



**Texas Education Agency
Policy Committee on Public Education Information (PCPEI)**

August 19, 2025

Zoom

10:00 a.m.

Meeting Minutes

Call the Meeting to Order

Marcos Zorola, PCPEI Chair

Marcos Zorola called the PCPEI meeting to order at 10:03 a.m.

Roll call of the PCPEI members was taken by Leticia Ollervidez.

PCPEI Members Present:

Eric Combs, Fatuma Ereng, Christopher Pace, Randal Shaffer, Wanda Thomas, and Marcos Zorola

PCPEI Alternate Members Present:

Irma Aguilar, Amanda Bigbee, Amanda Eisley, Kelley Foley, Evelyn Jenkins, Joe Medley, Mary Morgan, Casey Neal, Mike Rivera, and Melissa Urenda

TEA Staff Present:

Office of Information Technology:

Kathy Adaky, Connor Briggs, Naomi Davis, Terri Hanson, Monica Harwig, Jeanine Helms, Jamie Hicks, Laurie Kelso, Ed Linden, Jamie Muffoletto, Leticia Ollervidez, Melody Parrish, Donna Pruitt, Leanne Simons, and Lynne Smith

System Support and Innovation Department:

Ann Rajan

Emergent Bilingual Department:

Dr. Xochitl Rocha

Complaints and Inquiries Department:

Abby Rodriguez

Early Childhood Education Department:

Rebecca Matz, Sylina Valdez

School Support Department:

Mary Scott, Dr. Gaye Long

College, Career, and Military Preparation Department:

Dr. Lacy Freeman

Educator Data, Research, and Strategy Department:

Mark Olofson

Expanded Learning Models Department:

Ruchamah Belizor

State Funding, Forecasting, and Fiscal Analysis Department:

Sara Kohn

Financial Compliance Department:

Dahlinda Alaniz, David Marx

ITF Member Present:

NA

Approve Meeting Minutes from May 6, 2025, PCPEI Meeting **Action Item**

Marcos Zorola called for a motion to approve the meeting minutes from the May 6, 2025, PCPEI meeting.

Fatima Ereng made a motion to approve the minutes.

Christopher Pace seconded the motion.

Vote: Passed

Jamie Muffoletto, presented the ITF report to PCPEI.

ITF Meeting: July 22, 2025

1. Teacher Retention Allotment **Action Item**

Background:

During the 89th legislative session, House Bill (HB) 2 was passed which amends Subchapter D, Chapter 48, Education Code, by adding Section 48.158. In this new section “classroom teacher” has the meaning assigned by Section 5.001, except that the term also includes: (1) a person who is not required to hold a certificate issued under Subchapter B, Chapter 21, who otherwise meets the definition of a classroom teacher under Section 5.001; and (2) a person, including a person described by Subdivision (1), employed by an entity with which a school district has entered into a contract who otherwise meets the definition of a classroom teacher under Section 5.001. Additionally, HB 2 amends Section 21.001, Education Code, by adding Subdivision (3-b) to read: “Teacher of record” means a person employed by a school district who teaches the majority of the instructional day in an

academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes revising the long description for “087” in the StaffClassification (C021) descriptor table and the long description for “1” and “4” in the StaffType (C181) descriptor table. One new data element, TRATeachingExperience (EXXXX) will be added to the PEIMS Fall Submission. Lastly, TEA will revise the data element definition, general and data element reporting requirements for the StaffType (E1073) data element. Reports will be revised, and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the long description for descriptor 087 in the StaffClassification (C021) descriptor table from Teacher - A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students; (combination of former codes 025 and 029) **to** Teacher – A certified (holds a valid teacher certificate or permit) or non-certified professional employee who teaches in an academic instructional setting or a career and technology instructional setting.
2. Revise the data element definition and general and data element reporting requirements for StaffType (E1073).
3. Revise the following long descriptions in the StaffType (C181) descriptor table:
 - a. 1 – School District or Charter School Employee **to** School District or Charter School Employee, including staff employed by the district at an in-district charter campus
 - b. 4 – from Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C And Is Eligible For Benefits Under TEC, §11.174 And 11.147(b) **to** Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C.
4. Add new data element TRATeachingExperience (EXXXX) to the Staff entity in the Staff domain to be reported as optional in the PEIMS Fall Submission.
5. Revise TSDS reports to reflect the changes in this proposal.
6. Revise associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

Jamie Muffoletto introduced Andrew Hodge from the System Innovation Department to address any questions.

Catherine Bray inquired whether the 180-day calendar requirement in CreditableYearsOfService (E1721) is outdated, noting that many local education agencies (LEAs) provide 75,600 operational

minutes over a calendar with fewer than 180 days. Andrew asked how LEAs determine full-time teacher status. Catherine explained that LEAs use the Staff Payroll Calculated Values information found in the data element reporting requirements in the StaffEducationOrganizationEmploymentAssociation Entity to calculate Full-Time Equivalents (FTEs).

Terri Hanson noted that the 90-day threshold is based on half of the traditional 180-day calendar and proposed using more general language, such as 50 percent of instructional days, to allow flexibility. Catherine added that using 50 percent language would offer more flexibility. Jamie agreed and said the language could be made more generic.

Catherine Bray noted that the language in the background of the proposal states that teachers are required to assign grades. Catherine pointed out that some teachers, such as those serving students receiving special education services, may not assign grades. Catherine questioned how these teachers should be classified, as they still work directly with students. Andrew confirmed that legislation includes Special Education Teachers and emphasized the importance of ensuring they are counted. Jamie agreed and said the Texas Education Agency (TEA) would review how Special Education Teachers are reported.

Catherine referenced the Frequently Asked Questions (FAQ) for House Bill (HB) 2, which clarifies that a teacher does not need to be the Teacher of Record to qualify for the Teacher Retention Allotment (TRA). Jamie clarified that the proposal contained information regarding the TRA and changes being made in HB 2 to the definition of Teacher of Record and stated that she would review the proposal and update the proposal (if needed) or provide further clarification during the next meeting. Jamie further clarified that the term *Teacher of Record* is not tied to TRA. TRA eligibility is broader and includes roles like Special Education Teachers. Catherine requested that this clarification be included in the proposal.

Georgia Kalligeris noted that the data element CreditableYearOfService (E1721) uses a similar definition. Jamie explained that while it is similar, it is not the data needed for TRA.

Brittany Wright explained that under TEC Section 48.158, the TRA includes non-certified teachers and requested confirmation that TEA does not need to add a separate descriptor to the StaffClassification (C021) table for non-certified teachers. Andrew confirmed that Section 48.158 includes non-certified teachers as eligible for TRA. Jamie asked Brittany to clarify her suggestion for revising the long description for the StaffClassification (C021) 087. Brittany clarified that her recommendation was to keep 087 for certified teachers and introduce a new one for non-certified teachers, specifically for identifying TRA eligibility. Brittany added that if other program areas continue to use 087 as currently defined, it should remain aligned with certified teachers only.

Terri noted that Mark Olofson collaborated with Jamie on the proposed changes and the FAQs. Terri explained that TEA does not plan to collect certification data, as it is already available in the Educator Certification Online System (ECOS). Terri stated TEA would follow up with Mark to confirm the reasoning behind this decision. Andrew agreed to reconnect with Mark for clarification.

Terri stated that due to the number of questions raised, TEA would not seek a vote at this time. Terri encouraged members to submit additional feedback and confirmed that the updated TRA proposal, with all questions addressed, would be presented for a final vote at the August 5, 2025, ITF meeting.

Catherine asked if LEAs would be expected to retroactively align prior years' teaching experience with the new TRATeachingExperience (EXXXX) data element definition. Terri responded that the change is effective starting in the 2025–2026 school year and is considered a new data element.

Jamie explained that the new data element was needed because TEA found that the TotalYearsProfExperience (E0130) collected from LEAs in some cases included non-teaching years. The TRATeachingExperience (EXXXX) data element is limited to teaching years only. Catherine agreed and requested that this clarification be added to the FAQ.

John Newcom asked through the chat if the proposed change to the long description for StaffClassification (C021) 087 would alter the requirement for a Career and Technical Education (CTE) teacher to be certified or for the LEA to be a District of Innovation (DOI) to generate CTE contact hours. Jamie responded that she would follow up with the CTE program. Catherine stated that if this is the case, TEA may see an increase in CTE contact hours for LEAs.

Jamie Muffoletto asked if there were any other questions and informed members that updates would be made to the proposal based on the feedback provided.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Georgia Kalligeris made a motion to table the proposal.

Joycelyn Ray seconded the motion.

Vote: Tabled

1a. Teacher Retention Allotment (Version 2 – August 5, 2025) **Action Item**

Background:

During the 89th regular legislative session, House Bill (HB) 2 was passed which amends Subchapter D, Chapter 48, Education Code, by adding Section 48.158. In this new section “classroom teacher” has the meaning assigned by Section 5.001, except that the term also includes: (1) a person who is not required to hold a certificate issued under Subchapter B, Chapter 21, who otherwise meets the definition of a classroom teacher under Section 5.001; and (2) a person, including a person described by Subdivision (1), employed by an entity with which a school district has entered into a contract who otherwise meets the definition of a classroom teacher under Section 5.001. Additionally, HB 2 amends Section 21.001, Education Code, by adding Subdivision (3-b) to read: “Teacher of record” means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes revising the long description for “087” in the StaffClassification (C021) descriptor table and the long description for “1” and “4” in the StaffType (C181) descriptor table. One new data element, TRATeachingExperience (EXXXX) will be added to the PEIMS Fall Submission. Lastly, TEA will revise the data element definition, general and data element reporting requirements for the StaffType (E1073) data element. Reports will be revised, and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TReX) Changes:

None

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the long description for descriptor 087 in the StaffClassification (C021) descriptor table from Teacher - A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students; (combination of former codes 025 and 029) **to** Teacher – A certified (holds a valid teacher certificate or permit) or non-certified professional employee who teaches in an academic instructional setting or a career and technology instructional setting.
2. Revise the data element definition and general and data element reporting requirements for StaffType (E1073).
3. Revise the following long descriptions in the StaffType (C181) descriptor table:
 - a. 1 – School District or Charter School Employee **to** School District or Charter School Employee, including staff employed by the district at an in-district charter campus
 - b. 4 – from Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C And Is Eligible For Benefits Under TEC, §11.174 And 11.147(b) **to** Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C.
4. Add new data element TRATeachingExperience (EXXXX) to the Staff entity in the Staff domain to be reported as optional in the PEIMS Fall Submission.
5. Revise TSDS reports to reflect the changes in this proposal.
6. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Jamie Muffoletto presented a recap of the proposal, addressing questions from the July 22, 2025, ITF meeting and provided answers to outstanding questions from that meeting.

Question 1 – Why is TEA updating the StaffClassification (C021) 087 to include non-certified teachers instead of creating a separate descriptor?

The StaffClassification (C021) 087 has been used to report both certified and non-certified teachers. Data from the PEIMS Fall Submission indicates that reporting has included both groups. Updating the long description to include non-certified teachers aligns with reporting practices by LEAs. That is why TEA is not creating a new descriptor but rather updating the existing one.

Not every school has 180 days, so the guidance was clarified for the new data element TRATeachingExperience, to include information about 50 percent or more of the instructional days for the LEA in order to add a year of experience for a teacher. It can be customized for each LEA as needed.

Question 2 – Does adding non-certified teachers to the long descriptor for the StaffClassification (C021) 087 alter the requirement for a Career and Technical Education (CTE) teacher to be certified or for the LEA to be a District of Innovation (DOI) to generate CTE contact hours?

No, this does not alter the requirements as defined in 19 TAC chapter 231, Subchapter E. Additionally, there are exceptions listed in the Student Attendance Accounting Handbook section 5.2.

Jamie introduced Mark Olofson, Director of Educator Data, Research, and Strategy, and David Marx, Director of Financial Compliance, to address any questions.

- **Funding Criteria, FTE Determinations, and Reporting Inconsistencies:**

Catherine Bray asked how districts will be funded under TRA and what rules apply. Mark Olofson explained that funding is based on meeting specific criteria, primarily the number of years of teaching experience collected using the new data element. Catherine noted she thinks there is a two-pronged requirement: (1) at least 0.5 Full Time Equivalency (FTE) under StaffClassification 087, and (2) verified teaching experience. Catherine raised concerns about discrepancies, particularly in the calculation of FTEs. She noted that the LEA may not count conference time or may use master schedules differently, potentially leading to mismatches in what is being reported in TSDS. David Marx confirmed that conference time will be counted as instructional time and referenced a TEA report sent to LEA superintendents showing which teachers would be eligible for TRA. He offered to assist districts that did not receive the report.

Catherine emphasized the challenge of reconciling local course/section data with human resource staff determinations of teaching experience. Mark acknowledged that automated reporting might misalign with statutory requirements and agreed that inconsistencies could lead to grievances. Catherine stressed the importance of aligning reported years of experience with human resource records to avoid grievances. Mark confirmed that funding would not be issued if qualifications are not met, and the new data element would be used to determine years of experience for TRA.

