



STUDENT ATTENDANCE ACCOUNTING HANDBOOK

2026 - 2027

A GUIDE TO ACCURATE ATTENDANCE, DOCUMENTATION, AND STATE REPORTING

2026-2027

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INTRODUCTION

State law requires that every Texas school district adopt 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.

Every school district is also required to maintain a procedures manual that provides specific, detailed information on the district's attendance accounting system. The procedure 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(s) is/are responsible for the coding of special programs (such as Career and Technical, Special Education, Pregnancy Related Services, 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 the 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

This manual provides step-by-step guidance on how attendance is tracked and reported at Weslaco ISD. Please note that these procedures are subject to change and must be updated to reflect any modifications made to the official *Student Attendance Accounting Handbook (SAAH)*. Relevant sections from the SAAH are included throughout this manual for reference. For additional details, staff can view the full *Student Attendance Accounting Handbook* on the Texas Education Agency (TEA) website at www.tea.texas.gov.

ROLES AND RESPONSIBILITIES IN ATTENDANCE ACCOUNTING

Attendance Clerks and Data Entry Personnel
Staff members who generate absence reports or enter attendance data into the system are responsible for following all state rules and guidelines related to student attendance. Everyone who inputs information into the attendance system must confirm that the data they enter is true and correct to the best of their knowledge. In systems without paper records, this confirmation is done electronically.

District Superintendent
The superintendent has the ultimate responsibility for making sure all attendance records are accurate and properly stored. These records must be available for review by the TEA if requested. When the superintendent signs the District Summary Report—or approves it electronically in a paperless system—they are confirming that the information has been reviewed for accuracy.
Important: If TEA detects errors during an audit, the agency either will assess an adjustment to subsequent allocations of state funds or will require the district to refund the total amount of the adjustment when the audit is finalized.

Campus Principals
Each principal must review the Campus Summary Reports to make sure the information is complete and accurate. This includes comparing local records to TEA reports (based on TSDS PEIMS data) to ensure everything matches. By signing the Campus Summary Report—or approving it electronically—the principal confirms that the attendance data has been reviewed and is accurate.

Student Program Eligibility
When principals or the superintendent sign off on reports, they are also confirming that student eligibility for programs has been determined correctly.

Teachers
Teachers are responsible for accurately reporting student absences. When a teacher submits attendance data—either by signing or by logging in and entering it through a secure, password-protected system—they are confirming that the information is accurate.

Important:

Attendance staff should not be responsible for deciding or assigning special program codes for students. Instead, special program directors, teachers, or designated staff must provide the attendance team with a list of eligible students and the correct coding, supported by proper documentation.

Special program staff and directors are responsible for:

- Reviewing and verifying that program data and totals are accurate and complete.
- Informing attendance personnel of any updates to a student's services, including the effective dates of those changes.

Once notified, attendance personnel are responsible for entering these changes into the student attendance system.

Please note:

- Attendance records must not be changed unless proper documentation is provided to support the change.
- At the end of each six-week reporting cycle, special program staff should review the Student Detail Report to ensure there are no errors in student coding.

GENERAL INFORMATION

Compulsory Attendance Requirements

Under Texas law (TEC §25.085), all children who are at least 6 years old by September 1 of the current school year and who have not yet turned 19 are required to attend school, unless they meet specific exemptions outlined in state law (TEC §25.086). This law also applies to younger children who are voluntarily enrolled in Prekindergarten or kindergarten. Once enrolled, these students must attend school regularly. Additionally, students who voluntarily enroll or attend school after turning 18 are also required to attend every school day for the entire instructional period of their enrolled program.

Attendance for Credit - The 90% Rule

According to state law (TEC §§25.092 and 11.158), students in kindergarten through 12th grade must attend class at least 90% of the time it is offered in order to receive credit or a final grade for that course. If a student attends at least 75% but less than 90% of the class days, they may still earn credit or a final grade—but only if they complete a plan approved by the principal. This plan must outline how the student will meet the instructional requirements for the class.

Board Policies on Attendance

The district's Student Attendance Accounting Handbook follows the official guidelines set by the school board to make sure all students attend school regularly and fairly. These guidelines include FEA (Compulsory Attendance), which explains when students are required by law to attend school; FEB (Attendance Accounting), which ensures that

schools keep accurate attendance records; FEC (Attendance for Credit), which states that students must attend at least 90% of their classes to receive credit; and FED (Attendance Enforcement), which outlines what steps the district can take if a student is frequently absent without a valid reason. By following these board policies, the district aims to support student learning, improve attendance, and comply with state requirements.

EXCUSED vs UNEXCUSED ABSENCES

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.

Note: *These attendance provisions do not apply to the OFSDP, the HSEP, or homebound programs (general education homebound [GEH], special education homebound, or compensatory education home instruction). For special attendance provisions that apply to these programs, refer to the applicable sections of the handbook. A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:*

A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:

- is enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day. Students who are enrolled in and attending an off-campus dual credit program course and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus.

- is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day. Students who are

participating in an off-campus work-based learning opportunity and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus.

- is enrolled full-time in Texas Virtual School Network (TXVSN) courses. Students who are enrolled in one or more TXVSN courses but attend a regular campus part of the day and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus.

- is participating in an activity that is approved by the local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of your school district. The adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas. Students participating in any activity that is not approved by the local school board or without certified district personnel supervision must be counted absent. For attendance to qualify for funding purposes, the professional staff member, adjunct staff member, or paraprofessional staff member must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. Paraprofessionals must meet the requirements of an educational aide I, II, or III. (These requirements are explained on the TEA "Becoming an Educational Aide in Texas" web page.)

- is participating, with local school board approval, in a short-term (for example, five-day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus. The student must not be considered in attendance for FSP purposes on any day the student is traveling between the student's district and the location of the class but is not attending class. The school district is responsible for obtaining documentation of the student's class attendance from the TSBVI or TSD.

- misses school for the purpose of observing religious holy days, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. The school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. The school district is responsible for determining what constitutes a religious holy day for purposes of excusing absences. TEA does not maintain a list of days that qualify as religious holy days for purposes of being considered in attendance for FSP purposes. However, the agency provides the following guidance: To be considered a religious holy day, the day should be one generally recognized by the student's

religious denomination as a holy day that is required to be observed by all members of that denomination. Church retreats, camps, and mission trips, and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.

Note: A parent note is sufficient. LEAs may not require that the student provide documentation from a clergy member or religious leader.

- is in grades six through 12 and misses school for the purpose of playing “Taps” at a military honors funeral held in Texas for a deceased veteran.

- misses school for the purpose of attending a required court appearance, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is required to appear in court. The school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

  A court appearance is considered to be required if the law (federal or state) or the court mandates an appearance by the student in a criminal, civil, or traffic matter. Examples of required court appearances would be appearances in response to a jury summons in the name of the student, a subpoena in the name of the student, or a traffic ticket marked “You Must Appear” or “Court Appearance Required.” Additional examples would be a student’s appearance in court as a plaintiff or defendant or as the subject of a court proceeding, such as an adoption or custody proceeding. Acceptable forms of documentation include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, or a subpoena. Important: Absences to meet with probation officers and other absences related to court-ordered activities outside the courtroom do not qualify as required court appearances. However, see the next bullet, related to court-ordered activities for students in the conservatorship of the DFPS.

- is in the conservatorship of the DFPS and misses school:
  - to participate in an activity ordered by a court under the Texas Family Code, Chapter 262 or Chapter 263, provided that scheduling the participation outside of school hours is not practicable or
  - to attend an activity under a service plan under the Texas Family Code, Chapter 263, Subchapter B.

  The student may be considered in attendance for travel days for this purpose. Travel days for which the student is considered in attendance are limited to not

more than one day for travel to and one day for travel from the site where the student is participating in the activity, appointment, or visitation.

