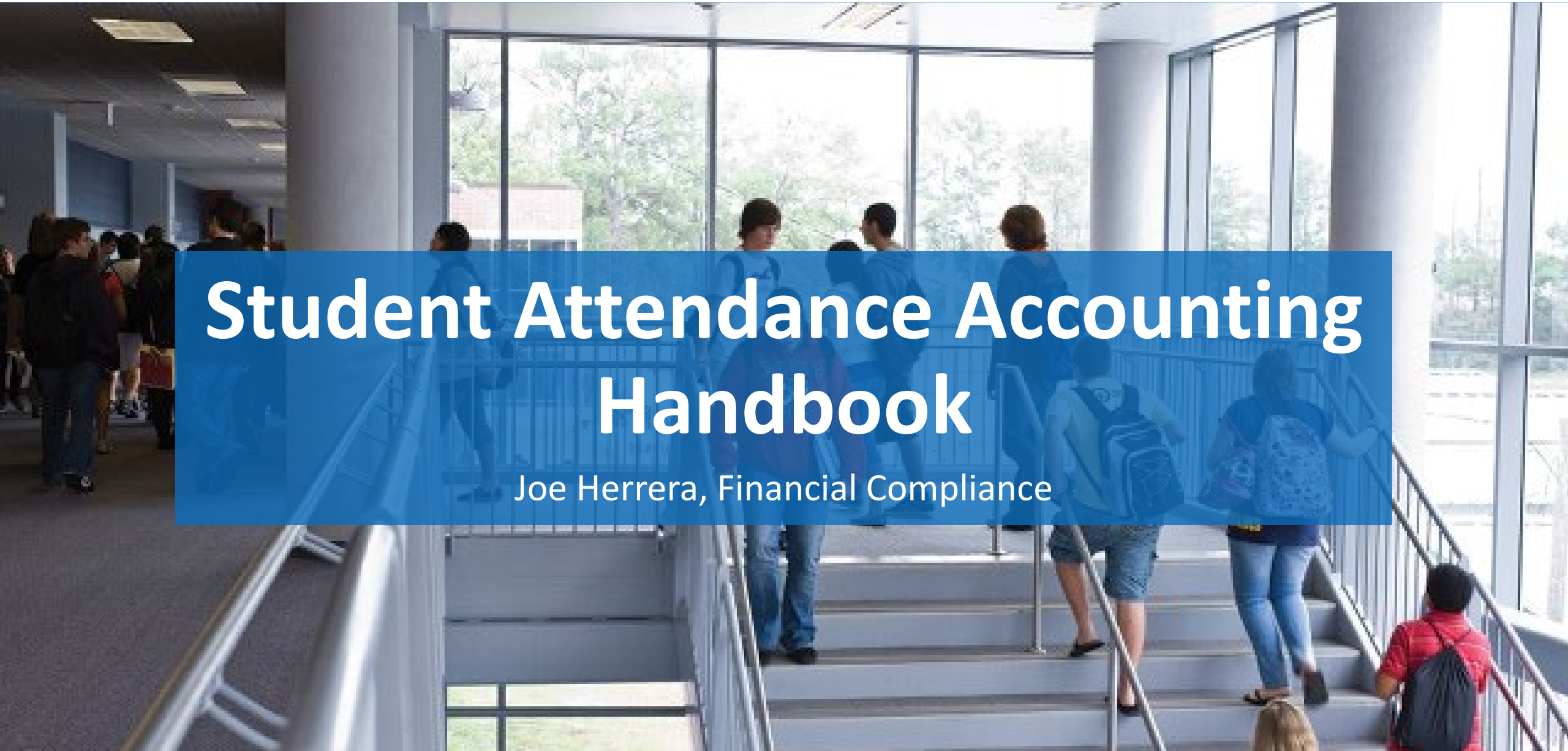
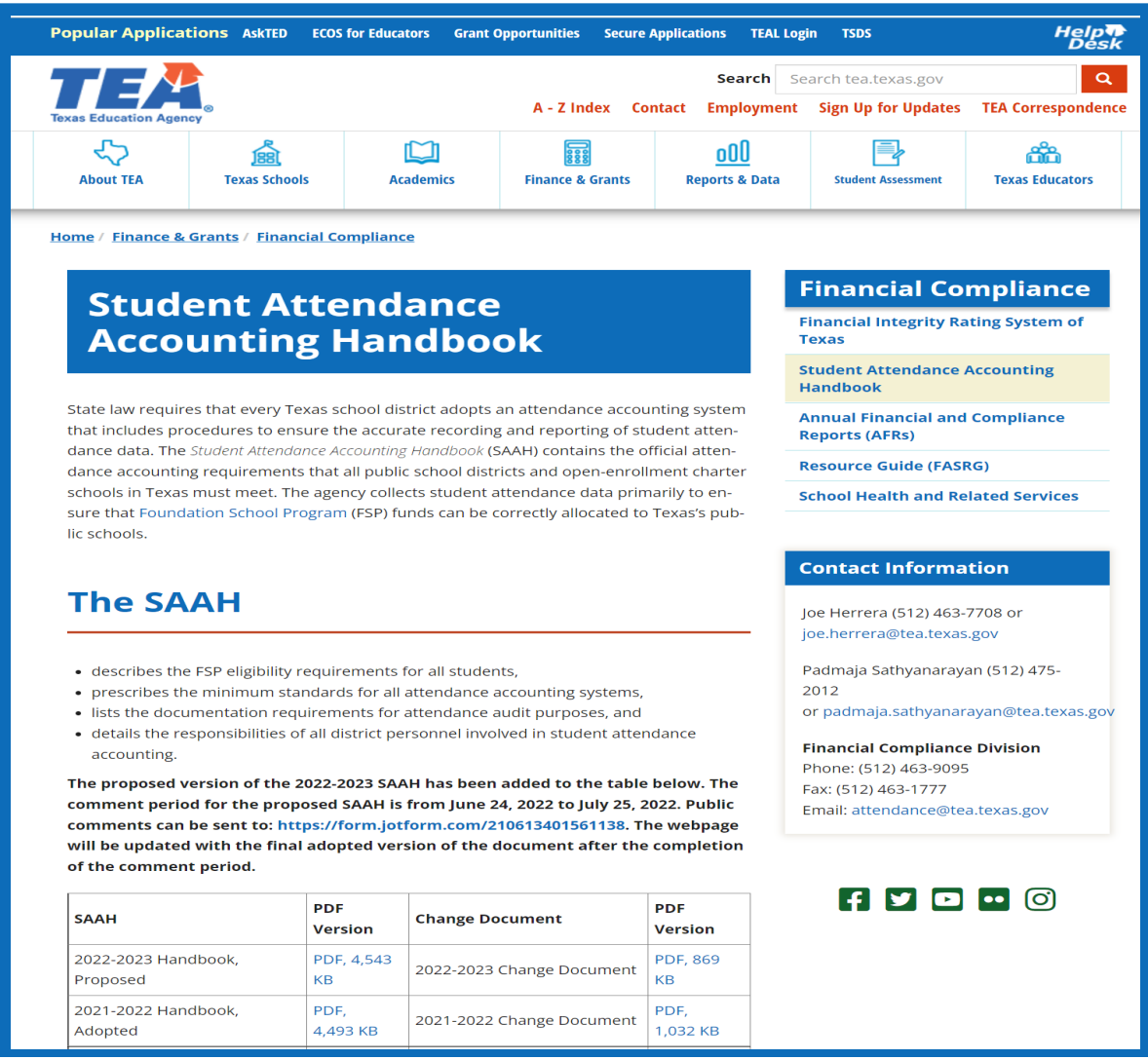


Student Attendance Accounting Handbook

Joe Herrera, Financial Compliance

SAAH Website



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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 is 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 is 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

SAAH: PEIMS

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.

SAAH ADA vs WADA

ADA:

Average
Daily
Attendance



WADA:

Weighted
Average
Daily
Attendance

GT **SpEd**

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

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[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

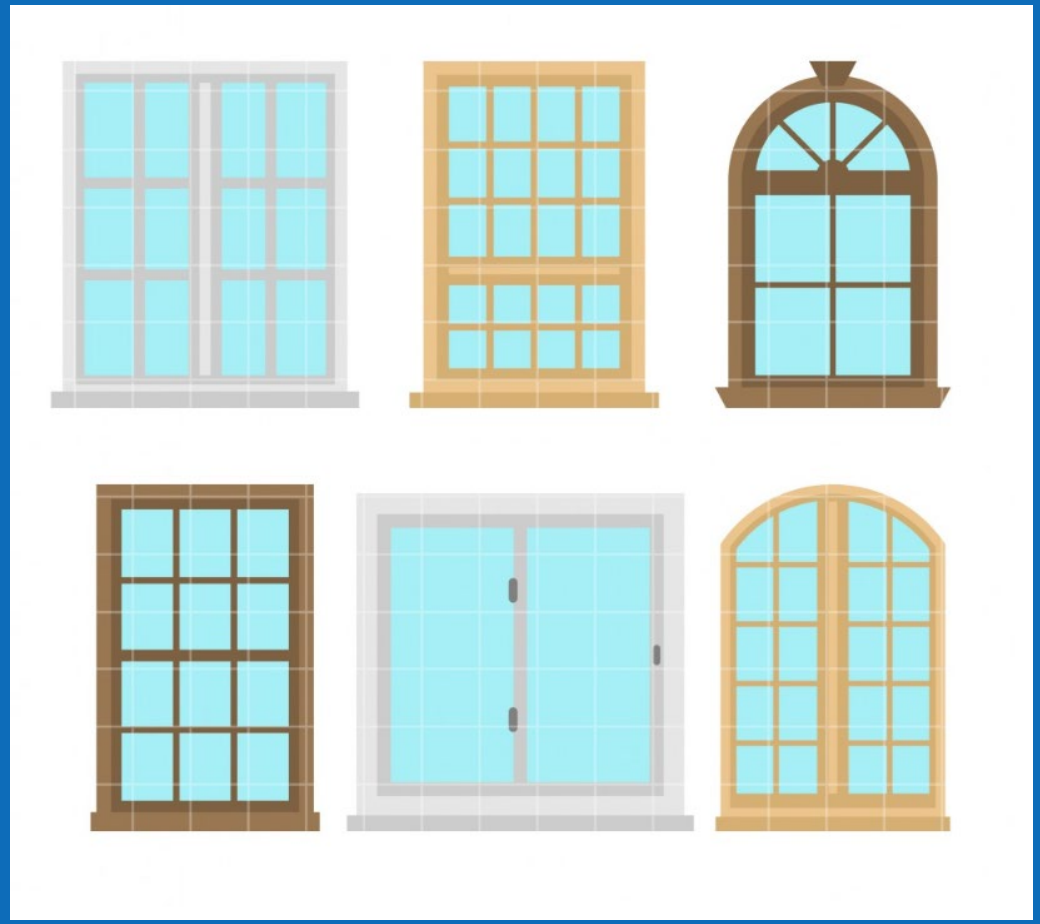
- Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance taken and completed by the classroom teacher or paraprofessional that meet the educational aide requirements.
- The only exception to a classroom teacher taking official attendance 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.