Keitha Ivey noted that discrepancies exist, especially when calculating years of experience. Mark agreed that TRA calculations are more complex than a simple 0.5 FTE threshold.

Terri Hanson raised concerns about the accuracy of monthly minutes reported by LEAs and used to calculate FTEs. Catherine confirmed this is a key issue. Terri asked the committee to consider alternative ways for reporting monthly minutes to ensure accuracy.

- **Student Information System (SIS) Reporting Challenges:**

Catherine explained that SIS vendors would need to aggregate section assignments and include scheduled conference time. Special education teachers with push-in/pull-out models often lack scheduled minutes, complicating reporting. Jamie asked how push-in/pull-out teachers are reported and whether minutes are reduced when multiple classes are taught in one period.

Georgia Kalligeris described how her district manually adjusts minutes post-snapshot, especially for special education and support roles. Jamie acknowledged that data may cause inaccurate FTE calculations due to overinflated minutes. Terri emphasized the need to either improve monthly minutes reporting or find a new method to determine TRA eligibility. Georgia and Catherine proposed allowing LEAs to report to TEA an indicator stating if the teacher meets the TRA requirement.

- **Definitions of Teaching Experience Data Elements:**

Georgia asked for clarification on the differences between the data elements reported for years of service. Jamie explained that TotalYearsProfExperience (E0130) identifies verifiable years of creditable experience for professional staff, including teachers, full-time librarians, full-time counselors, full-time school nurses, or other employees who are required to hold a certificate. YearsExperienceInDistrict (E0161) indicates the complete years that a person has been employed in any professional position. Lastly, CreditableYearOfService (E1721) is for teachers who currently qualify for the teacher incentive allotment. Jamie expressed the need for a new data element to collect years for certified and non-certified teachers, and based on teaching four or more hours per day for at least half the year.

- **Next Steps and Committee Input:**

Terri summarized the problem statement: TEA needs to find an alternative to monthly minutes for determining teacher FTE. Catherine and Keitha confirmed this accurately reflects the issue. Jamie stressed the need for a vote on the new TRATeachingExperience data element and proposed addressing the FTE calculation in the next meeting.

- **Meeting Planning and Quorum Confirmation:**

A survey was conducted during the meeting to confirm availability for the next scheduled meeting on August 12, 2025. Jamie confirmed that, based on survey results, a quorum would be met.

- **Committee Deliberation:**

Keitha raised a concern that approval of the TRATeachingExperience should be contingent on resolving the FTE calculation issue. Traci Pesina asked for clarification on the voting question. Jamie explained that the committee could either approve the data element now, table it for the next meeting, or deny it altogether.

Jamie reiterated that both the new data element, TRATeachingExperience, and a second data element may be necessary to ensure accurate TRA reporting. Committee members were encouraged to email questions and suggestions to help shape the final implementation.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Traci Pesina made a motion to approve the proposal, with the understanding that additional information will be forthcoming on the FTE calculation questions.

Jaylea Wallace seconded the motion.

Vote: Passed

1b. Teacher Retention Allotment (Version 3 – August 12, 2025) **Action Item**

Background:

During the 89th legislative session, House Bill (HB) 2 was passed which amends Subchapter D, Chapter 48, Education Code, by adding Section 48.158. In this new section “classroom teacher” has the meaning assigned by Section 5.001, except that the term also includes: (1) a person who is not required to hold a certificate issued under Subchapter B, Chapter 21, who otherwise meets the definition of a classroom teacher under Section 5.001; and (2) a person, including a person described by Subdivision (1), employed by an entity with which a school district has entered into a contract who otherwise meets the definition of a classroom teacher under Section 5.001. Additionally, HB 2 amends Section 21.001, Education Code, by adding Subdivision (3-b) to read: “Teacher of record” means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes revising the long description for “087” in the StaffClassification (C021) descriptor table and the long description for “1” and “4” in the StaffType (C181) descriptor table. **One Two** new data elements, **YearsTRATeachingExperience (EXXX1X)** and **LEADeterminedTRAEligibility (EXXX2)** will be added to the PEIMS Fall Submission. Lastly, TEA will revise the data element definition, general and data element reporting requirements for the StaffType (E1073) data element. Reports will be revised, and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TReX) Changes:

None

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the long description for descriptor 087 in the StaffClassification (C021) descriptor table from Teacher - A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students; (combination of former codes 025 and 029) **to** Teacher – A certified (holds a valid teacher certificate or permit) or non-certified professional employee who teaches in an academic instructional setting or a career and technology instructional setting.

2. Revise the data element definition and general and data element reporting requirements for StaffType (E1073).
3. Revise the following long descriptions in the StaffType (C181) descriptor table:
 - a. 1 – School District or Charter School Employee **to** School District or Charter School Employee, including staff employed by the district at an in-district charter campus
 - b. 4 – from Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C And Is Eligible For Benefits Under TEC, §11.174 And 11.147(b) **to** Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C.
4. Add new data element **YearsTRATeachingExperience (EXXX1X)** to the Staff Entity in the Staff Domain to be reported as optional in the PEIMS Fall Submission.
5. Add new data element **LEADeterminedTRAEligibility (EXXX2)** to the Staff Entity in the Staff Domain to be reported as optional in the PEIMS Fall Submission.
6. Revise TSDS reports to reflect the changes in this proposal.
7. Revise associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

Jamie Muffoletto introduced Mark Olofson, Director of Educator Data, Research, and Strategy to answer questions.

Keitha Ivey requested confirmation regarding Full Time Equivalent (FTE) determinations. Keitha clarified that if a LEA reports a teacher is eligible for the teacher retention allotment, but the FTE calculation shows less than 0.5, payment will still be made this year. Conversely, if the FTE calculation indicates more than 0.5 FTE but the LEA reports the teacher is not eligible for the teacher retention allotment, payment will not be made. Jamie stated that for the first year, the LEA will report in the LEADeterminedTRAEligibility data element what TEA uses to determine teacher eligibility. TEA will compare the reported information to the FTE calculations to help identify issues in reporting monthly minutes and the FTE calculation process. Jamie additionally acknowledged that discrepancies exist and emphasized the intent to provide a “hold harmless” approach for the first year. Allowing the LEA to determine teacher eligibility ensures teachers and LEAs are paid while allowing time to improve the accuracy of monthly minute reporting.

Keitha asked about how minutes will be reported using the software, giving an example of a French teacher instructing multiple levels in one period. Keitha asked if each class should be reported with a portion of the total minutes. Jamie responded that TEA would start the conversation with the student information system vendors to understand the setup for monthly minutes and to express the need for flexibility for LEAs to report their monthly minutes. Keitha also raised concerns about elementary scheduling. She pointed out that reporting minutes for every employee and every class could be overwhelming from a campus perspective.

Mark added that while the challenges around minute reporting are valid and appreciated, the current proposal before the members does not resolve those issues. Instead, it gives LEAs the authority to make determinations, with broader discussions on minute reporting to follow.

Catherine Bray thanked Jamie for her efforts and contributions, noting that she had provided examples and data throughout the process. She asked if, under the “Special Instructions” section of the new data element, the final statement could be revised to clarify that the LEA will have the final authority in determining the data. Catherine referenced similar language found in the data element reporting requirements and suggested adding a note there as well to make the clarify the guidance.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

D’Lynne Johnson made a motion to approve the proposal.

Melinda Arguello seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Mark Olofson from the Educator Data, Research, and Strategy Department to address any questions.

Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Mary Morgan made a motion to approve the proposal.

Amanda Eisley seconded the motion.

Vote: Passed

2. Prekindergarten Eligibility Expansion – PK Child of District Classroom Teacher

Action Item

Background:

During the 89th legislative session, House Bill (HB) 2 was passed, which amends Section 29.153(b), Education Code, to include in the qualifications for free prekindergarten a child who is at least three years of age and is the child of a person employed as a classroom teacher at a public primary or secondary school in the Local Education Agency (LEA) that offers a prekindergarten class under this section.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes adding one new descriptor to the StudentCharacteristic (C344) descriptor table to indicate the student is the child of a LEA classroom teacher. TEA will revise the data element reporting requirements in the StudentEducationOrganizationAssociation entity to reflect this addition. Reports will be revised and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:

TEA proposes adding one new data element, PK-CHILD-LEA-CLASSROOM-TEACHER (TEXXX) to the Student Record and revising the special instructions for the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE138) data element.

Presentation:

Lynne Smith presented the proposal, which includes:

In the Texas Education Data Standards:

1. Add the following new descriptor to the StudentCharacteristic (C344) descriptor table:
 - a. 25

Short Description – PK Child Of LEA Classroom Teacher

Long Description – PK Child Of Local Education Agency (LEA) Classroom Teacher
2. Revise the Data Element Reporting Requirements for the StudentEducationOrganizationAssociation Entity in the Student Identification and Demographics Domain.
3. Revise TSDS reports to reflect the changes in this proposal.
4. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

1. Add the new data element PK-CHILD-LEA-CLASSROOM-TEACHER (TEXXX) to the Student Record.
2. Revise the special instructions for the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE138) data element.

ITF Discussion:

Lynne Smith introduced Sylina Valdez and Rebecca Matz from the Early Childhood Education Department to address any questions.

Joycelyn Ray asked if the new StudentCharacteristic (C344), *PK Child of LEA Classroom Teacher* (25), applies to certified staff working at the district or charter level, but not as a teacher on a campus. Rebecca clarified that the staff would need to work as a teacher four hours per day on average and that merely being certified, without working in a teaching role, did not qualify the staff to receive free prekindergarten (PK) for their children.

Catherine Bray asked what documentation is required for audit purposes to determine whether the student qualifies for PK. Rebecca responded that the program area is working to update the Student Attendance Accounting Handbook (SAAH) with the documentation required.

Catherine raised concerns about eligibility when a teacher's role changes before or after the start of the school year. Sylina stated that if the teacher met the criteria at registration, the child remains eligible for the rest of the year, even if the teacher's role changes. Sylina stated that they are working on the policy for staff whose children are eligible for PK. Sylina added, the eligibility policy, along with documentation requirements, will be included in the SAAH.

Georgia Kalligeris requested clarification on the definition of employed as a teacher. Sylina explained that at the time of registration, the parent must be employed as a teacher in the LEA and provide the documentation, which will be outlined in the SAAH.

Rebecca emphasized that the child remains eligible for free public PK if they qualify on or after April 1, and that eligibility continues through the school year per statute. Georgia asked what happens if a child who qualified through income on or after April 1 has a change in income and no longer qualifies for the free or reduced-price program after July 1. Rebecca clarified that while the child may no longer qualify for state compensatory funding, they would still be eligible for half-day PK.

Georgia asked if teachers employed through a vendor partnership qualify for free PK. Sylina responded that under the current statutory definition if the teacher works in a partnership classroom and is employed by the LEA, they meet the requirement. Georgia followed up, asking if a teacher employed solely by the partner entity, not the LEA, would still qualify. Rebecca clarified that, based on the statute, such a teacher would not qualify. The program area would consult with TEA's legal team for clarification.

Brittany Wright asked whether the statute applies to charter schools when it references school districts. Rebecca confirmed that charter schools are included under the term "school districts" used in the statute.

Dr. Lindsey McDaniel asked what documentation verifying a parent's employment as a teacher (StaffClassification (C021) 087) should be created by the LEA to show the student is eligible for free PK. Rebecca replied that the program area is reviewing all guidance and updating the SAAH. Rebecca noted that Section 7 of the SAAH addresses PK eligibility, including criteria, explanations, and examples. Dr. McDaniel asked when the updated SAAH would be available. Rebecca confirmed it is currently in public comment and TEA is reviewing all public comments.

Catherine pointed out that current legislation is not yet reflected in the SAAH. Jamie Muffoletto responded that TEA has a process for incorporating changes and invited Joe Herrera to provide further details on the approval process. Joe reviewed the SAAH approval process, noting that the SAAH was released before the end of the 89th legislative session. Joe added that any changes go through public review.

Jamie then asked if Catherine could call for a vote, acknowledging that further guidance would be included in the SAAH. Jamie emphasized that TEA needs to collect the StudentCharacteristic to ensure funding is provided for these students.

Georgia suggested delaying the vote until after guidance is provided. Jamie responded that TEA could revisit the proposal at the August 5, 2025, ITF meeting but asked to vote now. Jamie clarified that the Texas Education Data Standards (TEDS) would remain unchanged, and additional guidance would be added to the SAAH. Georgia added that additional guidance should also be added to the TEDS, not just the SAAH.

D'Lynne Johnson asked whether a child still qualifies for PK if initially approved based on a teacher's employment, but that teacher is later found to be a pull-out or non-primary teacher. Jamie asked Rebecca and Sylina if there are rules defining classroom teachers or if being the teacher of record matters. Sylina responded that the definition came from legal and is reflected in the proposal. Sylina added that they are developing additional guidance for the Frequently Asked Questions (FAQs) document, which is published on the TEA website for House Bill 2. The additional guidance will be published after it has been approved.