- misses school for the purpose of serving as a student early voting clerk, if the school district has a policy allowing for this type of excused absence, or as an election clerk or student election clerk. The school district may excuse a student's absence for this purpose for a maximum of two days in a school year.

- misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for US citizenship, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the governmental office. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

- misses school for the purpose of taking part in the student's own US naturalization oath ceremony, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the ceremony. The school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

- is temporarily absent because of a documented appointment for the student or the student's child that is with a health care 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.

- 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) 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: *A licensed healthcare provider's note is required and must be turned in to the campus Attendance Clerk.*

- is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student's interest in attending the institution. The district must not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year, and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying students' visits to institutions of higher education.

- is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard. Your district must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying the student's activities related to pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard.

- is absent to visit with a parent, stepparent, or legal guardian who is on active duty. member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides. The district is required to excuse up to five days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.

- misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit. The student must be enrolled in high school and 15 years of age or older. The district may not excuse the student for more than one day of school during the period the student is enrolled in high school for each purpose (obtaining a driver's license and obtaining a learner's license). The district

must verify the student's visit to the driver's license office in accordance with the procedures adopted by the district.

- is in his or her junior or senior year of high school and misses school for the purpose of visiting a professional at the professional's workplace for the purpose of career investigation to determine the student's interest in pursuing a career in the professional's field. The district must not excuse for this purpose more than two days during a student's junior year and two days during the student's senior year, and must adopt a policy stating when an absence will be excused for the purpose and a procedure for verifying students' visits to the professional's workplace.

- 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.

The school district must allow a student whose absence is excused for any of the previously listed reasons—with the exception of the first five reasons, for which this paragraph does not apply—a reasonable amount of time to make up school work missed on these days.

CAMPUS PROCEDURES

Time of Day for Attendance Taking

Each school must take attendance for all grade levels at a specific time of day, known as the "snapshot time" (for example, 10:15 a.m.). This is the official time used to record whether students are present or absent. While each campus in the district may select a different time, once a school chooses its snapshot time, it must remain the same throughout the school year. At Weslaco ISD, the snapshot times for official attendance are as follows:

Building	Time
Elementary Schools	10:15 A.M.
Middle Schools	10:30 A.M.
High School	10:15 A.M.

School Level Attendance Procedures

A. Elementary Schools

1. Official attendance will be taken by teachers at 10:15 AM using eSchoolPlus Teacher Access Center (TAC). If the teacher is absent, the data entry clerk will print a roster of students for the substitute teacher to take attendance, which will be posted manually.
    a. If students are not in the classroom or leave before 10:15 AM, the students will be marked ABSENT by the teacher.
    b. Students coming in late to class, BUT before 10:15 AM, should be marked present for FSP purposes.
    c. If a student is not physically present at 10:15 AM but meets one of the approved exceptions listed in the Student Attendance Accounting Handbook, the data entry clerk will enter the appropriate absence reason. This will ensure the student is counted as present for FSP (Foundation School Program) purposes.
2. Teachers may log in to TAC by using the website https://eschool.wisd.us/TAC.
    a. Teachers are required to accurately record students who are absent at the district's designated official attendance reporting time of 10:15 a.m. Attendance must reflect each student's actual presence at that specific time and must not be taken before or after the designated reporting time.

       Why This Matters: Recording attendance outside this designated time may result in inaccurate attendance records, incorrect state funding calculations, and potential findings during a TEA attendance audit.

    b. For manual rosters, rosters should be turned in to the data entry clerk no later than 10:15 AM, and attendance must be posted manually in eSchoolPlus.
    c. The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature—or, in the case of the TAC attendance accounting system, with his or her entry of those data using the teacher's log on with a distinct, unique password.
       For problems with TAC, call the Technology Help Desk at 969-6956.
    d. The Special Education (SPED) Department is responsible for entering and maintaining SPED-related coding. While data entry may be performed by designated personnel at the campus or departmental level, the campus principal holds ultimate responsibility for ensuring the accuracy and integrity of all special program data submitted for attendance accounting purposes.
3. Changes to a student's special program status (e.g. Bilingual, GT, Homeless) must be identified and approved by designated campus staff, such as the school counselor, social worker, or assistant principal. Once verified, the

information is submitted to the campus data entry clerk for entry into eSchoolPlus. All changes must be documented in the student's cumulative folder and supported by appropriate records (e.g., eligibility forms, service plans). The campus principal is ultimately responsible for ensuring the accuracy and timely submission of all special program data.

5. At the end of the 1st and 4th six weeks, a teacher reconciliation report will be printed by the data entry clerk, and teachers will sign this as an affidavit of student enrollment. Student counts will be reconciled by the Technology Department PEIMS Specialist and PEIMS Director.
6. Electronic attendance records will be saved to magnetic media and stored for a minimum of 5 years. Attendance slips, tardy notes, and doctor's excuses will be attached to a daily detail of student attendance and kept on file for a minimum of 5 years. Documents will be stored by date.
7. Teacher Electronic data will be compared against the final official attendance records, and discrepancies will be audited by the school district's auditor or PEIMS Director.
8. The school principal will be responsible for securing physical attendance records for a minimum of 5 years.

B. Middle Schools

1. Official attendance will be taken by teachers at 10:30 AM using eSchoolPlus Teacher Access Center (TAC). If the teacher is absent, the data entry clerk will print a roster of students for the substitute teacher to take attendance, which will be posted manually.
    a. If students are not in the classroom or leave before 10:30 AM, the students will be marked ABSENT by the teacher.
    b. Students coming in late to class, BUT before 10:30 AM, should be marked present for FSP purposes.
    c. If a student is not physically present at 10:30 AM but meets one of the approved exceptions listed in the Student Attendance Accounting Handbook, the data entry clerk will enter the appropriate absence reason. This will ensure the student is counted as present for FSP (Foundation School Program) purposes.
2. Teachers may log in to TAC by using the website https://eschool.wisd.us/TAC.
    a. Teachers are required to accurately record students who are absent at the district's designated official attendance reporting time of 10:30 a.m. Attendance must reflect each student's actual presence at that specific time and must not be taken before or after the designated reporting time.

       Why This Matters: Recording attendance outside this designated time may result in inaccurate attendance records, incorrect state funding calculations, and potential findings during a TEA attendance audit.
    b. For manual rosters, rosters should be turned in to the data entry clerk no later than 10:30 AM, and attendance must be posted manually in eSchoolPlus.
    c. The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature—or, in the case of the TAC attendance accounting system, with

his or her entry of those data using the teacher's log on with a distinct, unique password.

For problems with TAC, call the Technology Help Desk at 969-6956.

3. Each campus is responsible for coding students enrolled in special programs such as Career and Technical Education (CTE) and the Pregnancy-Related Services (PRS) program. The Special Education (SPED) Department is responsible for entering and maintaining SPED-related coding. While data entry may be performed by designated personnel at the campus or departmental level, the campus principal holds ultimate responsibility for ensuring the accuracy and integrity of all special program data submitted for attendance accounting purposes.
4. Changes to a student's special program status (e.g., CTE, PRS, Bilingual, GT, Homeless) must be identified and approved by designated campus staff, such as the school counselor, social worker, or assistant principal. Once verified, the information is submitted to the campus data entry clerk for entry into eSchoolPlus. All changes must be documented in the student's cumulative folder and supported by appropriate records (e.g., eligibility forms, service plans). The campus principal is ultimately responsible for ensuring the accuracy and timely submission of all special program data.
5. At the end of the 1st and 4th six weeks, a teacher reconciliation report will be printed by the data entry clerk, and teachers will sign this as an affidavit of student enrollment. Student counts will be reconciled by the Technology Department PEIMS Specialist and PEIMS Director.
6. Electronic attendance records will be saved to magnetic media and stored for a minimum of 5 years. Attendance slips, tardy notes, and doctor's excuses will be attached to a daily detail of student attendance and kept on file for a minimum of 5 years. Documents will be stored by date.
7. Teacher Electronic data will be compared against the final official attendance records, and discrepancies will be audited by the school district's auditor or PEIMS Director.
8. The school principal will be responsible for securing physical attendance records for a minimum of 5 years.

