

ATTENDANCE
COMPULSORY ATTENDANCE

FEA
(REGULATION)

DISCRETIONARY
WITHDRAWAL FOR
NONATTENDANCE

Campus staff may initiate a withdrawal for nonattendance of a secondary student under the age of 18 only after:

SECONDARY
STUDENTS

1. The student has been absent for at least ten consecutive school days;
2. The attendance officer and/or principal have/has made and documented repeated unsuccessful attempts to locate the student and/or recover the student to school;
3. The attendance officer and/or principal have provided, or in good faith attempted to provide, the parental notice required by Education Code 25.095; and
4. The attendance officer and/or principal have/has:
 - a. Filed a complaint against the student or the student's parent with the appropriate court for an offense under Education Code 25.093 or 25.094; or
 - b. Referred the student to a juvenile court for conduct indicating a need for supervision under Family Code 51.03(b)(2).

[See FEA(LEGAL)]

ELEMENTARY
STUDENTS

Campus staff may initiate a withdrawal for nonattendance of an elementary student only after:

1. The student has been absent for at least ten consecutive school days;
2. The attendance officer and/or principal have/has made and documented repeated unsuccessful attempts to locate the student and/or recover the student to school;
3. The attendance officer and/or principal have/has provided, or in good faith attempted to provide, the parental notice required by Education Code 25.095; and
4. The attendance officer and/or principal have/has:
 - a. Filed a complaint against the student or the student's parent with the appropriate court for an offense under Education Code 25.093 or 25.094, and if the whereabouts of the student's parent or guardian is known, verified that the court has heard the complaint and issued an order in the matter; or

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- b. Referred the student to a juvenile court for conduct indicating a need for supervision under Family Code 51.03(b)(2).

[See FEA(LEGAL)]

MANDATORY
WITHDRAWAL FOR
NONATTENDANCE

SECONDARY
STUDENTS

Campus staff will initiate a withdrawal for nonattendance of a student under the age of 18 after:

1. The student has been absent for 20 or more consecutive school days;
2. The attendance officer and/or principal have/has made and documented repeated unsuccessful attempts to locate the student and/or recover the student to school;
3. The attendance officer and/or principal have/has provided, or in good faith attempted to provide, the parental notice required by Education Code 25.095; and
4. The attendance officer and/or principal have/has:
 - a. Filed a complaint against the student or the student's parent with the appropriate court for an offense under Education Code 25.093 or 25.094; or
 - b. Referred the student to a juvenile court for conduct indicating a need for supervision under Family Code 51.053(b)(2).

[See FEA(LEGAL)]

ELEMENTARY
STUDENTS

Campus staff will initiate a withdrawal for nonattendance of an elementary student only after:

1. The student has been absent for 20 or more consecutive school days;
2. The attendance officer and/or principal have/has documented repeated unsuccessful attempts to locate the student and/or recover the student to school;
3. The attendance officer and/or principal have/has provided, or in good faith attempted to provide, the parental notice required by Education Code 25.095; and
4. The attendance officer and/or principal have/has:
 - a. Filed a complaint against the student or the student's parent with the appropriate court for an offense under Education Code 25.093 or 25.094, and if the whereabouts of the student's parent or guardian is known, veri-

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fied that the court has heard the complaint and issued an order in the matter; or

- b. Referred the student to a juvenile court for conduct indicating a need for supervision under Family Code 51.03(b)(2).

[See FEA(LEGAL)]

WITHDRAWAL
DOCUMENTATION

All actions required by law, District policy, or this regulation will be documented in the student's withdrawal folder; a student may not be withdrawn for nonattendance without adequate documentation.

WITHDRAWAL DATE

In initiating a withdrawal for nonattendance, campus staff will document a withdrawal date that is no earlier than the next school day after the student's tenth consecutive absence from school.

EXCEPTION

If campus staff obtain documentation showing that the student was enrolled in another school or district before the documented withdrawal date, the student's withdrawal may be backdated to prevent overlap of enrollment dates. A copy of the enrollment documentation will be filed in the student's withdrawal folder.

