished program, including satisfactory performance on the standard assessments required for graduation, 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	Minimum 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	Minimum 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	Minimum 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	Minimum Completed IEP and reached age 22	General Education	Not applicable
2011-2012 and thereafter: TAC §89.1070(f)(3)(D)		Special Education	07
Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Foundation 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.			
2014-2015 and thereafter: TAC §89.1070(b)(2)(A)	Foundation 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
		Special Education	54
2014-2015 and thereafter: TAC §89.1070 (b)(2)(B)	Foundation 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
		Special Education	55
2014-2015 and thereafter: TAC §89.1070 (b)(2)(C)	Foundation 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
		Special Education	56
2014-2015 and thereafter: TAC §89.1070(b)(2)(D)	Foundation Completed IEP and reached age 22	General Education	Not applicable
		Special Education	57

GRADUATION-TYPE-CODE Chart 3 Notes:

Chart 3 applies only to students 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 and Foundation High School Programs are the only graduation options for a student for whom the required curriculum content was modified or substituted as required by the student's IEP.

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 Program Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

PRIMARY-DISABILITY-CODE (E0041) indicates the type of primary disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

SECONDARY-DISABILITY-CODE (E0834) indicates the type of secondary disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

TERTIARY-DISABILITY-CODE (E0835) indicates the type of tertiary disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

A Disability Code of Developmental Delay (Disability Code 12) can only be reported for those students whose EARLY-CHILDHOOD-INTERV-IND-CODE is 1. "Developmental delay" means a significant variation in normal development as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

- (A) cognitive development;
- (B) physical development;
- (C) communication development;
- (D) social or emotional development; or
- (E) adaptive development. TAC 73.001(3)

Disability Code of Non-Categorical Early Childhood (Disability Code 14) can only be reported for special education students who are at least 3 and less than 6 years of age on the PEIMS fall snapshot date.

For students eligible for special education services such 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 is not necessary to document visually impaired and auditorially impaired as secondary and tertiary disabilities.

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

MULTIPLY-DISABLED-INDICATOR-CODE (E0882) indicates whether the student receiving special education and related services has been designated as multiply disabled by the admission, review, and dismissal committee. [See 19 TAC §89.1040(c)(6).]

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.

CHILD-COUNT-FUNDING-TYPE-CODE (E0832) indicates under which federal program the student receiving special education and related services is counted.

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

CHILD-COUNT-FUNDING-TYPE-CODE eligible students include special education 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

Report a CHILD-COUNT-FUNDING-TYPE-CODE of “0” for special education students who do not meet requirements as specified for CHILD-COUNT-FUNDING-TYPE-CODE “3”. These students are less than 3 on the PEIMS fall snapshot date and greater than 21 years of age on September 1.

Report a CHILD-COUNT-FUNDING-TYPE-CODE of “3” for special education students who meet requirements as specified for CHILD-COUNT-FUNDING-TYPE-CODE “3”. These students are at least 3 on the PEIMS fall snapshot date and less than 22 years of age on September 1.

ASSISTIVE-TECH-INDICATOR-CODE (E0997) indicates whether the student receiving special education and related services received, or is scheduled to receive, an assistive technology device or service during the current school semester.

"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.)

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.)

EARLY-CHILDHOOD-INTERV-IND-CODE (E0900) indicates whether the infant or toddler, from birth through age 2, is participating in the early childhood intervention program. (See Texas Human Resources Code §§73.001 and 73.021.)

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).]

EARLY-CHILDHOOD-INTERV-IND-CODE should be used only for students ages 0 through 2, as of the PEIMS snapshot date. When the student turns 3, the child may be served through the Preschool Program for Children with Disabilities, if recommended by the child's ARD committee. 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.

INTERPRETING-SERVICES-TYPE-CODE (E1040) indicates whether the student who is deaf and receiving special education and related services received, or is scheduled to receive, interpreting services during the current school semester. (See 34 CFR §300.34(c)(4).)

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.

PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899) indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b).]

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:

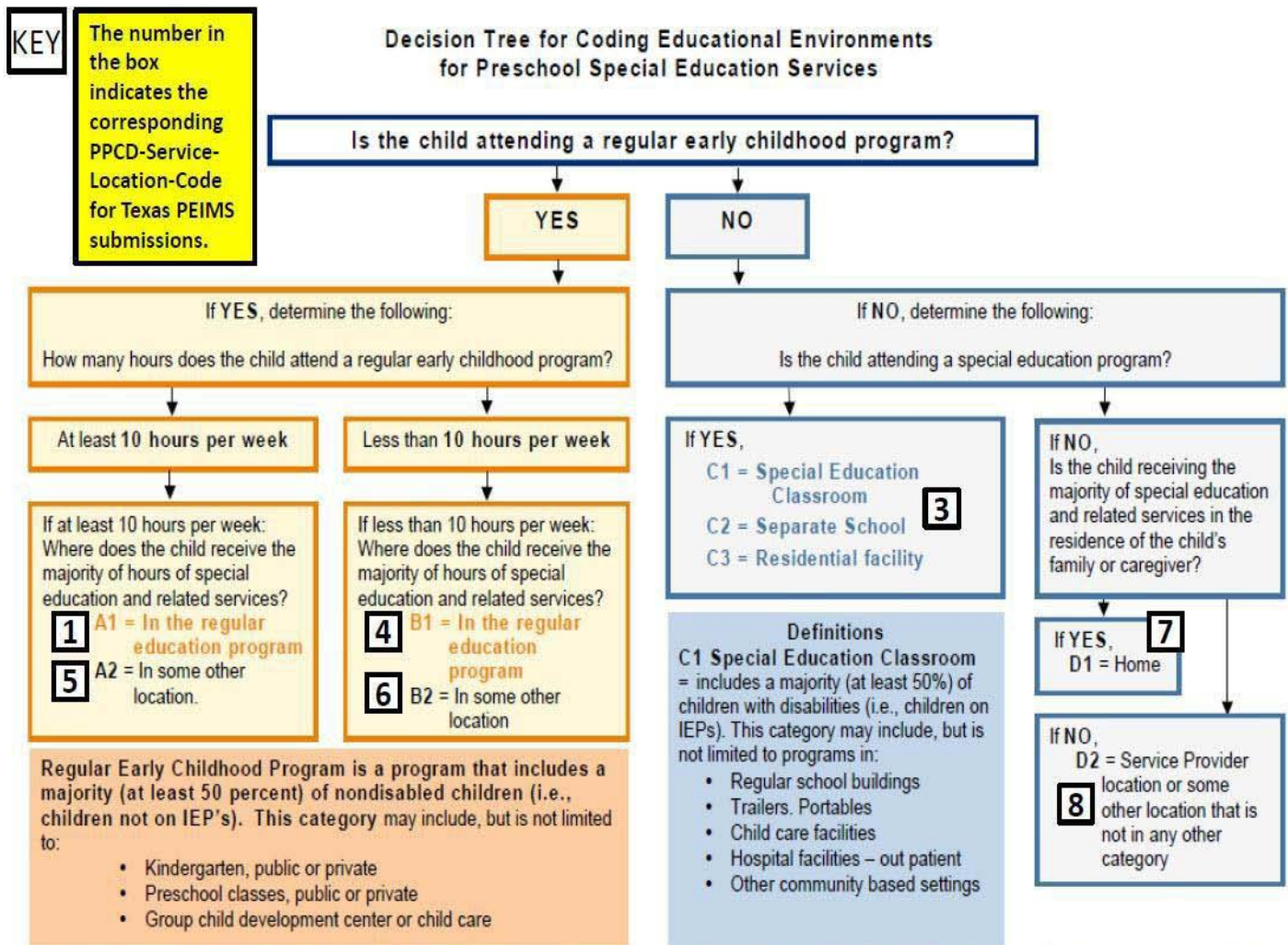
- a. LEA or Community Child Care Programs
- b. Pre-Kindergarten Programs
- c. Kindergarten Programs
- d. Head Start Programs
- e. Home Environment
- f. Special Education Resource Settings
- g. Special Education Self Contained Settings
- h. LEA or Community Therapy Settings (Speech, OT/PT, etc.)

PPCD-SERVICE-LOCATION-CODE (E1077) indicates whether or not the Preschool Program for Children with Disabilities (PPCD) student received their special education services in a regular early childhood program, which is defined as a program that is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities and includes (at the time of the placement decision) a majority of at least 50 percent of nondisabled children (i.e., children without an individualized education program (IEP)).

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 meet 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.



REG-DAY-SCH-PROG-DEAF-CODE (E0833) indicates the student is receiving instructional services from the regional day school program for the deaf.

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) or DB (05) (Deaf-Blind) 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.

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.

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.

It is also recommended that the RDSPD fiscal agent report PEIMS data for students served, except for itinerant students.

TRANSPORTATION-INDICATOR-CODE (E0851) indicates whether the student receiving special education and related services received, or is scheduled to receive, special transportation services (due to his or her disability) during the current school semester. (See 34 CFR §300.34 and TEC §42.155.)

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.

Career and Technical Program Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

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.

Title I Part A Program Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

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).

TITLE-I-PART-A-HEALTH-SERVICES-INDICATOR-CODE (E1026) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded health, dental, or eye care services for a period of time during the course of the current school year, or will receive Title I, Part A health services before July 1.

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.

Basic Attendance Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975) indicates the instructional track for the student. (This data element pertains to the instructional calendar for the student. It does not refer to ability groupings.)

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.

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. The INSTRUCTIONAL-TRACK-INDICATOR-CODE is used by TEA to differentiate between multiple instructional calendars when calculating Foundation School Funding.

NUMBER-DAYS-TAUGHT (E0935) indicates the number of days of instruction offered, as shown on the school calendar, during a particular reporting period.

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. 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.

NUMBER-DAYS-TAUGHT is the actual number of instructional days in the school/track calendar for a specific reporting period.

For Submission 3, 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.

PK-PROGRAM-TYPE-CODE (E1078) indicates the length of the Pre-kindergarten instructional day for a particular Pre-kindergarten student.

This code captures the level of participation in the PK program. The PK-PROGRAM-TYPE-CODE is required for all PK students reported in Submission 3. From this information and other PEIMS data elements, TEA can compute the data needed to meet legislative reporting requirements.