B. High Schools

1. Official attendance will be taken by teachers at 10:15 AM using eSchoolPlus Teacher Access Center (TAC). If the teacher is absent, the data entry clerk will print a roster of students for the substitute teacher to take attendance, which will be posted manually.
    a. If students are not in the classroom or leave before 10:15 AM, the students will be marked ABSENT by the teacher.
    b. Students coming in late to class, BUT before 10:15 AM, should be marked present for FSP purposes.

c. If a student is not physically present at 10:15 AM but meets one of the approved exceptions listed in the Student Attendance Handbook, the data entry clerk will enter the appropriate absence reason. This will ensure the student is counted as present for FSP (Foundation School Program) purposes.

2. Teachers may log in to TAC by using the website https://eschool.wisd.us/TAC.
   a. Teachers are required to accurately record students who are absent at the district's designated official attendance reporting time of 10:15 a.m. Attendance must reflect each student's actual presence at that specific time and must not be taken before or after the designated reporting time.

      Why This Matters: Recording attendance outside this designated time may result in inaccurate attendance records, incorrect state funding calculations, and potential findings during a TEA attendance audit.

   b. For manual rosters, rosters should be turned in to the data entry clerk no later than 10:15 AM, and attendance must be posted manually in eSchoolPlus.
   c. The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature—or, in the case of the TAC attendance accounting system, with his or her entry of those data using the teacher's log on with a distinct, unique password.
      For problems with TAC, call the Technology Help Desk at 969-6956.
3. Each campus is responsible for coding students enrolled in special programs such as Career and Technical Education (CTE) and the Pregnancy-Related Services (PRS) program. The Special Education (SPED) Department is responsible for entering and maintaining SPED-related coding. While data entry may be performed by designated personnel at the campus or departmental level, the campus principal holds ultimate responsibility for ensuring the accuracy and integrity of all special program data submitted for attendance accounting purposes.
4. Changes to a student's special program status (e.g., CTE, PRS, Bilingual, GT, Homeless) must be identified and approved by designated campus staff, such as the school counselor, social worker, or assistant principal. Once verified, the information is submitted to the campus data entry clerk for entry into eSchoolPlus. All changes must be documented in the student's cumulative folder and supported by appropriate records (e.g., eligibility forms, service plans). The campus principal is ultimately responsible for ensuring the accuracy and timely submission of all special program data.
5. At the end of the 1st and 4th six weeks, a teacher reconciliation report will be printed by the data entry clerk, and teachers will sign this as an affidavit of student enrollment. Student counts will be reconciled by the Technology Department PEIMS Specialist and PEIMS Director.
6. Electronic attendance records will be saved to magnetic media and stored for a minimum of 5 years. Attendance slips, tardy notes, and doctor's excuses will be attached to a daily detail of student attendance and kept on file for a minimum of 5 years. Documents will be stored by date.

7. Teacher Electronic data will be compared against the final official attendance records, and discrepancies will be audited by the school district's auditor or PEIMS Director.
8. The school principal will be responsible for securing physical attendance records for a minimum of 5 years.

DISTRICT ATTENDANCE ACCOUNTING SYSTEM

The district utilizes an automated attendance system (SIS Teacher Portal) integrated with the Student Information System (SIS) to record daily attendance. Teachers are required to submit attendance each day at the designated official attendance time.

Any corrections to teacher-submitted attendance must be entered into the SIS by the attendance clerk and must be supported by appropriate documentation, such as office logs, lists of students participating in board-approved activities, medical notes, or class admission slips.

The Technology Department is responsible for ensuring the district's automated attendance system meets all state requirements, including secure password access, session timeouts due to inactivity, audit trails for attendance postings, and daily data backups.

Entry of Student Absences

Teachers are responsible for initiating student absences by submitting attendance through the SIS Teacher Portal at the designated official attendance time. The attendance clerk is responsible for reviewing and updating absence codes in the district's student information system (eSchoolPlus) when appropriate documentation is submitted. The clerk ensures that absence reasons (see table below) are accurately reflected using the correct local attendance codes in accordance with district policy and state reporting guidelines.

Attendance Code	Description	Local Reason
A	Absence	Absent
AE	Absence Excused	Excused absence
AF	Absence Excused, Funeral	Excused absence
AI	Absent from ISS	Absent
AO	Absence Excused, OSS	Excused absence
AS	Absence Excused, Sick	Excused absence
AU	Absence Unexcused	Absent
BU	Bus Late	Tardy
CT	Court	Present
CV	College Visit limit 2 JR and 2 SR years	Present
DL	Obtaining a driver's license/permit	Present

DR	Doctor’s appointment AND came to school	Present
DT	Dismiss time - student left early (Determined at campus discretion)	Present
E	Absence Excused	Excused absence
F	Funeral, excused	Excused absence
HB	Homebound	Present
HP	Homebound, PRS	Present
IS	ISS	Present
JV	Job Site Visit limit 2 JR and SR years	Present
LT	Life-threatening illness - needs doc certification	Present
ME	Medical excuse, verified by a nurse	Excused absence
MP	COVID-related absence, parent note/call	Excused absence
MS	Medicaid Screening	Present
MV	Military Visit	Present
OC	On campus 2nd period	Present
OP	OFSD Present	Present
P	Present	Present
R	Religious Holy Day	Present
S	Suspended OSS	Excused absence
SE	Sick Excused	Excused absence
SR	School-Related Activity	Present
T	Tardy	Present
RI	Religious Instruction	Excused absence
TE	Testing	Present
TP	Tardy Present	Present
VP	Verified student present during 2nd or 4th period	Present

ADA Eligibility Coding
A student's eligibility to generate ADA is reported with an ADA eligibility code. The district must use the codes indicated in the 3.2.1 section of the Student Attendance Accounting Handbook when reporting student attendance.

Note:

- The two-through four-hour rule includes recess and in-class breakfast.
- For Prekindergarten (Pre-K) or combined Pre-K and EE programs ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.

Campus Summaries and Student Detail Reports

Each six-week reporting period, the campus personnel responsible for ensuring student attendance accounting codes are correct should generate Student Detail Reports and review them for reasonableness. They receive an email every six weeks with instructions and screenshots on how to run the reports and when they are due back to Karla Valdez, PEIMS Specialist.

First and Fourth Six-Weeks Enrollment Verification Reports

The campus personnel responsible for attendance receive an email with the Enrollment Verification reports and instructions on collecting signatures and returning them to Karla Valdez, PEIMS Specialist.

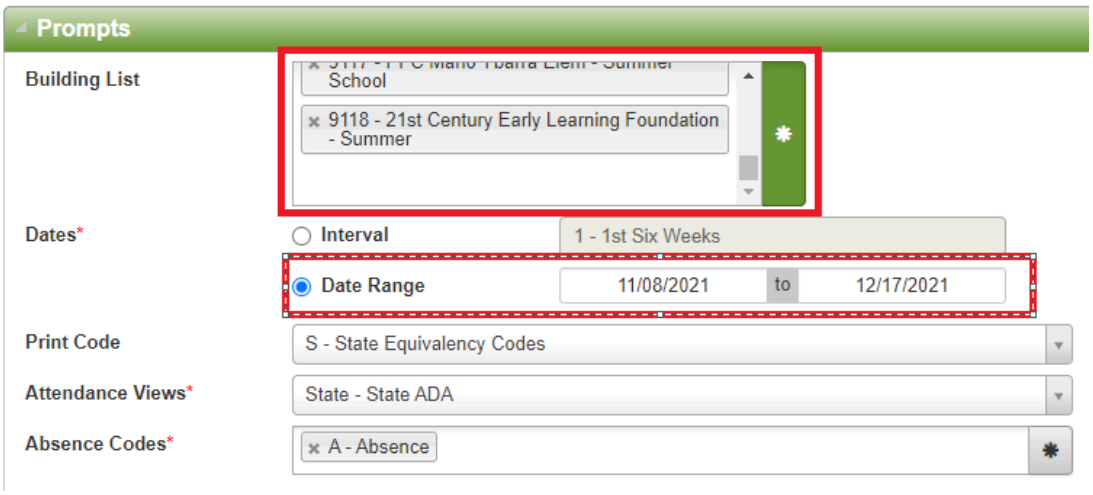
Six Weeks ADA Verification Report
Regular ADA and OFSDP

