

A background image of a school hallway with large windows and a staircase. Students are seen walking on the stairs and in the hallway. The image is overlaid with a semi-transparent blue rectangle containing the title and author information.

Student Attendance Accounting Handbook

Joe Herrera, Financial Compliance

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Student Attendance Accounting Handbook

State law requires that every Texas school district adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The *Student Attendance Accounting Handbook (SAAH)* contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

The proposed version of the 2022-2023 SAAH has been added to the table below. The comment period for the proposed SAAH is from June 24, 2022 to July 25, 2022. Public comments can be sent to: <https://form.jotform.com/210613401561138>. The webpage will be updated with the final adopted version of the document after the completion of the comment period.

SAAH	PDF Version	Change Document	PDF Version
2022-2023 Handbook, Proposed	PDF, 4,543 KB	2022-2023 Change Document	PDF, 869 KB
2021-2022 Handbook, Adopted	PDF, 4,493 KB	2021-2022 Change Document	PDF, 1,032 KB

Financial Compliance

Financial Integrity Rating System of Texas

Student Attendance Accounting Handbook

[Annual Financial and Compliance Reports \(AFRs\)](#)

[Resource Guide \(FASRG\)](#)

[School Health and Related Services](#)

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SAAH: Why and How

TEC 48.004

**Statutory Citations Relating to Amendment to 19 TAC Chapter 129, Student Attendance,
Subchapter AA, Commissioner's Rules, §129.1025, Adoption by Reference:
Student Attendance Accounting Handbook**

SAAH: What does it do?

- Describes the attendance accounting rules that all school districts and charter schools must follow to generate state funding (ADA).
- The information has the force of law; it is adopted by reference in the Texas Administrative Code (TAC)
- Is published yearly to include changes in statute and in other TAC rules

SAAH: What does it do?

- describes the Foundation School Program (FSP) eligibility requirements
- minimum standards for all attendance accounting systems,
- documentation requirements for attendance audit, and
- responsibilities of all LEA personnel involved in student attendance

As a PEIMS Coordinator or Special Program Administrator...

- What Information in the SAAH do you need to know
- What do you need to do
- Where can you find the information you are looking for
- What reports do you run for Special Programs and when
- Knowing how **Money** is tied to these programs
- Using examples as a resource
- How The Contents page can be helpful in finding information in the SAAH
- Know where The Glossary is— it defines terms
- Where to find other resources

SAAH by Section: 1-13

- 1: Overview
- 2: Audit Requirements
 - general, system, documentation
- 3: Attendance
 - responsibilities, attendance taking, caler
- 4: Special Education
 - ECSE
- 5: Career and Technology (CTE)
 - contact hours, documentation
- 6: Emergent Bilinguals/English Learne
- 7: Prekindergarten
- 8: Gifted/Talented
- 9: Pregnancy Related Services
- 10: AEP and Disciplinary Removals
- 11: Nontraditional Programs
 - dual credit, OFSDP
- 12: Virtual Remote and Electronic Learning
- 13: Appendix / Glossary

SAAH by Section: 1-3

The first 3 sections are the domain for Registrars, PEIMS, and attendance for people on the campus

1: Overview

2: Audit Requirements

- general, system, documentation

3: Attendance

- responsibilities, enrollment, attendance taking, calendars

SAAH Section 1 Overview

- Explains how attendance related to funding
- Explains the difference in serving a student and receiving funding
- Explains how to use the handbook

SAAH Section 1 Overview

- 1.1 Student Attendance and FSP Funding
- 1.2 Taking and Recording Student Attendance
- 1.3 Reporting of Attendance Information to TEA
- 1.4 Storage of Attendance Information
- 1.5 Auditing of Attendance Information
- 1.6 How to Use This Handbook
- 1.7 Significant Changes

SAAH Section 2 Audit Requirements

- 2.1 General Audit Requirements
- 2.2 Accounting System Requirements
 - 2.2.1 Paper-Based Attendance Accounting Systems vs. Automated Attendance Accounting Systems
 - 2.2.2 Automated Attendance Accounting Systems
 - 2.2.3 Paperless Attendance Accounting Systems
 - 2.2.4 Disaster Recovery
 - 2.2.5 Attendance System Procedures Manual
- 2.3 Required Documentation
 - 2.3.1 Student Detail Reports
 - 2.3.2 Campus Summary Reports
 - 2.3.3 District Summary Reports
 - 2.3.4 Reconciliation of Teacher's Roster Information and Attendance Accounting Records
 - 2.3.5 Additional Required Documentation

SAAH Section 2.2.4 Disaster Recovery

- School districts should have a disaster recovery plan in place
 - What happens if your software or server crashes and you don't have access to the attendance documents you're storing?
What is your disaster recovery plan if a disaster happens?
- Example plan: Keep backup records at several locations within district or at off-site storage facility
- If attendance documentation is store digitally, communicate with your district technology team to ensure your district has a process of being able to reproduce documents in the event of a server or software crash

SAAH Section 2.2.5 Attendance System Procedures Manual

2.2.5 Attendance System Procedures Manual

Your district or charter school must maintain a procedures manual that provides specific, detailed information on the district's school attendance accounting system. This procedures manual must include the following information:

- how and when teachers are to take official attendance
- how attendance is entered into the attendance accounting system
- which position or positions are responsible for the coding of special programs (such as career and technical education [CTE], special education, pregnancy-related services [PRS], etc.)
- how changes to special programs are to be documented
- how student membership is to be reconciled between the teacher rosters and the attendance accounting database
- how your district will maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year
- what backup systems are in place to protect the attendance accounting records
- which position is responsible for the maintenance and security of the attendance accounting records

SAAH Section 2.2.5 Attendance System Procedures Manual

Districts must have a procedures manual and the manual needs to document how attendance is taken in your district on each campus.

Items your district attendance manual should cover:

- Does the district use an electronic system? Does the district use paper rosters?
- What is the official attendance time for each campus? How is it documented?
- What are teacher requirements on taking attendance? If a teacher posts attendance for a student incorrectly, how does a teacher turn that correction into the attendance office? Does the teacher send an email to the attendance office to let the attendance office know the posting needs to be changed?
- If a student turns in an absence note to a teacher, how does the note get to the attendance office?