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.

PRIMARY-PK-FUNDING-SOURCE-CODE (E1079) indicates the primary source of funding for a Pre-kindergarten student.

The prekindergarten program is only funded for half-day of attendance. The only time a prekindergarten student may earn a full day of attendance is when the eligible prekindergarten student is also served in special education for the other half of the day.

SECONDARY-PK-FUNDING-SOURCE-CODE (E1080) indicates the secondary source of funding for a Pre-kindergarten student.

Primary and Secondary PK Funding Source Codes:

The Primary and Secondary PK Funding Source Codes are only reported for Prekindergarten students when a student is funded for half-day but attends full-day, or the PK student is ineligible for funding. See PEIMS Code Table C186. These students must have a Primary PK Funding Source Code and may have a Secondary PK Funding Source Code reported.

Chart for Determining PK Funding Source Required for Summer Submission

PK Program Type Code	Half Day Student?	Full Day Student?	Primary PK Funding Source Reported?	Secondary PK Funding Source Reported?
01	Yes	No	No	No
02	Yes	No	Yes	Yes, if additional funding sources apply
02	No	Yes	Yes	Yes, if additional funding sources apply
03	No	Yes	No	No
04	Yes	No	Yes	Yes, if additional funding sources apply
04	No	Yes	Yes	Yes, if additional funding sources apply
05	No	Yes	Yes	Yes, if additional funding sources apply

Special Programs Reporting Period Attendance Sub-Category

INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975)

NUMBER-DAYS-TAUGHT (E0935)

For Submission 4, NUMBER-DAYS-TAUGHT for the OFSDP Credit Recovery Program must be reported as 30 days.

Special Education Attendance Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

INSTRUCTIONAL-SETTING-CODE (E0173) identifies the setting used in providing instruction to students.

The INSTRUCTIONAL-SETTING-CODE for speech therapy is “00”. Students receiving speech therapy services should be reported on the Special Education Attendance 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

Please refer to the Student Attendance Accounting Handbook for additional rules concerning the assignment of the instructional setting code for Special Education students.

EXCESS-HOURS-IN-INSTRUCTIONAL-SETTING (E0945) indicates the number of hours above the allowable six hours per day of combined career and technical education and special education and related services in a designated instructional setting during a particular reporting period.

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.

Career and Technical Education Attendance Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

Do not report Career and Technical Education Attendance 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 Career and Technical Education Attendance 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.

Flexible Attendance Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

Report Flexible Attendance data for only those students in the LEA who were enrolled in the Optional Flexible School Day Program (OFSDP), High School Equivalency Program (HSEP), or the OFSDP Credit/Promotion Recovery Program at some point during the school year.

Refer to the Student Attendance Accounting Handbook for additional rules concerning flexible attendance school day student attendance accounting rules.

A school district must be pre-approved by TEA School Finance Staff to operate an Optional Flexible School Day Program. For the submission 3, only students who have 1) dropped out of school, 2) are at-risk of dropping out of school, 3) are enrolled in an early-college high school, or 4) are enrolled on a campus that is operating under a Monitoring and Intervention Campus Improvement Plan may participate in the Optional Flexible School Day Program (OFSDP).

A flexible attendance student may not be simultaneously enrolled in the OFSDP and the traditional attendance program (2 hour / 4 hour membership rule) as referenced in the Student Attendance Accounting Handbook. It is acceptable to report both Basic Attendance data and Flexible Attendance data for the student if the student's enrollment status changes from a traditional program to the Flexible Attendance Program or if the status changes back to a traditional program from the Flexible Attendance Program. Note: If a student is participating in both the traditional attendance program and the OFSDP, all attendance must be reported through the OFSDP Flexible Attendance data.

A school district must be pre-approved by TEA High School Equivalency Program staff to operate a High School Equivalency Program. Only students who have been court ordered to participate in a HSEP program, or students who are at least 16 years of age, who are at-risk of dropping out of school, whose parent or guardian has approved participation, and at least two school years have elapsed since the student first enrolled in ninth grade, and the student has accumulated less than one third of the credits required to graduate under the minimum graduation requirements may participate in the High School Equivalency Program (HSEP).

FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (E1045) indicates the unique type of flexible attendance program to which the student's flexible attendance is related.

There are three (3) unique programs that generate attendance data on the 500 Flexible Attendance data record.

- 1: Optional Flexible School Day Program (OFSDP) – **Submission 3 only**
- 2: High School Equivalency Program (HSEP) – **Submission 3 only**
- 3: OFSDP Credit/Promotion Recovery Program – **Submission 4 only**

The following is a brief description of each of the Flexible Attendance Program Types:

- 1 - Optional Flexible School Day Program (OFSDP) – This is an attendance program for students who: 1) have dropped out of school or are at risk of dropping out, 2) are participating in an approved early college high school plan, or 3) are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education. For the complete eligibility and program rules, refer to the Student Attendance Accounting Handbook.
- 2 - High School Equivalency Program (HSEP) - The High School Equivalency Program (HSEP) is also known as the "In-School GED Program." The Texas In-School GED Program provides an alternative for high school students

aged 16 and older who are at risk of not graduating from high school and earning a high school diploma. Only those school districts that have applied and been approved by the agency may operate High School Equivalency Programs (HSEP). For the complete eligibility and program rules, refer to the Student Attendance Accounting Handbook.