2026-2027 Updates

SAAH Section 1.6 How to Use This Handbook

	data, and examples.
Section 10 Alternative Education Programs (AEPS) and Disciplinary Removals	**Alternative Education Programs and Disciplinary Removals** discusses various alternative education programs, ~~in-school~~ **suspension programs**, and education programs for incarcerated youth, as well as disciplinary removals.
Section 11 Nontraditional Programs	**Nontraditional Programs** discusses education programs that have alternative methods of funding or are provided in alternative settings.
Section 12 Virtual, Hybrid, Remote, and Electronic Instruction	**Virtual, Hybrid, Remote, and Electronic Instruction** discusses **virtual and hybrid instruction**, Texas Virtual School Network (TXVSN) programs and courses, other online courses, remote instruction, and self-paced computer courses.

SAAH Section 1.7 Significant Changes

1.7 Significant Changes

The Change Document describes the significant changes from the 2025–2026 handbook. For a comprehensive list of changes, see the Change Document at http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student Attendance Accounting Handbook/.

At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment will be c lated and d buted based on the TEC, §§48.102, 48.1021, and 48.1022, effective September Reade ised to coordinate all references to special education throughout this handb ucation funding transition materials and the most recently adopted commissi C, which will be made available as they are finalized. These references include, but d to, special education instructional setting codes and descriptions, contact hour e equivalents, required data and reports that must be available for an audit, all ions that relate to special education data reporting, and how special educat t ho ect with career and technical education. Because the system effective prior t tember 1, , will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

PC

SAAH Section 2 Audit Requirements

Section 2 Audit Requirements

As stated in Section 1 Overview, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. Your district may store these records or reports in a central office or at the respective school campuses. Regardless of where they are stored, the records must be readily available for audit[7] by TEA. **Incomplete or inaccurate data will result in attendance not being allowed.**

Note: At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment [illegible] calculate[illegible] distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective [illegible] 1, 2[illegible]ers are advised to coordinate all references to special education throughout [illegible]s special education funding transition materials and the most recently ad[illegible]er rules in the TAC, which will be made available as they are finalized. These reference[illegible]re not limited to, special education instructional setting codes and descriptions, co[illegible] full-time equivalents, required data and reports that must be available f[illegible] various sections that relate to special education data reporting, and ho[illegible] educ[illegible]ntact hours intersect with career and technical education. Because the system effe[illegible]ve prior to Se[illegible]ember 1, 2026, will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

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Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.



SAAH Section 2.3.1 Student Detail Report

- special education instructional setting code (Section 4 Special Education) **(to be phased out during the 2026-2027 school year)**
- **special education educational e onment (b ning with admission, review, and dismissal (ARD) committee d nade 26-2027 school year)**
- speech therapy indicator code cation) **(to be phased out during the 2026-2027 school year)**
- bilingual program type code and nd Language (ESL) program type (Section 6 Bilingual/English as a Second
- gifted/talented indicator (Sec ed/
- PRS indicator (Section 9 Pregnan Related Ser (PRS)), where applicable

12. the student's absences (from the official attendance snapshot) by date for each six-week reporting period
13. the following, by six-week reporting period:

SAAH Section 2.3.1 Student Detail Report

- special education instructional setting code (Section 4 Special Education) (to be phased out **after** the 2026-2027 school year)
- speech therapy indicator code (Section 4 Special Education) (to be phased out **after** the 2026-2027 school year)
- bilingual program type code and English as a Second Language (ESL) program type (Section 6 Bilingual/English as a Second Language (ESL))
- gifted/talented indicator (Section 8 Gifted/Talented)
- PRS indicator (Section 9 Pregnancy-Related Services (PRS)), where applicable

12. the student's absences (from the official attendance snapshot) by date for each six-week reporting period
13. the following, by six-week reporting period:



SAAH Section 2.3.2 Campus Summary Report

6. campus total for all grades for all data required in item 5 above
7. total days absent reported by date for entire calendar
8. campus ADA (regular classroom e… partici… bilingual/ESL, PRS, mainstream, early education allotment, and resid…
9. total eligible days present and tota… all CTE codes (V1–V3), if applicable
10. total eligible days present, total cont… d total excess contact hours for all special education instructional settings, i… rapy, if applicable **(to be phased out in the 2026-2027 school year)**
11. full-time equivalent (FTE) calculat… or all spe… rograms reported for data required in items 9 and 10 **(special education FTEs to be phased out in the 2026-2027 school year)**
12. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable

SAAH Section 2.3.2 Campus Summary Report



6. campus total for all grades for all data required in item 5 above
7. total days absent reported by date for entire calendar
8. campus ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)
9. total eligible days present and total contact hours for all CTE codes (V1–V3), if applicable
10. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable (to be phased out **after** the 2026-2027 school year)
11. full-time equivalent (FTE) calculations for all special programs reported for data required in items 9 and 10 (special education FTEs to be phased out **after** the 2026-2027 school year)
12. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable

SAAH Section 2.3.3 District Summary Report

9. total eligible days present, total co[illegible]t hours, a[illegible]total excess contact hours for all special education instructional settings[illegible]py, if applicable (to be phased out in the 2026-2027 school year)
10. FTE calculations for all special progra[illegible]for data required in items 8 and 9 **(special education FTEs to be phased out[illegible]hool year)**
11. total number of students, by gra[illegible]were[illegible]n a state-approved gifted/talented program, if applicable

SAAH Section 2.3.3 District Summary Report

9. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable (to be phased out **after** the 2026-2027 school year)
10. FTE calculations for all special programs reported for data required in items 8 and 9 (special education FTEs to be phased out **after** the 2026-2027 school year)
11. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable



SAAH Section 2.3.3 District Summary Report

District Summary Reports should be generated each six-week reporting period and reviewed by the superintendent or the superintendent's designee. The person reviewing the report should do the following:

- Scrutinize regular attendance totals and special program attendance totals based on approximate membership.
- Investigate all data totals that have an exceptionally high value or a value of zero.
- Compare current year totals to prior year totals to detect unreasonable differences.

~~[Charter schools (including those authorized under the TEC, Chapter 12, Subchapter G) are required to submit six-week District Summary Report data via the FSP payment system.]~~

SAAH Section 3 General Attendance Requirements

Section 3 General Attendance Requirements

This section provides information on general attendance reporting requirements.

Note: At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2025. LEAs are advised to coordinate all references to special education throughout this handbook with special education funding transition materials and the most recently adopted special education rules in the TAC, which will be made available as they are finalized. These references include, but are not limited to, special education instructional setting codes and descriptions, contact time equivalents, required data and reports that must be available for ARD committee exemption, various sections that relate to special education data reporting, and how special education contact hours intersect with career and technical education. Because the system effective prior to September 1, 2026, will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

SAAH Section 3 General Attendance Requirements

Section 3 General Attendance Requirements

This section provides information on general attendance reporting requirements.

Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.



SAAH Section 3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements

If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; ~~students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in TSDS PEIMS using StudentCharacteristic (E3063) 07 (P-TECH);~~ students who have not met the assessment requirements for graduation; students who are continuing enrollment to receive special education services; students who have returned to school to receive special education services after receiving a diploma, as determined by the student's admission, review, and dismissal (ARD) committee; **or students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) program and coded appropriately in TSDS PEIMS.** (See 3.2.2.5 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments and 3.2.3 Age Eligibility).

The following provides guidance on how to identify and code students in Pathways in Technology Early College High School (P-TECH) programs within the TSDS PEIMS for attendance and funding eligibility:

- **Students in grades 9 to 12 participating in P-TECH must be coded with StudentCharacteristic (E3063) 07 (P-TECH).**
- **Students in the fifth year ("Year 5") of P-TECH must be coded with both StudentCharacteristic (E3063) 07 (P-TECH) and 26 (P-TECH, Year 5).**
- **Students in the sixth year ("Year 6") of P-TECH must be coded with both StudentCharacteristic (E3063) 07 (P-TECH) and 27 (P-TECH, Year 6).**

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

- is enrolled in a full-time virtual or hybrid campus under the TEC, Chapter 30B. See 12.2 Virtual and Hybrid Education for information on recording daily attendance.

- is enrolled in a full-time virtual or hybrid program, under the TEC, Chapter 30B, and meets the school system-approved instructional plan and policy. See 12.2 Virtual and Hybrid Education for information on recording daily attendance.

- Students who are enrolled in one or more virtual or hybrid courses, under the TEC, Chapter 30B, but attend a regular campus as 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. See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students.

SAAH 3.8 Calendar

Full-day Virtual **or** **Hybrid** Campus with Its Own CDCN	75,600		Provide 75,600 minutes of operation along with any applicable waivers.