SAAH Section 2.2.5 Attendance System Procedures Manual

- How are students supposed to turn in notes in the district? What is the district policy on keeping student notes? Does the district keep all the paper copies and then file them? How are student notes filed, by date, by student?
- If student notes are scanned in, how long do you keep the paper copy originals before you destroy the notes?
- Include your local attendance policy – what are students expected to follow? This should be included as part of your manual and part of your training to your campuses.
- How are Special Program populations reported at the district? What is the process of making sure Special Program students are reported correctly?
- What is your district disaster recovery plan? How do you plan to reproduce documents if your attendance accounting software crashes?
- The manual should be available at the district level and each attendance staff on each campus should have access to the district procedures manual

SAAH 3.2.1, 2.3.2, 2.3.3 Required Documentation

- **Student Detail Reports:** Roster of the students with specific information related to attendance. Usually identifies the total number of days present, total number of days absent, if the student is receiving Special Programs or services (CTE, Special Education, BIL). The totals on your student detail report should match up to the campus summary report for that 6 weeks.
- **Campus Summary Reports:** Summarize attendance grade level by campus and then give a total for a campus as a whole for the 6 weeks. The totals on your campus summary report should match up to your district summary reports.
- **District Summary Reports:** District summary reports are likely run at the district level (PEIMS or district attendance office).

SAAH Section 3 General Attendance Requirements

3.1 Responsibilities

This section spells out the responsibility for different staff within the school district related to attendance data

SAAH Section 3 General Attendance Requirements

- **Superintendent:**
 - Accuracy and safekeeping of all attendance records

- **Principal:**
 - Accuracy of Campus Summary Reports

- **Teacher:**
 - Accuracy of absence data as they post attendance in their grade book on their attendance roster each day.

SAAH Section 3 General Attendance Requirements

- **Attendance Personnel:** Accuracy of information submitted (to best of his or her knowledge). Attendance personnel should **not** determine a student's coding information. Attendance personnel should be able to determine how an absence should be reported if a student brings in a note. Attendance posting information shouldn't be changed unless you have documentation to support making a change – this includes if a teacher posts attendance incorrectly online. The teacher should be following a process to report that information to the attendance office. **Attendance shouldn't be changed unless you have documentation to make the change.**
- Special program staff, directors, and/or teachers make coding determinations
- Special program staff are responsible for accuracy of special program data – Special program are staff should review students every 6 weeks to make sure coding is accurate.

ADA vs WADA

**Average
Daily
Attendance**



GT

SpEd

**Weighted
Average
Daily
Attendance**

SAAH Section 3 General Attendance Requirements

3.2.1 ADA Codes

- 0: enrolled and scheduled for less than 2hrs or not every day
- 1: enrolled and scheduled for 4hrs of more, fulltime every day
- 2: enrolled and scheduled for at least 2hrs, parttime every day
- 3: enrolled as a fulltime transfer student, every day
- 4: enrolled fulltime, but cannot generate ADA
- 5: enrolled parttime, but cannot generate ADA
- 6: enrolled as a parttime transfer student
- 7: enrolled in OFSDP AND eligible to generate ADA
- 8: participates in OFSDP but cannot generate ADA
- 9: enrolled in a Non-TxVSN, local LEA funded remote program

SAAH Section 3 General Attendance Requirements

3.2.2 – Funding Eligibility

▪ 2-through-4-hour rule

- Scheduled for and served for at least 2 hours for half-day eligibility
- Scheduled for and served for at least 4 hours for full-day eligibility
- Must be instructional hours – number of minutes in each bell period
- Ineligible for funding
 - Study Hall does not count as instruction
 - Sign-in does not count as instruction
 - Repeated courses that students have already received credit for are not eligible for funding

SAAH Section 3 General Attendance Requirements

3.2.1 ADA Codes

- 0: enrolled and scheduled for less than 2hrs or not every day
- 1: enrolled and scheduled for 4hrs of more, fulltime every day
- 2: enrolled and scheduled for at least 2hrs, parttime every day

SAAH Section 3 General Attendance Requirements

3.2.1 ADA Codes

- 3: enrolled as a fulltime transfer student, every day
- 4: enrolled fulltime, but cannot generate ADA
- 5: enrolled parttime, but cannot generate ADA
- 6: enrolled as a parttime transfer student

SAAH Section 3 General Attendance Requirements

3.2.1 ADA Codes

- 7: enrolled in OFSDP AND eligible to generate ADA
- 8: participates in OFSDP but cannot generate ADA
- 9: enrolled in a Non-TxVSN, local LEA funded remote program

SAAH Section 3 General Attendance Requirements

3.3 Enrollment Procedures and Requirements

- 3.3.1 Residency
 - Your LEA must keep a copy of the document it used to verify a student's residency.
- 3.3.3 Documentation of Identity and Age
 - birth certificate, passport, school ID card, any other legal documentation, etc.
- 3.3.8 Immunizations
 - Texas Department of State Health Services (DSHS)

SAAH Section 3 General Attendance Requirements

3.3.6 Student Entitlement to Attend School in a Particular District

A student's entitlement to attend a school district is determined under the [TEC, §25.001](#). Your district must serve any students who are entitled to enrollment under the [TEC, §25.001](#), even if they are expected to reside in your district for a short time. Your district must serve students in regular education in addition to in other programs, such as special education, if the students are eligible and all documentation is on file. **Your district cannot refuse to serve a student who is entitled to enroll.** For example, say a student enters a hospital for treatment. If the hospital is located within your school district, your district must immediately serve this student in regular education and also in special education if the student is determined to be eligible. This requirement applies not only to students in hospitals but also to students in juvenile detention centers, jails, and other such facilities. (See [3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer](#) for a limited exception to this requirement.) Additional eligibility provisions apply to students who are not entitled to

³⁹ [TEC, §48.004](#)

⁴⁰ [TEC, §25.002\(b\) and \(c\)](#)

SAAH Section 3 General Attendance Requirements

3.3.5 Entry and Reentry Dates

The student's entry date is the first day the student is physically or virtually present during the official attendance accounting period on a particular campus at the attendance taking time (see [3.6.2 Time of Day for Attendance Taking](#)). A student's reentry date is the first day the student is physically present during the official attendance accounting period at the attendance taking time after having been withdrawn from the same campus. **A student cannot be absent on either the entry or the reentry date. Also, a student cannot be absent on the first day of school.**

The student is in membership on both the entry date and the reentry date. See [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#) for minimum time requirements for a student to be in membership.

SAAH Section 3 General Attendance Requirements

3.4.2 Temporary Absences and Withdrawal

Your district must **not** withdraw a student who is temporarily absent (for example, as a result of illness, hospitalization, treatment for a mental health or substance abuse condition, or suspension) but still a member of your district.

3.4.3 Students Whose Whereabouts Are Unknown

Your district should decide the withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, according to applicable local policies. For example, local policy may state that a student is withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades seven through 12 must be reported as a school leaver and could be considered a dropout according to the C162 ExitWithdrawType table in TEDS.