ADMISSIONS

FD
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PREKINDERGARTEN ENROLLMENT	Prekindergarten students will be enrolled based on the state's eligibility requirements. All eligible students will be served and waiting lists will not be established.
KINDERGARTEN UNDERAGE TRANSFERS	<p>The District will accept the transfer of underage kindergarten students, that is, those not yet five years of age as of September 1 of the year of entrance into kindergarten, under the following conditions:</p> <ol style="list-style-type: none">1. The student has performed satisfactorily in an accredited out-of-state public school system having an age requirement deadline date other than September 1.2. The parent is a current resident of the District.3. Monthly tuition based on the current annual rate is assessed.
FIRST-GRADE UNDERAGE ENROLLMENT	Underage children (those not five years of age as of September 1 of the year of entrance into a kindergarten program) who have completed a kindergarten program in a nonaccredited public, private, or parochial school, including a homeschool, may not automatically enter the District's first-grade program.
INITIAL PLACEMENT	The student will be enrolled in kindergarten and the parent(s) or guardian may request first-grade placement.
FINAL PLACEMENT	<p>The procedure for determining final placement for first-grade students will be as follows:</p> <p>If the student has been tested by the Office of Systemwide Testing during the summer months prior to enrollment, the principal will secure the test results. If the student has not been tested by the Office of Systemwide Testing, the principal will request this assessment. [See EEJB(REGULATION)]</p> <p>The principal will set up a conference within the first ten days of school. Included in the conference will be the parent(s) or guardian, the principal, and the child's kindergarten teacher and other staff deemed appropriate by the principal.</p> <p>The conference will be used to gather background information about the child, to share kindergarten and first-grade curricula with parents, and to determine if additional steps are necessary.</p> <p>The parents or guardian will be given the opportunity to present evidence that suggests the child is likely to meet success in the first grade, such as former teacher reports, student work, and the like.</p> <p>A decision to keep the child in kindergarten may be made at this time, or if there is evidence that suggests the child may be suc-</p>

cessful in first grade, additional information will be collected by taking the following steps:

1. The child will be observed over a two-week period in the kindergarten classroom. Observers will be the child's kindergarten teacher and/or an additional kindergarten teacher, a first-grade teacher, and the principal or assistant principal.
2. At the end of the observation period, the principal will hold a follow-up conference with the school personnel involved in the observations. Data collected will be shared and a school recommendation reached.
3. A final conference including the parents or guardian and school personnel will be held to share information leading to the recommendation.
4. A plan of action for accommodating the child in first grade or kindergarten will be presented to the parents or guardian. Careful consideration will be given to the child's performance expectations and the impact of this decision on the child's entire school career. The final decision will rest with the principal.

PREKINDERGARTEN:
OVERAGE
ENROLLMENT

Children who are already five years old on or before September 1 of the school year are not eligible to enroll in the prekindergarten program. Eligibility requirements outlined in state law include specific age requirements for participation in the prekindergarten program.

KINDERGARTEN:
OVERAGE
ENROLLMENT

If a parent or guardian requests that a child eligible for first grade be placed in kindergarten, the principal will follow procedures similar to those used to respond to a request to place an underage child in first grade.

The principal may make the decision to leave the child in first grade after an initial conference attended by the parent, guardian, first-grade teacher, the principal, and assistant principal.

If the decision is to take additional steps, the child would be observed over a two-week period in the first-grade classroom. The principal would follow steps outlined earlier for underage first-grade enrollment.

ATTENDANCE LAWS:
PREKINDERGARTEN /
KINDERGARTEN

Participation in prekindergarten or kindergarten is not compulsory; however, once a child is enrolled in prekindergarten or kindergarten, state compulsory attendance law applies. The student is required to attend 90 percent of the days the program is offered and follow state attendance requirements during each semester that the student is enrolled.