Brittany Wright noted that statute states once a child is deemed eligible for PK, they remain eligible for the full school year.

Catherine asked for clarification on the vote, confirming it was for adding the StudentCharacteristic. Jamie confirmed, explaining that without approval, TEA cannot identify PK children of classroom teachers for funding.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Jaylea Wallace made a motion to approve the proposal.

Keitha Ivey seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Sylina Valdez and Rebecca Matz from the Early Childhood Education Department to address any questions.

- **Eligibility and Program Location Clarification:**

Wanda Thomas asked whether a teacher living in one LEA but working in another could enroll their child in the LEA where they work. Sylina Valdez confirmed that eligibility is based on the LEA of employment, not residence. Wanda also inquired whether the PK program must be located at the teacher's campus or elsewhere in the LEA. Sylina explained that the LEA determines the PK campus placement, not necessarily the teacher's (parent's) campus.

- **Eligibility for Secondary Teachers:**

Jamie Muffoletto noted that secondary teachers are also eligible to enroll their children in the LEA's PK program.

Marcos Zorola called for additional questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Eric Combs made a motion to approve the proposal.

Mary Morgan seconded the motion.

Vote: Passed

3. Emergent Bilingual Changes

Action Item

Background:

During the 89th legislative session, Senate Bill (SB) 2185 and House Bill (HB) 2 passed, which amend Education Code Subchapter B, Chapter 29, Section 29.054 by adding Subsection (e). Currently, Section 29.054 allows local education agencies (LEAs) to apply for an exception if they are unable to provide standard bilingual education services to English learners. The newly added Subsection (e) requires the Texas Education Agency (TEA) to collect additional information from the LEAs that have been granted an exception when standard bilingual education programs are not in place.

Additionally, SB 2185 and HB 2 amend Subchapter D, Chapter 48, Section 48.105 by adding Subsections (a-1) and (a-2). With the addition of Subsections (a-1) and (a-2), TEA may require these LEAs to report information through the Public Education Information Management System (PEIMS) about the bilingual education alternatives being used. Under Section 48.105 of the Texas Education Code, TEA is required to review and approve school districts offering agency-approved alternative language education methods for funding eligibility. The total funding available is capped at \$10 million per biennium. Approved districts will receive annual per-student allotments based on average daily attendance in qualifying dual language immersion programs, with adjusted funding for emergent bilingual students and other participating students. Furthermore, TEA can require that these bilingual education alternatives be classified in the PEIMS reports using categories determined by the agency.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes the following in the StudentLanguageInstructionProgramAssociation Entity:

1. LangInstruProgramSvc (C335) descriptor table:
 - a. Remove two descriptors,
 - b. Add six new descriptors.
2. ParentalPermission (E0896) (C093):
 - a. Revise data element definition,
 - b. Revise two short descriptions,
 - c. Revise data element reporting requirements.

TEA proposes the following in the BilingualESLProgramReportingPeriodAttendance and FlexibleBilingualESLProgramReportingPeriodAttendance Entities:

1. BilingualESLFunding (E1651) (C225):
 - a. Revise data element definition,
 - b. Remove two descriptors,
 - c. Add six new descriptors,
 - d. Revise data element reporting requirements.

Reports will be revised, and data validations will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:

The TEA proposes adding six new codes to the ALTERNATIVE-LANGUAGE-PROGRAM-CODE (TC41) table to indicate the type of alternative language program method a student receives.

Presentation:

Leticia Ollervidez presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the LangInstruProgramSvc (C335) descriptor table:
 - a. Remove the following descriptors:
 - i. 046 –
Short Description – Alternative Methods for Bilingual Education
Long Description - Alternative Methods for Bilingual Education
 - ii. 004 -
Short Description – Alternative Methods for ESL
Long Description - Alternative Methods for ESL
 - b. Add the following descriptors:
 - i. 047 –
Short Description – Alternative Methods for Transitional Bilingual Early Exit
Long Description – Alternative Methods for Transitional Bilingual Early Exit
 - ii. 048-
Short Description – Alternative Methods for Transitional Bilingual Late Exit
Long Description – Alternative Methods for Transitional Bilingual Late Exit
 - iii. 049 –
Short Description – Alternative Methods for Dual Language Immersion Two-Way
Long Description – Alternative Methods for Dual Language Immersion Two-Way
 - iv. 050-
Short Description – Alternative Methods for Dual Language Immersion One-Way
Long Description – Alternative Methods for Dual Language Immersion One-Way
 - v. 005 –
Short Description – Alternative Methods for ESL Content Based
Long Description – Alternative Methods for ESL Content Based
 - vi. 006 –
Short Description – Alternative Methods for ESL Pull-Out
Long Description – Alternative Methods for ESL Pull-Out
2. Revise the data element reporting requirements in the StudentLanguageInstructionProgramAssociation Entity in the Alternative and Supplemental Services Domain reported in the PEIMS Fall, Summer, and Extended Year Submissions.
3. Revise the data element definition for the BilingualESLFunding (E1651).
4. Revise the BilingualESLFunding (C225) descriptor table:
 - a. Remove the following descriptors:
 - i. BE -
Short Description: Student In Standard Or Alternative Bilingual Or ESL Program

5. Revise the data element reporting requirements in the BilingualESLProgramReportingPeriodAttendance and the FlexibleBilingualESLProgramReportingPeriodAttendance entities in the Student Attendance Domain reported in the PEIMS Summer and Extended Year Submissions.
6. Revise the data element definition for the ParentalPermission (E0896).
7. Revise the following short descriptions in the ParentalPermission (C093) descriptor table:
 - a. E- Parent or Guardian Approved EB student in Bilingual, LEA Alt Lang Program to Parent or Guardian Approved EB student in Bilingual, LEA is implementing temporary Alternative Methods.
 - b. J – Parent or Guardian Approved EB student in ESL, LEA Alternative Lang Program to Parent or Guardian Approved EB student in ESL, LEA is implementing temporary Alternative Methods.
8. Revise TSDS reports to reflect the changes in this proposal.
9. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

1. Add the following new codes to the ALTERNATIVE-LANGUAGE-PROGRAM (TC41) code table:
 - a. 05 – Alternative Methods for ESL Content Based
 - b. 06 – Alternative Methods for ESL Pull-Out
 - c. 07 – Alternative Methods for Transitional Bilingual Early Exit
 - d. 08 - Alternative Methods for Transitional Bilingual Late Exit
 - e. 09 – Alternative Methods for Dual Language Immersion Two-Way
 - f. 10 - Alternative Methods for Dual Language Immersion One-Way

ITF Discussion:

Leticia Ollervidez introduced Dr. Xochitl Rocha to address any questions.

Catherine Bray noted that the BilingualESLFunding (C225) table in the Public Education Information Management System (PEIMS) now has one descriptor for one-way and two-way dual language programs and asked why the Texas Records Exchange (TREx) Data Standards still distinguishes between them. Jamie Muffoletto explained that the TREx does not have a corresponding data element for bilingual or ESL funding. The ALTERNATIVE-LANGUAGE-PROGRAM (TC41) table in TREx lists alternative methods in which a child may participate. TREx still maintains separate tables for Bilingual, ESL, and Alternative Methods, unlike the Texas Education Data Standards (TEDS), which combined them into the LangInstruProgramSvc (C335) table.

Dr. Xochitl Rocha clarified that the updates made to the C225 table for emergent bilingual students in one-way or two-way programs (D3) and non-emergent bilingual students in two-way programs (D4) reflect the specific funding amounts for each program. Jamie reiterated that the C225 table is not part of TREx.

Tamara Kavanagh inquired whether the Code Guide for Bilingual and ESL Program Association would be updated. Dr. Rocha confirmed it would be revised.

Catherine asked if TEA would continue to collect teacher data when the local education agencies (LEAs) submit a Bilingual or ESL exception application. Dr. Rocha responded that TEA would continue to collect teacher names in the application.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Joe Herrera made a motion to approve the proposal.

D'Lynne Johnson seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Dr. Xochitl Rocha from the Emergent Bilingual Department to address any questions.

Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Amanda Eisley made a motion to approve the proposal.

Eric Combs seconded the motion.

Vote: Passed

ITF Other Business

Discussion Item

Open Forum:

Jamie Muffoletto announced that the next Information Task Force (ITF) meeting is scheduled for August 5, 2025. The Texas Education Agency (TEA) will present additional updates for the 2025–2026 school year, based on the 89th legislative session and will reintroduce the Teacher Retention Allotment proposal. Jamie encouraged members to submit questions in advance.

Upcoming Meetings:

August 5, 2025

September 9, 2025

October 14, 2025

November 18, 2025

January 13, 2026

March 3, 2026

April 14, 2026

Adjournment:

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Joycelyn Ray made a motion to adjourn.

Georgia Kalligeris seconded the motion.

The meeting was adjourned at 11:35 a.m.

ITF Meeting: August 5, 2025**1. Six Weeks Attendance Submission****Action Item****Background:**

During the 89th regular legislative session, House Bill (HB) 2 was passed, which amends Section 48.266, Education Code, by adding Subsection (b-1). In this new section, periodically throughout the school year, the commissioner shall adjust the determinations made under Texas Education Code (TEC) §48.266(a) to reflect current school year estimates of a district's enrollment and average daily attendance, based on attendance reporting for each six weeks interval. The Texas Education Agency (TEA) will need to collect attendance from Local Education Agencies (LEAs) each six weeks. The State Funding Division will use this data collected to adjust estimates of a district's enrollment and average daily attendance.

Overview:**Texas Education Data Standards Changes:**

TEA proposes collecting attendance and special student population data relevant to the Summary of Finance report, five times during the school year, once for each of the first five six weeks reporting periods. In addition, during the PEIMS Summer Submission, TEA will collect attendance data for the entire school year, which includes:

- A recollection of the first five six weeks periods to allow LEAs to review and correct any previously submitted data.
- The collection of attendance for the sixth six weeks period.

This approach ensures data accuracy and provides LEAs with an opportunity to make necessary corrections before finalizing the annual attendance data. In the 2025-2026 school year, TEA will collect the first through third six weeks attendance data in January 2026.

The following entities will be collected each six weeks for attendance:

- LocalEducationAgency
- School
- Student
- StudentEducationOrganizationAssociationEntity
- BasicReportingPeriodAttendance
- BilingualESLProgramReportingPeriodAttendance
- CTEProgramReportingPeriodAttendance
- SpecialEducationProgramReportingPeriodAttendance
- SpecialProgramsReportingPeriodAttendance
- FlexibleBilingualESLProgramReportingPeriodAttendance
- FlexibleCTEProgramReportingPeriodAttendance
- FlexibleRegularProgramReportingPeriodAttendance
- FlexibleSpecialEducationProgramReportingPeriodAttendance

TEA will analyze existing attendance reports and data validations to determine which will be added for each six weeks collection.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards:

1. Add the following entities to the new PEIMS Six Weeks Attendance Submission collected each six weeks:
 - a. LocalEducationAgency Entity
 - b. School Entity
 - c. Student Entity
 - d. StudentEducationOrganizationAssociation Entity
 - e. BasicReportingPeriodAttendance Entity
 - f. BilingualESLProgramReportingPeriodAttendance Entity
 - g. CTEProgramReportingPeriodAttendance Entity
 - h. SpecialEducationProgramReportingPeriodAttendance Entity
 - i. SpecialProgramsReportingPeriodAttendance Entity
 - j. FlexibleBilingualESLProgramReportingPeriodAttendance Entity
 - k. FlexibleCTEProgramReportingPeriodAttendance Entity
 - l. FlexibleRegularProgramReportingPeriodAttendance Entity
 - m. FlexibleSpecialEducationProgramReportingPeriodAttendance Entity
2. Add the following PEIMS Summer Submission reports to the new six weeks attendance submission:
 - a. PDM6-130-001 Superintendent's Report of Student Attendance
 - b. PDM6-130-002 Superintendent's Report of Career and Technical Education Eligible Days
 - c. PDM6-130-003 Superintendent's Report of Gifted and Talented Students and Superintendent's Report of Students
 - d. PDM6-130-004 Superintendent's Report of Special Education Eligible Days and Excess Hours
 - e. PDM6-130-007 Students with Zero Days Absent
 - f. PDM6-130-008 Superintendent's Summary Report of Student Attendance
 - g. PDM6-130-009 Attendance by District of Residence
 - h. PDM6-130-011 Flex Attendance – Superintendent's Report of Student Attendance
 - i. PDM6-130-012 Flex Attendance – Superintendent's Report of Career and Technical Education Eligible Days
 - j. PDM6-130-013 Flex Attendance – Superintendent's Report by Special Program
 - k. PDM6-130-014 Flex Attendance – Superintendent's Summary Report of Student Attendance
 - l. PDM6-130-015 Flex Attendance – Superintendent's Report of Special Education Eligible Days and Excess Hours
 - m. PDM6-130-020 Special Education FTEs by District of Residence and Instructional Setting

- n. PDM6-130-021 Superintendent’s Report of Rural Pathway Excellence Partnership (R-PEP) Hours and FTEs
- 3. Add existing PEIMS Summer Submission data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Jamie Muffoletto introduced Sara Kohn, Director of State Funding, Forecasting & Fiscal Analysis and Amy Ma, Assistant Director of State Funding to address any questions.