- 3 - OFSDP Credit/Promotion Recovery Program – This is an attendance program that occurs in the summer period between school years for students who as a result of not meeting the attendance requirements under TEC, §25.092, will be denied credit (promotion) for one or more classes in which the students have been enrolled. For the complete eligibility and program rules, refer to the Student Attendance Accounting Handbook.

In all cases a student is limited to 1.000 ADA of Foundation School Program funding per school year. If a student attends both the regular school year and the OFSDP Credit/Promotion Recovery Program in the summer, that student cannot generate for than 1.000 ADA of funding for a LEA by combining the regular year and post school year eligible days present.

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT (E1046) indicates the total number of minutes the student was present and eligible for Foundation School Program funding during a particular reporting period. Eligibility for this program is determined by September 1 age and grade level.

Report FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT in whole numbers only, rounded down to the nearest minute. The minimum value for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT is 45 minutes per reporting period.

In order for a student's attendance in the flexible attendance programs to be counted for a particular school day, the student must attend their specific flexible attendance program for at least 45 minutes on that day. If a student does not attend their flexible attendance program for at least 45 minutes on a particular school day, then that amount of time (greater than zero minutes) cannot be counted toward the value reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT for the particular reporting period.

Each increment of 240 minutes reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT will be converted to one day of **eligible** days present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT by 240 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. Funding is limited to the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT. If the calculated Equivalent Eligible Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Equivalent Eligible Days Present is calculated to be NUMBER-DAYS-TAUGHT.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT to Average Daily Attendance for funding purposes.

Data Conversion Formulas/Rules

$$\text{FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240 \text{ minutes (4 hours x 60 minutes)}$$
$$= \text{Equivalent Eligible Days Present for the six-week reporting period}$$

Adjusted Equivalent Eligible Days Present = the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT

Adjusted Equivalent Eligible Days Present / NUMBER-DAYS-TAUGHT = Average Daily Attendance (ADA) value for six-week reporting period

Example 1:

NUMBER-DAYS-TAUGHT = 30
7000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 29.17 Equivalent Eligible Days Present
Adjusted Equivalent Eligible Days Present = 29.17 (the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT)
ADA = 29.17 Adjusted Equivalent Eligible Days Present divided by NUMBER-DAYS-TAUGHT of 30 = .9723

Example 2:

NUMBER-DAYS-TAUGHT = 30
9000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 37.50 Equivalent Eligible Days Present
Adjusted Equivalent Eligible Days Present = 30.00 (the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT)
ADA = 30.00 Adjusted Equivalent Eligible Days Present divided by NUMBER-DAYS-TAUGHT of 30 = 1.0

FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT (E1047) indicates the total number of minutes the student was present and ineligible for Foundation School Program funding during a particular reporting period. Ineligibility for this program is determined by September 1 age and grade level.

Report FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT in whole numbers only, rounded down to the nearest minute. The minimum value for FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT is 45 minutes per reporting period.

Each increment of 240 minutes reported for FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT will be converted to one day of **ineligible** days present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT by 240 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. Funding is limited to the lesser of Equivalent Ineligible Days Present or NUMBER-DAYS-TAUGHT. If the calculated Equivalent Ineligible Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Equivalent Ineligible Days Present is calculated to be NUMBER-DAYS-TAUGHT.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT to Ineligible Days Present.

Data Conversion Formulas/Rules

$$\text{FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT} / 240 \text{ minutes (4 hours x 60 minutes)}$$
$$= \text{“Equivalent Ineligible Days Present” for the six-week reporting period}$$

Adjusted Equivalent Ineligible Days Present = the lesser of Equivalent Ineligible Days Present or NUMBER-DAYS-TAUGHT

Example:

7000 FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 29.17 Equivalent Ineligible Days Present.

FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE (E1048) indicates the total number of school days a female student was eligible for compensatory education home instruction (CEHI) services and/or pregnancy related services during a particular reporting period.

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 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 29.17 days present (7000 minutes / 240 minutes) during the reporting period, then only 29.17 days of the 30 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 Calculation

Student Sue – Reporting Period 5

NUMBER-DAYS-TAUGHT = 30

FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 7000 minutes

Flexible Attendance Equivalent Days Present = 7500 minutes / 240 minutes = 29.17 days present

Student Sue would be funded for 29.17 days of Flexible Attendance PRS Days Present. (29.17 is the lower of the Flexible Attendance *Equivalent Days Present* and the 30 days eligible for the PRS program.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 29.167 days would be rounded to 29.17 Flexible Attendance *Equivalent Days Present*.

Result: Flexible Attendance PRS ADA = (29.17 PRS days present / 30 Days Taught) = .972 PRS ADA for Reporting Period 5.

FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE (E1049) indicates the total number of school days a student with a special education individualized education program (IEP) that provided for the mainstream instructional arrangement/setting was eligible for that instructional arrangement/setting during a particular reporting period.

