2023–2024 Student Attendance Accounting Handbook: Change Document

Note: This Change Document highlights changes to the text of the 2023–2024 Student Attendance Accounting Handbook (SAAH). All changes to the SAAH text are in **bold**. Deletions to the SAAH text are in ~~strikethrough~~. Additional plain text from the SAAH is included to better understand the context of the changes.

Note: All relevant dates have been updated from 2022–2023 to 2023–2024.

Note: All references to all parts of 19 TAC §129.21 have been deleted because this statute has been repealed.

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Type of Change	Changes to 2023–2024 SAAH
Revision	State Board of Education **KEVEN ELLIS** **Chair** **Lufkin** **District 9** **MELISSA N. ORTEGA** El Paso District 1 **LJ FRANCIS** **Corpus Christi** District 2 MARISA B. PEREZ-DIAZ Converse District 3 **STACI CHILDS** Houston District 4 REBECCA BELL-METEREAU San Marcos District 5 WILL HICKMAN Houston District 6 **JULIE PICKREN** **Pearland** District 7 AUDREY YOUNG Apple Springs District 8 TOM MAYNARD Florence District 10 PATRICIA HARDY **Secretary** Fort Worth District 11 PAM LITTLE Vice Chair Fairview District 12 AICHA DAVIS Dallas District 13 **EVELYN BROOKS** **Frisco** District 14 **AARON KINSEY** **Midland** District 15

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Type of Change	Changes to 2023–2024 SAAH
Deletion	## Section 1 Overview [~~**Note:** Starting in the 2016–2017 school year, school districts and charter schools are required to submit attendance reporting through TSDS PEIMS. The Texas Education Data Standards (TEDS) are XML-based standards for the TSDS PEIMS data collections. TEDS includes all the data elements, code tables, business rules, and data validation needed to load local education agency (LEA—Texas school district or charter school) education data. TSDS PEIMS has replaced PEIMS throughout the handbook.~~] [~~**Notes on Terminology:** In this handbook, the term "minutes" is interchangeable with "days" in accordance with the program type listed on the chart in 3.8 Calendar.~~ ~~**Note:** Throughout the handbook, references to school days have been converted to minutes in accordance with House Bill (HB) 2610 of the 84th Texas Legislature, 2015.~~] [~~**Note:** Starting in the 2018–2019 school year, HB 2442 of the 85th Texas Legislature, 2017, repeals the seven-hour school day requirement from the TEC, §25.081.~~] [~~**Note:** Due to the flexibility provided by 75,600 minutes of operation and the repeal of the seven-hour school day requirement by HB 2442, school districts and charter schools that meet certain requirements may release their student early from school and still receive full funding. Therefore, early release waivers for the 2018–2019 school year are rescinded.~~]
Revision	## 1.2 Taking and Recording Student Attendance It is your district's responsibility to ensure that the basis used to record and process attendance accounting data meets the standards in this handbook.[1] [1] **19 TAC §129.1025**
Deletion	## 1.6 How to Use This Handbook

[1] 19 TAC §129.1025

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	[~~In the electronic Word version of this handbook, the entries in the table of contents and the boldfaced cross-references that appear throughout the handbook (for example, 3.2.2. Funding Eligibility) are hyperlinked. If you place your cursor over the entry or cross-reference and then press Ctrl and click, you will be taken to the section of the handbook specified in the entry or cross-reference. To return to the original location, press Alt + the left arrow key.~~]
Revision	*3.2.1.5.3 Other:* • nonresident students who have not been transferred into your district • students who reside outside the boundaries of the state of Texas • students served by a juvenile justice alternative education program (JJAEP) on the basis of an expulsion under the TEC, §37.007(a), (d), or (e), unless specifically authorized in writing by TEA[2] • students placed in residential facilities within your district whose maintenance expenses are paid in whole or in part by another state or the United States[3] • students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education[4] • **a nonresident student who is charged tuition for the purposes of reducing local revenue[5]** • **students ineligible for pre-K served in the pre-K classroom by a pre-K teacher for the full day[6]** **[5] TEC,§49.204** **[6] See the ADA Eligibility Coding for Students Served in a Pre-K Classroom chart in 7.5 Eligible Days Present and ADA Eligibility.**
Revision	3.2.1.6 Code 5 Ineligible Half Day Examples include the following: • students enrolled only in pre-K who do not meet the pre-K eligibility requirements in Section 7 Prekindergarten (Pre-K) • students enrolled in locally funded pre-K programs offered by your district • students provided instruction by a JJAEP on the basis of an expulsion under the TEC, §37.007(a), (d), or (e), unless specifically authorized in writing by TEA