SAAH Section 3 General Attendance Requirements

3.5 Compulsory Attendance

School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the TEC, §25.0915. The district also must consider the best practices for truancy prevention measures found in 19 TAC §129.1045. In addition, tardies generally are not considered absences for purposes of compulsory attendance enforcement.

SAAH Section 3 General Attendance Requirements

Section 3.6

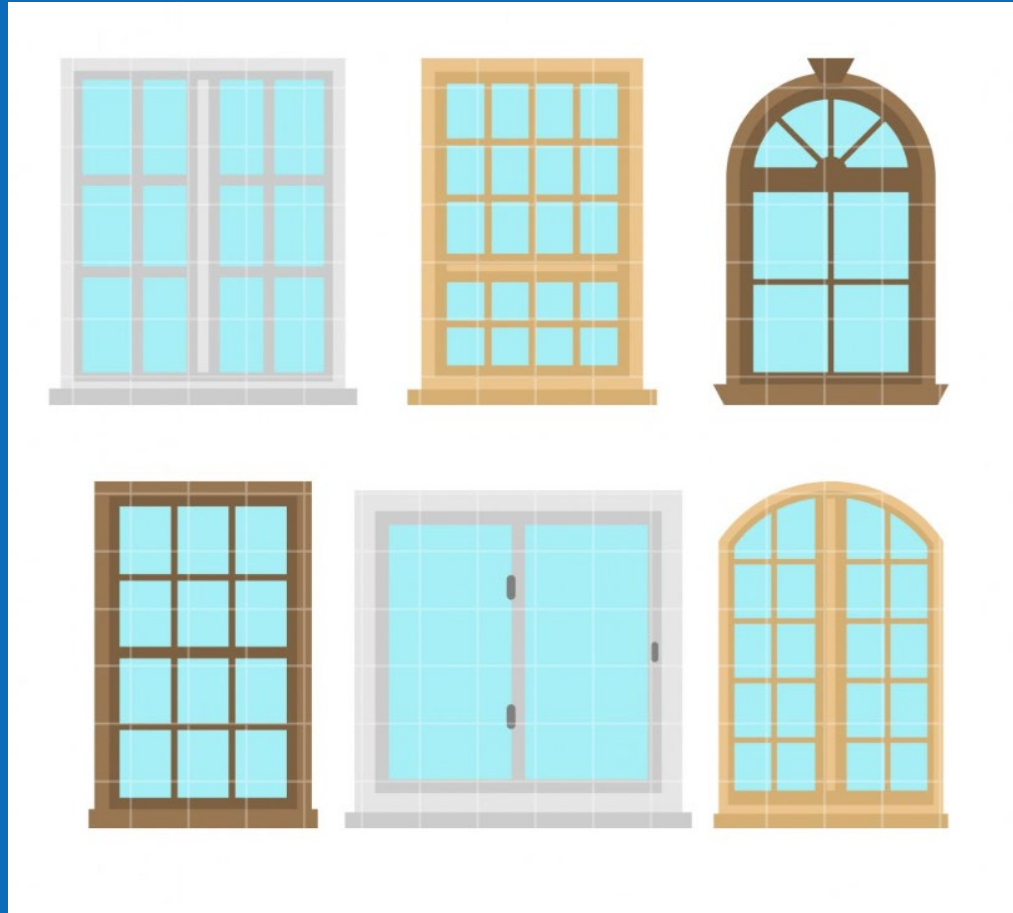
- Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance taken and completed by the classroom teacher or paraprofessional that meet the educational aide requirements.
- The only exception to a classroom teacher taking official attendance and the only method by which a student can take his or her own attendance is by using biometric technology. Examples of biometric technology include but are not limited to, fingerprint recognition, facial recognition, retina recognition, and iris recognition.
- Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes.

SAAH Section 3 General Attendance Requirements

3.6.2 Time of Day for Attendance Taking

Each campus must determine attendance for all grades by the absences recorded at the one particular point in time the campus has chosen for roll to be taken (a snapshot, for example, 9:45 a.m.). The selected time may vary from campus to campus within your district. Once a time has been selected, a campus must not change it during the school year.

SAAH Section 3 General Attendance Requirements



SAAH Section 3 General Attendance Requirements

3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

For official attendance accounting purposes, excused and unexcused absences do not exist. Students present at the official attendance-taking time are counted present for funding purposes. Note that having students sign in is not an acceptable method of taking attendance. Except for the reasons listed in the following bulleted paragraphs, students who are absent at the official attendance-taking time are counted absent for funding purposes.

Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes. Documentation from an electronic, radio frequency, smart card, or similar tracking system that indicates only whether a student monitoring device was on campus at a particular time is not acceptable documentation unless supported with documentation that a student was with a campus official.

SAAH Section 3 General Attendance Requirements



A high-angle photograph of a classroom activity. Several students are gathered around a wooden table, using tablets and colorful manipulatives. One student in the foreground is holding a tablet displaying a grid-based application. Another student is pointing at a tablet. On the table, there are trays containing colorful blocks and a large grid with colored dots. A semi-transparent white banner with blue text is overlaid on the center of the image.

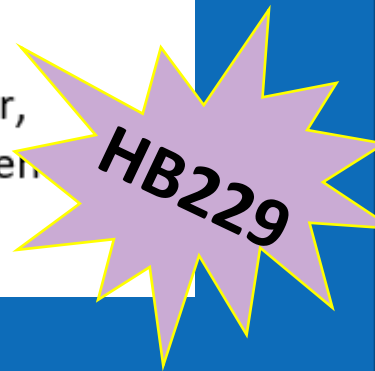
2025-2026 Updates

SAAH Section 1.6 How to Use This Handbook

Disciplinary removals	removals.
Section 11 Nontraditional Programs	Nontraditional Programs <u>discusses</u> education programs that have alternative methods of funding or are provided in alternative settings.
Section 12 Virtual, Remote, and Electronic Instruction	Virtual, Remote, and Electronic Instruction discusses Texas Virtual School Network (TXVSN) programs and courses, other online courses, virtual and hybrid instruction , remote instruction, and self-paced computer courses.
Section 13 Appendix	The Appendix section explains how ADA is calculated and provides information on weighting of ADA.
Glossary	The Glossary section defines terms used in the handbook.

SAAH Section 2.3.1 Student Detail Report

7. all identification data elements for the student:
 - legal first, middle, and last name
 - generation code, where applicable
 - **gender sex code**
 - date of birth
 - age as of September 1
 - Texas Unique ID
 - Social Security number or state-assigned alternative ID number
 - ethnic group
 - first and last name of parent or guardian with whom the student resides
 - address of parent or guardian with whom the student resides, including the street number, route number, or PO box number; city; zip code; and campus ID of residence for nonresident students



SAAH Section 2.3.1 Student Detail Report

24. **full-time equivalent (FTE) calculations for all special programs reported for data required in items 22 and 23**
25. signature page, signed by persons recording data and persons approving data (This page may be signed each six-week reporting period or each semester at local discretion. If your district uses a paperless attendance accounting system, the electronic equivalent of a signature page [for example, a feature that allows approvers to indicate their approval of data electronically] is acceptable in lieu of a paper signature page.)