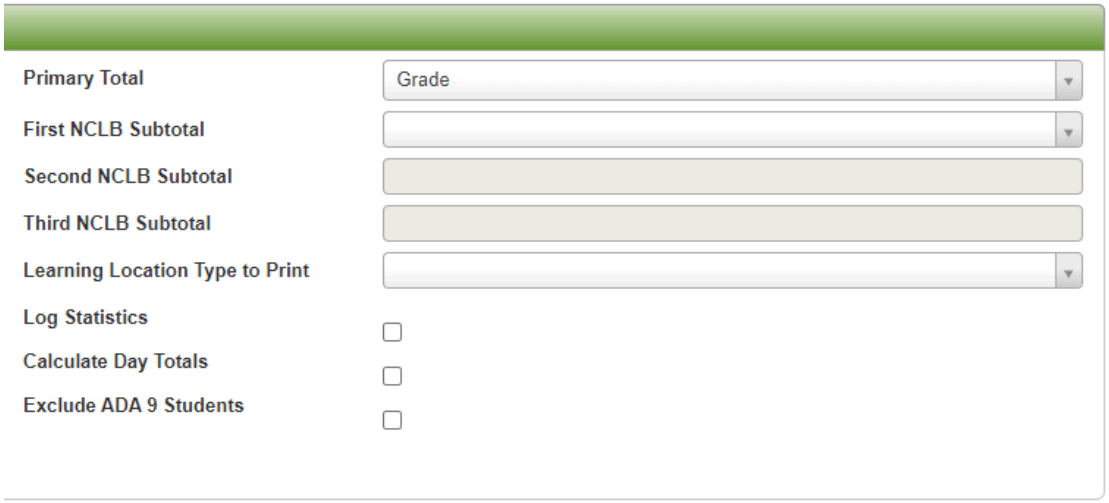
The campus personnel responsible for attendance receive an email with the ADA Verification reports and instructions on collecting signatures and returning them to Karla Valdez, PEIMS Specialist. We will also provide the District Administrator in charge of FLEX to sign off on the FLEX minutes for each six weeks.

Attendance on the District SIS

When correcting attendance, make sure you have documentation supporting the change. When running ADA reports, follow the instructions below:

ADA/ADM Statistics Report





District Points of Contact for Special Programs

Special Program	Point of Contact
SASI/ Flex Secondary	Javier De Anda
Student Leavers	Javier De Anda
At Risk	Katie Reyes
CCMR	Yvett Morales
Accountability	Erica Trevino
Economically Disadvantaged	John Garlic
Gifted & Talented	Yvett Morales
Migrant	Laurie Cardenas
Student Discipline & FLEX Elem	Roger Perez
Early Reading Indicator	Emily Rodriguez
Career & Technology Education	Caridad Salinas
Special Education	Neil Garza
Dyslexia / 504	Jennifer Cardenas
Emergent Bilingual	Dr. Carolina Lopez
Foster Care	Erica Garcia
Homeless / Unaccompanied Youth	Erica Garcia
Teacher Incentive Allotment	John Garlic
Student Attendance Accounting Handbook	Albert Rivera / Karla Valdez / Dr. Cid
Enrollment	Assistant Superintendents
Pre-K	Emily Rodriguez
Industry-Based Certification	Caridad Salinas

Backup Systems for Protecting Attendance Accounting Records

To ensure the integrity and security of attendance accounting records, the district utilizes automated backup systems managed by the Technology Department. Attendance data entered into the Student Information System (eSchoolPlus) is backed up daily on secure district servers. These backups are stored in accordance with district data retention policies and include safeguards such as user authentication, access control, and audit trails.

In the event of system failure or data loss, the Technology Department can restore records using the most recent backup to ensure minimal disruption. All procedures are compliant with state data security requirements and industry best practices for safeguarding student information.

Responsible Position for Maintenance and Security of Attendance Accounting Records

The campus attendance clerk is responsible for the daily maintenance of attendance records in the Student Information System (eSchoolPlus). Ultimately, campus principals are accountable for ensuring that attendance records are accurate, properly documented, and maintained in accordance with local and state guidelines. At the district level, the PEIMS Department Staff is responsible for ensuring the overall security, integrity, and accessibility of attendance data. This includes overseeing system backups, access permissions, and compliance with state data security requirements.

Retention and Security of Attendance Records

All attendance records must be made available to the TEA Financial Audits Division within 20 working days upon request. To meet this requirement, all attendance records for the entire school year must be securely maintained for five (5) years.

At the end of each school year, campuses must organize and box all required attendance documentation for archiving. A checklist of the required documents must be included with each submission. The PEIMS Specialist is responsible for collecting these records from each campus and ensuring they are properly stored at the district's Records Center.

District Points of Contact for Attendance Support

Carlos Martinez	Executive Director of Technology	X 36545	cmartine@wisd.us
Dr. Cynthia Cid	Director of PEIMS & Information Systems	X 36552	ccid@wisd.us
Albert Rivera	PEIMS Coordinator	X 36555	alrivera@wisd.us
Karla Valdez	PEIMS Specialist	X 36590	kavaldez@wisd.us

SAAH

2026-2027 (Adopted) Changes

2026–2027 ADOPTED TEA SAAH

STUDENT ATTENDANCE ACCOUNTING HANDBOOK

Changes at a Glance

KEY UPDATES • WHAT IT MEANS • WHAT TO DO

UPDATED GUIDANCE. STRONGER COMPLIANCE. BRIGHTER FUTURES.

1 CALENDARS + WAIVERS

- Adopted calendars must include 2 makeup days OR equivalent surplus minutes.
- Revised closure chart now includes weather, health, and safety.
- Changes to waiver rules and coding (CalendarWaiverEventType C204).

WHAT IT MEANS / WHAT TO DO

- Update and label makeup days.
- Submit waiver requests promptly.
- Ensure calendar, SIS, and PEIMS align.

2 SPECIAL EDUCATION: REPORT BOTH

- 2026–2027 is the funding transition year.
- Continue reporting instructional setting/arrangement codes.
- Add tier of intensity, service groups, and average daily minutes.
- Legacy SPED data still required.

WHAT IT MEANS / WHAT TO DO

- Review IEPs early.
- By Oct. 8, 2026, enter intensity data for at least 50%.
- By Dec. 3, 2026, report remaining students.

3 ATTENDANCE REPORTING

- Six-weeks attendance reporting continues (HB 2).
- Each cycle requires principal affidavit.
- Accurate coding and documentation are critical.

WHAT IT MEANS / WHAT TO DO

- Review attendance reports each six weeks.
- Validate coding and documentation.
- Ensure campus reconciliation and sign-off.

4 ALTERNATIVE INSTRUCTIONAL MODELS (VIRTUAL / HYBRID)

- Three models: campus OAT, approved alternative time, or full-time program.
- Half-day ADA = 120 minutes; full-day ADA = 240 minutes.
- New/updated codes: C363, C215, and dropout recovery.

WHAT IT MEANS / WHAT TO DO

- Match coding to actual model.
- Ensure daily evidence and instructional plan.
- Report present each enrolled day.

5 ADSY (ADDITIONAL DAYS SCHOOL YEAR)

- Two funding pathways:
  - Half-day: 1–30 extra days (at least 2 instructional hours)
  - Three-quarters: 25–30 extra days (at least 4 instructional hours)
- Base: 175 full days + 75,600 minutes.
- Maximum: 200 total full days.