- **Superintendent Statement of Approval (SOA):** Traci Pesina inquired whether the LEA superintendent will need to sign a SOA when the LEA completes each six-week attendance submission. Terri Hanson clarified that a SOA is not currently part of the planned workflow, as the superintendent must sign a SOA for the PEIMS Summer Submission when all attendance is resubmitted. Terri said that a discussion will occur with the State Funding Department to determine the correct approach.
- **Data Validation Rules:** Dr. Lindsey McDaniel asked if all PEIMS Summer Submission data validation rules would be included in the new submissions. Jamie Muffoletto explained that only attendance-related rules will be used, not the full PEIMS Summer Submission rules.
- **PEIMS Summer Submission:**
Dr. McDaniel inquired whether the final attendance data reported in the PEIMS Summer Submission would be used for the LEA's final funding allocation. Jamie confirmed that the data reported in the PEIMS Summer Submission would be used for "settle-up."
- **PEIMS Six-Week Attendance Submissions:**
Dr. McDaniel asked whether this would be a PEIMS or CORE submission. Jamie confirmed it will be a PEIMS submission and requested feedback on the abbreviation “PW” for Six-Week Attendance Submission. Traci suggested “PA” for PEIMS Attendance.

Traci asked if extensions would be granted for the PEIMS Six-Week Attendance Submissions. Jamie stated that TEA will discuss this internally. Traci also noted that the due date for the first six-week Submission in the 2026-2027 school year overlaps with the school start window and the new PEIMS Fall Enrollment Submission. Terri stated that LEAs can submit data as soon as it is ready; due dates are the latest allowable submission dates. Terri requested feedback on alternative dates to propose to the State Funding Department. Catherine Bray suggested combining the first and second six-week submissions, but Terri clarified that HB 2 mandates that attendance is reported based on each six week interval. Jamie acknowledged all suggestions and confirmed that TEA would review and publish the final due dates in the Texas Education Data Standards.

Jaylea Wallace asked if the Additional Days School Year (ADSY) program attendance data would be included in the new submission. Jamie confirmed that only attendance currently reported in the PEIMS Summer Submission will be included in the PEIMS Six-Week Attendance Submission.

- **Charter School Transition Clarification and Concerns:**

Georgia Kalligeris requested clarification on when charter schools will no longer report their six-week attendance through the Foundation School Program (FSP) application. Additionally, Georgia stated that charters do not report flexible attendance through the FSP application and asked if flexible attendance is included in the new PEIMS Six-Week Attendance Submission. Jamie clarified that charter schools will continue to report their data through the FSP application and would also report the data in TSDS during a transitional period. Georgia asked how TEA would reconcile the discrepancies in the 2025-2026 school year when charter schools will report attendance at the end of the first, second, and third six-week periods. However, it will be sent again and potentially updated when reported in TSDS in January. Sara Kohn acknowledged that the reported data may differ and would take this into consideration during the transition period.

- **Charter School Best Practices:**

Traci asked if TEA could work with charter schools to develop and share best practices, given the charters' experience with six-week reporting. Jamie agreed to work with the Charter School Division to develop a guide, and Georgia offered to share her experience. Georgia also asked if the system would include warnings for significant attendance changes, similar to the FSP application. Jamie confirmed discussions were ongoing to add something similar to TSDS.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Traci Pesina made a motion to approve the proposal.

Jaylea Wallace seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie introduced Sara Kohn from the State Funding, Forecasting, and Fiscal Analysis Department and David Marx from the Financial Compliance Department to address any questions.

- **Correction of Student Coding Errors:**

Mary Morgan asked whether LEAs can correct students who were incorrectly coded from the first six weeks submission. Jamie confirmed that corrections can be made during the PEIMS Summer Submission, which is used for final funding and settle-up. The PEIMS Summer Submission is the designated opportunity to report corrected data.

Evelyn Jenkins asked if districts will have a specific method to submit corrected data or if TEA will extract it from existing submissions. Jamie explained that cumulative attendance is still being collected and will be reported in the PEIMS Summer Submission. Additional discussions will occur when granular attendance collection begins.

- **Submission Timeline and Deadlines:**

Fatuma Ereng requested clarification on the timeline. Jamie explained that deadlines were set based on when the majority of districts ended their six-week periods during the 2024-2025 school year. Due dates were set approximately two weeks after the end of the six weeks and are outlined in the proposal. Fatima also asked whether extensions would be available for

extenuating circumstances. Jamie noted that this has not yet been discussed but emphasized that the PEIMS Summer Submission is where an LEA should make corrections.

- **Vendor Readiness and SIS Concerns:**

Amanda Eisley expressed concern that Student Information System (SIS) vendors did not begin sending attendance data until after the PEIMS Fall Submission, and worried that rapid changes could overwhelm them. Jamie acknowledged the challenges and confirmed that vendors are aware and TEA will provide support during this transition. Jamie reminded the committee that the attendance data remains the same as what was submitted for the PEIMS Summer Submission which may make an easier transition for vendors. TEA will be providing more information to vendors through a TSDS webinar on September 4th.

- **Submission Format:**

Melissa Urenda asked whether the submission would function like a core collection. Jamie clarified that it will be a new PEIMS Submission, not a core collection.

Marcos Zorola called for additional questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Fatuma Ereng made a motion to approve the proposal.

Mary Morgan seconded the motion.

Vote: Passed

2. Local Education Agency Grievance Link **Action Item**

Background:

During the 89th regular legislative session, Senate Bill (SB) 12 passed, which amends Education Code Title 2, Subtitle E, Chapter 26, by adding Chapter 26A. Section 26A.003(c) requires each Local Education Agency (LEA) board of trustees to develop and publicly share procedures for resolving grievances, along with standardized forms for filing grievances, appeals, and hearing requests. This information must be prominently posted on the LEA's website and included in the student handbook. Additionally, LEAs must ensure that grievances can be submitted electronically through the LEA's internet website. Finally, the website address containing this information must be reported to the Texas Education Agency (TEA).

Overview:

Texas Education Data Standards Changes:

TEA proposes adding one new data element, LEAGrievanceLink (E3XXX) to the PEIMS Fall Submission. Additionally, TEA will revise the data element reporting requirements in the LocalEducationAgency Entity to reflect this addition. Lastly, reports will be revised, and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TReX) Changes:

None

Presentation:

Leticia Ollervidez presented the proposal, which includes:

In the Texas Education Data Standards:

1. Add the new data element LEAGrievanceLink (E3XXX) to the LocalEducationAgency Entity in the Education Organization Domain to be reported as optional in the PEIMS Fall Submission.
2. Revise the Data Element Reporting Requirements for the LocalEducationAgency Entity in the Education Organization Domain for the LEAGrievanceLink (E3XXX) data element.
3. Revise TSDS Reports to reflect the changes in this proposal.
4. Add and revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

None

ITF Discussion:

Leticia Ollervidez introduced Abby Rodriguez, Director, Complaints and Inquiries to address any questions.

- **Clarification on Website Address Reported:**

Traci Pesina asked which type of grievances LEAs are required to provide a website address for, and if the LEA can report multiple website addresses. Abby Rodriguez clarified that the new legislation requires an LEA to develop one website for grievances applicable to all individuals—students, parents, employees, and community members. Jaylea Wallace compared this to the FamilyEngagementPlanLink (E1583) and asked if, like the existing data element, the grievance link cannot be a district homepage. Jamie Muffoletto confirmed that, similar to the FamilyEngagementPlanLink, the new bill requires a direct link to a website with all grievance information.

- **Visibility of Submitted URLs:**

Andrea Laina asked if there would be a TSDS report which would display the URL. Jamie confirmed that a report would include the URL reported by the LEA.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Traci Pesina made a motion to approve the proposal.

Georgia Kalligeris seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Abby Rodriguez from the Complaints and Inquiries Department to address any questions.

Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Mary Morgan made a motion to approve the proposal.

Eric Combs seconded the motion.

Vote: Passed

3. Legislative Discipline Changes – Descriptor Tables and Guidance Action Item

Background:

During the 89th regular legislative session, House Bill (HB) 6 was passed, amending Chapter 37, Education Code, regarding student discipline in public schools. It introduces new provisions for in-school and out-of-school suspensions and allows mandatory expulsions regardless of the location where the behavior occurred. It separates offenses related to possessing and using e-cigarettes from the offense of selling, giving, or delivering e-cigarettes. It also introduces additional behaviors for which a local education agency can assign a student to a disciplinary action education program, and it allows for the placement of expelled students in virtual or in-person expulsion programs.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes the following in the StudentDisciplineIncidentBehaviorAssociation Entity:

1. Behavior (C165) descriptor table:
 - a. Remove five descriptors,
 - b. Add 12 new descriptors,
 - c. Revise 21 descriptors.

TEA proposes revising the general, special, and data element reporting requirements in the DisciplineAction Entity and as well as the following:

1. Discipline (C164) descriptor table:
 - a. Add two new descriptors.
2. DisciplineActionLengthDifferenceReason (C166) descriptor table:
 - a. Remove one descriptor,
 - b. Add one new descriptor.

TEA proposes the following in the DisciplineIncident Entity:

1. IncidentLocation (C190) descriptor table:
 - a. Remove one descriptor,
 - b. Add one new descriptor,
 - c. Revise one descriptor.

Reports will be revised, and data validations will be added and revised based on the changes in this proposal.

Texas Records Exchange (TReX) Changes:

TEA proposes the following :

1. DISCIPLINARY-ACTION-REASON (TC07) code table:
 - a. Remove five codes,
 - b. Add 12 new codes,
 - c. Revise 21 codes.
2. DISCIPLINARY-ACTION-CODE (TC06) code table:
 - a. Add two new codes.

3. DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (TC52) code table:
 - a. Remove one code,
 - b. Add one new code.
4. BEHAVIOR-LOCATION-CODE (TC51) code table:
 - a. Remove one code,
 - b. Add one new code,
 - c. Revise one code.

Presentation:

Lynne Smith presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the Behavior (C165) descriptor table:
 - a. Remove the following descriptors:
 - i. 08 –
Short Description - Retaliation Against School Employee
Long Description - Engages in conduct that contains the elements of the offense of Retaliation under §36.06, Penal Code, against any school employee, TEC, §37.006(b) and TEC, §37.007(d)
 - ii. 11-
Short Description - Brings A Firearm To School
Long Description - Brings a Firearm to School – TEC, §37.007(a)(1), §37.007(b)(3), §37.007(e)
 - iii. 46 -
Short Description – Aggravated Robbery
Long Description - Engages in conduct that contains the elements of the offense of Aggravated Robbery under Penal Code, §29.03 – TEC, §37.007(a)(2)(F), §37.006(c), §37.007(i)
 - iv. 60 -
Short Description – Harassment Against An Employee Of A School District
Long Description - Engages in conduct that contains the elements of the offense of Harassment Against An Employee Of The School District under §42.07(a)(1), (2), (3), or (7), Penal Code – TEC, §37.006(a)(2)(G)
 - v. 63 -
Short Description – E-Cigarettes
Long Description - Sells, gives, or delivers to another person an E-Cigarette as defined by §161.081, Health and Safety Code (includes all electronic vaping devices) – TEC, §37.006(a)(2)(C-2)
 - b. Add the following descriptors:
 - i. 65 -
Short Description – Threatens Immediate Health and Safety of Other Students in Classroom
Long Description - Threatens Immediate Health and Safety of Other Students in Classroom – TEC, §37.005(c)(2)
 - ii. 66 -

- Short Description** – Documented Repeated or Significant Disruption to the Classroom
Long Description - Documented Repeated or Significant Disruption to the Classroom – TEC, §37.005(c)(3)
- iii. 67 –
Short Description – Possesses or Uses E-Cigarette
Long Description - Possesses or Uses E-Cigarette – TEC, §37.001(a)(2), TEC, §37.006(d)(1)(C)
- iv. 68 –
Short Description – Sells, Gives, or Delivers E-Cigarettes
Long Description - Sells, gives, or delivers to another person an E-Cigarette as defined by §161.081, Health and Safety Code (includes all electronic vaping devices) – TEC, §37.006(a)(2)(C-2)
- v. 69 –
Short Description – Disorderly Conduct Involving a Firearm
Long Description - Disorderly Conduct Involving a Firearm – TEC, §37.006(c)(1)(D)
- vi. 70 –
Short Description – Disruptive Activities
Long Description - Disruptive Activities under TEC, §37.123 – TEC, §37.006(d)(1)(A)
- vii. 71 –
Short Description – Intentional and Repeated Disruption of Classes
Long Description - Disruption of Classes under TEC, §37.124 – TEC, §37.006(d)(1)(B), TEC, §37.006(d-1)
- viii. 72 –
Short Description – Kidnapping
Long Description – Kidnapping under Penal Code, §20.03 – TEC, §37.007(a)(2)(E)
- ix. 73 –
Short Description – Exhibits, Uses, or Threatens to Exhibit or Use a Firearm
Long Description - Exhibits, Uses, or Threatens to Exhibit or Use a Firearm under TEC, §37.125 – TEC, §37.007(a)(5)
- x. 74 –
Short Description – Retaliation Against School Employee or Volunteer
Long Description - Engages in conduct that contains the elements of the offense of Retaliation under §36.06, Penal Code, against any school employee or volunteer, TEC, §37.006(b)
- xi. 75 –
Short Description – Harassment Against An Employee or Volunteer Of A School District
Long Description - Engages in conduct that contains the elements of the offense of Harassment Against An Employee or Volunteer Of The School District TEC, §37.006(b)
- xii. 76 –
Short Description – Burglary/Robbery, Aggravated Robbery