SAAH Section 2.3.5 Additional Required Documentation

15. special program documentation as described in each special program section in this handbook, including proof of service (**e.g., documentation or doctor's note when student informed the school of pregnancy**) (see item 3 above)

SAAH Section 3.2.2 Funding Eligibility

Two-through-four-hour rule eligibility chart

Included	Not Included
<ul style="list-style-type: none">• instruction• in-class breakfast• breakfast and lunch (pre-K or combined pre-K and EE programs only)• recess• work-based learner• study program for state assessments (if the student has met all graduation requirements)• student-aide classes (office, nurse, librarian aides, etc. that a student is scheduled into as a course)	<ul style="list-style-type: none">• study hall• sign ins• repeated courses (if a student has already received credit for that course; see 3.2.2.2 Time Spent in Course for Which Student Has Already Received Credit for the exception)



SAAH Section 3.2.1.3 Code 2 Eligibility for Half-Day Attendance

3.2.1.3 Code 2 Eligible for Half-Day Attendance

Code 2 indicates that a student is eligible to generate half-day attendance. Code 2 applies to all students entitled to enroll under the [TEC, §25.001](#), who are scheduled for and provided instruction at least two hours but fewer than four hours each school day for the purposes of ADA. These students include pre-K students who meet the eligibility requirements in [Section 7 Prekindergarten \(Pre-K\)](#) (see [7.5 Eligible Days Present and ADA Eligibility](#)). Additionally, districts providing a full-day pre-K program to eligible four year olds would need to provide 75,600 operational minutes ~~unless they have received a waiver from the agency.~~

SAAH Section 3.2.2.6 Funding Eligibility for Students Awarded a Diploma Outside of the United States

If a student has been awarded a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. However, a student who holds a diploma from a country outside of the United States may be eligible to enroll and generate ADA for funding purposes in a Texas public school if the district has determined that the diploma does not meet the minimum requirements for a Texas high school diploma. ~~A student may also be entitled to receive special education services through age 21 if the student has a disability and the district determines the student would have met the Texas criteria to continue the receipt of special education services after having been awarded a diploma.~~ Districts must evaluate out of country transcripts carefully. These students must still meet eligibility requirements for funding.

SAAH Section 3.2.2.7 Funding Eligibility for Students Who Received Special Education Services and Were Awarded a Diploma in Another State or Outside of the United States

A student may be entitled to receive special education services through age 21 if the student has a disability and the district determines the student would have met the Texas criteria to continue the receipt of special education services after having been awarded a diploma in another state or outside of the United States. The district must evaluate the transcript carefully, and the student must still meet eligibility requirements for funding.

SAAH 3.2.3.1 Additional Information about Minimum Eligible Age

A child whose parent or guardian is an active-duty member of a foreign military force stationed in Texas may establish their age for purposes of entitlement to the benefits of the FSP by demonstrating that they will turn the required age during the school year for which the child is seeking admission, if your district has adopted a policy authorizing this practice.

HB2757

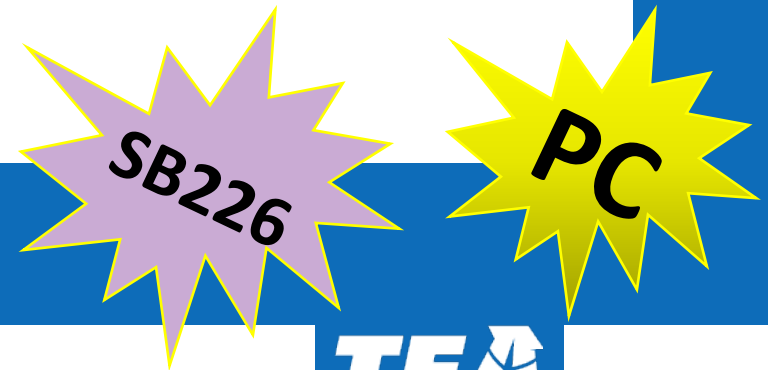
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TEA

SAAH 3.3.1 Residency

A student who is the subject of a parental child safety placement agreement under the [Family Code, §264.920](#), may establish residency by providing the school district with a copy of a letter from the Department of Family and Protective Services that indicates that the child is the subject of such an agreement and that the address of the child's residence during the agreement is in the district.

The parental child safety placement agreement must include a letter provided by the department that contains the address of the child's residence during the parental child safety placement and the following language: "THIS LETTER SERVES AS PROOF OF RESIDENCE FOR PURPOSES OF THE ENROLLMENT OF THE ABOVE-NAMED CHILD OR CHILDREN IN A PUBLIC SCHOOL IN THE SCHOOL DISTRICT OR GEOGRAPHIC AREA IN WHICH THE CHILD OR CHILDREN RESIDE, IN ACCORDANCE WITH THE [TEC, §25.001\(C-3\)](#)."



SAAH 3.3.3 Documentation of Identity and Age

A certified copy of the child's birth certificate is preferred whenever available but any of the documents in the following list is acceptable for proof of identity and age:

- birth certificate
- statement of the child's date of birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services³⁷
- driver's license
- passport
- school ID card, records, or report card
- military ID
- hospital birth record
- adoption record
- church baptismal record
- any other legal document that establishes identity

SAAH 3.3.5 Entry and Reentry Dates

A student is not eligible for ADA if the student has been assigned OSS for the first day of school. See [10.6.3 Out-of-School Suspension \(OSS\)](#).

SAAH 3.3.9 Infants and Toddlers Who Are Deaf or Hard of Hearing or Have Visual Impairments or Both

Districts **generally** do not need proof of age or identity or current immunization records. Infants and toddlers receiving services under an IFSP, which is through the early childhood intervention (ECI) program coordinated by the Texas Health and Human Services Commission (HHSC), **and the ECI program has already verified proof of age and identity. Further, these children** generally do not receive services at an actual school building; therefore, immunization records are not needed until the child transitions to IDEA Part B (school-age) services at age three or older. If an infant or toddler is attending a school-based program, the family will have to present the same enrollment documentation as is expected for any child who is attending school.