[2] TEC, §37.011(h)
[3] TEC, §25.003 (Adopted tuition charges under this section must be submitted to the commissioner of education for approval.)
[4] TEC, §25.0031(c)
[5] TEC,§49.204
[6] See the ADA Eligibility Coding for Students Served in a Pre-K Classroom chart in 7.5 Eligible Days Present and ADA Eligibility.

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	• students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education[7] • **a nonresident student who is charged tuition for the purposes of reducing local revenue[8]** • **students ineligible for pre-K served in the pre-K classroom by a pre-K teacher for a half day[9]** **[8] TEC,§49.204** **[9] See the ADA Eligibility Coding for Students Served in a Pre-K Classroom chart in 7.5 Eligible Days Present and ADA Eligibility.**
Revision	3.2.2.2 Time Spent in Course for Which Student Has Already Received Credit If a student repeats a course for which the student has already received credit, the time that the student spends taking the course for a subsequent time does not count toward the accumulation of attendance hours for FSP funding purposes**; that is, this time does not count as instructional time for purposes of the two-through-four-hour rule.**
Addition	**3.2.2.3 Time Spent in Course for Which the Parent Has Requested that the Student Repeat the Course** **If a parent requests that a student repeat a course for high school credit under the TEC, §28.02124, the time that the student spends taking the course for a subsequent time counts towards the accumulation of attendance hours for FSP funding purposes; that is, the time counts as instructional time for purposes of the two-through-four-hour rule.**
Revision	3.2.2.**4** Funding Eligibility of Students Who Have Met All Graduation Requirements 3.2.2.**5** Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments 3.2.2.**6** Funding Eligibility for Students Awarded a Diploma Outside of the United States 3.2.2.**7** Funding Eligibility of Students Eligible for ECSE Services and Served in a Pre-K Classroom
Revision	*3.3.1 Residency*

[7] TEC, §25.0031(c)
[8] TEC,§49.204
[9] See the ADA Eligibility Coding for Students Served in a Pre-K Classroom chart in 7.5 Eligible Days Present and ADA Eligibility.

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	A student whose parent or guardian is an active duty member of the armed forces of the United States may establish residency for the purposes of being enrolled in a school district by providing a copy of a military order that requires the parent or guardian to transfer to a military installation in or adjacent to the district's attendance zone. Proof of residency must be provided within **90** days of the arrival date specified in the order.
Revision	*3.3.2 District Responsibility to Secure Student Records* Upon a student's enrollment in your district, your district must request the required student information listed in 3.4 Withdrawal Procedures.[10] **[10] The Family Educational Rights and Privacy Act (FERPA) provides, subject to conditions set forth in 34 CFR, §99.34, a school district may disclose education records, without parental consent, to another school district in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. See 34 CFR, §99.31(a)(2).**
Revision	*3.3.4 Failure to Receive Student Records and Discrepancies in Student Names* Failure to receive the information required for student enrollment must not preclude your district from enrolling and serving a student.[11] **[11] TEC, §48.004**
Revision	*3.3.6 Student Entitlement to Attend School in a Particular District* **Districts must accept the transfer application of students whose parent or guardian is an active military servicemember or peace officer and requests a transfer to another campus in the currently enrolled district or to another adjoining school district.[12]** **[11] See HB 2892 and HB 1959.**
Revision	*3.3.7 Homeless Students*

[10] The Family Educational Rights and Privacy Act (FERPA) provides, subject to conditions set forth in 34 CFR, §99.34, a school district may disclose education records, without parental consent, to another school district in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. See 34 CFR, §99.31(a)(2).
[11] TEC, §48.004
[12] See HB 2892 and HB 1959.