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 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 20.83 equivalent days present during the reporting period (5000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT / 240 minutes), then only 20.83 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.

Example of Flexible Attendance Special Education Mainstream ADA Calculation

Student Joe– Reporting Period 3

NUMBER-DAYS-TAUGHT = 30

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

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5000 minutes

Flexible Attendance Equivalent Days Present = 5000 minutes / 240 minutes = 20.83 days present

Student Joe would be funded for 20.83 days of Flexible Attendance Mainstream Days Present. (20.83 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). 20.833 days would be rounded to 20.83 equivalent days present.

Result: Flexible Attendance Special Education Mainstream ADA = (20.83 Flexible Attendance Mainstream Days Present / 30 Days Taught) = .694 Special Education Mainstream ADA for Reporting Period 3.

FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050) indicates the total number of school days the student was eligible as a participant in the state-approved bilingual/ESL program during a particular reporting period.

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 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 25.00 days (6000 minutes / 240 minutes) during the reporting period, then only 25.00 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 Calculation

Student Jane– Reporting Period 1

NUMBER-DAYS-TAUGHT = 30

FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6000 minutes

Flexible Attendance Equivalent Days Present = 6000 minutes / 240 minutes = 25.00 days

Student Jane would be funded for 25.00 days of Flexible Attendance Bilingual/ESL Days Present. (25.00 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). 25.000 days would be rounded to 25.00 equivalent days present.

Result: Flexible Attendance Bilingual/ESL ADA = (25.00 Bilingual/ESL days present / 30 Days Taught) = .833
Bilingual/ESL ADA for Reporting Period 1.

Special Education Flexible Attendance Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

For special education students participating in the Flexible Attendance Program, report a Special Education Flexible Attendance data for each reporting period for each student who was eligible for and served in a funded instructional setting.

Do not report Special Education Flexible Attendance for a student who did not participate in special education during the reporting period indicated, or who was ineligible for ADA for the entire reporting period.

INSTRUCTIONAL-SETTING-CODE (E0173)

FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (E1045)

FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING (E1051) indicates the total number of school days the student was eligible for a particular special education instructional setting that was eligible for Foundation School Program funding during a particular reporting period.

The special education instructional setting FTE calculation value used for funding purposes is limited to the lower of the Equivalent Days Present, as calculated for a particular reporting period, or the Flex Attend Days Eligible in Instructional Setting reported for the same reporting period. Note that funding is limited to the lesser of Flex Attend Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT for a reporting period. If the calculated Flex Attend Equivalent Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Flex Attend Equivalent Days Present is calculated to be NUMBER-DAYS-TAUGHT.

For students with one instructional setting:

Data Conversion Formulas/Rules

Flex Attend Equivalent Days Present = FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/240

Adjusted Flex Attend Equivalent Days Present = the lesser of Flex Attend Equivalent Days Present or NUMBER-DAYS-TAUGHT.

Total Eligible Special Education Contact Hours = The smaller of (Adjusted 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 Equivalents (FTEs) 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 has the following information reported:

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5500 (from the 500 Flexible Attendance record)

INSTRUCTIONAL-SETTING-CODE is (41) Resource Room Services (less than 21% of school day), so Contact Hour Multiplier = 2.859

NUMBER-DAYS-TAUGHT for 3rd six weeks reporting period = 30

FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING for the 3rd six week reporting period = 30

Flex Attend Equivalent Days Present = 22.92 ($5500/240$ minutes) = 22.917

Flex Attend Contact Hours = 65.53 (22.92 Flex Attend Equivalent Days Present x 2.859 contact hour multiplier = 65.528)

For students with more than one instructional setting:

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.

Example: Student Joseph has the following information reported:

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6800 (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

6800 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/ 240 minutes (4 hours x 60 minutes) = 28.33 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 28.33 Equivalent Days Present = $9.348 = 9.35$.

20 days of Homebound eligibility = 66.7% of the Total Days of special education eligibility ($20 / (10+20)$)
Homebound Days Eligible = 66.7% of 28.33 Equivalent Days Present = $18.896 = 18.90$.

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.

FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING (E1052) indicates the total number of minutes the student was present in a designated instructional setting above the allowable 360-minute daily limit of combined career and technical education and special education and related services during a particular reporting period.

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 special education contact hours earned for a particular day exceed 6.0 hours (360 minutes for flexible attendance accounting). This occurs when a special education student is receiving special education instruction and career and technical education instruction at the same time. Excess contact hours are always subtracted from the student's primary Instructional Setting Code. Excess contact hours are not subtracted from speech therapy contact hours unless there is no other special education Instructional Setting during the time excess hours are earned.