ADMISSIONS

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If a student has excessive absences, the District's attendance procedures and state law will be followed prior to withdrawal of the student.

GRADES 9–12: INITIAL
PLACEMENT

Initial placement of students in grades 9–12 will be based on current credits earned from an accredited public, private, or parochial school or from credit by examination.

ACCREDITED
SCHOOLS

NONACCREDITED
SCHOOLS

A high school student entering the District from a nonaccredited school, including a home school program, will be given the opportunity to validate credit earned in the sending school through credit by examination at no cost to the student or parent. The student or parent shall request credit validation at the time of registration. If the student chooses not to request credit validation, the student will enroll in the course. [See EEJA(LOCAL) and EEJA(REGULATION) for the definition of prior instruction for the purpose of credit validation]

If the student does not earn a passing score on the credit by examination with prior instruction administered by the District and does not retake the examination at the student's own expense through one of the university centers, the student will be enrolled in the specific course in the District for which he or she tested but did not earn credit.

Credit by examination scores for high school courses shall be used in computing the student's grade point average (GPA) and class rank. [See EEJA(LOCAL), EIA(REGULATION), and EIC(LOCAL)]

PROCEDURES FOR
VALIDATING
CREDIT AND FINAL
PLACEMENT

The student and/or parent will be responsible for seeking validation of high school credit at the time of registration. An entering student will obtain information from the school registrar or counselor regarding validation of credit through credit by examination.

In the event the University of Texas at Austin or Texas Tech University does not have available a credit by examination for the particular course, a student may request to take the course or to take a District-approved final examination.

Based on the assumption that courses recorded on the transcript meet TEKS requirements, the District will schedule a student for courses in the next sequence level of the subject area in which he or she is being tested.

A student who desires validation of high school credits must complete all tests for credit by examination within 18 weeks of enrollment.

If credit by examination is not completed within the specified time period, the student will be enrolled in the nonvalidated course recorded on the transcript.

PASSING SCORE

A student who validates a high school credit course by scoring 70 percent or above on a District-approved test shall receive credit for the academic course in which the student had prior instruction. [See EEJA]

A student may retake a failed credit by examination one time. A student will not be permitted to retest for a higher grade once he or she has met the minimum passing standard for the course. [See EIA]

Credit earned through credit by examination is recorded on the transcript as a nonweighted course. [See EIA]

Grades earned through credit by examination for high school courses shall be used in computing the student's grade point average (GPA) and class rank. [See EEJA, EIA(REGULATION), and EIC]

At the time the decision is made that the student will move to a new course, the District's course change procedures will apply and the six-week grade and/or daily grades for the coursework completed in the course will be transferred to the new course. [See EIA(REGULATION)]

If the student does not earn a passing grade on the credit by examination with prior instruction administered by the District and does not retake the examination at his or her own expense through one of the university centers, the student will be enrolled in the specific course in the District for which he or she tested but did not receive credit. [See EEJA, EIA(REGULATION) and FD(LOCAL)]

FOREIGN EXCHANGE STUDENTS

Foreign exchange students, upon admission to a District high school, shall be required to state in writing whether or not they intend to seek a high school diploma from a District high school. The registrar shall be responsible for obtaining the written statement of intent. Those who declare in writing that it is not their intent to seek a high school diploma will be excluded from calculation of class rank. [See EIC]

STUDENT EVACUEES

Student evacuees shall be required to state in writing whether or not they intend to seek a Texas high school diploma from a District high school. The registrar shall be responsible for obtaining the written statement of intent. Those who declare in writing that it is not their intent to seek a Texas high school diploma from a District high school will be excluded from calculation of class rank.