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	A student who is homeless, as defined by the McKinney-Vento Homeless Assistance Act,[13] is entitled to enroll in any school district or open-enrollment charter school in the state without regard to the student's residence.[14] The student must be allowed to attend either the student's "school of origin"[15] ("the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled") **or any** public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.[16] Eligibility to enroll in any other school in any school district or open enrollment charter school is determined by local policy.[17] A student is entitled to attend the school of origin if the student becomes homeless during a school year or between school years. Also, if the student becomes permanently housed during a school year, the student is entitled to attend the school of origin for the remainder of that school year. You can learn more about school district responsibilities associated with homeless students on the Texas Education for Homeless Children and Youth (TEHCY) Program web page and **by contacting** your **Regional McKinney-Vento Liaison.**
Revision	*3.4.1 Students 19 Years of Age or Older* See *Secondary School Completion and Dropouts in Texas Public Schools,* **available on the TEA Completion, Graduation, and Dropout webpage,** for the current definition of "dropout."
Revision	*3.4.3 Students Whose Whereabouts Are Unknown* Once withdrawn, a student in grades seven through 12 must be reported as a school leaver on the 40203 School Leaver Extension and could be considered a dropout according to the C162 Leaver Reason Code table of **TEDS**.
Revision	*3.4.4 Information and Record Transfer* When a student moves from one Texas public school district or charter school to another, the student record must be transferred via Tre within 10 working days of receiving a request. The student record must include the following information at a minimum:[18]

[13] 42 USC, § 11434a
[14] TEC, §25.001(b)(5)
[15] as defined in 42 USC, §11432(g)(3)(I)
[16] 42 USC, §11432(g)(3)(A)(ii)
[17] State law determines eligibility to enroll in a Texas Virtual School Network course or Online School. See 12.2 Texas Virtual School Network (TXVSN).
[18] For a complete list of data elements that are able to be sent through Tre, see Appendix A of the current year Tre Data Standards, available at http://tea.texas.gov/index4.aspx?id=3412.

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	• Texas Unique ID • Social Security number or state-approved alternative ID last reported through TSDS PEIMS • first, middle, and last name and generation code, if applicable • date of birth • gender • ethnicity and race • current grade level • immunization information[19] • **disciplinary record[20]** • **behavioral threat assessment conducted under the TEC, §37.115, if applicable[21]** • receipt of special education services and individual education plan, if applicable • academic year • course completion • final grade average • teachers of record • assessment instrument results • district ID • campus ID • campus name • campus phone number [10] **TEC, §25.002(a)(2)** [11] **TEC, §25.002(a)(2)**
Deletion	*3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes*

[19] TEC, §25.002(a)(3)
[20] TEC, §25.002(a)(2)
[21] TEC, §25.002(a)(2)

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	For example, students would be reported present if they are participating in 4H activities that are supervised by a county extension service agent who has been approved by the local school board as an adjunct staff member or a paraprofessional staff member of your school district.[~~22~~] [~~1 19 TAC §129.21(j)(1); county extension service agents are eligible to be considered adjunct staff members because they are required to have at least a bachelor's degree and are eligible for participation in the Teacher Retirement System of Texas. They are eligible for participation in the Teacher Retirement System because they are employed by the Texas A&M AgriLife Extension Service, which is a member of the Texas A&M University System.~~]
Revision	*3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes* • misses school for the purpose of observing religious holy days, including traveling for that purpose.[23] Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. Your school district is responsible for determining what constitutes a religious holy day for purposes of excusing absences. The agency does not maintain a list of days that qualify as religious holy days for purposes of being considered in attendance for FSP purposes. However, we do provide the following guidance: To be considered a religious holy day, the day should be one generally recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination. Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days. **Note: A parent note is sufficient. LEAs may not require that the student provide documentation from a clergy member of religious leader.**
Revision	*3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes*