Long Description - Engages in conduct that contains the elements of the offense of Burglary/Robbery, Aggravated Robbery under Penal Code, §29.03 – TEC, §37.007(a)(2)(F)

c. Revise the following descriptors:

- i. 01 -
Long Description - Permanent Removal By A Teacher From Class (Teacher has removed the student from classroom and denied the student the right to return. TEC, §37.003 has been invoked.) – TEC, §37.002(c) **to** Permanent Removal By A Teacher From Class (Teacher has removed the student from classroom and denied the student the right to return.) – TEC, §37.002(c)
- ii. 02 -
Long Description - Engages in Conduct Punishable As A Felony – TEC, §37.006(a)(2)(A), TEC, §37.006(d) **to** Engages in Conduct Punishable As A Felony – TEC, §37.006(a)(2)(A), TEC, §37.006(d)(2)(A) and (B)
- iii. 09 -
Long Description - Engages in conduct of a Penal Code, Title 5 Felony off school property and while the student Is not in attendance at a school-sponsored or school-related activity – TEC, §37.006(c), and TEC, §37.0081 **to** Engages in conduct of a Penal Code, Title 5 Felony off school property and while the student Is not in attendance at a school-sponsored or school-related activity – TEC, §37.006(c)(1)(A), and TEC, §37.0081
- iv. 10 -
Long Description - Engages in conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code – TEC, §37.006(d) **to** Engages in conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code – TEC, §37.006(d)(2)(A)
- v. 12 -
Long Description - Unlawful Carrying Of A Location-Restricted Knife under Penal Code, §46.02 – TEC, §37.007(a)(1), §37.007(b)(3)(A), §37.007(i) (Location-Restricted Knife - blade longer than 5.5 inches, Penal Code 46.01(6)) **to** Unlawful Carrying Of A Location-Restricted Knife under Penal Code, §46.02 – TEC, §37.007(a)(1), (Location-Restricted Knife - blade longer than 5.5 inches, Penal Code 46.01(6))
- vi. 14 -
Long Description - Conduct containing the Elements Of An Offense Relating To Prohibited Weapons under Penal Code, §46.05 – TEC, §37.007(a)(1), §37.007(b)(3)(A), §37.007(i) **to** Conduct containing the Elements Of An Offense Relating To Prohibited Weapons under Penal Code, §46.05 – TEC, §37.007(a)(1)
- vii. 16 -
Long Description - Engages in conduct that contains the elements of the offense of Arson under Penal Code, §28.02 – TEC, §37.007(a)(2)(B), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Arson under Penal Code, §28.02 – TEC, §37.007(a)(2)(B)

- viii. 17 -
Long Description - Engages in conduct that contains the elements of the offense of Murder under Penal Code, §19.02, Capital Murder under Penal Code, §19.03, Criminal Attempt to Commit Murder, or Capital Murder under Penal Code, §15.01 – TEC, §37.007(a)(2)(C), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Murder under Penal Code, §19.02, Capital Murder under Penal Code, §19.03, Criminal Attempt to Commit Murder, or Capital Murder under Penal Code, §15.01 – TEC, §37.007(a)(2)(C)
- ix. 18 -
Long Description - Engages in conduct that contains the elements of the offense of Indecency With A Child under Penal Code, 21.11 – TEC, §37.007(a)(2)(D), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Indecency With A Child under Penal Code, 21.11 – TEC, §37.007(a)(2)(D)
- x. 19 -
Long Description - Engages in conduct that contains the elements of the offense of Aggravated Kidnapping under Penal Code, §20.04 – TEC, §37.007(a)(2)(E), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Aggravated Kidnapping under Penal Code, §20.04 – TEC, §37.007(a)(2)(E)
- xi. 21 -
Long Description - Violation Of Student Code Of Conduct established under TEC, §37.001 and not included under TEC, §37.002(b)(c), §37.006, or §37.007 **to** Violation Of Student Code Of Conduct established under TEC, §37.001 and not included under TEC, §37.002(c), §37.006, or §37.007
- xii. 27 -
Long Description - Engages in conduct that contains the elements of the offense of Assault under §22.01(a)(1), Penal Code, against a school district employee or volunteer – TEC, §37.007(b)(2)(C)(a)(4) **to** Engages in conduct that contains the elements of the offense of Assault under §22.01(a)(1), Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(4)
- xiii. 29 -
Long Description - Engages in conduct that contains the elements of the offense of Aggravated Assault under §22.02, Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(2)(A), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Aggravated Assault under §22.02, Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(2)(A)
- xiv. 30 -
Long Description - Engages in conduct that contains the element of the offense of Aggravated Assault under §22.02, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007 (a)(2)(A), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the element of the offense of Aggravated Assault under §22.02, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007 (a)(2)(A)

- xv. 31 -
Long Description - Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against a school district employee or volunteer – TEC, §37.007(d)(a)(2)(A) **to** Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(2)(A)
- xvi. 32 -
Long Description - Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007(a)(2)(A), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007(a)(2)(A)
- xvii. 36 -
Long Description -Sells, gives, or delivers to another person, or possesses or, uses, or is under the influence of a Felony Level Controlled Substance under Chapter 481, Health and Safety Code, or dangerous drug under Chapter 483, Health and Safety Code. TEC, §37.006(a)(2)(C), §37.007(a)(3) (excluding marihuana and THC), §37.007(b)(2)(A)(i)-(ii) (excluding marihuana and THC), §37.007(i) **to** Sells, gives, or delivers to another person, or possesses or, uses, or is under the influence of a Felony Level Controlled Substance under Chapter 481, Health and Safety Code, or dangerous drug under Chapter 483, Health and Safety Code. TEC, §37.006(a)(2)(C), §37.007(a)(3) (excluding marihuana and THC), §37.007(b)(2)(A)(i)-(ii)
- xviii. 47 -
Long Description -Engages in conduct that contains the elements of the offense of Manslaughter under Penal Code, §19.04 – TEC, §37.007(a)(2)(G), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Manslaughter under Penal Code, §19.04 – TEC, §37.007(a)(2)(G)
- xix. 48-
Long Description -Engages in conduct that contains the elements of the offense of Criminally Negligent Homicide under Penal Code, 19.05 – TEC, §37.007(a)(2)(H), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Criminally Negligent Homicide under Penal Code, 19.05 – TEC, §37.007(a)(2)(H)
- xx. 49-
Long Description -Engages in conduct that contains the elements of the offense of Deadly Conduct under Penal Code, 22.05 – TEC, §37.007(b)(2)(D)(C) **to** Engages in conduct that contains the elements of the offense of Deadly Conduct under Penal Code, 22.05 – TEC, §37.007(b)(2)(C)
- xxi. 58-
Long Description -Engages in conduct that contains the elements of the offense of Breach Of Computer Security if the conduct involves accessing a computer,

computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system, under Penal Code, §33.02 – TEC, §37.007(b)(5)(4) (HB1224) **to** Engages in conduct that contains the elements of the offense of Breach Of Computer Security if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system, under Penal Code, §33.02 – TEC, §37.007(b)(4) (HB1224)

2. Add the following new descriptor to the Discipline (C164) descriptor table:
 - a. 29-
Short Description – Placement in In-School Suspension by Parent Request
Long Description – Placement in In-School Suspension by Parent Request Unable to Provide Suitable Supervision and only applicable to student below grade three and students experiencing homelessness – TEC §37.005(c-2)
 - b. 30 –
Short Description - Expulsion with Placement in Virtual Expulsion Program
Long Description - Expulsion to a virtual setting under the Virtual Expulsion Program – TEC, § 37.0083
3. Revise the DisciplineActionLengthDifferenceReason (C166) descriptor table:
 - a. Remove the following descriptor:
 - i. 10 –
Short Description - Term Modified By Placement Program Due To Student Behavior In Placement
Long Description - Term Modified By Placement Program Due To Student Behavior While In The Placement
 - b. Add the following descriptor:
 - i. 12 –
Short Description – Parental Involvement Behavioral Agreement
Long Description - Parental Involvement Behavioral Agreement
4. Revise the IncidentLocation (C190) descriptor table:
 - a. Remove the following descriptor:
 - i. 05 –
Short Description - On Schl Prop Another LEA, Or At Schl Spons/Related Activity Of Another LEA
Long Description - On school property of another district in this state or while attending a school-sponsored or school-related activity of a school in another district in this state.
 - b. Add the following descriptor:
 - i. 06 –
Short Description – On Schl Prop or on Public Property w/in 500 Feet of Schl Prop

Long Description - On School Property or on Public Property within 500 Feet of School Property – use only with Behavior 71

c. Revise the following descriptor:

i. 01 –

Long Description - On school property ~~to~~ On school property (including school transportation such as a school bus)

5. Revise the General, Special and Data Element Reporting Requirements in the Discipline Action Entity in the Discipline Domain.
6. Revise TSDS reports to reflect the changes in this proposal.
7. Add and revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

1. Revise the DISCIPLINARY-ACTION-REASON (TC07) code table:
 - a. Remove the following codes from the code table:
 - i. 08 – Engages in conduct that contains the elements of the offense of Retaliation under §36.06, Penal Code, against any school employee, TEC, §37.006(b) and TEC, §37.007(d).
 - ii. 11- Brings a Firearm to School – TEC §37.007 (a)(1), §37.007(b)(3), §37.007(e)
 - iii. 46 - Engages in conduct that contains the elements of the offense of Aggravated Robbery under Penal Code, §29.06 §29.03– TEC §37.007(a)(2)(F), TEC §37.006(c), §37.007(i)
 - iv. 60 - Engages in conduct that contains the elements of the offense of Harassment Against an Employee of the School District under §42.07(a)(1), (2), (3), or (7) Penal Code – TEC §37.006(a)(2)(G)
 - v. 63 - Possesses, uses, sells, gives, or delivers, another person, an E-Cigarette as defined under by §161.081, Health and Safety Code (includes all electronic vaping devices) – TEC 37.006(a)(2) (C-2)
 - b. Add the following codes:
 - i. 65 - Threatens Immediate Health and Safety of Other Students in Classroom – TEC, §37.005(c)(2)
 - ii. 66 - Documented Repeated or Significant Disruption to the Classroom – TEC, §37.005(c)(3)
 - iii. 67 - Possesses or Uses E-Cigarette – TEC, §37.001(a)(2), TEC, §37.006(d)(1)(C)
 - iv. 68 – Sells, gives, or delivers to another person an E-Cigarette as defined by §161.081, Health and Safety Code (includes all electronic vaping devices) – TEC, §37.006(a)(2)(C-2)
 - v. 69 – Disorderly Conduct Involving a Firearm – TEC, §37.006(c)(1)(D)
 - vi. 70 – Disruptive Activities under TEC, §37.123 – TEC, §37.006(d)(1)(A)
 - vii. 71 – Disruption of Classes under TEC, §37.124 – TEC, §37.006(d)(1)(B), TEC, §37.006(d-1)
 - viii. 72 – Kidnapping under Penal Code, §20.03 – TEC, §37.007(a)(2)(E)
 - ix. 73 – Exhibits, Uses, or Threatens to Exhibit or Use a Firearm under TEC, §37.125 – TEC, §37.007(a)(5)