• **Virtual and Hybrid Dropout Recovery Campus(es) or Program(s)** • Day Treatment Facility • Residential Treatment Facility • Psychiatric Hospital		43,200		

SAAH 3.8.1.1 Makeup Days

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.~~ two designated makeup days or additional surplus minutes equal to two days. If your district chooses to reconcile missed days with two makeup days rather than additional surplus minutes, these days must be clearly designated on the calendar.

SAAH 3.8.1.2 Missed School Day Waivers

District and charter schools applying for a missed school day waiver must submit their applications as soon as possible after the missed school day so that **PEIMS** six-week report submissions are accurate.

SAAH 3.8.1.4 Staff Development Waivers

~~Note: Effective with the 2025–2026 school year,~~ Districts and open-enrollment charter schools that are four-day-school-week LEAs are currently not eligible to receive a staff development waiver.

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

Our school district or charter school closed all campuses for two days for a weather, health, or safety reason. Both scheduled makeup day dates have passed.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, choose two new makeup days to make up the missed days. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. ~~Additionally, for charter schools: Ensure that a charter school's student attendance accounting software calendar is adjusted, per the above policy, prior to generating and submitting the Six Week District Summary Attendance report in the FSP System.~~

SAAH Section 4 Special Education

For the 2026-2027 school year, the commissioner will determine the formulas through which school districts receive funding under the TEC, §48.102 and §48.1021. In determining the formulas, the commissioner will ensure the estimated statewide amount provided by the sum of the allotments under the TEC, §48.102 and §48.1021, for the 2026-2027 school year is approximately $250 million greater than the amount that would have been provided under the allotment under the TEC, §48.102, as that section existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effect for the 2026-2027 school year. See the TEC, §48.1022(b).

Each school system must use TEA's special education funding transition materials and comply with applicable funding rules in conjunction with this and other sections of the Student Attendance Accounting Handbook to ensure accurate reporting regarding special education.

~~**Note:** In this handbook, the term "instructional setting" means the same as the term "instructional arrangement/setting." The term "special education services" includes related services~~.

SAAH Section 4 Special Education



Data Collection and Reporting Requirements for 2026-2027 School Year (SY)

In order to adequately capture both systems for the entirety of the 2026-2027 SY, TEA has established the following requirements:

- As in typical years, any instructional arrangement/setting codes indicated in the PEIMS Summer submission for a student will be carried over into the 2026–2027 school year until an end date is entered, due to a change in the student's individualized education program (IEP) that warrants a new instructional arrangement/setting code.

- During the 2026–2027 school year, when an IEP is revised or developed and results in changes to the student's special education and related services, the instructional arrangement/setting code will be updated accordingly. The previous instructional arrangement/setting code will be reported with an end date, and the revised code will be reported with a new beginning date.

SAAH Section 4 Special Education

PC

By the first PEIMS Attendance Submission reporting period (1st Six Weeks Attendance), due October 8, 2026, each school system is expected to review IEPs that are in place as of the first day of the 2026-2027 SY for at least 50 percent of their students receiving special education services and enter:

- the student's tier of intensity,
- any applicable service group(s), and
- the average number of minutes per instructional day the student spends in a special education setting.

These data elements will be reported with a begin date of the first day of the school year. Once entered, these values, including the instructional arrangement/setting code, will remain in place with no end date unless the student's specifically designed instruction (SDI), as documented in the IEP, is revised.

SAAH Section 4 Special Education

PC

By the second PEIMS Attendance Submission reporting period (2nd Six Weeks Attendance), due December 3, 2026, school systems must report data regarding a student's eligible days present in the tier of intensity, applicable service group(s), and the average number of minutes per instructional day the student spends in a special education setting for students whose data was not included in the first Attendance Submission. The begin date for these students will still be the first day of the school year, unless an Admission, Review, and Dismissal (ARD) committee meeting results in a revision to the student's IEP services that affects the tier of intensity, service group(s), or minutes in a special education setting. By the second PEIMS Attendance Submission, eligible days present will be reported for both the instructional arrangement/setting and the tier of intensity for all students served in special education and who are eligible for funding.

TEA

SAAH Section 4 Special Education



School systems report eligible days present for the instructional arrangement/setting and the tier of intensity, service group(s), and average number of minutes per instructional day the student spends in a special education setting for **all** reporting periods in the PEIMS Summer Submission (even for those students whose tier of intensity data was not reported in the first PEIMS Attendance Submission).

Additionally, if school systems determine that clarifications need to be made or data errors need to be corrected after the first or subsequent PEIMS Attendance Submissions, they are able to make those corrections in the PEIMS Summer Submission due in June (first submission) and July (Summer Resubmission) 2027.

SAAH Section 4 Special Education

Section 4.19 has been added at the end of this section to reflect information about the service intensity funding model. You can find more information at Texas SPED Support and 19 TAC 89.1121 and .1125.



SAAH Section 4.1 Responsibility

If you have any questions for the ~~Department of Special Education~~ **Office of Special Populations and Student Supports** staff, please contact them at sped@tea.texas.gov.

SAAH Section 4.2 Special Education Eligibility

Provided that they are served by appropriately certified or otherwise qualified special education staff members, students who are eligible for special education services and are provided those services by your district are eligible for a tier designation, service groups, or special education contact hours, as appropriate, and weighted funding. The IFSP or ARD committee determines the special education services and documents the frequency, location, and duration of those services that impact a tier designation, service groups, or contact hours, as appropriate, and weighted funding described within this section for a child or eligible student.

A student with a disability must **not** be reported with a TSDS PEIMS special education instructional setting code, a tier, or a service group- before actual service begins.



SAAH Section 4.3 Enrollment Procedures

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

The enrollment procedures for a student in your district who was not previously receiving special education services are as follows:

1. Upon completion of a full individual and initial evaluation (FIIE), an ARD committee meets and, if the ARD committee finds the student eligible, develops the student's IEP, which includes the appropriate educational placement for implementing the student's IEP. The instructional setting code for the student will be based on the setting in which the student receives special education services and the percentage of time the student receives special education services in a setting (see 4.7 Instructional Setting Codes). The student's speech therapy indicator code will be based on whether the student receives speech therapy and, if the student does, whether the student receives other services provided through an instructional setting (see 4.8.1 Speech Therapy). A service intensity tier and any eligible service groups will be determined from the special education funding framework found on Texas SPED Support. Additionally, the ARD committee determines the date that services will begin (the effective date) and the duration and frequency of the services, and the committee records this information in the IEP.
2. The ARD committee provides the student's instructional setting code and speech therapy indicator code (coding information), along with the student's service intensity tier and any eligible service groups, and effective dates to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.



SAAH Section 4.3 Enrollment Procedures

4.3.2 *Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing*

Note: This subsection applies to a student already in your district, not a student new to the district.

The enrollment procedures for a student in your district whose instructional setting, service intensity tier, and/or service group(s) is changing are as follows:

1. The ARD committee meets to review a student's IEP. If the ARD committee changes the student's educational placement as part of the IEP revision, the student's instructional setting code, speech therapy indicator code, or both may also need to be changed (see 4.7 Instructional Setting Codes and 4.8.1 Speech Therapy). If the IEP revision changes the student's service intensity tier or eligible service group(s) is changed, that information must be reported. The ARD committee determines the date that any change in service will begin (the effective date) and the duration and frequency of the services, and the committee records this information in the IEP.
2. 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.
3. District personnel record the coding information and effective date of services in the attendance accounting system. **The effective date is the date the student begins receiving the services in the new placement (as determined by the ARD committee), not the date on which the ARD committee revised the IEP. See 4.3.1 Enrollment Procedures for a Student Who Was Not Previously Receiving Special Education Services for information related to effective date.**



SAAH Section 4.3 Enrollment Procedures

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

7. The ARD committee must determine the instructional setting code and speech therapy indicator code according to the committee's interim placement for the student (that is, the placement necessary to provide comparable services pending development and implementation of a new IEP) or final placement for the student (as determined by the adopted or newly implemented IEP). The ARD committee must also determine the student's appropriate service intensity tier and any eligible service groups. Additionally, the ARD committee determines the date that services will begin (the effective date) as well as frequency and duration of the special education services.



SAAH Section 4.3 Enrollment Procedures



4.3.5 Enrollment Procedures for a Student Who Is New to (or Who Is Re-Enrolling In) Your District After Utilizing a Texas Education Freedom Account (TEFA) and Receiving Additional TEFA Funding as a Child with a Disability

For a student who, immediately prior to enrolling or re-enrolling in your district, was enrolled in a private school or was otherwise receiving eligible educational services through a TEFA account and the account generated additional funds as a child with a disability, the child continues to be considered a child with a disability under IDEA if the disability determination is current. The district will need to determine the basis on which the student was identified as a child with a disability under the TEFA program, conduct a review of existing evaluation data (REED) and decide if additional evaluation/re-evaluation is necessary before the ARD committee develops, adopts, and implements an IEP for the student.

SAAH Section 4.7.1 Code 00-No Instructional Setting (Speech Therapy)

A student will have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when:

- a student is receiving speech therapy ~~(regardless of whether the therapy is provided by a push-in model in a general education classroom or pull-out model in another location)~~ and no other special education instructional or related services; or
- a student is receiving speech therapy and one or more related services (supportive services that do not constitute instructional services such as occupational therapy, physical therapy, etc.) **but** no special education instructional services.

The above is true regardless of whether the therapy and related services, if applicable, are provided by a push-in model in a general education classroom/setting or a pull-out model in another location.