[22] 19 TAC §129.21(j)(1); county extension service agents are eligible to be considered adjunct staff members because they are required to have at least a bachelor's degree and are eligible for participation in the Teacher Retirement System of Texas. They are eligible for participation in the Teacher Retirement System because they are employed by the Texas A&M AgriLife Extension Service, which is a member of the Texas A&M University System.
[23] TEC, §25.087(b)(1)(A)

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	• is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment. A student with a mental health or substance abuse condition who is being treated for a serious illness (TEC, §25.087(b)(3)) in an outpatient day treatment program or partial hospitalization program, under the care of a health care professional licensed, certified, or registered to practice in Texas, shall be excused for the authorized treatment period, and shall not be withdrawn from school. The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family or medical facility upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization. **Note: The family may also submit all of the required documentation through an LEA-created form.**
Addition	*3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes* • **is in his or her junior or senior year of high school and misses school for the purpose of visiting a professional at the professional's workplace for the purpose of career investigation to determine the student's interest in pursuing a career in the professional's field. Your district must not excuse for this purpose more than two days during a student's junior year and two days during the student's senior year and must adopt a policy stating when an absence will be excused for the purpose and a procedure for verifying students' visits to the professional's workplace.**
Addition	*3.6.4 Excused Absences for Compulsory Attendance Purposes* **Note: When a student with a disability has a significant number of absences and is not otherwise eligible and served through homebound services, both Section 504 regulations and Individuals with Disabilities Education Act (IDEA) regulations protect the rights of students to have access to the general or special education environment through a free appropriate public education in the least restrictive environment. Absences for a student who receives services under a Section 504 accommodation plan or an Individualized Education Program (IEP) should be monitored and Section 504 committee meetings and ARD committee meetings convened, as appropriate, to proactively prevent truancy.[24] This may include a determination that an evaluation or reevaluation is needed or that**

[24] 19 TAC §129.1043

Type of Change	Changes to 2023–2024 SAAH
	revisions to a student's Section 504 plan or IEP are needed to document the needs and situations where the student may be absent from school or any modifications from the overall district attendance policy. [6] **19 TAC §129.1043**
Revision	## 3.7 General Education Homebound (GEH) Program Any student who is served through the GEH program must meet the following three criteria: • The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive. • The student is confined at home or hospital bedside for medical **or psychological** reasons only. • The student must have a current medical **or psychological** condition that is documented by a physician licensed[25] to practice in the United States. Except in cases of medically fragile students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for GEH program eligibility. A student served through the GEH program at home or hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible. In cases where students are medically able to receive more than the required minimum four hours of face to face instruction, LEAs may provide additional remote instruction. Please note that concurrent instruction is not allowed. **A referral under Section 504 should be considered to determine eligibility for homebound students with a suspected disability. If the student is already eligible under Section 504, a Section 504 meeting must be held to discuss potential homebound eligibility.**
Revision	### *3.7.2 GEH Committee* A designated campus committee must make decisions regarding GEH placement. **For Section 504 eligible students, follow Section 504 policies and procedures for committee membership.** Members of the committee should include, but are not limited to:

[25] Access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout Section 3.7, "licensed" means licensed to practice in the United States.