SAAH 3.4.4 Information and Record Transfer

When a student moves from one Texas public school district or charter school to another, the student record must be transferred via TREx within 10 working days of receiving a request. The student record must include the following information at a minimum.⁵⁷

- Texas Unique ID
- Social Security number or state-approved alternative ID last reported through TSDS PEIMS
- first, middle, and last name and generation code, if applicable
- date of birth
- **gender sex**
- ethnicity and race
- current grade level
- immunization information⁵⁸
- disciplinary record,⁵⁹ **including any incomplete disciplinary action**⁶⁰
- **behavioral threat assessment conducted under the [TEC, §37.115](#), if applicable**⁶¹
- receipt of special education services and individualized education program, if applicable
- **receipt of protections under Section 504 and Section 504 plan, if applicable**
- if a language other than English is identified, the original copy of the home language survey
- initial/end-of-year Language Proficiency Assessment Committee (LPAC) documentation, if applicable
- parental permission/denial forms for bilingual education programs, or English as a second language (ESL) program, **including bilingual and English as a second language (ESL) services**, if applicable



SAAH 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

is temporarily absent because of a documented appointment for the student or the student's child that is with a health care **or mental health** professional licensed, certified, or registered to practice in the United States. A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner to receive a generally recognized service for persons with that disorder. To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. The appointment must be supported by a document, such as a note, from the health care professional.

A consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. An appointment with a school nurse will not count for FSP funding as an appointment with a health care professional.



SAAH 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.

A student with a mental health or substance abuse condition who is being treated for a serious illness (TEC, §25.087(b)(3)) in an outpatient day treatment program or partial hospitalization program, under the care of a health care professional licensed, certified, or registered to practice in Texas, is excused for the authorized treatment period, and should not be withdrawn from school. The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family or medical facility upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.

Note: The family may also submit all of the required documentation through the designated form.

HB367

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SAAH 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible, **if the parent or guardian provides on a district-adopted form a certification from a physician licensed to practice in Texas specifying the following information, as determined by the physician: the student's illness, a statement that the illness is serious or life-threatening, the anticipated period of the student's absence relating to the illness or related treatment, and a statement that the illness makes the student's attendance infeasible during the anticipated period of absence. Note that the district must adopt a form and cannot require more documentation or information than what is listed above.**



SAAH 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

is absent to participate in a released time course. A released time course is a course in religious instruction offered by a third-party entity off campus. Your school district is required to excuse at least one hour but not more than five hours in a week for this purpose and must adopt a policy meeting the requirements in the TEC, §25.0875, that ensures proper documentation from the student's parent or legal guardian is maintained requesting the student's participation in a released time course. Additionally, your school district is required to ensure that the third-party entity provides and maintains and makes all attendance records for each student available to the school district or student's campus.



SAAH 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Note: Beginning with the 2026-2027 school year, your adopted district calendar must include additional minutes or bad weather makeup days to account for at least two bad weather or other missed school days related to health and safety concerns.

SAAH 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety

<p>Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for at least four instructional hours (240 minutes).</p>	<p>If campuses will close before the official attendance-taking time, record attendance before the closure. This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>
<p>Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes), and the official attendance-taking time has passed.</p>	<p>This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>
<p>Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes) and will be closed before the official attendance-taking time^{3.8}.</p>	<p>This day will become a non-instructional day, and the SIS calendar must be updated to reflect the day as non-instructional. The LEA should locally track the minutes that they actually served on this day for auditing purposes.</p> <p>Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</p>

Section 3 Examples

SAAH Section 4.1 Responsibility

4.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all special education coding questions should be directed.

Name: _____

Phone Number: _____

If you have any questions for the Department of Special Education staff, please contact them at sped@tea.texas.gov.

SAAH Section 4.2 Special Education and Eligibility

For teacher certification requirements, see [4.17 Teacher Requirements](#). For information specific to infants and toddlers receiving special education services, see [4.10 Special Education Services for Infants and Toddlers](#). For information specific to students who are three through five years of age (**not in kindergarten**) and receiving special education services, see [4.9 Early Childhood Special Education \(ECSE\) Services](#).

SAAH 4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services

2. The ARD committee provides the student's **instructional setting code and speech therapy indicator code** (coding information) and effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.

SAAH Section 4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services

8. The ARD committee provides the student's coding information, **any changes in the coding information**, and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.
9. District personnel record the coding information, any changes in coding information, **the effective date of services in the attendance accounting system, and the effective date of the changes.**

~~10. The ARD committee provides any changes in the student's coding information and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.~~

~~11. District personnel record any necessary changes in codes in the attendance accounting system along with the effective date of the changes.~~

SAAH Section 4.4 Special Education Dismissal Process

A student is dismissed from special education and related services when the ARD committee determines the student is no longer **eligible for special education services because he or she (1) no longer meets the eligibility criteria for special education services as described in 34 CFR, §300.306, as determined by a reevaluation conducted by the ARD committee, (2) graduates, meeting 19 TAC §89.1070(b)(1), (3) meets maximum age eligibility (the end of the school year in which a student turns 22), or (4) the student's parent or adult student chooses to end the provision of services or revokes consent in writing for the student's receipt of special education services.**

After **student is dismissed from special education and related services**, the district must provide the student's parent with prior written notice that it proposes to change the student's eligibility **determination. The district** must provide prior written notice at least five school days before special education services will be discontinued, unless the parent agrees otherwise.¹¹⁴ A school must not discontinue services until prior written notice has been provided. The ARD committee must provide the effective date of the special education and related services dismissal to appropriate district personnel as soon as possible, and district personnel must record the effective date of the special education and related services dismissal in the attendance accounting system. **The effective date, which is stated in the IEP, the prior written notice, or both, is the date that special education and related services end.**

SAAH Section 4.7.2.4 Early Childhood Special Education (ECSE) and Homebound Services

ADA Eligibility Coding for Students Receiving ECSE Services in the Homebound Instructional Setting

Amount of Time Served in Membership per Week	ADA Eligibility Code
fewer than two hours per week	0 - enrolled, not in membership
at least two hours but fewer than four hours per week	2 - eligible for half-day attendance
at least four hours per week	1 -eligible for full-day attendance

Note: The ADA eligibility coding information in the preceding chart does not apply to students **aged six years in kindergarten (5 years old on or before September 1)** or older. A student **aged six years or older in kindergarten or older** who is served in the homebound instructional setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional setting.

SAAH Section 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting

This subsection provides a description of each instructional setting and the numeric code that is used to report that setting in the local attendance accounting system and TSDS PEIMS. (See code descriptor table C035, TSDS PEIMS Data Standards, available at <https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards>.) Please note that recent changes to commissioner rules related to instructional arrangements at 19 TAC §89.1005 have been incorporated into this document. There may be a lag between updating the descriptions in the TSDS PEIMS Data Standards; your district should use this document as the source of updated descriptions until those edits are made.