Example: Student Jerry is a Career and Technical Education (CTE) and Special Education student. He attends two CTE classes that collectively generate V3 (3.0) contact hours per day of attendance. He also is participating in the special education Instructional Setting Resource Room/Services (Less than 21%/day) that generates 2.859 contact hours per day of attendance, and the special education Speech Therapy Instructional Setting that generated .25 contact hours per day of attendance. Since the Special Education Flexible Attendance data is reported as aggregate data by the REPORTING-PERIOD-INDICATOR-CODEs, it is the responsibility of the LEA to determine which days a student has generated Excess Contact Hours. (In many cases the LEA student information system will compute the occurrences and extract them to the PEIMS file for submission.) In the case of Student Jerry, each day that he attends 360 minutes of instruction would

generate 7 minutes of FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING (3.0 CTE hours + 2.859 Special Education Resource contact hours + .25 Special Education Speech Therapy contact hours = 6.109 total contact hours minus 6 hours maximum = .109 contact hours x 60 minutes = 6.54 Excess Minutes (rounds to 7 Excess Minutes)). If Student Jerry was present for 360 minutes 15 times during a 30 day Reporting Period, then the value reported for FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING would be 105 minutes (15 occurrences x 7 minutes).

Career and Technical Flexible Attendance Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

For CTE students participating in the Flexible Attendance Program, report a Career and Technical Flexible Attendance data for each reporting period for each CTE student who was eligible for and served in the CTE program.

If the LEA offers instruction in a CTE course(s) that has not been approved for CTE weighted funding, do not include the time attended in these courses on CTE Flexible Attendance data for any student served in those courses.

A student can generate a maximum of six contact hours (360 minutes) per day for weighted funding purposes. However, all minutes of attendance in CTE coursework must be reported.

Students in Grade Levels EE – 6 are not eligible for CTE Flexible Attendance Reporting.

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

Do not report CTE Flexible Attendance data for a student who did not participate in approved CTE courses during the reporting period indicated or who was ineligible for ADA during the entire reporting period.

Refer to Section V of the Student Attendance Accounting Handbook for the complete Technical Education (CTE) eligibility information and complete coding instructions.

FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (E1045)

FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT (E1053) indicates the total number of minutes the student was present in an approved career and technical education course(s) that the student was eligible for and enrolled in during a particular reporting period.

The FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT for a particular REPORTING-PERIOD-INDICATOR-CODE reflect the total actual CTE class time that a student attended the CTE classes in which they were enrolled. Unlike the reporting structure for regular CTE Attendance where the data is reported by the CTE contact hour category (V1, V2, V3, etc...), the total amount of CTE class time attended is reported together in a single value. NOTE: No single career and technical education course can generate more than 3 contact hours per day. Forty-Five (45) minutes of CTE attendance is the minimum amount of time that a CTE student must attend a CTE class(es) on a given day in order for that time to be included in the FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT.

The value reported for FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT on the CTE Flexible Attendance data for a particular reporting period must always be equal to or less than the value reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT for the same reporting period.

Data Conversion Formulas/Rules

$$\text{FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT} / (\text{NUMBER-DAYS-TAUGHT} \times 360 \text{ minutes}) =$$

Flexible Attendance Career and Technical Education Full Time Equivalents (FTEs) for a particular six-week reporting period.

The FTE value used for funding purposes is limited to the actual equivalent days present (partial days are allowed) as calculated from the Flexible Attendance data for a particular six-week reporting period. The limit is calculated as follows. Flex attend career and technical minutes are limited to the smaller of flex attend minutes present or flex

attend career and tech minutes present.

Example: Student Mark is enrolled in a funding eligible CTE course and generates 3300 minutes of FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT in the 4th Reporting Period which had NUMBER-DAYS-TAUGHT of 30. Student Mark was reported on his Flexible Attendance record with FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT of 6900 minutes.

The following is an illustration of how TEA will convert the FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT to CTE FTEs.

Career and Technical Education Minutes to FTE Calculation:

Student Mark– Reporting Period 4

NUMBER-DAYS-TAUGHT = 30

FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT = 3300 minutes

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6900 minutes

Flex Attend Equivalent Days Present = 6900 minutes / 240 minutes = 28.750 = 28.75 days

Note: If NUMBER-DAYS-TAUGHT is less than Flex Attend Equivalent Days Present, then funding is limited to the value of NUMBER-DAYS-TAUGHT.

Flex Attend Average Daily Attendance for Reporting Period 4 = 28.75/30 = .9583 = .958 ADA

Flexible Attendance Career and Technical Education Full Time Equivalents (FTEs)
= 3300 CTE Flexible Attendance Minutes Present / (30 Days Taught) x 360 minutes)
= 3300 minutes/10800 minutes
= .3055 FTEs
= .306 CTE Flexible Attendance FTEs for Reporting Period 4.

Note: Fractional days present will be rounded to the nearest hundredth (2 decimal places). 28.750 would be rounded to 28.75 equivalent days present. FTEs are rounded to the nearest thousandth (3 decimal places). .9583 would be rounded to .958 CTE FTEs.

Extended School Year Services Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

Course Completion Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

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

**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

COURSE-COMPLETION-INDICATOR (E1068) indicates whether or not the student finished the full sequence of instruction for a course.

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-CODE (E0949) indicates the outcome for a course taken by a particular student.

The CourseTranscriptExtension Complex Type must reflect the PASS/FAIL-CREDIT-INDICATOR-CODE determined at the end of the course.

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 CourseTranscriptExtension 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 CourseTranscriptExtension Complex Type for each of those class assignments. As a result, only one of the CourseTranscriptExtension Complex Type for that student for that course section may be reported with a Pass Fail Credit Indicator Code other than “00”.