SAAH Instructional Setting Codes

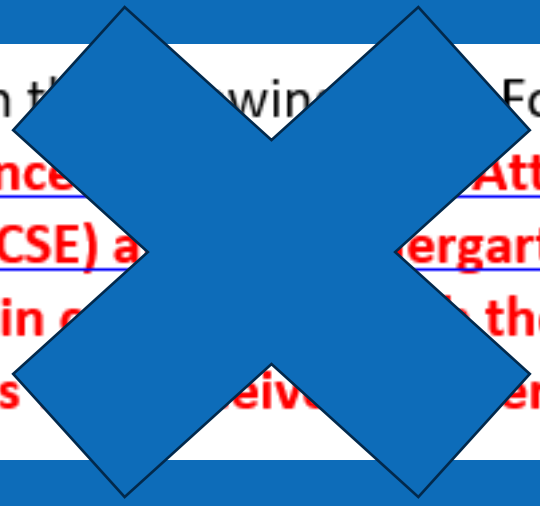
- 4.7.2 Code 01 - Homebound
  - 4.7.2.5 Homebound Funding and Homebound Documentation Requirements
- 4.7.4 Code 45 – Full-Time Early Childhood Special Education Setting
- 4.7.11 Code 41 or 42 – Resource Room/Services
- 4.7.15 Code 50 – Residential Nonpublic Services
- 4.7.16 Code 60 – Nonpublic School Day

SAAH Section 4.9 Childhood Special Education (ECSE) Services

To generate ADA for a student in a pre-k classroom who receives special education services during pre-k time (either pull-out or push-in) but is not eligible for free pre-k, a certified special education teacher or a teacher who is dually certified in pre-k and special education must provide instruction during the pre-k classroom time. ADA can be generated if the student receives at least two hours but less than four hours of instruction from a certified special education teacher (half-day ADA, code 2), or four or more hours of instruction from a certified special education teacher (full-day ADA, code 1). Only the time spent receiving instruction from a certified special education teacher counts toward the two through four hour rule for ADA eligibility.

SAAH Section 4.9 Childhood Special Education (ECSE) Services

For coding examples, see the chart on t… win… For additional examples, see the applicable examples in 7.6 Examples. **The Guidance… Attendance Accounting Handbook (SAAH) Early Childhood Special Education (ECSE) a… ergarten (Pre-K) Program Coding Chart: Question and Answer Document is to be used in c… the SAAH, and contains helpful information when determining codes for students …eiv… ervices.**



SAAH Section 4.9 Childhood Special Education (ECSE) Services

For coding examples, see the chart on the following page. Note: **The following Coding Chart 1 and 2 will be removed with the 2027-2028 SAAH due to changes in special education funding and reporting. Please be aware any further guidance regarding questions will be addressed in the The Guidance for the Student Attendance Accounting Handbook (SAAH) Early Childhood Special Education (ECSE) and Prekindergarten (Pre-K) Program Coding Chart: Question and Answer Document.** This document is to be used in conjunction with the SAAH, and contains helpful information when determining codes for students who receive ECSE services.



TEA

SAAH Section 4.9 Childhood Special Education (ECSE) Services

QUESTION AND ANSWER DOCUMENT: SAAH

How should school personnel utilize the SAAH ECSE services and pre-K programs charts?

The SAAH charts should be used in conjunction with the current SAAH handbook and **not** in isolation. The SAAH outlines the following information through an example coding chart in the 4.9.3 ECSE Services and Pre-K Programs section of the SAAH.

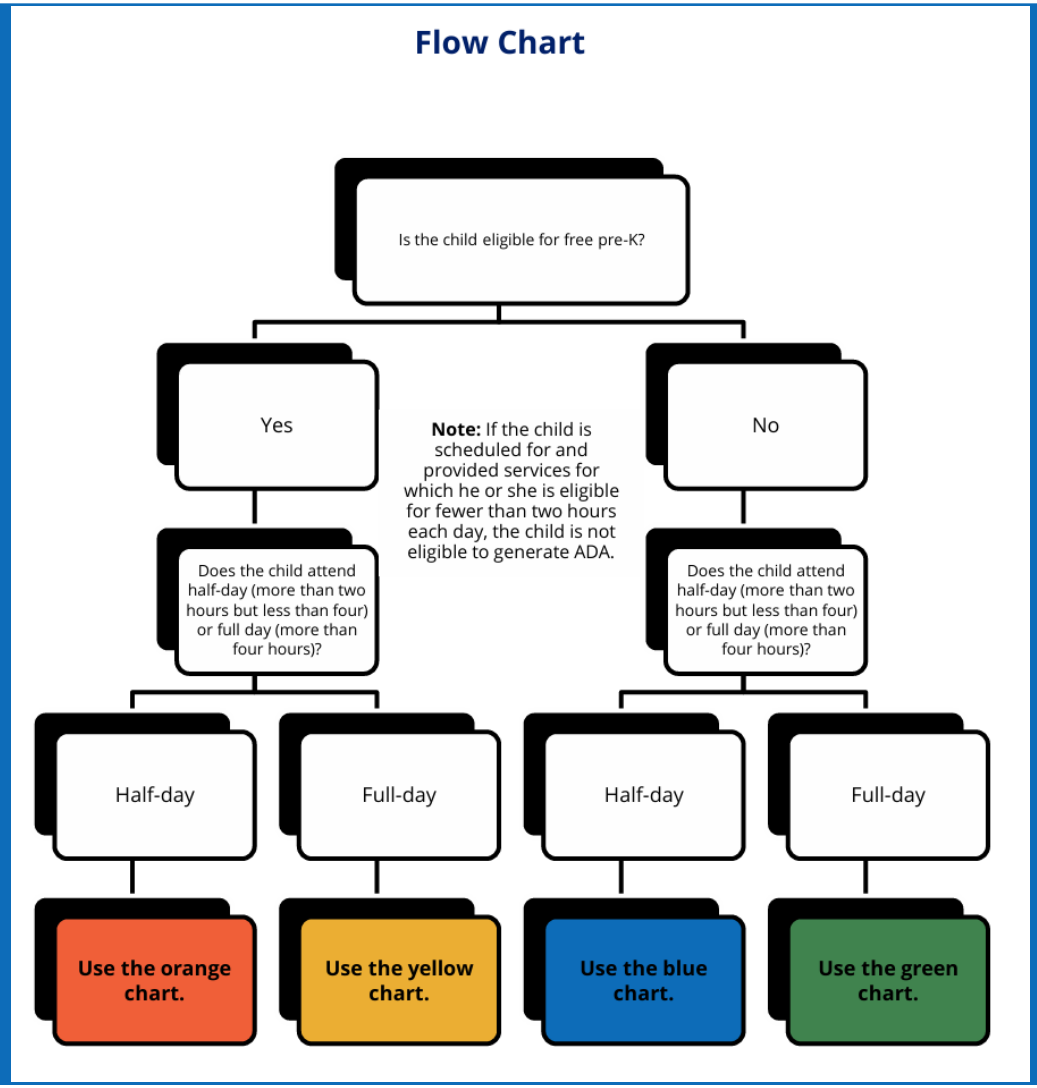
Not ALL possible examples are listed in these charts. ***(*Added April 2026)***

The following charts do not include the ECSE indicator code, ECI indicator code, or the Child Count columns that are included in the full chart in the SAAH.

Step 1: Use the flowchart to determine which SAAH ECSE services and pre-K programs chart to use to determine the ADA eligibility and instructional setting codes.

Step 2: Within the selected chart, read the descriptions in the first column to establish the child's instructional setting code based on their frequency, duration, and location.

SAAH Section 4.9 Childhood Special Education (ECSE) Services



SAAH Section 4.9 Childhood Special Education (ECSE) Services

Coding Chart 1: ECSE Services and Pre-k*													
	Student Age[1]	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind	Child Count	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind	Child Count
		Coding Information for Student Who Is Eligible for Both Special Education AND Free Pre-k						Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for Free Pre-k[2]					
served in the pre-k classroom by pre-k and special education teachers for ½ day (at least 2 but fewer than 4 hours)[3] **(push-in supports)**	3 or 4	2 half-day	40	pre-k	1	0	3	2 half-day	40	EE	1	0	3
served in the pre-k classroom by pre-k and special education teachers for full day (at least 4 hours)[3] **(push-in supports)**	3 or 4	1 full-day	40	pre-k	1	0	3	1 full-day	40	EE	1	0	3
served in the pre-k classroom by pre-k teacher for full day (at least 4 hours) and special education teacher delivers special education services for ½ day (at least 2 but fewer than 4 hours) during the pre-k classroom time (push-in supports)	3 or 4	1 full-day	40	pre-k	1	0	3	2 half-day	40	EE	1	0	3
served in the pre-k classroom by pre-k teacher for ½ day (at least 2 but fewer than 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	2 half-day	40	pre-k	1	0	3	5 ineligible half-day	40	EE	1	0	3
served in the pre-k classroom by pre-k teacher for full day (at least 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	2 half-day	40	pre-k	1	0	3	4 ineligible full-day	40	EE	1	0	3
served in the ½ day **(at least 2 but fewer than 4 hours)** pre-k classroom by pre-k teacher but leaves for special education and related services **during that ½ day period** in a self-contained (S-C) environment less than 21% of **that time**	3 or 4	2 half-day	41	pre-k	1	0	3	5 ineligible half-day	41	EE	1	0	3
served in the ½ day **(at least 2 but fewer than 4 hours)** pre-k classroom by pre-k teacher but leaves for special education and related services **during that ½ day period** in a S-C environment at least 21% but less than 50% of **that time**	3 or 4	2 half-day	42	pre-k	1	0	3	5 ineligible half-day	42	EE	1	0	3
served in the ½ day **(at least 2 but fewer than 4 hours)** pre-k classroom by pre-k teacher but leaves for special education and related services during **that ½ day period** in a S-C environment at least 50% but less than 60% of **that time (For purposes of this example, the half day period is 3 hours, so that equates to between 90 and 108 minutes in a special education setting; if the ½ day period results in special education and related services being provided for at least 2 hours [120 minutes], then the child not eligible for free pre-k would be coded 2 half-day.)**	3 or 4	2 half-day	43	pre-k	1	0	3	5 ineligible half-day	43	EE	1	0	3

4.19 Intensity of Services Funding Model for Special Education

4.19 Intensity of Services Funding Model for Special Education

Important: If you have questions regarding any of the information regarding the New Intensity of Services Funding Model, please contact spedfunding@tea.texas.gov.