NEW IMMIGRANT
STUDENT
ASSESSMENT AND
PLACEMENT

Immigrant students who are new to the District will report to their home campus or directly to the International Welcome Center (IWC). Initially, a home language survey will be completed to determine the country of birth if other than the U.S. and to verify if the student has previously enrolled in another U.S. school. If the student has previously enrolled in a U.S. school, he or she is not eligible for the International High School. [See EHBE]

The following procedure will apply:

1. The home school contacts the IWC with general information about the student and to schedule a student assessment. A student may report directly to the IWC for the home language survey and student assessment.
2. The IWC staff assesses the student's oral language, reading, writing, and mathematics skills in English and Spanish (if appropriate). The IWC administers the assessment test, scores the test, and reviews transcripts.
3. If the student scores at the fourth-grade level or above in reading (English), the student is allowed to register at his or her assigned school and is placed in a grade based on the recommendation of the LPAC. Documentation will be forwarded to the home school.
4. If the student scores below the fourth-grade level, he or she will be assigned to the International High School and placed at a grade level based on the recommendation of the LPAC.
5. A student enrolled in the International High School will stay no longer than two years and may return to his or her home school as soon as his or her academic skills improve, but must stay at least one semester following enrollment.

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FEC
(REGULATION)

ATTENDANCE
EXPECTATIONS

Attendance in all classes is essential for maximum educational opportunities. The presentation of information and activities occur well beyond textbook assignments.

DOCUMENTATION
FOR ABSENCES

Students are expected to provide written documentation for each absence within two school days after the student returns to school. [See FEC]

CLASS TARDIES

Schools will record tardies and may have a local campus regulation that defines a tardy and how the school will address tardies; however, tardies will not impact a student's grades.

CLASS ABSENCES

If a student is late to class more than 50 percent of the class period, the student will be counted absent for that class period.

LATE ENTRY

Students who enroll in school late because of a transfer from another school district, or other reasons, may request an attendance appeal.

Students already enrolled in a District school who are moved late into a particular class will have the absences accumulated in the class they transferred from carried forward into the class they enter.

Students transferring out of the District who have exceeded the number of absences allowable for credit will not receive the credit. They may petition for credit by mail or in person with the same opportunities to present their case as all other students. Transcripts sent to other school districts will reflect the numerical grade value for the course. However, the credit field will be blank.

MAKE-UP WORK

It is the responsibility of a student or the student's parent to request the opportunity to make up class work missed. The request for make-up work should be directed to the teacher. The teacher will have guidelines for make-up work as a part of his or her grading procedures. This guideline will promote student responsibility without denying students reasonable opportunities to exhibit mastery of curriculum concepts and skills. Therefore, the teacher will determine the amount of time allowed for make-up work to be completed. [See EIAB]

The teacher will notify the school administration if the course grade for a grading period is passing and the conditions for make-up work have been met. The final authorization for course credit must be given by the Attendance Committee and/or the school administration.

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MAKE-UP TIME HIGH SCHOOL STUDENTS	If the Attendance Committee and/or the school administration decides that the student must make up time as a condition for receipt of credit, then make-up time should be completed prior to the end of the grading period and before the end of the semester. Students must bring acceptable work to make-up sessions.
MIDDLE / JUNIOR HIGH SCHOOL STUDENTS	The Attendance Committee and/or the school administration will determine the amount of time a student will be required to make up, if make-up time is imposed as a condition for receipt of credit. Students will be allowed to make up all absences as necessary to meet promotion requirements.
NOTIFICATION PROCESS	<p>Campus staff will make a reasonable effort to contact a parent about student absences. Report cards will list the number of absences per course and/or loss of credit for excessive absences.</p> <p>A warning letter to parents regarding student attendance will state the 90 percent attendance requirement and emphasize the need for improved attendance prior to legal recourse for poor attendance.</p>
APPEAL PROCEDURES	<p>Students who attend class 90 percent or more of the days that the class is offered are not required to make up time when they are absent. They should make up the work in order to pass the course.</p> <p>A student in grades 6-11 who has not met the class attendance requirement due to extenuating circumstances, but who successfully meets the other course requirements (i.e., earns a passing grade), may appeal for credit no earlier than the last six weeks of each semester. However, the principal may grant an earlier appeal to any student due to special circumstances. Seniors may appeal for credit in a course at any time during a grading period.</p> <p>The appeal process will include the following:</p> <ol style="list-style-type: none"><li data-bbox="560 1428 1442 1533">1. A student who wishes to appeal should obtain an attendance appeal form, complete it, and return it to the designated administrator.<li data-bbox="560 1554 1442 1627">2. Each campus will have an Attendance Committee as required by state law.<li data-bbox="560 1648 1442 1753">3. The local campus Attendance Committee will review the appeal request for extenuating circumstances and may impose conditions on the receipt of credit.<li data-bbox="560 1774 1442 1873">4. The local campus Attendance Committee will conduct a review of student attendance records and other appropriate documents. If it is necessary to determine the facts of a case,