Type of Change	Changes to 2023–2024 SAAH
	• a campus administrator, • a teacher of the student, and • a parent or guardian of the student. The role of the GEH**/Section 504** committee is to review and consider the necessity of providing instruction to a general education student at home or hospital bedside. If instruction is to be provided at home or hospital bedside, the GEH**/Section 504** committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and, if possible, should be provided instruction in all other courses in which the student is enrolled. In making these decisions, the GEH**/Section 504** committee must consider information from the student's licensed physician.
Revision	3.7.2.1 GEH**/Section 504** Committee Documentation Responsibilities In qualifying a student for and providing the student GEH services, the following documentation is required: • a district-developed form that documents the GEH**/Section 504** committee decision about serving a student through GEH; • documentation on the form of the GEH**/Section 504** committee's decision about the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided; • a note from a licensed physician stating that the student has a medical **or psychological** condition that requires the student to be confined at home or hospital bedside for a minimum of four weeks;
Revision	*3.7.5 Transition from GEH to the Classroom* A student transitioning back to a school-based setting may continue to generate eligible days present based on the GEH funding chart during the transition period. The GEH**/Section 504** committee must determine the length of the transition period based on current medical information. Once the student has completed the transition period determined by the GEH**/Section 504** committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time. *3.7.6 Transitioning Students with Chronic Illness between Homebound and the Classroom* A student with a chronic illness or acute health problem that is a long-term condition and requires the student to be in the GEH program for at least four weeks will generate contact hours based on the following:

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	• Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the GEH funding chart. • The length of the transition period must be determined by the GEH**/Section 504** committee based on current medical information. During the transition period, students are to be served through the GEH program for the period of time each week specified by the GEH**/Section 504** committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the GEH funding chart. Once the student has completed the transition period determined by the GEH**/Section 504** committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.
Revision	3.8 Calendar Note: All the students in a particular school or track will have the same number of school days (NUMBER-DAYS-TAUGHT). Please refer to **TEDS** for more information.
Revision	3.8.1.3 Missed School Day Waivers Charter schools applying for a missed school day waiver must submit their applications as soon as possible after the missed school day so **that FSP** System six-week report submissions are accurate.
Revision	3.8.1.4 Low-Attendance Day Waivers Your district must include the following items in its application: • documentation of low attendance for the day, including the reason for the low attendance rate, and • the prior year's attendance report, showing the overall average attendance rate for the year for the district **(if a waiver is requested for the district)** or applicable campus **(if a waiver is requested for the district)**. For a district or campus with multiple

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	tracks, the overall average attendance rate for all tracks must be used. For a **new** campus **or a campus** that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.
Deletion	**[~~3.8.1.5 Low-Attendance Waiver—Remote Conferencing~~** ~~The guidance in this subsection applies to remote conferencing only. This guidance does **not** apply to remote learning.~~ ~~For a day when school was held and the district had at least one student present in remote conferencing (as defined in 12.3.1 Remote Conferencing—Regular Education Students and 12.3.2 Remote Conferencing—Students Receiving Special Education and Related Services) but attendance was at least five percentage points below the overall **average** attendance rate for your district or the applicable campus for the prior year because of issues related to inclement weather, health, or safety, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.~~ ~~An application for a low-attendance day waiver for districts with students present in remote conferencing on the applicable date must be submitted using TEA's automated waiver application system, which is available in TEAL.~~ ~~Your district must include the following three items in its application:~~ • ~~documentation of low attendance for the day, including the reason for the low attendance rate~~ • ~~an attendance summary report for the date(s) requested in the waiver, including the number of students present in remote conferencing~~ • ~~the prior year's attendance report, showing the overall **average** attendance rate for the year for the district or applicable campus. For a district or campus with multiple tracks, the overall average attendance rate for all tracks must be used. For a campus that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.~~ ~~These documents should be uploaded as attachments in the automated waiver application system.~~]
Revision	3.8.1.7 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days To determine if a requested missed school day or low-attendance day waiver has been granted and to create a record that a request was approved, district staff members must visit the TEA Waivers Online Report page at **https://tealprod.tea.state.tx.us/WaiversReports/Tea.WaiversReports.Web/** and generate and print a report of the waiver request's status.