[NON-CAMPUS-BASED-INSTRUCTION-CODE \(E1072\)](#)

Disciplinary Action Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

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.

DisciplineActionExtension Complex Type is reported if a student is placed in a JJAEP. However, once in the JJAEP, no further DisciplineActionExtension 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.

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 DisciplineActionExtension 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 DisciplineActionExtension Complex Type with DISCIPLINARY-ACTION-CODE 27 and a DisciplineActionExtension Complex Type with the action(s) taken by the district. Both Complex Types 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 DisciplineActionExtension 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 DisciplineActionExtension Complex Type with DISCIPLINARY-ACTION-CODE 27 and a DisciplineActionExtension Complex Type with the action(s) taken by the district. Both Complex Types must have the same DISCIPLINARY-INCIDENT-NUMBER.

A single incident/offense may result in multiple disciplinary actions. In such cases, multiple disciplinary action DisciplineActionExtension Complex Types must be reported for each action taken against a particular student for a particular incident/offense.

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.

If DISCIPLINARY-ACTION-CODE is "50"- "61", then there must be at least some Regular or Flexible Special Education Attendance reported for this student in the same reporting period.

If DISCIPLINARY-ACTION-CODE is "27", then there must be at least some Regular or Flexible Special Education Attendance reported for this student in the same reporting period.

A student should not have more disciplinary removals in a six week reporting period than there are days in membership (sum of TOTAL-ELIGIBLE-DAYS-PRESENT, TOTAL-INELIGIBLE-DAYS-PRESENT and TOTAL-DAYS-ABSENT) on the Basic Attendance data for that student during that same reporting period.

A student may not have more than one day of disciplinary removal assigned or served for a Partial Day Out-Of-School Suspension or Partial Day In-School Suspension (DISCIPLINARY-ACTION-CODEs "25" or "26"). For Partial Day In-

School Suspensions or Partial Day Out-Of-School Suspensions, the OFFICIAL-LENGTH-OF DISCIPLINARY-ASSIGNMENT and ACTUAL-LENGTH-OF DISCIPLINARY-ASSIGNMENT cannot be greater than one (1) day. Disciplinary removal assignments to Out-Of-School Suspension or In-School Suspension that are greater than one day must be coded with DISCIPLINARY- ACTION-CODEs “05” or “06”.

Whenever a student is reported with multiple discipline records at the same CAMPUS-ID-OF-ENROLLMENT, at least one of the elements DISCIPLINARY-INCIDENT-NUMBER, DISCIPLINARY-ACTION-CODE, or DATE-OF-DISCIPLINARY-ACTION must be different. An exception to this rule would be an instance where the teacher has permanently removed a student from their classroom (DISCIPLINARY-ACTION-CODE “01”) and the campus administrator has no other academic setting available for the student for this particular time period/subject.

Except for the reason of “bringing a firearm to school”, a student who is younger than 10 years of age may not be expelled for engaging in conduct described in TEC 37.007. Students who are less than 10 years of age and commit an otherwise expellable offense may be placed to a DAEP via a DAEP conference hearing in lieu of an expulsion hearing. Students under the age of 10 who bring a firearm to school must be expelled with placement to a DAEP.

The PEIMS Chart for Determining Mandatory and Disciplinary DAEP Placements and Expulsions located in Appendix E illustrates those occasions where mandatory action(s) must be taken. If the offense committed falls under either Mandatory DAEP Placement or Mandatory Expulsion, then the district should report at least one (1) Student Disciplinary Action that matches the chart. Appropriate exceptions would include students receiving special education services for whom a manifestation ARD was held in accordance with the Individuals with Disabilities Education (omit-Improvement) Act (IDEA) and it was determined a link existed between the student’s behavior and the student’s disability. In reporting such an exception, the district must submit one Disciplinary Action with DISCIPLINARY-ACTION-CODE 27 and another Disciplinary Action(s) with the DISCIPLINARY-ACTION-CODE(s) that was taken by the district using the same incident number linking the records together.

Another exception is when a school district determines that the mandatory disciplinary action will not be taken because the district considered one or more of the TEC, §37.001(a)(4) provisions that requires the district to consider self defense, intent or lack of intent, student’s disciplinary history, or disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct as a factor in a decision to order suspension, removal to a disciplinary alternative education program, or expulsion. The district must submit one Disciplinary Action with DISCIPLINARY-ACTION-CODE 28 and another Disciplinary Action(s) with the DISCIPLINARY-ACTION-CODE(s) of the action(s) that were taken by the district using the same incident number linking the records together.

DISCIPLINARY-INCIDENT-NUMBER (E1016) designates an incident that occurs on a campus and results in one or more disciplinary actions for one or more students.

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 Discipline Action for a given student. The same DISCIPLINARY-INCIDENT-NUMBER may also appear on the Discipline Actions 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 (E1083) indicates where a student committed an applicable offense that is enumerated in Texas Education Code 37.006 or 37.007. (On/off campus, school related activities, etc...).