Student Detail Reports must contain an instructional setting code for any student receiving special education and related services. A student may be funded for only one instructional setting for special education at any given time, with the exception of a student who receives services through an instructional setting other than 00 and also receives speech therapy. Speech therapy may be combined with any other instructional setting.¹¹⁶

SAAH Section 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting

This instructional setting code is used for children **three through five years of age (not in kindergarten)** who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. **A student for whom this instructional setting is used does not receive any special education and related services in a regular early childhood setting or spend any part of the instructional day in a regular early childhood setting.** If a student receives any amount of special education and related services in a regular early childhood setting or spends any part of the instructional day in a regular early childhood setting, this instructional setting code is not applicable. For a coding example, see [4.18.7 Code 45 - Full-Time Early Childhood Special Education Setting \(FT ECSE\) Example](#).

SAAH Section 4.9.4 ECSE Services and Kindergarten Programs

An eligible student who receives special education services and attends a full-day kindergarten program is eligible for a full day of attendance (ADA eligibility code 1). The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.

An eligible student who receives special education services in addition to attending a half-day kindergarten program is also eligible for a full day of attendance (ADA eligibility code 1) if the student is scheduled for and receives at least four hours of instruction and services. The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.

If a kindergarten student who receives special education services turns six years of age during the school year, the PPCD indicator (SpecialEducationProgramService) for that student should be changed from 19 to 0 on the date that the student turns six. Also, note that a student who is six years old on or before the October fall snapshot date must not have an instructional setting code of 45—Full-time Early Childhood Special Education Setting. An instructional setting code change from 45—Full-time Early Childhood to 44—Self-Contained, Mild/Moderate/Severe, Regular Campus due to the student turning six during the school year as required for student attendance and accounting purposes does not constitute a change in placement described in 34 CFR, §300.116.

For coding examples, see the chart on the following page. Each row that shows a “current age” age of five shows the coding that should be used for a kindergarten student while the student is five years of age. Each row that shows a “current age” age of six shows the coding that should be used for a kindergarten student beginning on the date the student turns six years of age.

SAAH Section 4.9.4 ECSE Services and Kindergarten Programs

ECSE services are special education services provided to children aged three through five years, not in kindergarten. Kindergarten students (students aged 5 on or before September 1) are not eligible for ECSE services. In other words, once a child is enrolled in kindergarten, he or she is no longer considered to be receiving ECSE services.

The ECSE indicator should not be used for a kindergarten student. The ECSE indicator (SPEDProgramSvc 19) for that student should be changed from 1 to 0 prior to entry into kindergarten. Also, note that a student who is in kindergarten must not have an instructional setting code of 45 - Full-time Early Childhood Special Education Setting. See [4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting](#).

SAAH Section 4.9.4 ECSE Services and Kindergarten Programs

Coding Chart 2: Kindergarten and Special Education Services								
	Age 09/01	Current Age	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count
A kindergarten student eligible for special education services who is:								
attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom	5	5	1 full-day or 2 half-day	40	K	1	0	3
attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom		6	1 full-day or 2 half-day	40	K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day			1 full-day or 2 half-day		K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 21% of the day					K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% but less than 50% of the day				42	K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 50% but less than 60% of the day					K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day			2 half-day		K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day		6	1 full-day or 2 half-day		K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	5	1 full-day or 2 half-day	44	K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	6	1 full-day or 2 half-day	44	K	0	0	3
served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.) ¹	5	5	1 full-day or 2 half-day	45	K	1	0	3
served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.)	5	6	1 full-day or 2 half-day	44	K	0	0	3

SAAH Section 4.17 Teacher Requirements

~~Since the beginning of the 2016–2017 school year, schools and teachers only need to meet state requirements for certification. The federal term “highly qualified teacher status” no longer applies. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.~~

Teachers must meet state requirements for certification, as established by the State Board for Educator Certification.

4.18 Examples

SAAH Section 5.1 Responsibility

5.1 Responsibility

In the spaces below, provide the name and phone number of the LEA personnel to whom all CTE coding questions should be directed.

Name: _____

Phone Number: _____

If you have any questions for the CTE staff, please contact them at CTE@tea.texas.gov.

SAAH Section 5.2 Eligibility and Eligible Days Present

3. An LEA must maintain documentation showing ~~the average~~ **a minimum of 45** minutes per day for each CTE course, as specified in [5.10 Documentation](#) (see [5.6 Computing Contact Hours](#)).

SAAH Section 5.2.2 Eligibility of Courses for Funding

Note: An LEA may not receive state weighted funding for CTE courses a student has previously taken and passed.

SAAH Section 6.1 Responsibility

6.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all bilingual and ESL program coding questions should be directed.

Name: _____

Phone Number: _____

If you have any questions for the Emergent Bilingual Support Division staff, please contact them at emergentbilingualsupport@tea.texas.gov.

SAAH Section 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

If multiple languages are indicated on ~~questions 1 or 2~~, **any of the three questions**, LEAs are guided to report the language other than English. If multiple languages other than English are listed, LEAs are guided to ask the parent to indicate (in writing or through documented phone conversation) which of the two non-English languages is used most of the time. This clarification should occur in a timely manner so the identification process can be completed within the four-week period. If English is indicated on questions 1 and 2 but a language other than English is indicated on question 3, LEAs are guided to report the language other than English for the student language.

Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency **and** corrections are made within two calendar weeks of the child's enrollment date.

SAAH 6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding

Note: EB students served through **approved alternative methods one-way or two-way dual language immersion program models generate the 0.15 BEA weight.** ~~alternative methods do generate BEA funds at the basic allotment for EB students (0.1). However, EB students and non-EB students participating in a dual language immersion one-way or two-way program models and served through alternative methods do not generate the additional 0.05.~~

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SAAH Section 7.1 Responsibility

7.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all pre-K coding questions should be directed.

Name: _____

Phone Number: _____

If you have any questions for the TEA pre-K staff, please contact them via the [Early Childhood Education Support Portal](#).