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<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td>Revision</td><td>

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

The following table provides information on what actions to take in certain situations related to school closure for bad weather or other issues of student health or safety.

<table>
<tr><th>Situation</th><th>Agency Policy</th></tr>
<tr><td>Our school district or charter school closed some or all campuses for one day for a health or safety reason (for example, an ice storm made roads dangerous).</td><td>Determine if your district, charter school, or affected campus will have enough minutes built into the board-approved calendar to make up for the missed day. If not, use one of your district’s or charter school’s scheduled makeup days to make up the missed day or add minutes to your instructional days to make up the minutes. Show the day that schools were closed as a holiday or other nonschool day in your district’s or charter school’s student attendance accounting software calendar so that the day is 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.</td></tr>
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	Our school district or charter school closed all campuses for two days for a health or safety reason (for example, an ice storm made roads dangerous).	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, use your district's or charter school's two scheduled makeup days to make up the missed days or add minutes to your instructional days to make up the minutes. 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.**	

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	Our school district or charter school closed all campuses for two days for a health or safety reason. One of the scheduled makeup day dates has 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, use the scheduled makeup day that has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. Choose a new second makeup day to make up the other missed day. 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.**	

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	Our school district or charter school closed all campuses for two days for a 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: E**nsure 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.**	
	Our school district or charter school closed all campuses for more than two days for a health or safety reason.	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, use your district's or charter school's two scheduled makeup days to make up the first two missed days. (See preceding rows for how to report days in the student attendance accounting **system and** for information on what to do if one or both makeup days have already passed.) Your district or charter school may apply for a waiver for the missed school days beyond the first two missed days. See 3.8.1.2 Makeup Days for more information.	

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<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
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<tr><td>Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes) and will be closed before the official attendance-taking time.</td><td>This day will become a non-instructional day, and the SIS calendar must be updated to reflect the day as non-instructional. The LEA should locally track the minutes that they actually served on this day for auditing purposes.

Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</td></tr>
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</td></tr>
<tr><td>Revision</td><td>3.8.3 Summer School and State Funding
For the purposes of calculating state funding, the state funding calendar year begins the fourth Monday in August unless a district is designated as a year-round system or is a District of Innovation that changes its start date.</td></tr>
<tr><td>Deletion</td><td>3.8.3 Summer School and State Funding

[~~The following table provides details specific to additional days incentive funding implications for three situations for campuses not providing a full 180-day calendar.~~</td></tr>
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<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td></td><td>
<table>
<tr><th>~~Situation~~</th><th>~~Agency Policy~~</th></tr>
<tr><td>~~Students Attend a 35-Day Summer Program at Their Enrolled Campus~~

~~Campus A conducts 175 days of instruction for all enrolled students and 25 percent of students attend a 35-day summer program (five required days in addition to additional instructional days).~~</td><td>~~Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA. Campus A also receives funding for the additional days.~~</td></tr>
<tr><td>~~Students Attend a 35-Day Summer Program at a Different Campus~~

~~Campus A conducts 175 days of instruction for all students and 25 percent of their students attend a 35-day summer program at Campus B (five required days in addition to additional instructional days)~~</td><td>~~Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA.~~

~~Campus A would also receive the funding for the additional days since the students' enrollment campus does not change even though they are attending Campus B.~~</td></tr>
<tr><td>~~Students Unenroll and Attend a Summer Program at a Different Campus~~