You can review detailed information about the intensity of services funding model on the Texas SPED Support webpage.

4.19 Intensity of Services Funding Model for Special Education

4.19.1 Background

In the 89th Texas Legislature, 2025, House Bill (HB) 2/Senate Bill (SB) 568 significantly shifted how the state will fund special education. The state is transitioning from an instructional arrangement/setting-based funding model to a service intensity model, irrespective of setting. The service intensity model will more efficiently analyze and target student needs, as these are documented in their IEPs, so that state funding is distributed based on the intensity of individual needs rather than the classroom or setting.

4.19 Intensity of Services Funding Model for Special Education

4.19.1.1 Tier of Intensity

The new funding system is based on the determination of a tier of intensity for an individual student, which is inherently based on the services documented in the student's IEP as necessary for the student to receive a FAPE. Additionally, the system accounts for service groups, which are add-on ancillary amounts that reflect extra services that are not directly built into the foundational tier determinations. There are eight tiers of intensity and five service groups.

The primary difference is that the new funding system is targeting the student's special education service needs unrelated to the setting in which they are receiving them. Instructional arrangements are currently calculated based on the percentage of the school day a student spends in a special education setting, which does not always reflect the intensity of the special education services or the extent of services received by that student.

The new tiered funding system will place a student within a tier based on how intensive their special education services are, as determined by the type, frequency and nature of those services; whether any particular qualifications are necessary for staff who serve the student; whether any required provider-to-student ratios are required when implementing those special education services; and whether any equipment or technology is required for that student to access the educational environment.



4.19 Intensity of Services Funding Model for Special Education

4.19.1.2 Documentation

In order to assign tiers and service groups, the special education services that drive those tiers and service groups must be evident and documented in a student's IEP. The system is designed to reflect only those services required for a student to receive FAPE, as determined by their ARD committee and documented in the IEP. While reviewing the domain descriptions, you may think that a particular description "sounds" like the student whose IEP you are reviewing, but, unless you can find it documented in the student's IEP as a service or specially designed instruction required for the student to receive FAPE, that description or rating cannot be chosen.

That said, the intensity of services model is an entirely new way of funding special education. It may take some time for ARD committees to adjust to new ways of documenting a student's intensity of services in relation to the ARD committee's responsibility to offer FAPE to the student. However, a necessary goal of the intensity of services model is to establish calibration in the system, which means that every reviewer of the same IEP should arrive at the same tier and service group result. Therefore, even if a reviewer knows something to be true about a student when going through the exercise of determining tiers and service groups, it cannot be determined to be true unless there is evidence in the IEP showing that it is true and required for FAPE.

If the practitioner completing the framework cannot locate any information within the IEP that would support a minimal, moderate, or significant rating, then the "NO SUPPORT REQUIRED OR DOCUMENTED" will remain the choice. When the practitioner is uncertain between two ratings, the practitioner will choose the lower rating of the two.



4.19 Intensity of Services Funding Model for Special Education

4.19.1.3 Weights in the Tiers of Intensity

In the tiers of intensity framework, the lowest weight will be applied to students who are determined to be Tier 1, and the highest weight will be applied to students who are determined to be Tier 8. The law dictates that the first tier is for those students who receive speech therapy as their only instructional special education service, and tier 8 is reserved for students who are placed in residential placement programs by their ARD committee.

As opposed to instructional arrangement/setting codes, where the TEC and the SAAH define weights and contact hour multipliers and factors to estimate special education funding locally, the transition to the intensity of services model will require some adjustments. For example, the commissioner is required to submit recommendations for weights and dollar amounts to the Legislative Budget Board (LBB) by December 1 of each even-numbered year ahead of the next biennium.

The 2026-2027 school year will be a year of transition, and TEA will need to receive data before any estimates around weights and dollar amounts can be given. However, for the 2026-2027 school year ONLY, school systems will receive at least what they would receive under the instructional arrangement/setting system, meaning that the formula used to calculate the funding allotment using the instructional arrangement codes will continue to be used for 2026-2027 school year, but will no longer be used for the 2027-2028 school year and beyond.



4.19 Intensity of Services Funding Model for Special Education

4.19.1.4 Specially Designed Instruction (SDI) and Funding

Every student who meets eligibility as a child with a disability under the Individuals with Disabilities Education Act (IDEA) must be determined to need specially designed instruction (SDI) in some way. This new intensity of services funding model is intentionally designed to shift that focus from centering determinations based on where services are delivered, to instead emphasize the intensity of the SDI and related supports required for a student to access and make progress in their enrolled grade level curriculum.

It is important to remember in this new funding model that SDI is typically addressing the actions required of a professional toward a student as a result of the student's disability to ensure that the student has access to and makes progress in their enrolled grade level curriculum, rather than a focus on the student's actions. SDI is individually determined and documented in a student's IEP.

As a refresher, remember that SDI means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to their enrolled grade-level general curriculum, so that the student can meet the same educational standards as their peers without disabilities.

Designing and implementing SDI varies in intensity, which is what will drive the new intensity of services funding model for special education. When an ARD committee is developing an IEP for a student, SDI is typically determined once the committee thoroughly develops, reviews, and documents a student's present levels of academic achievement and functional performance (PLAAFP) and thoroughly discusses and determines measurable annual IEP goals that will drive that student's access to and mastery of their enrolled grade level curriculum, postsecondary transition plans, and/or functional needs forward. The SDI is then determined to note the staff level supports that are required for a student to make progress on their goals and improve their academic achievement and functional performance, which then leads to the determination of how the student's progress will be monitored and measured to ensure that meaningful student level data can be obtained.

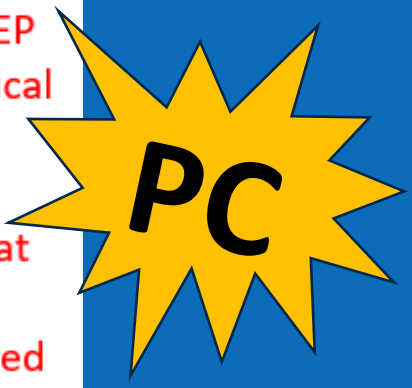


4.19 Intensity of Services Funding Model for Special Education

4.19.1.5 Five Domains of the Intensity of Services Funding Model

To determine the tiers of intensity in the new intensity of services funding model, there will be five domains for which an intensity level of support must be determined based on ARD committee decisions documented in a student's IEP. These domains are: Curriculum and Instruction Supports, Behavior Supports, Communication Supports, Independent Functioning Supports, and Personal Care/Health Supports.

Each domain represents a distinct area of support. Domains will be scored independently based on IEP documentation, even when supports overlap in practice. When supports overlap in practice, it is critical for the domain itself be considered in determining the rating.



For example, when provider-to-student ratios are in place and documented in a student's IEP and that ratio results in support in various domains (behavior, curriculum and instruction, independent functioning, etc.), think about why that ratio is required for FAPE. If the supports are primarily required for independent functioning and supports for behavior and curriculum and instruction are supplemental and a positive consequence of the independent functioning support ratio required for FAPE, then do not check the same ratio ratings in the behavior and curriculum and instruction domains. However, if the ratio is required to meet FAPE in multiple domains, then the same ratio ratings may be checked.

4.19 Intensity of Services Funding Model for Special Education

4.19.1.6 Factors Within Domains

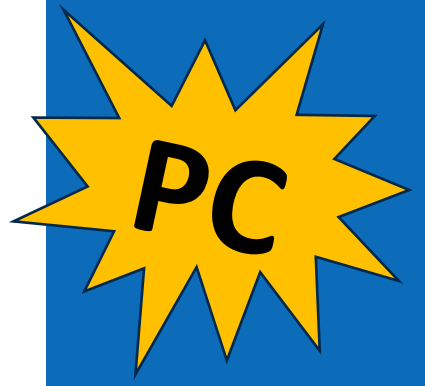
Each domain will be defined at a high level, and then each domain will have four factors that must be considered before determining the level of support that is required using the student's IEP as the anchor for those determinations.

These factors are: the type, nature, and frequency of services provided; whether any specialized role or provider is required for that domain; whether any specific ratio is required for that domain; and whether any equipment or technology is required for that domain.

For each factor, a review of the student's IEP will result in a rating of 0 (No support required or documented in IEP), 1 (minimum), 2 (moderate), or 3 (significant).

Once each factor has been considered within each domain and a domain score is achieved (i.e., the highest rated factor within a particular domain equates to that domain score), each of the five domain scores will be added up to achieve a composite score of the total overall points.

In order for a student to qualify for special education (i.e., have the need for SDI based on their disability), a student with an IEP must receive at least one direct special education service in at least one of the five domains. Direct special education services are those delivered to the student as the recipient of the service and primarily designed to address IEP goals.



4.19 Intensity of Services Funding Model for Special Education

4.19.1.7 Indirect Special Education Services

Indirect special education services support the delivery of direct services and are not provided in isolation, and they are typically supports provided to staff or systems on behalf of the student to design, implement, or sustain the student's programming.

An IEP consisting solely of indirect or consultative services (i.e., no SDI somehow connected to their academic achievement and functional performance), or solely of related services, does not represent the provision of special education and will therefore not be funded through the state special education allotment.

Note: Funding classifications must not determine placement, location, or services provided to a student. ARD committees make individualized decisions to provide FAPE in the LRE determined appropriate for that student.