WHAT IT MEANS / WHAT TO DO

- Plan and document additional days.
- Ensure instructional minutes meet the requirements.
- Update coding and reporting accordingly.

6 CAREER & TECHNICAL EDUCATION (CTE)

- Calculate minutes for each CTE course separately.
- Do not combine codes.
- 45–89 minutes = V1
  90–134 minutes = V2
  135–180+ minutes = V3
- For block schedules, average one complete cycle.
- Regular periods must be ≥ 45 minutes.

WHAT IT MEANS / WHAT TO DO

- Review master schedule and bell schedules.
- Ensure correct V-codes.
- Monitor minutes for each course.

7 BILINGUAL / ESL

- Alternative Methods (AM) added to descriptors and eligible-day totals.
- Approved AM dual language: EB 0.15; non-EB two-way: 0.05.
- Placement recommendations must be documented annually.
- EE coverage clarified.

WHAT IT MEANS / WHAT TO DO

- Review and update EB/ESL coding.
- Ensure AM program documentation.
- Verify eligibility and placement recommendations.

8 PRE-K + ECSE

- Pre-k eligibility adds parent election to repeat pre-k (TEC §28.02124).
- For ECSE students not eligible for free pre-k, only instruction by a certified SPED teacher counts toward ADA.
- Coding charts are revised.

WHAT IT MEANS / WHAT TO DO

- Verify eligibility and documentation.
- Ensure correct coding.
- Review instructional minutes and teacher certification.

9 P-TECH + R-PEP

- P-TECH: grades 9–12 = 07; Year 5 = 07 + 26; Year 6 = 07 + 27.
- R-PEP: grades 9–12 = 22; Year 5 = 30; Year 6 = 31.
- Approved R-PEP Year 5/6 remains FSP eligible.

WHAT IT MEANS / WHAT TO DO

- Verify correct codes and grade levels.
- Ensure accurate reporting for year 5 and 6.

10 OTHER IMPORTANT UPDATES

- GT: C344 15 reflects actual services; omit for furlough.
- PRS: C344 14 and flexible attendance entity references updated.
- Virtual expulsion: verify daily participation for ADA.
- NTN: §50 funding paragraph deleted.

WHAT IT MEANS / WHAT TO DO

- Review program participation.
- Update coding and documentation.
- Ensure daily participation and reporting accuracy.

KEY TAKEAWAY

The 2026–2027 SAAH brings important updates that impact attendance reporting, funding, and program coding. Review your campus procedures, update documentation, and ensure accurate data for each PEIMS submission.

Data Today. Opportunities Tomorrow.

SAAH CHANGES

CALENDARS + WAIVERS

ATTENDANCE TEAMS • PEIMS • DISTRICT CALENDAR OWNERS

2 makeup days OR surplus minutes equal to 2 days.

1 Build the calendar correctly

Beginning in 2026-2027, adopted calendars must include two designated makeup days or equivalent surplus minutes. If using makeup days, clearly label them. Submit missed-school-day waiver requests as soon as possible so six-week PEIMS reports are accurate.

§§3.8.1.1-3.8.1.2 | p. 12

2 Use the overall attendance rate

Low-attendance waiver comparison uses the prior year’s overall district or campus attendance rate; the affected day must be at least 10 percentage points lower because of weather, health, or safety. Use all tracks; new or formerly split campuses use the district rate.

§3.8.1.3 | p. 12

3 Staff development + waiver coding

Four-day-week LEAs are currently ineligible for staff development waivers. Waiver minutes apply to staff development replacing student instruction during the school year. Approved missed/low-attendance waiver days are nonschool days, excluded from membership/instruction, and reported with CalendarWaiverEventType C204.

§§3.8.1.4-3.8.1.5 | pp. 12-13

4 Closure chart is replaced

The revised chart explicitly includes weather along with health and safety. Deleted charter-only instructions no longer direct calendar adjustments before FSP System six-week summary reporting. The replacement retains closure, makeup, late-start, early-release, OFYP, and maximum-waiver scenarios; update local copies of the chart.

§3.8.2 | deleted chart pp. 13-20; replacement pp. 20-26

LOCAL FOLLOW-UP: Reconcile the board calendar, SIS calendar, actual minutes, waiver approvals, and each PEIMS reporting period.

SAAH CHANGES

SPECIAL EDUCATION: REPORT BOTH

2026-2027 IS THE FUNDING TRANSITION YEAR

Keep setting data + add intensity data.

1 Existing codes remain during transition

Carry forward instructional arrangement/setting codes until an IEP change requires an end date and a new beginning date. Changes to special education and related services require corresponding code updates. Do not stop collecting legacy setting data in 2026-2027.

Section 4 transition requirements | pp. 28-29

2 First attendance submission: 50%

By the first six-weeks Attendance Submission, October 8, 2026, review first-day IEPs for at least 50% of students receiving special education. Enter tier of intensity, applicable service groups, and average daily minutes in a special education setting, beginning on the first school day.

Section 4 | p. 29

3 Second attendance submission: all

By the second six-weeks Attendance Submission, December 3, 2026, report the remaining students. Their beginning date is still the first school day unless an ARD/IEP revision changes the applicable services. Report eligible days for both setting and intensity for all funding-eligible special education students.

Section 4 | p. 29

4 Summer reporting + funding protection

Summer PEIMS must include setting, tier, service groups, and average daily SPED-setting minutes for all reporting periods, including students omitted from the first intensity report. Correct errors in June/July 2027 Summer submissions. The document states transition-year funding is at least the legacy setting-model amount.

Section 4; §4.19.1.3 | pp. 29, 43

SAAH CHANGES

SPECIAL EDUCATION: THE NEW MODEL

NEW §4.19 | INTENSITY OF SERVICES

8 tiers + 5 service groups, driven by the IEP.

1 Five domains determine intensity

Score curriculum/instruction, behavior, communication, independent functioning, and personal care/health. Each domain is considered independently. When supports overlap, use the documented reason a support is required for FAPE; do not automatically assign the same ratio across domains.

§§4.19.1.1, 4.19.1.4-4.19.1.5 | pp. 42-44

2 Four factors in each domain

Review service type/nature/frequency, specialized provider qualifications, required provider-to-student ratios, and equipment/technology. Rate each factor 0-3. The highest factor becomes the domain score; add the five domain scores for the composite. Select ratings only when supported in the IEP.

§§4.19.1.2, 4.19.1.6 | pp. 42-45

3 Direct service + tier exceptions

An IEP must include at least one direct special education service; solely indirect/consultative or solely related services do not generate the state special education allotment. Overrides: speech as the only instructional service = Tier 1; qualifying off-campus early childhood services = Tier 1; ARD day placement = Tier 7; ARD residential placement = Tier 8.

§§4.19.1.6-4.19.1.8 | p. 45

4 Weights + statewide transition funding

Tier 1 has the lowest and Tier 8 the highest weight. Commissioner recommendations go to the LBB by December 1 of each even-numbered year. For 2026-2027, formulas must yield approximately $250 million more statewide than the specified prior-law comparison. This is not a district-specific guarantee of an added dollar amount.

Section 4; §§4.19.1.3; Appendix weights | pp. 28, 43, 98

HELP: Use Texas SPED Support and TEA transition guidance. New-model questions: spedfunding@tea.texas.gov.

SAAH CHANGES

SPECIAL EDUCATION: SERVICE GROUPS

NEW §4.19 | ADD-ON SUPPORT

At most ONE group from 1-3 + ONE group from 4-5.

1 Related services: Groups 1, 2, 3

Group 1: at least 180 but fewer than 270 minutes per six weeks; OR special transportation; OR parent counseling/training as a related service.
Group 2: at least 270 but fewer than 540 minutes per six weeks.
Group 3: at least 540 minutes per six weeks. Use documented IEP services; these groups are mutually exclusive.