SAAH Section 7.2 Eligibility

To be eligible for enrollment in a pre-K class, a child must be three or four years of age on September 1 of the current school year and must meet one of the following requirements:²⁶

- be unable to speak and comprehend the English language
- be educationally disadvantaged²⁷ (eligible to participate in the National School Lunch Program [NSLP]; see 4.2.3 Pre-K Eligibility Based on Being Economically Disadvantaged (Eligible for the NSLP))
- be homeless²⁸
- be the child²⁹ of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority
- be the child³⁰ of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty
- has ever been in the conservatorship of the Texas DFPS (foster care) following an adversary hearing
- has been in foster care in another state or territory, if the child resides in this state
- is the child³¹ of a person eligible for the Star of Texas Award such as:
 - a peace officer under [Texas Government Code, §3106.002](#)
 - a firefighter under [Texas Government Code, §3106.003](#)
 - an emergency medical first responder under [Texas Government Code, §3106.004](#)
- **be the child of a person employed as a classroom teacher at a public primary or secondary school in the school district that offers a pre-K class under this section**



SAAH 7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)

For information on appropriate documentation of automatic eligibility, see either the United States (US) Department of Agriculture's *Eligibility Manual for School Meals*, available at <https://www.fns.usda.gov/cn/eligibility-manual-school-meals>, or the Texas Department of Agriculture's (TDA) *NSLP Handbook: Administrator's Reference Manual*, available at

<http://www.squaremeals.org/Programs/NationalSchoolLunchProgram/NSLPPolicyamp;ARM.aspx>. For additional information concerning the NSLP at the state level,

contact the TDA. **Your district must provide documentation to the TDA in accordance with the TDA's requirements to qualify a student for the NSLP and code an eligible pre-K student as economically disadvantaged for the purposes of state compensatory education funding.**

SAAH Section 7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care

At least annually, the DFPS and Child Protective Services mail verification letters of pre-K eligibility to the parents and caregivers of eligible children. These letters serve as proof of eligibility. However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child's eligibility for pre-K services by contacting a DFPS education specialist. More information about DFPS education specialists can be found at <https://tea.texas.gov/FosterCareStudentSuccess/CPS/>. The DFPS education specialist will write and sign a letter addressed to the school district attesting to the student's eligibility for free pre-K based on having been in foster care. The parent or guardian presents this signed letter to the appropriate district personnel.

SAAH Section 7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care

Department of Family and Protective Services (DFPS) Child Protective Services creates verification letters that serve as proof of pre-K eligibility. If a parent or caregiver does not have this letter, he or she may obtain evidence of a child's eligibility for pre-K services by sending the student's full name and date of birth to prekverificationltrs@dfps.texas.gov. DFPS will write and sign a letter addressed to the school district attesting to the student's eligibility for free pre-K based on having been in foster care. The parent or guardian should present this signed letter to the appropriate district personnel. If additional support is needed, contact a local DFPS education specialist. More information about DFPS education specialists can be found at <https://tea.texas.gov/FosterCareStudentSuccess/CPS/>.

SAAH 7.2.8 Pre-K Eligibility Based on a Parent's Employment as a Classroom Teacher

If a student's parent or guardian is employed as a classroom teacher at a public primary or secondary school in the school district that offers a pre-K class under the TEC, §29.153, that student is eligible.

A classroom teacher is defined as an educator who is employed by a school district and who teaches in an academic instructional setting or a career and technology instructional setting for no less than four hours per day. This definition of a classroom teacher does not include a teacher's aide or a full-time administrator. See the TEC, §5.001.

The child of a classroom teacher who works at a school in a school district that offers pre-K is eligible for pre-K in the district where the teacher/parent is employed.



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SAAH 7.2.8 Pre-K Eligibility Based on a Parent's Employment as a Classroom Teacher

7.2.8.1 Documentation Required

If a student is eligible for free pre-K based on the parent's employment as a classroom teacher, documentation must be verified as part of the enrollment process. School systems should determine locally how to verify that a staff member meets the definition of classroom teacher for the purposes of pre-K eligibility. Examples of documentation can be, but are not limited to, the following:

- a new hire letter
- a letter from human resources or campus administrator confirming staff position

Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin this process on or after April 1 of each year. Once a child is determined to be eligible, that child remains eligible without reverification prior to the next school year.



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7.6 Examples

SAAH Section 8.1 Responsibility

8.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all gifted/talented coding questions should be directed.

	Gifted/Talented Contact	PEIMS Coding Contact
Name:		
Title:		
Phone Number:		
Email address:		

If you have any questions for the Gifted/Talented Education staff, please contact them at gted@tea.texas.gov.

SAAH 9.1 Responsibility

9.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all PRS coding questions should be directed.

Name: _____

Phone Number: _____

If you have any questions for the PRS staff, please contact them at pregnancyrelatedservices@tea.texas.gov.

SAAH 10.1 Responsibility

10.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all AEP and discipline questions should be directed.

Name: _____

Phone Number: _____

If you have any questions for the Office of Student Support staff, please contact them at studentdisciplinesupport@tea.texas.gov.

SAAH Section 11.3 College Credit Programs

11.3.1.1 Student Eligibility for Dual Credit Courses²⁰⁴

A high school student is eligible to enroll in dual credit courses if the student **demonstrates college readiness in alignment with 19 TAC §§4.51–4.63 and 19 TAC §§4.81–4.86.**

- ~~• is not a degree-seeking student as defined in 19 TAC §4.83(9);~~
- ~~• demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as explained in 19 TAC §4.54; or~~
- ~~• demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative, as defined in 19 TAC §4.57, on relevant section(s) of an assessment instrument approved by the Texas Higher Education Coordinating Board as set forth in 19 TAC §4.56.~~

SAAH Section 11.3 College Credit Programs

To operate an ECHS, districts must receive ECHS designation from TEA. ECHS students have up to five years to complete the program. Districts that have the ECHS model as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP) must track dual credit academic student contact hours per six-weeks reporting period for each student and each course. See 11.11 Rural Pathway Excellence Partnership Program (R-PEP).

To operate a P-TECH, districts must receive P-TECH designation from TEA. P-TECH students have up to six years to complete the program. Districts that have the P-TECH model as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP) must track dual credit academic student contact hours per six-weeks reporting period for each student and each course. See 11.11 Rural Pathway Excellence Partnership Program (R-PEP).



SAAH Section 11.3.1.1 Student Eligibility for Dual Credit Courses

11.3.1.1 Student Eligibility for Dual Credit Courses²⁰⁴

A high school student is eligible to enroll in dual credit courses if the student **demonstrates college readiness in alignment with 19 TAC §§4.51–4.63 and 19 TAC §§4.81–4.86.**

- ~~• is not a degree-seeking student as defined in 19 TAC §4.83(9);~~
- ~~• demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as explained in 19 TAC §4.54; or~~
- ~~• demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative, as defined in 19 TAC §4.57, on relevant section(s) of an assessment instrument approved by the Texas Higher Education Coordinating Board as set forth in 19 TAC §4.56.~~

SAAH 11.3.2 College and Career Readiness School Models: Student Eligibility Requirements

A student enrolled in a TEA-designated ECHS or P-TECH program may enroll in dual credit courses if the student demonstrates college readiness in alignment with [19 TAC §§4.51–4.62](#) and [19 TAC §§4.81–4.87](#). **For districts that have College and Career Readiness Schools models as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP), see 11.11 Rural Pathway Excellence Partnership Program (R-PEP).**



SAAH 11.5 Additional Days School Year (ADSY)

ADSY provides half-day formula funding for school systems that add instructional days to any of their pre-K through fifth grade campuses (TEC, §48.0051). Districts will generate half-day funding for each instructional day after their 180th instructional day up to their 210th instructional day. ADSY funding is available at the campus level. To be eligible for ADSY funding, a campus must meet the following requirements:

- Serve any grade level of pre-K-5th grade students.
- Have a campus-wide school calendar with at least 180 instructional days and add up to 30 additional days.
- Have a campus-wide school calendar with at least 75,600 operational minutes.
- Have a certified teacher deliver at least two hours of instruction on designated ADSY days.
- Designate ADSY days as non-compulsory separate from the traditional instructional calendar.