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4.19 Intensity of Services Funding Model for Special Education



4.19.1.8 Exceptions

The exceptions to the above occur in the following service and placement situations:

- If the student receives speech therapy as their only special education instructional service, the assigned tier is Tier 1.
- If the child is zero through two years of age, is deaf or hard of hearing, deafblind, or has a visual impairment, and receives services at home or through center-based care, the assigned tier is Tier 1. School system providing services is not the ECI provider.
- If the child is three through five years of age and not enrolled in kindergarten, and services are provided by the school system in which the child is enrolled but not on a school campus, the assigned tier is Tier 1.
- If the student is placed by their ARD committee in a private or public day placement program, the assigned tier is Tier 7.
- If the student is placed by their ARD committee in a residential placement program, the assigned tier is Tier 8.

4.19 Intensity of Services Funding Model for Special Education

4.19.2 Service Groups

Service groups are designed to recognize that, beyond a base level of special education funding determined through the intensity tiers, some students require additional, measurable resources to implement their IEPs.

While the tier intensity funding amount is intended to support core special education instruction and general programmatic costs, service groups function as add-on funding mechanisms that account for variations in service intensity, staffing requirements, and delivery costs across students.

The premise of service groups is that certain services—such as related services delivered at higher frequencies or sustained 1:1 provider support—create incremental costs that are not adequately captured through a single base allocation. By layering service group funding on top of intensity tier funding, the model more accurately aligns state funding with the actual service needs documented in a student's IEP, while maintaining transparency, predictability, and consistency across districts.

Service groups are structured to be:

- IEP-driven, relying on documented services and supports;
- mutually exclusive within categories, to prevent overlapping or duplicative funding; and
- additive, ensuring that students receive supplemental funding only when additional services are required.

The model includes five service groups, organized into two categories:

- Related services intensity (Service Groups 1–3)
- 1:1 provider support intensity (Service Groups 4–5)

A student may qualify for at most one service group from each category, or none, depending on their IEP.



4.19 Intensity of Services Funding Model for Special Education

4.19.2.1 Service Groups 1–3

Related Services Intensity Service Groups 1 through 3 provide additional funding based on the amount and type of related services a student receives during a six-week period as documented in the student's IEP.

These service groups are mutually exclusive; a student may qualify for only one of Service Group 1, 2, or 3.



4.19 Intensity of Services Funding Model for Special Education

4.19.2.1.1 Service Group 1: Minimum Intensity Related Services

A student qualifies for Service Group 1 if one or more of the following conditions are met:

- The total related services received by the student are at least 180 minutes and less than 270 minutes per six week period, as documented in the IEP.
- The student receives special transportation as a related service.
- The student receives parent counseling and training as a related service.

This service group recognizes that even relatively lower amounts of related services—or specific services with unique cost structures— require additional staffing, coordination, or transportation resources beyond base funding.



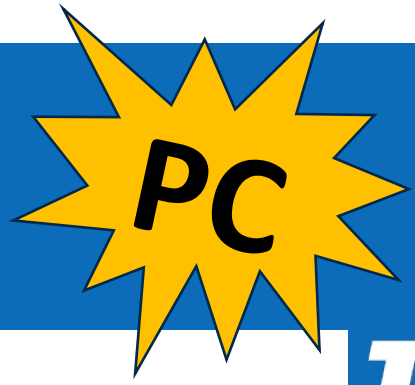
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4.19 Intensity of Services Funding Model for Special Education

4.19.2.1.2 Service Group 2: Moderate Intensity Related Services

A student qualifies for Service Group 2 if the total related services received by the student are at least 270 minutes and less than 540 minutes per six-week period, as documented in the IEP.

This service group reflects a moderate level of service intensity, typically involving multiple service types or more frequent service delivery, which increases staffing demands and scheduling complexity for districts.



4.19 Intensity of Services Funding Model for Special Education

4.19.2.1.3 Service Group 3: Significant Intensity Related Services

A student qualifies for Service Group 3 if the total related services received by the student are at least 540 minutes per six-week period, as documented in the IEP.

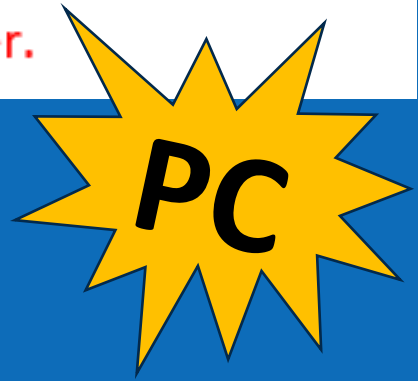
This service group represents students with significant related services needs, requiring sustained involvement from specialized providers. The add-on funding acknowledges the substantial and ongoing resource commitment required to deliver these services with fidelity.



4.19 Intensity of Services Funding Model for Special Education

4.19.2.2 Service Groups 4–5: 1:1 Provider Support Intensity Service

Groups 4 and 5 provide additional funding based on the extent to which a student requires a 1:1 provider to student ratio during the instructional day, as documented in the IEP OR the amount of time per week a student receives their special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled. These service groups are also mutually exclusive; a student may qualify for either Service Group 4 or Service Group 5, or neither.



4.19 Intensity of Services Funding Model for Special Education

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4.19.2.2.1 Service Group 4: Moderate 1:1 Support

A student qualifies for Service Group 4 if:

- The student requires a 1:1 provider to student ratio for at least 50 percent and less than 80 percent of the student's instructional day.
- The student receives less than four hours per week of special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled.

This service group captures students who require moderate individualized support to access instruction.

4.19 Intensity of Services Funding Model for Special Education

4.19.2.2.2 Service Group 5: Significant 1:1 Support

A student qualifies for Service Group 5 if:

- The student requires a 1:1 provider to student ratio for at least 80 percent of the student's instructional day.
- The student receives four or more hours per week of special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled.

This service group reflects significant support needs, often associated with the highest staffing costs, and is intended to ensure districts are adequately resourced to provide consistent, individualized support.



4.19 Intensity of Services Funding Model for Special Education



4.19.3 Special Circumstances

4.19.3.1 TSBVI, TSD, and RDSPD

The data elements will not be reported for students attending TSBVI or TSD, as these entities are funded through the TEC, §30.003.

For students attending or receiving services through a RDSPD, the school system that reports all student level data through TSDS PEIMS will be responsible for reporting the service intensity data elements. That school system will use the funding framework to assess the student's tier and service groups as appropriate. Students attending or receiving services from an RDSPD are not a part of the override for "Student Placed by ARD Committee in Public/Private Day Placement Program."

4.19 Intensity of Services Funding Model for Special Education

4.19.3.2 Necessary Data Elements for Services Provided by District or Open Enrollment Charter School Personnel in Certain Settings

The following information can help determine the necessary data elements when a student receives their special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled.



4.19 Intensity of Services Funding Model for Special Education

4.19.3.2.1 Determination of Necessary Data Elements

The necessary data elements are determined by tiers of intensity, service groups, and average number of minutes in SPED.



4.19 Intensity of Services Funding Model for Special Education

Tiers of intensity. If a student has a tier that has been determined and reported for services provided on his or her school campus prior to the ARD committee's decision to serve the student in one of the above settings, there is no requirement for the student's tier to change while they are receiving services in that setting.

If the student is not expected to return to the campus when the ARD committee makes the determination that services in one of the above settings is required to provide FAPE, a new tiering determination will be necessary based on the services documented in the IEP as required in that setting.

For children through the two years of age who receive services at home or through center-based care – and the school system is not the early childhood intervention (ECI) provider – the student will be coded at tier 1. There is an override for this group of children.

A child three years of age until the child is enrolled in kindergarten who is served in one of the above settings will be coded at tier 1. There is an override for this group of children.



4.19 Intensity of Services Funding Model for Special Education

Service groups. If the child receives special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled, the following will apply.

- If the student receives less than four hours per week of special education and related services in one of the above settings, the student is eligible for service group 4.
- If the student receives four or more hours per week of special education and related services in one of the above settings, the student is eligible for service group 5.



4.19 Intensity of Services Funding Model for Special Education

Average number of minutes in SPED. The average number of minutes per day in a special education classroom/setting will assist in determining the proportionate deduction of the regular allotment.

When a student is receiving special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled, the following will apply.

- When a student is receiving at least four hours per week of instruction in one of the above settings and receives no instruction on the school campus during that time, the average number of minutes per day in a special education classroom/setting should match the campus instructional minutes per day data element – thereby equating to 100 percent of their day in a special education setting.
- As the student begins to transition back to the school setting – if the student is still receiving any amount of instruction in one of the above settings – the expectation will be to split the campus instructional minutes per day in half and use that as the average number of minutes per day in a special education classroom/setting. For example, if the campus instructional minutes per day is 360 minutes and the student receives two hours of instruction per week in one of the above settings but has started transitioning back to school, then the average number of minutes per day in a special education classroom/setting would be 180.
- When/if a student fully transitions back to a school campus, even if the ARD committee determines that a shortened instructional day is appropriate for the student, the average number of minutes per day in a special education classroom/setting will be calculated for their school day as typical for any student who receives services at the school.



4.19 Intensity of Services Funding Model for Special Education

4.19.3.2.2 Texas Juvenile Justice Department (TJJD)/Lone Star School District and Windham School District

Students receiving special education and related services through the TJJD/Lone Star School District will need tiers of intensity, any service groups for which a student qualifies, and the average number of minutes per day in a special education classroom/setting determined by staff.

Students who receive services through Windham School District will not be identified through the intensity of services model. Windham School District receives state appropriations through other methods.



SAAH Section 5 Career and Technical Education (CTE)

Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.

SAAH Section 5.2.2 Eligibility of Courses for Funding

Students enrolled at a TEA-designated P-TECH campus will generate ~~$50~~ **$150** for each student in ADA. The campus must be designated by TEA and listed in the references section of the Texas Education Standards. Campuses report the students enrolled in the TEA-designated P-TECH program in TSDS PEIMS submissions 1 and 3 using the data element StudentCharacteristic (E3063).