§§4.19.2-4.19.2.1.3 | pp. 45-47

2 Individual support: Groups 4, 5

Group 4: 1:1 support for at least 50% but less than 80% of the instructional day; OR fewer than four hours weekly of district-provided special education/related services in the specified off-campus settings.
Group 5: 1:1 support for at least 80% of the day; OR at least four hours weekly in those settings.

§§4.19.2.2-4.19.2.2.2 | pp. 47-48

3 Home/hospital: tier + minutes

For district-provided services at home, medical facilities, or other non-district facilities: an existing tier need not change for a temporary placement; reassess if return is not expected. At least four hours weekly with no campus instruction: daily SPED-setting minutes equal campus instructional minutes. During transition back with some off-campus service: use half the campus minutes. Fully back: calculate normally.

§§4.19.3.2-4.19.3.2.1 | pp. 48-50

4 Special systems + young children

Specified off-campus children through age two, and age three until kindergarten, have Tier 1 overrides. TSBVI/TSD do not report intensity elements; the reporting LEA handles RDSPD students, without the day-placement override. TJJD/Lone Star reports tiers, groups, and minutes; Windham does not use this model.

§§4.19.1.8, 4.19.3 | pp. 45, 48-50

REMEMBER: Service-group support must be documented in the IEP. Categories prevent duplicate funding for the same type of support.

SAAH CHANGES

SPECIAL EDUCATION: CODING + ECSE

ELIGIBILITY • SERVICE START DATES • EARLY CHILDHOOD

Actual services and documented minutes drive coding.

1 Eligibility + ARD handoff

Returning graduates' eligibility references 19 TAC §89.1070(k). ARD coding handoffs now include tier, eligible service groups, and effective dates along with legacy codes. Report changes when IEP revisions change these values; do not report setting, tier, or service groups before services begin. For disability-funded TEFA returners, determine the disability basis, conduct a REED, and decide on further evaluation before the IEP.

§§4.1-4.3.5 | pp. 30-32

2 Speech, homebound + setting 45

Code 00 covers speech only, or speech plus related services without other special education instruction, for push-in or pull-out delivery. Homebound funding hours do not cap ARD-determined service hours. Code 45 requires all instruction in a special education setting; any regular early childhood setting time makes Code 45 inapplicable.

§§4.7.1, 4.7.2.5, 4.7.14 | p. 33

3 ECSE/pre-k: which time counts?

Eligible for both ECSE and free pre-k: include general pre-k and special education instruction/services for the two-through-four-hour rule. Not eligible for free pre-k: only instruction by a certified special education teacher (including a dually certified teacher) counts toward ADA; 2 to fewer than 4 hours = half day, 4+ = full day.

§4.9.3 | pp. 34-35

4 Coding charts + legacy phaseout

Charts 1-2 revise push-in/pull-out examples, age-three EE/pre-k rows, half-day/full-day descriptions, and percentage-of-day calculations. Use actual minutes; consult the ECSE/pre-k Q&A.; Charts 1-2 will be removed in 2027-2028. Chart 3 updates returning-graduate references. Setting/speech codes, excess contact hours, SPED FTEs and mainstream totals are marked for phaseout/replacement after 2026-2027 in reports.

§§2.3.1-2.3.3, 4.9-4.12 | pp. 4-8, 35-41

REPORTS: Mainstream totals will be replaced by appropriate educational environment data. Keep 2026-2027 legacy reporting intact.

SAAH CHANGES

CTE: CALCULATE BY COURSE

CAREER & TECHNICAL EDUCATION | §§5.2-5.12

45-89 = V1 | 90-134 = V2 | 135-180+ = V3

1 One course, one calculation

Determine each course's minutes per eligible school day separately. Three contact hours (V3) is the maximum for one course. Do not combine CTE codes across courses because weights vary. Report contact hours by student ID and individual CTEServiceId in CTEProgramReportingPeriodAttendance.

§§5.5-5.6 | pp. 53-54

2 Block schedules: use a complete cycle

Divide total minutes for one CTE course over a full schedule cycle by all school days in that cycle. Example: 94 minutes on alternating days yields 470 minutes over 10 days = 47 minutes daily = V1. Regular course periods must be at least 45 minutes; exclude Section 3 waiver days from the local standard-schedule calculation.

§5.5.1; §5.12.10 | pp. 53, 57-58

3 Eligibility + documentation refinements

Dual-credit postsecondary faculty follow THECB requirements; SBEC certification is not required under articulation agreements. Career Preparation and course documentation now specify at least 45 minutes on standard/regular bell-schedule days. Virtual/hybrid contact-hour references now point to the revised Section 12 structure.

§§5.2, 5.2.3, 5.7.1, 5.10 | pp. 51-54

4 Examples + deletions

Examples 1-5, 7-8, 10, 12, 14 and 17 update course-specific reporting, minutes, names, schedules, or entity references. Example 7 uses Foundations of Business Communication and Technologies (13011400); Example 8 specifies 46 minutes. Example 17 specifies 50-minute Mon-Thu blocks. Example 19 is deleted, along with the old block-schedule shortcut and student-level add/drop V-code note.

§§5.3, 5.5.1, 5.12 | pp. 52-58

LOCAL FOLLOW-UP: Check each CTE course calendar and service ID, including alternating-day, dual-credit, and shortened-day schedules.

SAAH CHANGES

P-TECH + R-PEP + ADSY

PATHWAYS • ADDITIONAL DAYS • FUNDING

New pathways and explicit Year 5 / Year 6 reporting.

1 P-TECH eligibility + $150

TEA-designated P-TECH enrollment is added to exceptions for students who have completed graduation requirements. Report P-TECH in Submissions 1 and 3; funding is $150 per student in ADA. Grades 9-12: descriptor 07. Year 5: 07 + 26. Year 6: 07 + 27. The dual-code requirement is explicit in §3.2.2.4 and the Appendix.

§§3.2.2.4, 5.2.2; Appendix | pp. 9, 51, 98

2 R-PEP + removed NTN provision

Approved R-PEP Year 5/6 students remain eligible for FSP funding, flowing to the reporting/serving LEA. Submission 3 descriptors: grades 9-12 = 22; Year 5 = 30; Year 6 = 31. The New Tech Network $50-per-ADA funding paragraph is deleted. ECHS/P-TECH rules prohibit required tuition, fees, or textbooks for graduation-credit courses.

§§5.2.2, 11.3.1, 11.11 | pp. 51-52, 68, 72

3 ADSY now has two funding pathways

Base campus calendar: at least 175 full instructional days and 75,600 operational minutes for all tracks, excluding staff development waivers. Half-day funding: 1-30 additional half days with at least 2 instructional hours. Three-quarters-day funding: 25-30 additional full days with at least 4 instructional hours and at least 200 total full days. Applies at eligible campuses serving pre-k through grade 8.

§§3.8.3, 11.5 | pp. 26-27, 68

4 ADSY waivers cover base days only

Up to five ADSY waiver days address base-calendar days missed for weather, health, or safety; none cover missed additional ADSY days. ADSY and missed-day waivers may both be needed in a year, but not for the same date. An approved low-attendance waiver does not reduce the ADSY 175-day count. TEA encourages at least two extra ADSY days beyond 25 for the three-quarters pathway.

§11.5.1 | pp. 68-69

ADSY LOCATION RULE: The enrolling campus must meet the 175-day requirement and receives funding even if instruction occurs elsewhere (p. 27).

SAAH CHANGES

EB / BILINGUAL / ESL / AM

IDENTIFICATION • SERVICES • ELIGIBLE DAYS

Alternative Methods (AM) are explicit in reporting.

1 Identification + EE coverage

The HLS guidance uses “districts” for language clarification/reporting. Pre-k identification, ESL service, certification, and HLS references expressly include children coded EE; the tracked deletion removes the EE parenthetical from the bilingual-program threshold sentence. HLS signatures: parent through grade 8; student or parent in grades 9-12; electronic parent signatures allowed.