- x. 74 – Engages in conduct that contains the elements of the offense of Retaliation under §36.06, Penal Code, against any school employee or volunteer, TEC, §37.006(b)
- xi. 75 – Engages in conduct that contains the elements of the offense of Harassment Against An Employee or Volunteer Of The School District TEC, §37.006(b)
- xii. 76 – Engages in conduct that contains the elements of the offense of Burglary/Robbery, Aggravated Robbery under Penal Code, §29.03 – TEC, §37.007(a)(2)(F)
- c. Revise the following descriptors:
 - i. 01 - Permanent Removal By A Teacher From Class (Teacher has removed the student from classroom and denied the student the right to return. TEC, §37.003 has been invoked.) – TEC, §37.002(c) **to** Permanent Removal By A Teacher From Class (Teacher has removed the student from classroom and denied the student the right to return). – TEC, §37.002(c)
 - ii. 02 -Engages in Conduct punishable as a felony - TEC §37.006(a)(2)(A), TEC, §37.006(d) **to** Engages in Conduct Punishable As A Felony – TEC, §37.006(a)(2)(A), TEC, §37.006(d)(2)(A) and (B)
 - iii. 09 - Engages in conduct of a Penal Code, title 5 Felony off school property and while the student is not in attendance at a school-sponsored or school-related activity – TEC, §37.006(c), TEC, §37.0081 **to** Engages in conduct of a Penal Code, Title 5 Felony off school property and while the student Is not in attendance at a school-sponsored or school-related activity – TEC, §37.006(c)(1)(A), and TEC, §37.0081
 - iv. 10 - Engages in conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code – TEC, §37.006(d) **to** Engages in conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code – TEC, §37.006(d)(2)(A)
 - v. 12 - Unlawful Carrying Of A Location-Restricted Knife under Penal Code, §46.02 – TEC, §37.007(a)(1), §37.007(b)(3)(A), §37.007(i) (Location-Restricted Knife - blade longer than 5.5 inches, Penal Code 46.01(6)) **to** Unlawful Carrying Of A Location-Restricted Knife under Penal Code, §46.02 – TEC, §37.007(a)(1)(Location-Restricted Knife - blade longer than 5.5 inches, Penal Code 46.01(6))
 - vi. 14 - Conduct containing the Elements Of An Offense Relating To Prohibited Weapons under Penal Code, §46.05 – TEC, §37.007(a)(1), §37.007(b)(3)(A), §37.007(i) **to** Conduct containing the Elements Of An Offense Relating To Prohibited Weapons under Penal Code, §46.05 – TEC, §37.007(a)(1)
 - vii. 16 - Engages in conduct that contains the elements of the offense of Arson under Penal Code, §28.02 – TEC, §37.007(a)(2)(B), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Arson under Penal Code, §28.02 – TEC, §37.007(a)(2)(B)
 - viii. 17 - Engages in conduct that contains the elements of the offense of Murder under Penal Code, §19.02, Capital Murder under Penal Code, §19.03, Criminal Attempt to Commit Murder, or Capital Murder under Penal Code, §15.01 – TEC, §37.007(a)(2)(C), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains

the elements of the offense of Murder under Penal Code, §19.02, Capital Murder under Penal Code, §19.03, Criminal Attempt to Commit Murder, or Capital Murder under Penal Code, §15.01 – TEC, §37.007(a)(2)(C)

- ix. 18 - Engages in conduct that contains the elements of the offense of Indecency With A Child under Penal Code, 21.11 – TEC, §37.007(a)(2)(D), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Indecency With A Child under Penal Code, 21.11 – TEC, §37.007(a)(2)(D)
- x. 19 - Engages in conduct that contains the elements of the offense of Aggravated Kidnapping under Penal Code, §20.04 – TEC, §37.007(a)(2)(E), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Aggravated Kidnapping under Penal Code, §20.04 – TEC, §37.007(a)(2)(E)
- xi. 21 - Violation Of Student Code Of Conduct established under TEC, §37.001 and not included under TEC, §37.002(b)(c), §37.006, or §37.007 **to** Violation Of Student Code Of Conduct established under TEC, §37.001 and not included under TEC, §37.002(c), §37.006, or §37.007
- xii. 27 - Engages in conduct that contains the elements of the offense of Assault under §22.01(a)(1), Penal Code, against a school district employee or volunteer – TEC, §37.007(b)(2)(C)(a)(4) **to** Engages in conduct that contains the elements of the offense of Assault under §22.01(a)(1), Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(4)
- xiii. 29 - Engages in conduct that contains the elements of the offense of Aggravated Assault under §22.02, Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(2)(A), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Aggravated Assault under §22.02, Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(2)(A)
- xiv. 30 - Engages in conduct that contains the element of the offense of Aggravated Assault under §22.02, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007 (a)(2)(A), §37.007(b)(3)(A), §37.007(i) **to** Engages in conduct that contains the element of the offense of Aggravated Assault under §22.02, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007 (a)(2)(A)
- xv. 31 - Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against a school district employee or volunteer – TEC, §37.007(d)(a)(2)(A) **to** Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against a school district employee or volunteer – TEC, §37.007(a)(2)(A)
- xvi. 32 - Engages in conduct that contains the element of the offense of Sexual Assault under §22.011, Penal Code, or Aggravated Sexual Assault under §22.021, Penal Code, against someone other than a school district employee or volunteer – TEC, §37.007(a)(2)(A)
- xvii. 36 - Sells, gives, or delivers to another person, or possesses or, uses, or is under the influence of a Felony Level Controlled Substance under Chapter 481, Health and Safety Code, or dangerous drug under Chapter 483, Health and Safety Code. TEC, §37.006(a)(2)(C), §37.007(a)(3) (excluding marihuana and THC), §37.007(b)(2)(A)(i)-

- (ii) (excluding marihuana and THC), §37.007(i) **to** Sells, gives, or delivers to another person, or possesses or, uses, or is under the influence of a Felony Level Controlled Substance under Chapter 481, Health and Safety Code, or dangerous drug under Chapter 483, Health and Safety Code. TEC, §37.006(a)(2)(C), §37.007(a)(3) (excluding marihuana and THC), §37.007(b)(2)(A)(i)-(ii)
- xviii. 47 - Engages in conduct that contains the elements of the offense of Manslaughter under Penal Code, §19.04 – TEC, §37.007(a)(2)(G), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Manslaughter under Penal Code, §19.04 – TEC, §37.007(a)(2)(G)
- xix. 48 - Engages in conduct that contains the elements of the offense of Criminally Negligent Homicide under Penal Code, 19.05 – TEC, §37.007(a)(2)(H), §37.007(i) **to** Engages in conduct that contains the elements of the offense of Criminally Negligent Homicide under Penal Code, 19.05 – TEC, §37.007(a)(2)(H)
- xx. 49 - Engages in conduct that contains the elements of the offense of Deadly Conduct under Penal Code, 22.05 – TEC, §37.007(b)(2)(D) **to** Engages in conduct that contains the elements of the offense of Deadly Conduct under Penal Code, 22.05 – TEC, §37.007(b)(2)(C)
- xxi. 58 - Engages in conduct that contains the elements of the offense of Breach Of Computer Security if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system, under Penal Code, §33.02 – TEC, §37.007(b)(5) (HB1224) **to** Engages in conduct that contains the elements of the offense of Breach Of Computer Security if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system, under Penal Code, §33.02 – TEC, §37.007(b)(4) (HB1224)
- 2. Add the following new codes to the DISCIPLINARY-ACTION-CODE (TC06) code table:
 - a. 29 - Placement in In-School Suspension by Parent Request Unable to Provide Suitable Supervision and only applicable to student below grade three and students experiencing homelessness – TEC §37.005(c-2)
 - b. 30 - Expulsion to a virtual setting under the Virtual Expulsion Program – TEC, §37.0083
- 3. Revise the DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (TC52) code table:
 - a. Remove the following code from the code table:
 - i. 10 - Term Modified By Placement Program Due To Student Behavior While In The Placement
 - b. Add the following code:
 - i. 12 – Parental Involvement Behavioral Agreement
- 4. Revise the BEHAVIOR-LOCATION-CODE (TC51) code table:
 - a. Remove the following code from the code table:
 - i. 05 - On school property of another district in this state or while attending a school-sponsored or school-related activity of a school in another district in this state.

- b. Add the following code:
 - i. 06 - On School Property or on Public Property within 500 Feet of School Property – use only with Behavior 71
- c. Revise the following code:
 - i. 01 - On school property **to** On school property (including school transportation such as a school bus)

ITF Discussion:

Lynne Smith introduced Dr. Gaye Lang, Statewide Director of Restorative Practices, and Mary Scott, Student Discipline Program Specialist, to address any questions.

- **Implementation Timeline and Impact:**

Georgia Kalligeris raised concerns about implementing new discipline codes after the school year has already started and the student/parent handbooks have been distributed. Mary Scott clarified that the legislation is effective beginning with the 2025–2026 school year. The LEA may not have the updated discipline codes in their student information system (SIS), but they should still use the changes made by HB 6 at the start of the school year. Jamie Muffoletto reminded the committee that discipline data is reported in the PEIMS Summer Submission, and the discipline code updates will be published in the Texas Education Data Standards (TEDS) by September 2, 2025. By the time the LEA reports the discipline data in the PEIMS Summer Submission, the new discipline codes should be added to the SIS. Georgia expressed concern about reclassifying offenses after parents have already been notified under previous codes. Jamie acknowledged the disruption but emphasized that the changes are mandated and must be implemented.

- **Request for To the Administrator Addressed Letter (TAA):**

Traci Pesina requested a TAA letter to help districts understand the immediate changes. Mary confirmed that a TAA covering all legislative changes is in development, including sample policies and examples, but no release date is available yet.

- **Expulsion Clarifications:**

Catherine Bray asked for clarification on expulsion options. Mary explained that students may be expelled:

- Without educational services
- To a JJAEP (if available)
- To a DAEP (if no JJAEP exists)
- To a Virtual Expulsion Program (optional for LEAs under TEC 37.007)

If a JJAEP is full or rejects placement, LEAs may opt for a virtual program, provided they supply all necessary resources for the student.

- **At-Risk Indicator Review:**

Catherine asked whether the At-Risk indicator for discipline placements will be updated. Jamie responded that the team will review it and follow up.

- **Resources and Updates:**

Mary confirmed that all related documents, charts, and definitions are being updated and will be posted to the discipline webpage once approved.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Jaylea Wallace made a motion to approve the proposal.

Tracy Pesina seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Mary Scott from the School Support Department to address any questions.

Mary stated that all discipline updates are currently in the approval process for the webpage, pending Data Governance approval.

Marcos Zorola called for additional questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Amanda Eisley made a motion to approve the proposal.

Eric Combs seconded the motion.

Vote: Passed

4. <u>At Risk Descriptor Guidance Update</u>	<u>Discussion Item</u>
---	-------------------------------

Background:

Senate Bill (SB) 991 from the 89th Regular Legislative Session amends Section 29.081(d), Education Code, by adding two new reasons for students to be considered at risk of dropping out of school. A student who is chronically absent, as defined by Section 48.009, or is required to attend school under Section 25.085, is not exempted under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year should now be considered at risk.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes revising the data element reporting requirements in the StudentEducationOrganizationAssociation Entity for the StudentCharacteristic (E3063) descriptor 01 (At Risk) to include the new reasons a student could be classified as at risk. There are no reports or data validations that require updates based on the changes in this proposal.

Texas Records Exchange (TReX) Changes:

TEA proposes revising the data element definition for the AT-RISK-INDICATOR (TE008) to include the new reasons a student could be classified as at risk.

Presentation:

Lynne Smith presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the data element reporting requirements in the StudentEducationOrganizationAssociation Entity in the Student Identification and Demographics Domain for the StudentCharacteristic (E3063) descriptor 01 - At Risk.

In the Texas Records Exchange Data Standards:

Revise the data element definition for the AT-RISK-INDICATOR (TE008).

ITF Discussion:

Lynne Smith introduced Dahinda Alaniz, State Compensatory Education Statewide Coordinator, and Katherine Beck, Division Director, Performance Reporting, to address any questions.

- **TAA Request:**
Traci Pesina requested a TAA to clarify the new criteria. David Marx confirmed that a TAA will be provided.
- **Grade-Level Applicability:**
Traci asked whether the new at-risk criteria applies to all grade levels. David said that the statute does not specify age or grade levels.
- **Clarification of “Chronically Absent”:**
Traci asked what the definition of “chronically absent” is, and whether this relates to truancy and the 90% attendance rule. Katherine Beck directed the committee to the definition of “chronically absent” in SB 991 as a student who is absent from school for more than 10 percent of the school's required operation and instructional time within: (A) a school year; or (B) an enrollment period that exceeds 30 instructional days.
- **Vendor and Calculation Concerns:**
Catherine Bray asked whether vendors will assist with the calculations for “chronically absent” students. Katherine noted that TEA does not collect the specific reason a student is coded at risk. Currently, TEA receives sufficient data from PEIMS to determine if a student meets the definition of a chronically absent student. If the LEA needs to calculate which students are chronically absent, they should work with their vendor to complete the calculations.
- **Indicator Updates and Corrections:**
Traci asked if an LEA classifies a student as at-risk based only on the new criteria and the student’s attendance changes where the student no longer meets the criteria, should the LEA remove the at-risk coding. Dahinda clarified that if the student was incorrectly coded, they should not remain coded. Jamie added that once a student meets the criteria, they remain coded for that school year unless the correction is due to an error made by the LEA.
- **Funding Implications:**
Linda Raney asked if the at-risk coding affects funding. David clarified that the reporting of the at-risk indicator does not drive funding.
- **Ending At Risk Coding:**
Keitha Ivey asked if the at-risk coding for a student who meets the new criteria during the current school year is ended each year. Dahinda Alaniz confirmed that if a student is only coded as at-risk based on the new criteria, the coding should end at the start of a new school year.