The following P-TECH students will generate funding in TSDS PEIMS submission 3:

- **P-TECH students in grades 9 through 12 who are coded with the descriptor 07 (P-TECH)**
- **P-TECH students in the Year 5 program who are coded with the StudentCharacteristic (E3063) descriptor 07 (P-TECH) and the StudentCharacteristic (E3063) descriptor 26 (P-TECH, Year 5)**
- **P-TECH students in the Year 6 program who are coded with the StudentCharacteristic (E3063) descriptor 07 (P-TECH) and the StudentCharacteristic (E3063) descriptor 27 (P-TECH, Year 6)**

SAAH Section 5.2.2 Eligibility of Courses for Funding

~~**Funding students enrolled in a New Tech Network (NTN) school**~~

~~Students enrolled on campuses that have an active agreement with the NTN will generate $50 or each student in ADA (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed in the references section of the Texas Education Standards. Campuses report the students enrolled on NTN campus in TSDS PEIMS submissions 1 and 3 using the data element StudentCharacteristic (E3063). Students coded with the descriptor 08 (New Tech) in TSDS PEIMS submission 3 will be funded.~~

SAAH Section 5.5 CTE (Contact Hours) Codes

To determine the CTE V-code to assign to the CTE course, LEA personnel must use the following chart.

CTE Course's ~~Average~~ Minutes per Scheduled Day	CTE Code
45–89	V1
90–134	V2
135–180+	V3

Each CTE course must be reviewed separately to determine the ~~average~~ minutes per **eligible** day students attend that course. Three contact hours (V3) is the maximum an LEA may claim for a single course. To qualify for CTE weighted funding, LEAs must ensure CTE course periods are a minimum of 45 minutes on standard/regular bell schedule days. Days covered by a waiver in Section 3 should be excluded from the local calculation since they are not part of the standard/regular bell schedule days.

SAAH Section 6.3 Initial Program Placement/Eligibility

To be eligible for participation in the bilingual or ESL program, a student must meet the following requirements:

- have a language other than English indicated on the HLS
- be identified as an EB student based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)):
  - in pre-k **(including children coded as EE)** through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for English proficiency
  - in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for English proficiency

SAAH Section 7 Prekindergarten (Pre-k)

Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.

SAAH Section 9 Pregnancy Related Services

Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.

SAAH Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals

Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.

SAAH Section 10.6.1 Student Required to Attend a JJAEP

Under the TEC, §37.0083, a student may be placed in a virtual expulsion program instead of a JJAEP. The district must be able to verify a student's daily participation, for the student to be counted in the district's ADA for state funding under the FSP.

SAAH Section 10.6.3 Out-of-School Suspension (OSS)

A principal or other appropriate administrator may ~~suspend~~ **assign an out-of-school suspension (OSS) to** a student who engages in conduct identified in the student code of conduct adopted under the TEC, §37.001, as conduct for which a student may be suspended.[194] A student in a grade level below grade three or who is experiencing homelessness may not be given an OSS unless engagement of a conduct that relates to the TEC, §37.005(c), occurs.

An OSS must not exceed three school days. Your district must count ~~a suspended~~ **an OSS** student absent if the student does not meet ADA requirements for attendance accounting purposes.

SAAH Section 11.5.1 ADSY Program Design and Waivers)

Professional development waivers do not count towards the required 175 days of instruction. Participating campuses are eligible for up to five days of ADSY waivers for missed instructional days throughout the year due to weather, health, or safety reasons. **There are no waivers available for the "up to 30" ADSY days themselves. The ADSY** waiver days are for the purpose of ensuring compliance with the 175 days of instruction requirement and are distinct from the Missed School Day waiver. LEAs that wish to request one or more ADSY waiver days must submit that request through the TEA waiver system under the ADSY waiver. If an LEA applies for and receives a missed school day waiver, the day(s) will count towards the 175-day total under the TEC, §48.0051(c). Depending on the situation, an LEA may need to apply for both the ADSY waiver and the Missed School Day waiver during the school year. However, both waivers would not be needed for the same date.

The ADSY waiver applies only to base calendar instructional days missed for health, weather, or safety reasons. This waiver supports compliance with the 175-day base calendar requirement. It does not apply to missed ADSY days. School systems pursuing the three-quarters-day pathway are strongly encouraged to plan for at least two additional ADSY days beyond the required 25 to keep the school system eligible for three-quarters-day formula funding if an ADSY day is missed.

SAAH Section 11.6.4 *Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program*

A remote or hybrid dropout recovery education program under the TEC, §29.081 (e-2), must operate as one of the following models under the TEC, Chapter 30B:

- **a full-time hybrid program as defined in the TEC, §30B.001;**
- **a full-time virtual program as defined in the TEC, §30B.001; or**
- **a full-time hybrid or virtual campus authorized under the TEC, Chapter 30B**

Online dropout recovery education programs under OFSDP must be able to track and report the number of minutes spent by an eligible student in each course so that minutes do not exceed the maximum allowed per course

SAAH Section 12 Virtual, Hybrid, Remote, and Electronic Instuction

Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.

SAAH Section 12.2 Virtual and Hybrid Education

Senate Bill 569, passed during the 89th Texas Legislature, 2025, established the TEC, Chapter 30B. As a result of this legislation, school systems may offer virtual and hybrid instruction through a variety of models, including courses, programs, or campuses. [214]

The information and provisions in this subsection apply specifically to courses, programs, and campuses under the TEC, Chapter 30B. They do not apply to any other form of electronically delivered instruction. See 12.3 Texas Virtual School Network (TXVSN) for information on the TXVSN statewide course catalog and full-time online school program. See 12.4 Virtual Instruction Options for information on remote instruction. See 12.5 On-Campus Online Courses for requirements related to time spent in on-campus

SAAH Section 12.2 Virtual and Hybrid Education

online courses not provided through the TEC, Chapter 30B, or the TXVSN. See 12.6 Self-Paced Computer Courses for requirements related to time spent in self-paced computer courses.

For more information on virtual and hybrid education and to view the list of available courses, visit the virtual and hybrid education website at https://tea.texas.gov/academics/learning-support-and-programs/virtual-and-hybrid-education.

SAAH Section 12.2 Virtual and Hybrid Education

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12.2.2 Virtual and Hybrid Education Comparison Chart

The following table provides a summary of requirements. Detailed requirements are provided in the sections that follow.

	Virtual and Hybrid Course	Virtual and Hybrid Program	Virtual and Hybrid Campus
TEA Authorization	No additional TEA authorization required.	No additional TEA authorization required.	TEA authorization is required before serving students.
Student Participation	Students can enroll in up to three virtual or hybrid courses or less than 50% of their schedule.	Participation in the full-time program is limited to less than 50% of the campus enrollment.	At least 50% of the campus enrollment participates in a full-time virtual or hybrid program.
Student Eligibility	Any student enrolled in the school district or charter school.	Any student eligible to enroll in the school district or charter school.	Hybrid campus: any student eligible to enroll in a Texas public school. Virtual campus: students must meet the eligibility requirements in TEC §30B.103(b).

SAAH Section 12.2 Virtual and Hybrid Education

ADA Eligibility	Students must be scheduled for and provided at least 120 minutes daily for half-day ADA eligibility or 240 minutes daily for full-day ADA eligibility.	Students must be scheduled for and provided with at least 120 minutes of daily instruction for half-day ADA eligibility or 240 minutes of daily instruction for full-day ADA eligibility.	Students must be scheduled for and provided at least 120 minutes daily for half-day ADA eligibility or 240 minutes daily for full-day ADA eligibility.
Attendance Taking for Funding Purposes	Students enrolled in virtual or hybrid courses who are present on campus for part of the day will have their attendance recorded during their scheduled on-campus class times. If a student is on campus for part of the day but not during the official attendance taking period, attendance may be recorded during an alternative attendance taking time.	Report attendance for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy. Attendance is taken daily and may be conducted anytime between 12:00 am and 11:59 pm each day the campus is open, or within a more specific daily time frame as specified by the approved policy.	Student is reported present for each instructional day the student is enrolled on the campus. 

SAAH Section 12.2.2 Virtual and Hybrid Education Funding and Accounting

Funding Calculation	Districts and open-enrollment charter schools receive the same amount of funding per student for a hybrid course, virtual course, as it would for the same course or program offered fully in person.	Districts and open-enrollment charter schools receive the same amount of funding per student for a full-time hybrid program, or full-time virtual program as it would for the same course or program offered fully in person.	For full-time hybrid or virtual campuses, average daily attendance will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or charter school offering the campus, excluding students enrolled in those hybrid or virtual campuses. If a reliable attendance rate is not available, the statewide average will be used instead.

Accommodations	Must be provided consistently with state and federal requirements.	Must be provided consistently with state and federal requirements.	Must be provided consistently with state and federal requirements.

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12.2.3 Virtual and Hybrid Education PEIMS Reporting Quick Reference

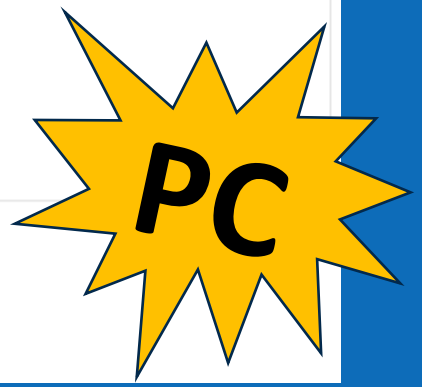
Reporting Element	Virtual or Hybrid Program	Virtual or Hybrid Campus	Virtual or Hybrid Dropout Recovery Program/Campus
ADA Eligibility (E0787/C059)	1 = Full Day 2 = Half Day 3 =Eligible Transfer Student – Full Day 6 = Eligible Transfer Student–Half Day 9 = Enrolled, Not In Membership Due To Virtual Learning	1 = Full Day 2 = Half Day 3 = Eligible Transfer Student – Full Day 6 = Eligible Transfer Student–Half Day 9 = Enrolled, Not In Membership Due To Virtual Learning	1 = Full Day 2 = Half Day 3 = Eligible Transfer Student – Full Day 6 = Eligible Transfer Student– Half Day 9 = Enrolled, Not In Membership Due To Virtual Learning



12.2.3 Virtual and Hybrid Education PEIMS Reporting Quick Reference

Non-Campus Based Instruction (E1072/C182)	12 = Local Virtual Course 13 = Statewide Virtual Course	12 = Local Virtual Course 13 = Statewide Virtual Course	12 = Local Virtual Course 13 = Statewide Virtual Course
Calendar Type (E1600/C215)	18 = Full-Time Hybrid or Virtual Program	18 = Full-Time Hybrid or Virtual Program	05 = Dropout Recovery Program/Campus
Full-Time Hybrid Virtual Program Participation (E3131/C363)	01 = Full-Time Hybrid Program 02 = Full-Time Virtual Program	01 = Full-Time Hybrid Program 02 = Full-Time Virtual Program	01 = Full-Time Hybrid Program 02 = Full-Time Virtual Program

Please refer to Section 3.2, Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding, for further information regarding eligibility coding requirements.