§§6.2-6.4, 6.6, 6.10.1 | pp. 59-60, 63

2 Alternative Methods funding

Approved AM dual-language models: EB students in one-way or two-way immersion generate 0.15; non-EB students in the two-way AM model generate 0.05. The old certification-section funding note is deleted. The Appendix adds AM weights, but describes non-EB one-way and two-way; this differs from §6.5 and needs TEA clarification before use.

§§6.5-6.6; Appendix | pp. 60-61, 99

3 AM belongs in all attendance totals

Use the appropriate C335 LangInstruProgramSvc descriptor. Record bilingual/ESL/AM eligible days in student detail, campus/track summaries, and district summaries. The disciplinary rule also expressly includes AM: after more than five consecutive days without the same amount/type of services from a qualified program teacher, remove eligible days effective the first disciplinary-placement day.

§§6.7-6.7.1 | pp. 61-62

4 Reclassification + annual records

Language changes from program “types” to “models.” Reclassification/exit uses TEA’s standardized parent letter; English-proficient students may continue in dual language with parental approval. Effective change is the next school year’s first day; eligible days stop unless continued in two-way dual language. Document the program-placement recommendation annually.

§§6.8-6.8.1, 6.10.2 | pp. 62-63

CONTACT UPDATE: TEA Bilingual Education questions go to emergentbilingualsupport@tea.texas.gov (§6.1, p. 59).

SAAH CHANGES

PRE-K + GT + PRS + DISCIPLINE

CAMPUS TEAMS • PROGRAM OWNERS • PEIMS

Small coding changes with big reporting consequences.

1 Pre-k eligibility + documentation links

Eligibility now includes a parent/guardian election to repeat pre-k under TEC §28.02124, including a child previously in pre-k who did not meet a §29.153(b) eligibility criterion. The separate prior-year eligible-but-did-not-attend provision still requires no kindergarten enrollment. Foster-care guidance links to DFPS Education Specialists; award documentation links to the Star of Texas Awards page.

§§7.2, 7.2.6, 7.2.7.1 | pp. 63-64

2 Gifted/talented = descriptor 15

StudentCharacteristic C344 15 replaces indicator-value wording. Reflect actual GT service for each six weeks; if service stops, omit the indicator in the next period unless services resume then. Furloughed students have no indicator; count a student served on multiple district campuses once and retain eligibility documentation.

§§8.2, 8.6-8.7 | pp. 64-65

3 PRS entities + CTE during CEHI

PRS language adds FlexibleRegularProgramPeriodAttendance and C344 descriptor 14; remote home-instruction references are renumbered. Example 4 adds FlexibleCTEProgramReportingPeriodAttendance: when extra CTE instruction is not provided during CEHI, do not claim CTE contact hours, even though course enrollment and StudentCTEProgramAssociation may continue.

Section 9; §9.17.1 | pp. 65-66

4 Virtual expulsion + OSS

Virtual expulsion may replace JJAEP placement under TEC §37.0083; verify daily participation for ADA. OSS wording is updated: no more than three school days; count absent if ADA requirements are not met. Below grade 3 or experiencing homelessness: OSS is restricted to the statutory exception. Glossary updates DAEP separation of elementary/secondary students and expulsion placements, ages, and virtual-expulsion withdrawal exception.

§§10.6.1, 10.6.3; Glossary | pp. 67, 100-101

CONTACT UPDATE: Student discipline questions go to studentdisciplinesupport@tea.texas.gov (§10.1, p. 67).

SAAH CHANGES

VIRTUAL + HYBRID: PICK THE MODEL

NEW §12.2 | TEC CHAPTER 30B

Courses, programs, and campuses have different rules.

1 Individual virtual / hybrid courses

Virtual = instruction/content primarily over the internet. Hybrid = less than 90% in person. Use on-campus OAT or an approved alternative time. Course minutes count toward ADA; the campus may assign the corresponding in-person course minutes. Four or more courses OR more than 50% of the schedule requires a full-time program or campus.

§§3.6.3, 12.2.1; Glossary | pp. 10, 76-77, 101

2 Full-time program inside a campus

No additional TEA authorization; participation must be less than 50% of campus enrollment. Have a locally approved instructional plan and daily attendance measurement with supporting records. Options include LMS progress, teacher/student check-ins, assignment submissions, or another approved daily measure. The comparison chart permits attendance within the day or a narrower policy-defined window.

§12.2.2; comparison | pp. 77-78, 82

3 Full-time campus

At least 50% of enrollment in the full-time virtual/hybrid model requires TEA campus authorization. Report present for each enrolled instructional day. ADA = enrolled FTE students × district/charter attendance rate excluding those campuses; use statewide rate if no reliable local rate exists. Both programs/campuses must meet the applicable 75,600 operational or qualifying 43,200 instructional minutes.

§§12.2.2-12.2.3 | pp. 77-79

4 Eligibility + instructional minutes

Hybrid campus: any student eligible for Texas public school. Virtual campus: statutory pathways include six weeks of current/prior-year Texas public attendance, first grade or lower at initial enrollment, prior-year nonresidence, deployed military dependency, or substitute care. For all three models, half-day eligibility requires 120 daily instructional minutes and full day requires 240.

§§12.2.1-12.2.3; comparison | pp. 76-82

SAAH CHANGES

VIRTUAL + HYBRID: CODE + DOCUMENT

NEW §12.2 | IMPLEMENTATION & REPORTING

A new comparison chart, coding chart, and 5 examples.

1 Enrollment, withdrawal + family choice

Enrollment begins when instruction and active engagement begin; withdraw when active participation ceases. A student transferring settings may continue a virtual course from the published list. Districts/charters may not require an individual virtual/hybrid course, although a charter may require attendance at its full-time virtual/hybrid campus. Nonpublic/noneligible course participants generate no FSP funding or other public-school rights beyond course credit.

§12.2.5 | pp. 79-80

2 Quality, access + charter approvals

Certify TEKS alignment and National Standards for Quality Online Courses; meet rigor/progression expectations and submit virtual-course information to TEA. Provide IDEA/Section 504 accommodations; ARD determines disability-related suitability. Weighted special-program funding may continue if requirements are met. Charter programs require the specified nonexpansion amendment; charter campuses require expansion amendment plus authorization.

§§12.2.4-12.2.6 | pp. 79-81

3 New PEIMS quick reference

ADA E0787/C059: 1, 2, 3, 6, or 9 as applicable.
Non-campus instruction E1072/C182: 12 Local Virtual Course; 13 Statewide Virtual Course.
Calendar E1600/C215: 18 Full-Time Hybrid/Virtual Program; dropout recovery uses 05.
Participation E3131/C363: 01 Full-Time Hybrid; 02 Full-Time Virtual. Apply actual eligibility rules, including code 9.

§12.2.8 | pp. 83-84

4 Examples show the attendance difference

New examples distinguish course-based on-campus attendance, a full-time program using same-day assignment submissions, and an authorized virtual campus reporting present for each enrolled day. Section 3.8’s program-type chart adds hybrid campus/dropout recovery wording. Section 12 is reorganized: §12.3 TXVSN, §12.4 virtual options, §12.5 on-campus online, §12.6 self-paced courses.

§§3.8, 12.2.7-12.2.9 | pp. 10-11, 81-85

SAAH CHANGES

TXVSN + REMOTE INSTRUCTION

REVISED §§12.3-12.6 | CONTINUITY & DELETIONS

TXVSN continues through the 2026-2027 school year.

1 Catalog courses: revised funding basis

TXVSN catalog covers grades 6-12; full-time OLS covers grades 3-12. Catalog courses count as 60 daily minutes, up to three per semester/six yearly, subject to the stated graduation exception. Daily attendance uses campus OAT/approved alternative time; semester ADA determination is based on in-person attendance. Successful-completion funding conditions and adjustment language are deleted from catalog rules/examples.