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 (E1004) indicates the differentiation between two or more separate disciplinary actions reported with identical values for STUDENT-ID and CAMPUS-ID-OF-ENROLLMENT.

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 (E1008) indicates the actual length in days of a student's disciplinary assignment.

OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1007) indicates the official length in days of a student's 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 (E1037) indicates the instructional campus on which the student was enrolled when the student code of conduct was fractured and the disciplinary assignment was made, **or** for a continuation disciplinary assignment the campus that the student would attend under all normal circumstances if not under a disciplinary assignment.

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.

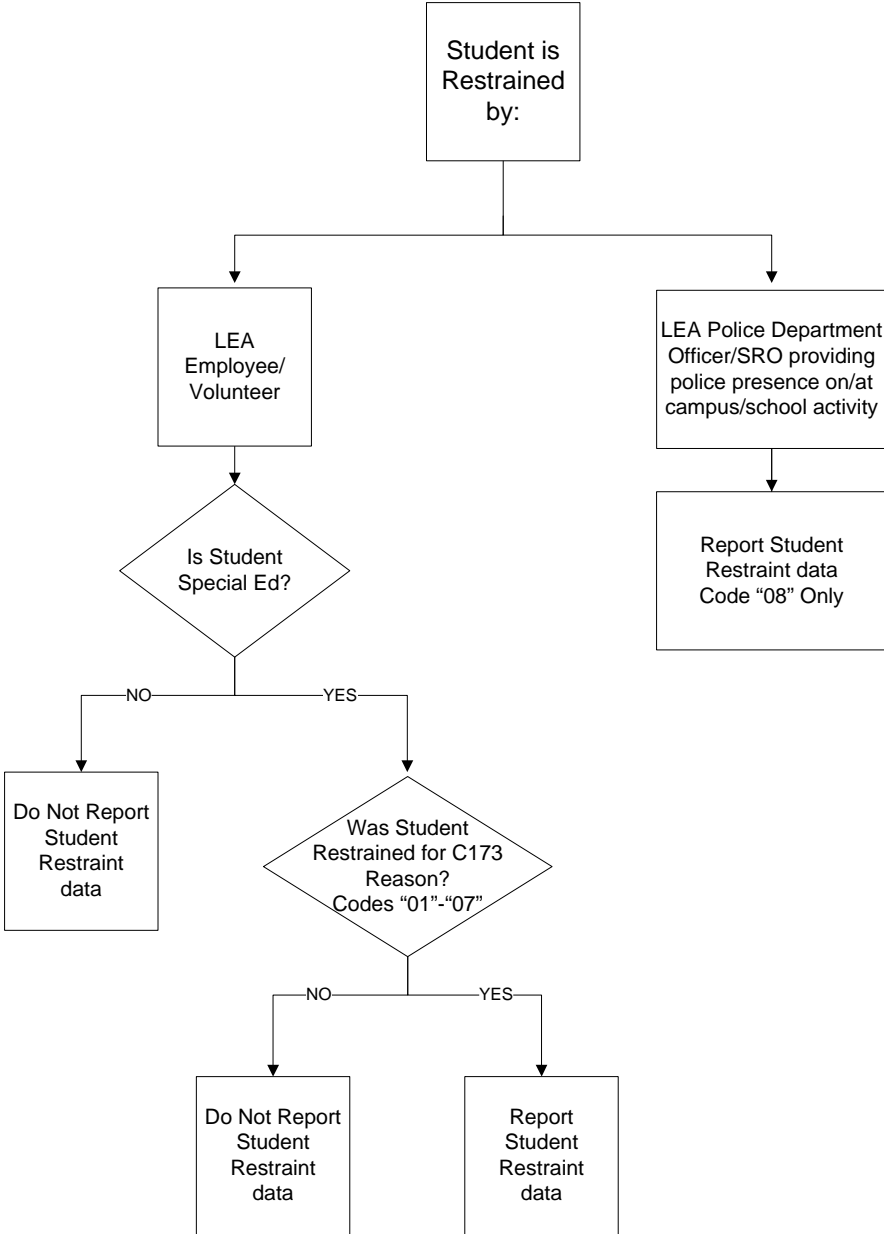
The following common scenarios provide guidance on reporting the correct CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY:

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.
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.
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.
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 Disciplinary Action data are reported for disciplinary actions that occur while the student is in the JJAEP.

Student Restraint Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

STUDENT RESTRAINT REPORTING FLOWCHART



Student Grade Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

Student Graduation Program Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.4.

CAMPUS-ID (E0266) indicates the unique campus identification number registered with the Texas Education Agency (TEA). It is the linking of DISTRICT-ID with the campus identification number.

For Submission 3, CAMPUS-ID on the Student Graduation Program data refers to the campus that the high school student was enrolled in on the last day of the school year, or the last day of enrollment during the school year. For example, if a student was enrolled at both campus 004 and campus 003 during the course of the school year and was last enrolled at campus 003, then the Student Graduation Program data should reflect the Foundation High School Program data from campus 003 and not 004.

Campus Course Section Category

Course Section Sub-Category

For basic guidance on reporting this data, refer to TEDS Section 2.5.

[NON-CAMPUS-BASED-INSTRUCTION-CODE \(E1072\)](#)