Georgia Kalligeris asked if students who qualify at the end of the school year are still considered at-risk the following year. Jamie and Dahlinda confirmed that the new reasons a student can be classified as at-risk only apply to the year they meet the criteria.

Catherine Bray, ITF Chair, asked for further questions about this discussion item. Hearing none, she moved to the next item on the agenda.

PCPEI Discussion:

Jamie Muffoletto introduced Dahlinda Alaniz from the Financial Compliance Department to address any questions.

PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he moved to the next item on the agenda.

ITF Other Business

Discussion Item

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Tarci Pesina made a motion to adjourn.

Keitha Ivey seconded the motion.

The meeting was adjourned at 12:57 p.m.

ITF Meeting: August 12, 2025

1. Remote Virtual Instruction

Action Item

Background:

Senate Bill (SB) 569 from the 89th Regular Legislative Session repeals Chapter 30A of the Education Code and enacts Chapter 30B, which governs virtual and hybrid **campuses, programs, and courses**. Chapter 30B allows Local Education Agencies (LEAs) three options for delivering virtual and hybrid education.

Every full-time hybrid or virtual **campus** will be assigned a distinct County District Campus Number (CDCN) corresponding to the campus where at least 50 percent of students are enrolled in a full-time hybrid or virtual program authorized under Subchapter C, Texas Education Code (TEC) §30B.101. Students will be reported as present for each day the student is enrolled on the **campus**. A student's scheduled course load determines their eligibility for full-time or half-time funding.

For every full-time hybrid **program** offered by an LEA, a student is in attendance in person for less than 90 percent of the minutes of instruction provided in a school year and the instruction and content may be delivered synchronously or asynchronously over the Internet, in person, or through other means. For every full-time virtual **program** offered by an LEA, a student is in attendance in person minimally or not at all and the instruction and content are delivered synchronously or asynchronously primarily over the Internet. Daily attendance should be recorded in accordance with the LEA's board-approved local policy for asynchronous attendance procedures.

A hybrid **course** offered by an LEA means a student is in attendance in person for less than 90 percent of the minutes of course instruction provided, and the instruction and content may be delivered synchronously or asynchronously over the Internet, in person, or through other means. A virtual **course** offered by an LEA means a course in which instruction and content are delivered synchronously or asynchronously primarily over the Internet. Students enrolled in virtual or hybrid courses who are present on campus for part of the day will have their attendance recorded during their scheduled on-campus class times. If a student is on campus for part of the day but not during the official attendance-taking period, attendance may be recorded during an alternative attendance-taking time.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes removing two descriptors and adding two new descriptors to the NonCampusBasedInstruction (C182) table. One new common type with one new and two existing data elements will be added to the StudentEducationOrganizationAssociation Entity to indicate the students participating in a virtual or hybrid program. One new CalendarType (C215) will be added to indicate the virtual or hybrid program offered at a campus. The General Reporting Requirements will be updated for the Section, CourseTranscriptExt, CalendarDate and StudentSectionAssociation Entities. The Data Element Reporting Requirements will be updated in the StudentEducationOrganizationAssociation, Calendar, and Section Entities. Reports will be reviewed and updated to reflect the changes in this proposal. Data validation rules will be removed, revised, and added to reflect the changes in this proposal.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards:

1. Remove the following descriptors from the NonCampusBasedInstruction (C182) descriptor table:
 - a. 04 –
Short Description: TxVSN Online Schools Program
Long Description: Texas Virtual School Network (TxVSN) Online Schools Program
 - b. 05 –
Short Description: Texas Virtual School Network (TxVSN) Statewide Online Course Catalog
Long Description: Texas Virtual School Network (TxVSN) Statewide Online Course Catalog
2. Revise the following short and long description for descriptor **02** in the NonCampusBasedInstruction (C182) descriptor table:
 - a. **Short Description:** Electronic/Internet/Correspond/Video Conferencing Course (Not TxVSN) **to** Electronic/Internet/Correspond/Video Conferencing Course
Long Description: Electronic/Internet/Correspondence Based/Video Conferencing Course (Not a TxVSN course) **to** Electronic/Internet/Correspondence Based/Video Conferencing Course
3. Add the following new descriptors to the NonCampusBasedInstruction (C182) descriptor table:
 - a. 12 –
Short Description: Local Virtual Course
Long Description: Local Virtual Course Under TEC §30B.001(7)
 - b. 13 –
Short Description: Statewide Virtual Course
Long Description: Statewide Virtual Course Under TEC §30B.057
4. Add the FullTimeHybridVirtualProgramParticipationSet common type to the StudentEducationOrganizationAssociation Entity to be reported as optional in the PEIMS Fall and Summer Submissions.
5. Add the following data elements to the FullTimeHybridVirtualProgramParticipationSet common type:
 - a. FullTimeHybridVirtualProgramParticipation (E3XXX)
 - b. BeginDate (E3010)
 - c. EndDate (E3020)
6. Add the FullTimeHybridVirtualProgramParticipation (CXXX) descriptor table:
 - a. 01 –
Short Description: Full-Time Hybrid Program Participation
Long Description: Full-Time Hybrid Program Participation under TEC §30B.001(2)
 - b. 02 –

Short Description: Full-Time Virtual Program Participation

Long Description: Full-Time Virtual Program Participation under TEC §30B.001(4)

7. Add the following new descriptor to the CalendarType (C215) descriptor table:
 - a. 18 –

Short Description: Full-time Hybrid or Virtual Program

Long Description: Full-time Hybrid or Virtual Program on a campus offering 75,600 operational minutes with a minimum of 240 instructional minutes (Full Day Funding) or 120 instructional minutes (Half-Day Funding)
8. Revise the General Reporting Requirements for the following entities:
 - a. Section Entity
 - b. CourseTranscriptExt Entity
 - c. StudentSectionAssociation Entity
9. Revise the Data Element Reporting Requirements for the following entities:
 - a. Section Entity
 - b. CalendarDate Entity
 - c. StudentEducationOrganizationAssociation
10. Revise associated reports to reflect the changes in this proposal.
11. Revise, delete, and add data validation rules to reflect the changes in this proposal.

ITF Discussion:

Jamie Muffoletto introduced Ann Rajan Manager, from System Support and Innovation Department, to answer any questions.

Dr. Lindsey McDaniel raised a question regarding the funding model for full-time hybrid and virtual campuses. Jamie responded that for a campus, students are reported “present” for each day they are enrolled on the campus. Funding is based on the LEA’s average daily attendance (ADA). Jamie went on to say that for a full-time hybrid or virtual program, funding is based on the LEA’s board-approved model for asynchronous attendance. Jamie confirmed this understanding with Ann, stating that, regardless of the funding model, attendance must still be reported for each student.

Melinda Arguello asked what an LEA should do if, during the school year, an LEA campus has 50% enrollment in a virtual or hybrid program. She asked if the LEA should request the assignment of a county district campus number (CDCN). Ann responded that any new virtual or hybrid campus must go through an authorization process. The LEA would continue to operate the program and could apply to become a virtual school for the next school year.

Ann added that for the 2025–2026 school year, the only schools that would operate are the ones with a virtual waiver in the 2024–2025 school year. Ann stated that additional guidance would be provided in the upcoming To the Administrator Addressed (TAA) letter. Melinda then inquired about grade level restrictions, asking whether these campuses could serve students from prekindergarten through grade 12, including early education (EE) students. Ann clarified that while there may be differences between existing and new campuses, she does not believe there are grade-level restrictions but will confirm this information.

Georgia Kalligeris inquired whether the Optional Flexible School Day Program (OFSDP) online dropout recovery program was included in the current proposal. Ann clarified that while OFSDP operates in various formats, including traditional settings with flexible instructional minutes, it remains unchanged in that context. However, dropout recovery programs offering remote or virtual instruction would now be considered virtual hybrid programs under the new definitions. Georgia sought clarification on whether this reclassification affects funding, particularly for dropout recovery schools using the course completion model. Ann will provide additional information on this specific program and noted that Texas Education Code Section 29.081 (e-2) in SB 569 provides changes to OFSDP online dropout recovery programs.

Joycelyn Ray asked if this change would be reflected in the Student Attendance Accounting Handbook (SAAH) for the 2025-2026 school year. David Marx confirmed that the SAAH will not be updated for the 2025–2026 school year but changes would be made in the 2026–2027 publication. David added, in the interim, the TAA would serve as authoritative guidance, and flexibility would be provided during audits to accommodate the transition period.

Catherine explained that Lewisville ISD operated an accelerated block schedule and asked if a student taking one virtual course would need to be enrolled in a virtual program. Under the accelerated block scheduling, one course accounts for 25% of a student's schedule.

Jamie asked whether Lewisville ISD was offering a full-time hybrid or virtual program or simply individual virtual courses. Catherine requested clarification on the difference between a course and a program. Ann explained that a program is a structured offering where students are scheduled into multiple virtual or hybrid courses, often with a defined set of policies for the program. In contrast, a course is a standalone virtual class taken by a student enrolled in a traditional setting. Jamie acknowledged the complexity introduced by block scheduling and emphasized that further clarification would be needed if Lewisville ISD chose to offer a virtual or hybrid program. Jamie also noted that most virtual offerings would continue to be offered through the Texas Virtual School Network (TXVSN) for the next two years. Catherine expressed concern about the implications for attendance reporting, particularly if virtual courses are scheduled during official attendance periods. Catherine explained that Lewisville currently avoids scheduling TXVSN courses during funding periods to prevent conflicts. Jamie confirmed that this practice would likely continue under the new model, as attendance must still be taken for students in virtual or hybrid courses. Catherine inquired about how attendance should be handled during special schedules, such as exam days, and Jamie responded that TEA would review how this has been managed in the past and provide additional guidance, as the policy has not changed.

Catherine asked whether LEAs offering virtual courses this year outside of TXVSN would need to backdate an attendance plan, noting that while attendance planning is not directly part of the current discussion, it is closely connected. Jamie clarified that an asynchronous attendance plan is only required for full-time hybrid or virtual programs, not for individual virtual courses. For courses, attendance must be taken when students are physically on campus—either during the official attendance time or an approved alternate time—and those minutes will still count toward instructional time as they currently do. Catherine then asked whether virtual course minutes would be based on the LEA's schedule or restricted to the 60-minute cap used by TXVSN, noting that

Lewisville ISD typically offers 90-minute blocks but must reduce them to 60 minutes for reporting. Ann stated she would look into it.

Catherine asked a question about whether the current waiver requirement for remote instruction in homebound settings would still apply if the LEA had a remote or hybrid program. Jamie responded that this issue falls outside the scope of the current discussion and would need to be addressed by TEA's waivers team. Catherine acknowledged this but emphasized that it is another important implication of the legislation.

D'Lynne Johnson raised concerns about the attendance requirements tied to the implementation of virtual programs, specifically questioning whether the upcoming TAA letter would provide sufficient detail. D'Lynne noted that past TAA letters have not typically included this level of information and asked whether the asynchronous attendance policy—required for full-time hybrid or virtual programs—would be clearly outlined. Ann responded that the TAA would include examples of acceptable asynchronous attendance measures and emphasized that the policy must be locally approved by the LEA. Jamie added that if the TAA does not fully address D'Lynne's concerns, additional information could be provided. D'Lynne also questioned the timing of implementation, given that many schools have already started the academic year. Jamie explained that an LEA already operating a virtual or hybrid campus can continue to operate the campus. If an LEA would like to develop a virtual or hybrid program, the TAA will provide additional information to support its development.

Keitha Ivey asked how to appropriately word a motion to approve the proposal, acknowledging that while approval is necessary, numerous unanswered questions need clarification. Keitha expressed concern about ensuring that the committee's concerns are addressed and reflected in the motion. Leanne Simons responded that while some of the questions raised are not directly related to the proposal, they are still valid and will be addressed. Leanne recommended wording the motion to approve the proposal "pending clarification on questions asked during this session," particularly regarding the removal of the TXVSN references, which may remain in place for the next two years. Leanne assured the committee that follow-up communication would be sent promptly to clarify decisions, and she committed to working with Jamie and Ann to provide timely updates. Keitha expressed feeling conflicted, noting the pressure to approve the proposal despite lingering concerns, and emphasized the importance of ensuring committee members feel heard. Leanne acknowledged the complexity and affirmed that the proposal would move forward with the understanding that TEA would address the questions, objections, and concerns raised during the discussion.

Georgia stated she was not opposing the proposal. However, she expressed concern about the timing and clarity surrounding the implementation of new reporting requirements, noting that school has already started and the committee was being asked to vote on a motion while still lacking critical guidance. Georgia emphasized the difficulty of implementing a virtual or hybrid program without the information about what is needed in a locally adopted asynchronous attendance policy. Georgia echoed the broader sentiment of uncertainty shared by other committee members.