§§12.3-12.3.4 | pp. 86-94

2 Full-time OLS + TXVSN waiver schools

OLS: 120 minutes = half day; 240 = full day; each TXVSN course counts as 60 daily minutes; official OLS is not subject to the three-course cap. Report present each enrolled day; use enrollment-FTE × adjusted local attendance rate, or statewide rate. Eligible previously operating waiver/accelerator schools may continue through 2026-2027 under prior participation eligibility.

§§12.3.2.2, 12.4.1 | pp. 89, 94-95

3 Dropout recovery + remote options

Remote/hybrid dropout recovery under §29.081(e-2) must use a Chapter 30B full-time program or authorized campus model. OFSDP online recovery must track per-course minutes within limits; ADA rules specify 120/240 daily minutes. Section 12.4 aligns funding and definitions and renumbers remote instruction/distance learning. Remote-conferencing wording changes to an off-campus location.

§§11.6.4, 12.4.2-12.4.4 | pp. 69-70, 96-97

4 On-campus online + source conflict

Section 12.5 excludes Chapter 30B, TXVSN-waiver, and approved remote/hybrid dropout-recovery courses from its scope. Section 12.6 cross-references new virtual/hybrid and TXVSN sections. Verify with TEA: p. 95 retains a successful-completion FSP-adjustment sentence even though related text is marked for deletion on pp. 94-95. Do not use that conflict as a local funding rule.

§§12.4.1, 12.5-12.6 | pp. 94-97

EXAMPLE CHANGES: Old Example 4 and Example 8 are deleted; retained examples are revised/renumbered with on-campus attendance language (pp. 90-94).

SAAH CHANGES

SPECIAL CASES + FINAL DETAILS

ADULT CHARTERS • MILITARY • APPENDIX • CLEANUP

1 Adult high school charters: new §11.12

Subchapter G charters report six-week district summaries in TSDS PEIMS. Total refined ADA alone is adjusted to enrollment; other allotments remain attendance-based. Enrollment % = membership days ÷ days taught. Rates: ≥75% = 100%; 50-<75% = 75%; 25-<50% = 50%; 10-<25% = 25%; <10% = 0. Divide the period rate by 6 and sum six periods. New charters estimate enrollment by August 1.

§§2.3.3, 3.2.1.5.2, 11.12 | pp. 8, 72-74

2 Military, residency + year-round dates

Compact guidance now includes all 50 states/DC, adds Space Force, deletes “member state,” updates NOAA’s link, and says transfers from “another state.” Residency’s immigrant-schooling reference links to Title III Part A FAQ. Homelessness footnote adds Chapter 30B virtual-campus eligibility. Year-round initial Summer PEIMS: June 17, 2027; delayed resubmission: August 19 or two weeks after the last track, whichever is earlier.

§§3.3.1, 3.3.7, 3.9, 11.9 | pp. 9-10, 27, 70-72

3 Appendix weights + glossary

Legacy SPED FTE/weights are labeled effective until September 1, 2026, with transition formulas added. CTE/P-TECH and AM entries are updated. Early education adds 0.01 for K-3 ADA alongside 0.10 for qualifying educationally disadvantaged/EB students. Career cluster wording/link changes; excess-contact-hours definition notes the SPED phaseout. New virtual/hybrid course definitions appear in the glossary.

Appendix; Glossary | pp. 97-101

4 Deleted notes, refreshed links + verify

Removed: old 2025-2026-only SPED transition note; related-services Q&A; link; outdated nonpublic/residential placement links; PPCD phaseout note; STS/RDSPD transfer note; charter FSP six-week-summary directions. Updated: special education office name, private-school disability resources, ECSE Q&A;, THECB developmental-course link. Source issue: adult-charter example rates on p. 74 conflict with p. 73’s methodology; use TEA clarification before calculations.

§§2.3.3, 4.1-4.12, 11.4, 11.12 | pp. 8, 30-41, 68, 73-74

2026-2027 ADOPTED SAAH

ATTENDANCE + FUNDING

Big changes to put on your radar

REPORT BOTH

Special education transition

Keep instructional setting data in 2026-2027. Add tier of intensity, service groups, and average daily minutes in a SPED setting. Legacy SPED report fields phase out or change after this year.

§§2.3, 4 | pp. 4-8, 28-29

50% → ALL

SPED reporting milestones

Oct. 8, 2026: first attendance submission expects intensity data for at least 50% of SPED students.
Dec. 3, 2026: report remaining students.
Use first-day-of-school begin dates unless IEP changes apply.

Section 4 | p. 29

8 TIERS + 5 GROUPS

IEP drives the new model

Intensity comes from documented supports across five domains. Service groups add funding for related services or individual support. Use at most one group from 1-3 and one from 4-5.

§4.19 | pp. 41-50

2 DAYS OR MINUTES

Calendar + waiver changes

Adopted calendars need two makeup days OR equivalent surplus minutes. Four-day-week LEAs cannot currently receive staff development waivers. Submit missed-day waivers promptly; low-attendance comparisons use the prior year’s overall rate.

§§3.8.1.1-3.8.1.5 | pp. 12-13

2 ADSY PATHWAYS

Additional days funding

Base: 175 full days + 75,600 minutes.
Half-day funding: 1-30 extra days, at least 2 instructional hours each.
Three-quarters funding: 25-30 extra full days, at least 4 instructional hours each; 200 total full days.

§§3.8.3, 11.5 | pp. 26-27, 68-69

BY COURSE

CTE minutes + V-codes

Calculate each CTE course separately; do not combine codes.
45-89 minutes = V1
90-134 = V2 | 135-180+ = V3
For block schedules, average one complete cycle.
Regular periods must be at least 45 minutes.

§§5.5-5.6 | pp. 53-54

2026-2027 ADOPTED SAAH

PROGRAMS + VIRTUAL LEARNING

Coding changes worth a second look

3 DIFFERENT MODELS

Virtual / hybrid instruction

Courses: campus OAT or approved alternative time.
Full-time program: daily evidence under the local instructional plan.
Authorized campus: report present each enrolled day; ADA uses enrollment FTE × the applicable attendance rate.

§12.2 | pp. 75-85

120 / 240 MINUTES

Virtual eligibility + coding

Half-day ADA requires 120 daily instructional minutes; full-day requires 240.
Full-time participation: C363 01 = hybrid; 02 = virtual.
Calendar: C215 18; dropout recovery uses 05.
Match codes to the actual model.

§§12.2.1-12.2.8 | pp. 76-84

AM IS EXPLICIT

EB / bilingual / ESL

Include Alternative Methods (AM) in descriptors and eligible-day totals. Approved AM dual language: EB 0.15; non-EB two-way 0.05 under §6.5. Document placement recommendations annually. EE coverage is clarified in multiple provisions.

§§6.3-6.10 | pp. 59-63

CHECK ELIGIBILITY

Pre-k + ECSE

Pre-k eligibility adds the parent election to repeat pre-k under TEC §28.02124.
For ECSE students not eligible for free pre-k, only instruction by a certified SPED teacher counts toward the ADA time rule. Coding charts are revised.

§§4.9.3, 7.2 | pp. 34-40, 63-64

YEAR 5 / YEAR 6

P-TECH + R-PEP

P-TECH: grades 9-12 = 07;
Year 5 = 07 + 26; Year 6 = 07 + 27.
R-PEP: grades 9-12 = 22;
Year 5 = 30; Year 6 = 31.
Approved R-PEP Year 5/6 remains FSP eligible.

§§3.2.2.4, 5.2.2, 11.11; Appendix | pp. 9, 51, 72, 98

SMALL BUT IMPORTANT

GT, PRS + discipline

GT: C344 15 reflects actual services; omit for furlough.
PRS: C344 14 and flexible attendance entity references updated.
Virtual expulsion: verify daily participation for ADA.
NTN: $50 funding paragraph deleted.

§§5.2.2, 8, 9, 10.6.1 | pp. 52, 64-67