an oral presentation may be made to the committee by the student, parent, or an appropriate representative such as a caseworker or substance abuse counselor.

5. The discipline record of the student will not be considered in making the decision on eligibility for credit.
6. The Attendance Committee will determine whether the student had extenuating circumstances. If there were extenuating circumstances, credit will be reinstated. In the case of excessive personal illness, the local campus Attendance Committee may require a doctor's statement to support a finding of extenuating circumstances. If there were no extenuating circumstances, then the student will be expected to fulfill requirements established by the Attendance Committee to regain credit.
7. If a student has an absence that the District recognizes as an extenuating circumstance and if the student satisfactorily makes up missed work, the student will be considered in attendance for purposes of computing compulsory attendance under Education Code 25.085 and for driver's license eligibility under Texas Revised Civil Statutes, Article 6687b.
8. If the student does not meet the conditions imposed by the Attendance Committee, credit will be denied.
9. If a student is denied credit for a class by the Attendance Committee, the student or parent may submit his or her written appeal for review to the principal, the Superintendent, or designee, and subsequently to the Board. The Board's decision may be appealed to the District Court of Travis County. [See FNG]

SPECIAL EDUCATION

For students in special education, the attendance committee will consider the student's handicapping condition in regards to extenuating circumstances and refer to the IEP to determine any modifications necessary regarding make-up work. An appeal for these students may be held by the ARD committee as appropriate.

ATTENDANCE
POSTING

All absences must be recorded in accordance with District and state attendance accounting procedures. In the event that a District student is not scheduled into a class during either the District's significant period for attendance accounting purposes, or the standard alternate period for attendance established by law, then the District will apply attendance from the period that is scheduled for that student's second hour of daily instruction for PEIMS attendance reporting and accounting purposes only.

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UIL ELIGIBILITY

If a student receives an "NC" for a six-weeks grading period, the student is eligible for extracurricular activities including UIL participation. [See FM]

ABSENCES IN
PREREQUISITE
COURSES

With permission from the principal, students with excessive absences who are achieving at a passing level in a course that is a prerequisite course may enroll in the next level course.

INSTRUCTIONAL ARRANGEMENTS
HOMEBOUND INSTRUCTION

EEH
(REGULATION)

PROCEDURES FOR
IMPLEMENTING
GENERAL EDUCATION
HOMEBOUND

A designated campus committee must make decisions regarding general education homebound (GEH) placement. Membership of the committee must include at least a campus administrator or designee, a teacher of the student, and a parent/guardian of the student. Including the school nurse and school counselor as members of the committee is strongly encouraged. [See EEH(LOCAL)]

STUDENT ELIGIBILITY

Any student served by the general education homebound program must meet the following three criteria:

1. The student is expected to be confined at home or hospital bedside for a minimum of four weeks;
2. Medical condition is documented by a physician licensed to practice in the United States; and
3. Student participation is for medical reasons only.

Note: For guidance in determining GEH instruction for pregnant students who are/are not receiving pregnancy services, please refer to Section IX of the TEA Student Attendance Accounting Handbook.