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SAAH 11.5 Additional Days School Year (ADSY)

ADSY provides half-day or three-fourths-day formula funding for school systems that add instructional days to any campuses serving ADSY-eligible students in grades pre-K through eight (TEC, §48.0051). Districts will generate formula funding for up to 30 additional instructional days beyond a minimum of 175 days. ADSY funding is available at the campus level. To be eligible for ADSY funding, a campus must meet the following components:

- **Eligibility:** Formula funding for ADSY is available to campuses that serve at least one grade level within grades pre-K through 8.
- **Calendar requirements:** Campus-wide academic calendar(s) must include at least 175 instructional days with 75,600 operational minutes for all attendance tracks, not including staff development waivers.
- **Additional days:** Campuses may add up to 30 additional instructional days beyond the minimum 175-day regular year academic calendar.
- **Instructional requirements:**
 - To qualify for the *half-day* formula funding: A teacher meeting the school system's certification requirements must deliver at least two hours of instruction on designated ADSY days.
 - To qualify for the *three-fourths-day* formula funding: A teacher meeting the school system's certification requirements must deliver at least four hours of instruction on designated ADSY days, and the campus must provide 200 or more total days of instruction (e.g., 175 regular year days and 25+ ADSY days, for which all 25+ ADSY days will generate three-fourths-day funding).
- **Scheduling:** ADSY days must be hosted on distinct calendar days, separately from regular instructional calendar days or other ADSY days (e.g., ADSY days cannot be hosted in the second part of a regular instructional day; two ADSY days cannot be hosted on the same calendar day).



SAAH Section 11.5.1 ADSY Program Design

Should an LEA utilizing ADSY funding file for and receive a low attendance waiver as described in [3.8.1.4 Low-Attendance Day Waivers](#), the granting of a low attendance waiver does not reduce the 180 days of instruction for ADSY purposes. As such, an ADSY waiver is not required to be filed for the same date as an approved low-attendance day waiver.

The ADSY waiver will follow the same weather, health, and safety waiver approval guidelines as the missed school day (MSD) waiver. This means that the ADSY waiver will not be granted for closures due to other circumstances (e.g., election days). LEAs are encouraged to plan their academic calendars accordingly to avoid the need for such waivers and plan for makeup instructional days as needed.

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SAAH 11.11 Rural Pathway Excellence Partnership Program (R-PEP)

For guidance regarding LEA and student participation in the R-PEP program, please visit the [TEA R-PEP webpage](#) for more program and contact information.

For districts that have College and Career Readiness Schools models (ECHS or P-TECH) as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP), dual credit academic student contact hours must be tracked per six-weeks reporting period for each student and each course.



SAAH 12.2.2.1 ~~Course for Grades Nine through 12~~

~~[Enrollment in courses for grades nine through 12 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course. Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for the online semester course. Course credit for high school graduation may be earned only if the student received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.]~~

SAAH 12.2.2.1 ~~Course for Grades Nine through 12~~

~~For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See [3.2.2 Funding Eligibility](#) for more information on ADA eligibility.) A total of no more than three semester courses taken through the TXVSN course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year.²¹⁸ Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum. For a student enrolled in an officially recognized TXVSN online school, no more than four total semester courses taken through the TXVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.~~

SAAH 12.2.2.1 ~~Course for Grades Nine through 12~~

~~For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See [3.2.2 Funding Eligibility](#) for more information on ADA eligibility.) A total of no more than three semester courses taken through the TXVSN course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year.²¹⁸ Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum. For a student enrolled in an officially recognized TXVSN online school, no more than four total semester courses taken through the TXVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.~~

SAAH 12.2.2.1 TXVSN Course Catalog for Grades Six through 12

Enrollment in courses for grades six through 12 taken through the TXVSN may apply toward ADA eligibility status regardless of whether or not the student is physically present at the school when taking the online course. For a TXVSN catalog course for grades six through 12 to count toward ADA eligibility status, the student must successfully complete the course.

For grades six through eight: Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient for promotion to the next course or grade level.

For grades nine through 12: Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for a high school semester course. A passing grade for the award of credit is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.

SAAH 12.2.2.1 TXVSN Course Catalog for Grades Six through 12

For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades six through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) A total of no more than three semester courses taken through the TXVSN course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year.

An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. Each course is considered to be 60 minutes of daily classroom instruction for purposes of the two-through-four-hour rule.

12.2.2.3 Grades Nine through 12 OLS

Enrollment in courses for grades nine through 12 taken through a full-time virtual TXVSN OLS program that is offered by an officially recognized TXVSN online school may apply toward ADA eligibility status. For a TXVSN course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course. Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for the online semester course. Course credit for high school graduation may be earned only if the student received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.

For purposes of determining and reporting the ADA eligibility code of a student enrolled in a full-time TXVSN OLS for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum. For a student enrolled in an officially recognized TXVSN online school, no more than four total semester courses taken through the TXVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.



12.2.2.3 Grades Nine through 12 OLS

An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. If the student is enrolled in an officially recognized TXVSN online school, he or she may earn funding for a maximum of eight TXVSN semester courses in the second semester of the school year. Each course is considered to be 60 minutes of daily classroom instruction for purposes of the two-through-four-hour rule.

For purposes of recording a student's daily attendance, a student enrolled full-time in TXVSN courses for grades nine through 12 (enrolled in four or more TXVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period. TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed the TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.

12 Glossary Terms Updated



A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young children. The children are also sitting on the floor, looking at the book. The background shows bookshelves filled with books and blue storage bins. A semi-transparent white banner with the word "Questions?" in blue text is overlaid across the middle of the image.

Questions?

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[Student Attendance Accounting Handbook | Texas Education Agency](#)

A group of diverse young children are sitting on a colorful, patterned rug in a classroom. They are looking at various educational materials, including books and papers. The children are dressed in casual clothing, and the scene is brightly lit, suggesting a positive learning environment.

Thank you!