Leanne acknowledged the challenge and explained that the agency is working as quickly as possible to address questions and finalize guidance. Leanne noted that legislative language can often be

vague, requiring collaboration across TEA program areas and with the commissioner to develop clear rules. Leanne affirmed the value of the committee's input and assured members that their questions would be addressed.

Georgia suggested TEA provide working groups with TEA staff to help to help the committee navigate specific implementation issues, such as coding and funding for OFSDP programs. Georgia also recommended creating a program area contact list. Leanne agreed to take the recommendation back for discussion.

Keitha raised a question about the historical cutoff deadlines for the Texas Education Data Standards (TEDS), noting that in the past, there were clearly defined timelines for updates, similar to the current SAAH timelines. She expressed concern that these hard deadlines seem to have disappeared and asked what had changed. Leanne responded that hard deadlines for the TEDS still exist, but legislative mandates operate outside those deadlines. Leanne explained that while program areas must adhere to established timelines for changes not driven by legislation, recent legislative sessions have introduced an unprecedented volume of changes impacting education. Leanne shared that TEA has been working closely with the commissioner to delay some legislative implementations originally scheduled for the 2025–2026 school year to 2026–2027. Leanne stated that TEA continues to follow internal deadlines for preliminary, final, and addendum TEDS updates, and that the agency is actively communicating those expectations to program areas. Keitha acknowledged the challenges, noting the overwhelming number of changes and the difficulty in maintaining clarity and accuracy.

Catherine expressed that while she does not oppose the proposal, she shares the concerns voiced by other members and is deeply concerned about the implications. She acknowledged the collaborative efforts between TEA and committee members but emphasized the overwhelming challenge this proposal poses to the LEA, making implementation cumbersome. Catherine requested that her concerns be formally recorded, noting that although the committee will move forward with a motion for a vote, the scale and timing of the changes are deeply challenging for LEAs.

Catherine requested clarification on what would happen if the committee's questions led to changes in the proposal after the meeting. Leanne responded that due to the tight timeline specifically, the need to present the proposal to the Policy Committee on Public Education Information (PCPEI) committee the following Tuesday, August 19, 2025, any resulting changes would be communicated to the ITF committee via email. Leanne added that if the changes involved data elements or descriptors previously proposed for removal, the email would outline those updates and provide committee members with an opportunity to ask further questions or offer approval. Leanne noted that while TEA generally avoids email-based approvals, it may be necessary in this case due to time constraints.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Keitha Ivey made a motion to approve the proposal.

Melinda Arguello seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Ann Rajan from the System Support and Innovation Department to address any questions.

- **Attendance Reporting and ADA Calculation:**

Amanda Easley asked whether LEAs with a campus assigned a County-District-Campus Number (CDCN) should continue reporting students with 100% attendance, and whether funding would be based on district ADA with or without those program students included.

Jamie Muffoletto confirmed that the ADA for the virtual CDCN will be the district ADA without the programs' 100% ADA factored in.

Marcos Zorola called for additional questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Amanda Easley made a motion to approve the proposal.

Chris Pace seconded the motion.

Vote: Passed

2. IBC Reimbursements

Action Item

Background:

During the 89th Regular Legislative Session, House Bill (HB) 120 and HB 2 passed, which amended Education Code, Section 48.156. Currently, the Texas Education Agency (TEA) will reimburse the cost paid by the local education agency (LEA) for one industry-based certification (IBC) examination. HB 120 and HB 2 increase the number of IBC examinations for which an LEA can receive reimbursement from one to two. Additionally, LEAs can request reimbursement for the background check (fingerprinting or criminal history record information review) as needed for the industry certification. TEA will need to collect the cost of the background check (fingerprinting or criminal history record information review) separately due to a state-wide cap on reimbursement. Finally, TEA will no longer collect the IBC information for examinations failed by a student.

Overview:

Texas Education Data Standards Changes:

TEA proposes adding a new data element, IBCBackgroundCheckCost (E3XXX), to the IndustryBasedCertificationSet Common Type in the StudentAcademicRecord Entity to be reported in the PEIMS Summer and Extended Year Submissions. This element will capture the costs of a background check (fingerprinting or criminal history record information review) if required for a student to earn an industry-based certification. TEA will update reporting requirements in the StudentAcademicRecord Entity. Additionally, one descriptor will be removed from the PostSecondaryCertLicensureResult (C232) table. Lastly, reports and data validation rules will be updated to reflect these changes.

Texas Records Exchange (TREx) Changes:

TEA proposes updating the definition of the IBC-REIMBURSEMENT-INDICATOR (TE132) data element. Additionally, a new code table, IBC-REIMBURSEMENT-NUMBER (TCXX), will be introduced with two

codes to specify the number of IBC certification reimbursement requests submitted by the LEA for a student.

Presentation:

Leticia Ollervidez presented the proposal, which includes:

In the Texas Education Data Standards:

1. Add the new data element IBCBackgroundCheckCost (E3XXX) to the IndustryBasedCertificationSet Common Type in the Student Academic Record Domain to be reported as optional in the PEIMS Summer and Extended Year Submissions.
2. Revise the Data Element Reporting Requirements in the StudentAcademicRecord Entity.
3. Remove the descriptor 03 – IBC Failed – IBC Failed from the PostSecondaryCertLicensureResult (C232) descriptor table.
4. Revise TSDS Reports to reflect the changes in this proposal.
5. Add and revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

1. Revise the data element definition for the IBC-REIMBURSEMENT-INDICATOR (TE132).
2. Add a new code table IBC-REIMBURSEMENT-NUMBER (TCXX) code table:
 - a. 01 – Reimbursement Requested for One Industry Certification Exam
 - b. 02 – Reimbursement Requested for Two Industry Certification Exams

ITF Discussion:

Leticia Ollervidez introduced Valarie Londrie, Senior Director of College, Career, and Military Preparation, Marcette Kilgore, Director of Career and Technical Education and Lacy Freeman, Statewide Career and Technical Education Coordinator to address any questions.

Melinda Arguello asked if there is a way for LEAs to determine that an Industry-Based Certification has been reimbursed for a student, outside of what is sent through the Texas Records Exchange (TReX). Jamie Muffoletto clarified that the only way for a new LEA to know if a student has been reimbursed is through the TReX IBC-REIMBURSEMENT-INDICATOR. Jamie added, there is no statewide repository for an LEA to check this information.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Keitha Ivey made a motion to approve the proposal.

D'Lynne Johnson seconded the motion.

Vote: Passed

PCPEI Discussion:

Jamie Muffoletto introduced Dr. Lacy Freeman from the College, Career, and Military Preparation Department to address any questions.

Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Eric Combs made a motion to approve the proposal.

Mary Morgan seconded the motion.

Vote: Passed

3. Additional Day School Year Program – Data Element and Guidance Changes **Discussion Item**

Background:

House Bill (HB) 2 from the 89th Regular Legislative Session amends Texas Education Code (TEC) §48.0051, which provides the requirements for the Additional Days School Year (ADSY) program, by reducing the required number of instructional days from 180 to 175 for schools participating in the Additional Days School Year (ADSY) Program. It also expands eligibility from prekindergarten through fifth grade to prekindergarten through eighth grade. Additionally, schools offering at least 200 full days of instruction will receive a 50% increase in average daily attendance funding.

Overview:

Texas Education Data Standards Changes:

The Texas Education Agency (TEA) proposes the following in the School Entity:

1. Revise one existing data element definition– AdditionalDaysProgram (E1671)
2. Revise data element reporting requirements

TEA proposes the following in the StudentEducationOrganizationAssociation Entity:

1. Revise data element reporting requirements

TEA proposes the following in the CalendarDate Entity:

1. Revise data element reporting requirements

Reports will be revised and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Lynne Smith presented the proposal, which includes:

In the Texas Education Data Standards:

1. Revise the data element definition for the AdditionalDaysProgram (E1671).
2. Revise the Data Element Reporting Requirements for the School Entity in the Education Organization Domain.
3. Revise the Data Element Reporting Requirements for the StudentEducationOrganizationAssociation Entity in the Student Identification and Demographics Domain.
4. Revise the Data Element Reporting Requirements for the CalendarDate Entity in the School Calendar Domain.

5. Revise TSDS reports to reflect the changes in this proposal.
6. Add and revise associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

Lynne Smith introduced Brian Doran, Director of Expanded Learning Modules, and Ruchamah Belizor, Manager of Additional Days School Year, to address any questions.

Melinda Arguello asked if examples for half-day and three-quarter day funding could be added to the Calendar Type Reporting chart in the data element reporting requirements in the CalendarDate Entity. Jamie Muffoletto stated that the data standard team would work with the TEA program area to add examples.

ITF Chair, Catherine Bray, called for additional questions or comments.

PCPEI Discussion:

Jamie Muffoletto introduced Ruchamah Belizor from the Expanded Learning Models Department to address any questions.

PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he moved forward with the agenda.

4. Sunset EarlyReadingIndicator Data Element **Discussion Item**

Background:

House Bill (HB) 2 from the 89th Regular Legislative Session repeals Texas Education Code (TEC) §28.006(g). Due to this change, the Texas Education Agency (TEA) Early Childhood Division has requested the EarlyReadingIndicator (E1522) is sunset for the 2025-2026 school year. The data collected by the EarlyReadingIndicator was intended to determine if a student was eligible for accelerated reading instruction, which is no longer stipulated in the statute.

Overview:

Texas Education Data Standards Changes:

TEA proposes the sunset of the EarlyReadingIndicatorSet Common Type, which includes the data elements EarlyReadingIndicator (E1522), BeginDate (E3010), and EndDate (E3020), as well as the associated descriptor table C195. Additionally, one report from the PEIMS Fall and Summer Submissions will be removed. Two data validation rules from the PEIMS Fall and Summer Submissions will also be removed.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards:

1. Remove the EarlyReadingIndicatorSet Common Type and the following data elements from the StudentEducationOrganizationAssociation Entity in the Student Identification and Demographics Domain reported in the PEIMS Fall and Summer Submissions:
 - a. EarlyReadingIndicator (E1522)
 - b. BeginDate (E3010)
 - c. EndDate (E3020)
2. Remove the descriptor table EarlyReadingIndicator (C195).
3. Remove the following reports:
 - a. PEIMS Fall Submission – PDM1-120-015 – Student Roster Summary by Early Reading Indicator
 - b. PEIMS Summer Submission – PDM3-120-001 – Student Roster Summary by Early Reading Indicator
4. Remove two PEIMS Fall and Summer Submissions data validation rules.

ITF Discussion:

Jamie Muffoletto introduced Magali Farooqi, Early Childhood Assessment Specialist from the Early Childhood Education Department, to address any questions.

Georgia Kalligeris requested confirmation that the proposal would be shared with the members. Jamie stated the proposal would be sent to ITF members after the meeting.

ITF Chair, Catherine Bray, called for additional questions or comments.

PCPEI Discussion:

PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he moved forward with the agenda.

ITF Other Business

Discussion Item

Jamie Muffoletto shared that TEA has one final item for email vote: Additional Instructional Days for Reading Interventions, to be reported in the 2025–2026 PEIMS Extended Year. The item will be emailed to members once internal program changes are finalized.

ITF Adjournment:

ITF Chair, Catherine Bray, called for questions or comments. Hearing none, she requested a motion to adjourn.

Melinda Arguello made a motion to adjourn.

Elisa Sanchez seconded the motion.

The meeting was adjourned at 12:08 p.m.

PCPEI Other Business**Discussion Item**

Jamie Muffoletto shared that a proposal for the Additional Days Reading Intervention Program is forthcoming, though widespread implementation is not expected for the 2025–2026 school year. The Commissioner is currently developing a list of approved assessments. While LEAs may have the option to begin participation in 2025–2026, the proposal will be shared with ITF within the next day, followed by distribution to PCPEI. It will be presented as an action item and will require a vote.

Note: This proposal was withdrawn for the 2025-2026 school year.

ITF Membership Changes

Jamie informed the committee of ITF member changes that needed to be voted on:

Current Member	District/ESC/Vendor	Reason Leaving	New Member	District/ESC/Vendor
Raney, Linda (alternate)	ESC 12	Became Member	Rambo, Haily	ESC 12
Pesina, Traci	Dallas ISD	Retiring	Ohnesorge, Shawna	Dallas ISD
Ohnesorge, Shawna (alternate)	Dallas ISD	Becoming Member	Hendricks, Shawn (Denise)	Dallas ISD
New Member Position	N/A	N/A	Zirkelbach, Sharron	ESC 10
New Alternate	N/A	N/A	Lyons, Kim	ESC 4

PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he requested a motion to approve the ITF member changes.

PCPEI Action:

Eric Combs made a motion to approve the ITF member changes.

Chris Pace seconded the motion.

Vote: Passed

PCPEI Upcoming Meetings

Tuesday, October 28, 2025

Tuesday, February 3, 2026

Tuesday, April 28, 2026

PCPEI Adjournment:

PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he requested a motion to adjourn.

Fatuma Ereng made a motion to adjourn.

Eric Combs seconded the motion.

Vote: Passed.

The meeting was adjourned at 11:36 a.m.