ROLE OF THE GEH
COMMITTEE

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is provided at home/hospital bedside, the GEH committee will determine the type(s) and amount of instruction to be provided. The instructional services available include mathematics, science, ELA, social studies, and health, excluding Chemistry (for safety reasons). Instructional services for other courses are not available. In making these decisions, the GEH committee must consider the physician's information. However, the physician's note/information is not the sole determining factor in the committee's decision-making process.

GENERAL EDUCATION
HOMEBOUND
COMMITTEE
RESPONSIBILITIES

In qualifying a student for and serving a student through general education homebound services, the following requirements must be met and documented: [See EEH(EXHIBIT)-A]

1. The GEH committee's decision regarding the type(s) and amount of instruction to be provided to the student must include the designated amount of time per week that instruction will be provided.
2. A note from the physician stating the student has a medical condition that requires the student to be confined at home/hospital bedside for a minimum of four weeks.

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3. Documentation of the day(s) homebound instruction started and stopped.
4. Teacher's homebound instruction log. [See EEH(EXHIBIT)-B]

REQUIRED
INSTRUCTOR
CERTIFICATION

A certified general education teacher must serve students served through GEH at home/hospital bedside.

GEH FUNDING CHART

In order for funding to be generated for general education homebound placement, services must be provided as follows:

<u>Amount of Time Served Per Week</u>	<u>Eligible Days Present Earned Per Week</u>
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four or more hours	Four days present (four-day week) Five days present (five-day week)

PROCEDURES FOR
TRANSITIONING FROM
GENERAL EDUCATION
HOMEBOUND TO THE
CLASSROOM

The GEH committee must convene to review current student information, (including the physician's statement) to determine if a transition period is necessary and the date when homebound services are no longer appropriate. If the student requires a transition period upon returning to the classroom, the GEH committee should document the following: [See EEH(EXHIBIT)-C]

1. Length of time for the transition period;
2. The amount of time the student will be served in both settings (homebound and classroom) during the transition period; and
3. The effective date by when the student's return to the classroom full-time must be documented.

FUNDING ELIGIBILITY
DURING TRANSITION
PHASE

Students transitioning back to a school-based setting may continue to generate funding based on the GEH funding chart during the transition period. On-campus classroom instruction during transition is not included in attendance accounting. The student must continue to receive the required homebound service hours per week to maintain eligibility.

DOCUMENTATION
REQUIRED DURING
TRANSITION PHASE

The following documentation requirements must be met for students being transitioned from GEH:

1. The District-developed form that documents GEH committee decisions regarding whether or not a student is to be served through GEH;

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2. The GEH committee's documentation on the form of the committee's decision regarding the type(s) and amount of instruction to be provided to the student. This must include the designated amount of time per week that instruction will be provided.
3. A note from a physician stating the student has a medical condition that requires the student to be confined at home/hospital bedside for a minimum of four weeks.
4. Documentation of the day(s) homebound instruction started and stopped.
5. Teacher's homebound instruction log.

ATTENDANCE OFFICE
RESPONSIBILITIES

The attendance office at the school must be kept informed by the GEH committee of the status of all students receiving homebound services. The student will remain actively enrolled and the classroom teacher will post the student absent throughout the homebound placement period. The attendance specialist will post the homebound absence code to the attendance software to designate the homebound status of the student. Other absence reasons may be used if the homebound teacher informs the attendance specialist the student was not able to receive services for specific school days. The attendance must be updated on a daily basis to ensure compulsory attendance warning letters are not generated for homebound students unnecessarily. [See EEH(EXHIBIT)-D]

FILE RETENTION

Documentation of GEH attendance must be retained for a period of five years for audit purposes.

POST-TRANSITION
EVALUATION

If the student presents problems related to the medical condition after having completed the transition period, the GEH committee will refer the student to the campus impact team for further evaluation and assistance.

POINT OF CONTACT
FOR QUESTIONS
REGARDING THIS
REGULATION

The general education homebound committee coordinates activities through the homebound office. Additional, more specific information may be found in the general education homebound services guidelines. Attendance office staff will be assisted by the homebound office.