Virtual and Hybrid Courses



Key Definitions

Virtual Course refers to a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.

Hybrid Course refers to a course in which a student is in attendance in person for less than 90 percent of the minutes of instruction provided, and the instruction and content are delivered synchronously or asynchronously over the internet, in person, or through other means.

A student enrolled in a school district or open-enrollment charter school is eligible to take virtual or hybrid courses.

Virtual and Hybrid Courses



Attendance

- Daily attendance is based on the student's presence at the official attendance-taking time or an approved alternative attendance-taking time.
- If a student is not scheduled to be on campus at the official attendance-taking time, attendance is determined at the approved alternative attendance-taking time.

ADA Eligibility

- Students qualify for half-day attendance with at least 120 instructional minutes per day.
- Students qualify for full-day attendance with at least 240 instructional minutes per day.
- Virtual and hybrid courses count toward the students' total instructional minutes.

Virtual and Hybrid Courses



A campus may choose to set the virtual or hybrid course to have the same number of instructional minutes per day as the corresponding in-person course offered at the same school. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)

A student must be enrolled in a full-time virtual or hybrid program or campus if the student:

- is taking four or more virtual or hybrid courses; **or**
- is enrolled in virtual or hybrid courses that make up more than 50 percent of the student's total course schedule.

Full-time Virtual and Hybrid Programs

School systems are permitted to offer full-time virtual and hybrid programs under the TEC, Chapter 30B, within an existing brick-and-mortar campus, without additional authorization.

- **Full-Time Virtual Program** is an educational option where students attend almost entirely online, receiving instruction and content primarily via the internet, either synchronously or asynchronously, with minimal to no in-person attendance.
- **Full-Time Hybrid Program** is a full-time educational option where a student attends in-person classes for less than 90 percent of instructional time. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods. Hybrid programs may be organized so that courses are delivered partly in-person and partly online or scheduled such that students attend both virtual and in-person classes within the same school day, or through a combination of these methods.



Full-time Virtual and Hybrid Programs



A student who meets the eligibility requirements to enroll in a brick-and-mortar campus of a school district or open-enrollment charter school is eligible to enroll in a virtual or hybrid program.

Enrollment in these programs must be less than 50 percent of the total students enrolled at the campus. A district or open-enrollment charter school must have a locally approved instructional plan and clearly defined policies to inform implementation are recommended for effective program operation.

School systems operating full-time virtual or hybrid programs must meet the requirements of providing 75,600 operational minutes or 43,200 instructional minutes for qualifying programs. See 3.8 Calendar for more information. ADA eligibility for students enrolled in these programs is determined by the ADA eligibility code reported by the school system.

Full-time Virtual and Hybrid Programs

Attendance

- Attendance must be recorded daily.
- Attendance is determined according to the school system's approved instructional plan and attendance policy.
- School systems must maintain documentation supporting earned attendance.

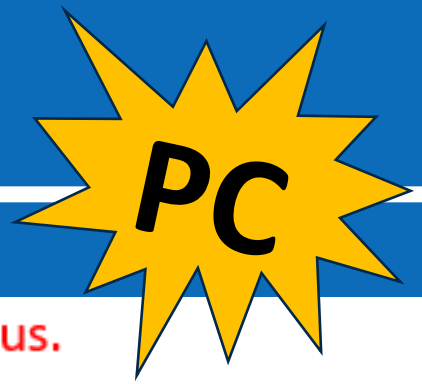
Daily measurement options for attendance may include:

- daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the school system;
- daily check-in via teacher-student interactions that confirm students accessed instruction, as defined by the school system; or
- completion/turn-in of assignments from student to teacher (potentially via email or online).

School systems may select from these options or implement **another locally approved daily measurement**, provided it is defined in the instructional plan and consistently documented.



Full-time Virtual and Hybrid Campuses



School systems must be authorized by TEA to operate a full-time virtual or hybrid campus.

- **Full-Time Virtual Campus:** a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program authorized under the TEC, Chapter 30B.
- **Full-Time Hybrid Campus:** a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program authorized under the TEC, Chapter 30B.

A student who is eligible to enroll in a public school in Texas is eligible to enroll in a **full-time hybrid campus.**[1]

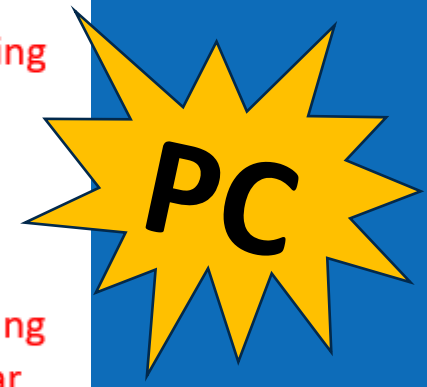
Full-time Virtual and Hybrid Campuses

A student who is eligible to enroll in a public school in Texas is eligible to enroll in a **full-time hybrid campus.**[1]

A student is eligible to enroll in a **full-time virtual campus** if the student meets the following criteria:

- attended a public school in this state for a minimum of six weeks in the current school year or in the preceding school year;
- is enrolled in the first grade or a lower grade level in the school year in which the student first seeks to enroll in the full-time virtual campus;
- was not required to attend public school in this state due to nonresidence during the preceding school year;
- is a dependent of a member of the United States military who has been deployed; or
- has been placed in substitute care in this state.[2]

School systems operating a full-time virtual or hybrid campus must meet the requirements of providing 75,600 operational minutes or 43,200 instructional minutes for qualifying programs. See 3.8 Calendar for more information. ADA eligibility for students enrolled in the campus is determined by the ADA eligibility code reported by the school system.



Full-time Virtual and Hybrid Campuses

PC

Attendance

- A student is reported present for each instructional day the student is enrolled on the campus.

ADA Eligibility

- Students qualify for half-day attendance with at least 120 instructional minutes per day.
- Students qualify for full-day attendance with at least 240 instructional minutes per day.

ADA is calculated using enrolled full-time equivalent students multiplied by the district's or charter school's average attendance rate, excluding students enrolled in virtual or hybrid campuses. If a reliable attendance rate is not available, the statewide average will be used instead.[221]

Enrollment in a Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus, and Receipt of Special Program Services

A student's enrollment in one or more virtual or hybrid courses, a full-time program, or a full-time campus offered under the TEC, Chapter 30B, does not necessarily preclude a district from serving the student in other special programs, such as special education, CTE, bilingual/ESL education, or PRS. Nor does it necessarily preclude a district from receiving weighted funding for serving the student in those programs, provided all program requirements are met. See the applicable sections of the handbook for specific program requirements. The determination of whether a virtual or hybrid course, full-time program, or full-time campus will meet the needs of a student with a disability must be made by the student's ARD committee in a manner consistent with state and federal law. [222]



Additional Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus Requirements and Information

A student taking a virtual or hybrid course offered through the TEC, Chapter 30B, is considered to be enrolled in a virtual or hybrid course, program, or campus when he or she begins receiving instruction and actively engages in instructional activities in the subject area or course.

A student taking a virtual or hybrid course offered through the TEC, Chapter 30B, is considered to be enrolled in a virtual or hybrid course, program, or campus, and must be reported as withdrawn from the virtual or hybrid course, program, or campus when the student is no longer actively participating in the course or program.



Additional Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus Requirements and Information

A student who has begun enrollment in a virtual course, through the published virtual course list on the agency's website, and transfers from one educational setting to another is entitled to continue enrollment in the course.

A school district or open-enrollment charter school may **not** require a student to enroll in a virtual or hybrid course.[223] An open-enrollment charter school may require a student to attend a full-time virtual or full-time hybrid campus.[224]



Additional Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus Requirements and Information

A school district or open-enrollment charter school may provide virtual and hybrid course(s) to a student who is not eligible to enroll in a public school in this state, or is not enrolled in the school district or open-enrollment charter school.[225] A student to whom this paragraph applies:

- is not considered to be a public school student and is not eligible to generate FSP funding, and
- is not entitled to any rights, privileges, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing a virtual or hybrid course.



Additional Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus Requirements and Information

Any **charter school** wishing to provide a full-time virtual or hybrid program for students (other than distance learning while a student is in attendance at a regular school campus) must submit a nonexpansion amendment request to the commissioner of education and **receive commissioner approval before submitting the waiver request before the implementation of the virtual or hybrid program**. Changing the instructional program would be a substantive amendment request in accordance with 19 TAC §100.1035(c).

Any **charter school** wishing to provide a full-time virtual or hybrid campus must submit an expansion amendment request to the commissioner of education and **receive commissioner approval. Additionally, the school must be authorized through the virtual and hybrid campus authorization process** before implementation of the virtual and hybrid campus.



Glossary

5 Glossary Terms Updated



Questions?

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Student Attendance Accounting Handbook | Texas Education Agency



Thank you!