~~Campus A conducts 175 days of instruction for all students and 25 percent of students unenroll from Campus A and enroll in Campus B to attend a 35-day summer program (five required days in addition to additional instruction days).~~</td><td>~~Campus A's ADA has no negative impact. Campus B receives the additional ADA from the five required days and the additional instructional days for the newly enrolled students.~~]</td></tr>
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<tr><td>Revision</td><td>3.9 Data Submission</td></tr>
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	Your district must record attendance information for the entire school year. Report student-level attendance through TSDS PEIMS according to the requirements in **TEDS**. Links to the Data Standards and the TSDS PEIMS data collection schedule are available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Regardless of the basis used for student attendance accounting, your district must submit all the information required in **TEDS** and must follow all definitions and instructions in this handbook. For districts with year-round programs: If your district is registered with TEA to operate a year-round program and has one or more tracks ending later than the **June 20, 2024,** due date for initial TSDS PEIMS Summer submission, your district still must submit its initial TSDS PEIMS Summer submission data by that due date. Your district may delay resubmission of the TSDS PEIMS Summer submission data until **August 15, 2024,** or two weeks after the completion of the latest year-round track, whichever comes first. In no case will any resubmission be processed after **August 15, 2024**. Corrections made after **August 15, 2024**, will be handled by the State Funding Division.
Revision	3.11.2 Example 2 A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds. This student qualifies based on identification as an emergent bilingual **(EB). Additionally, the ARD committee identifies that this student has special needs and places the student in a self-contained ECSE classroom for a three-hour afternoon session.**
Revision	3.11.9 Example 9 A student who is auditorily impaired attends an RDSPD in a neighboring school district. The student is in self-contained classes. The superintendents of the neighboring district and your district agree that your district will report this student and, as prescribed by rules relating to data submission, must report the student for all student submissions. *The ADA eligibility code for this student is 3 - Eligible Transfer Student Full-Day. The student would also be reported as a transfer student on the **40110 Student School Association Extension** (see Section 4 Special Education).* 3.11.10 Example 10 A student who is auditorily impaired attends an RDSPD in a neighboring school district. The student receives special education and related services in general education classes. The superintendents of the neighboring district and your district agree that the fiscal agent district will report this student and, as prescribed by rules relating to data submission, must report the student for all student submissions.

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	*The ADA eligibility code for this student is 3 – Eligible Transfer Student Full-Day. The student would also be reported as a transfer student on the **40110 Student School Association Extension** (see Section 4 Special Education).*
Revision	3.11.2 Example 19 A district or a charter school operating after January 1, 2015, receives a waiver for 2,100 minutes of staff development **and provides 2,100 minutes of staff development.** This waiver allows the district or charter school to offer an instructional track that contains 73,500 minutes of operation. **Note that if the district provides less than 2,100 waiver minutes for actual staff development, the instructional track will need to contain additional minutes of operation.** The only rule associated with attendance accounting that is affected by this particular waiver is the requirement that all instructional tracks must consist of at least 75,600 minutes, including intermissions and recesses. *The attendance of all students who attend this instructional track must be reported in six, approximately equal reporting periods. The total number of school days, if added together from all reporting periods, must equal the actual number of school days offered over the full year.* A charter school operating before January 1, 2015, receives a waiver for five additional days of staff development **and provides five days of staff development.** This waiver allows the district to offer an instructional track that contains only 175 days of instruction. **Note that if the charter school provides less than five waiver days for actual staff development, the instructional track will need to contain additional days of operation.**
Revision	# Section 4 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.**
Revision	### *4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services* The enrollment procedures for a student who is new to your district but was previously receiving special education services are as follows:

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	1. When a student moves from one district to another within the state in the same school year and either the parents **or previous district verifies that the student had an IEP that was in effect**, your district must meet the requirements of **34 CFR, §300.323,** regarding the provision of special education services. Specifically, your district must provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the ARD committee does either of the following: • adopts the student's IEP from the previous district **or** • develops, adopts, and implements a new IEP. The ARD committee's timeline for adopting the student's previous IEP or developing, adopting, and implementing a new IEP is **20** school days from the date the student is verified as being a student eligible for special education services. **Verification means the new district has received a copy of the student's IEP that was in effect in the previous district.** A student with a disability who has an IEP in place from a previous in-state school district and who **registers** in a new school district during the summer is not considered a transfer student. 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).[26] Additionally, the ARD committee determines the date that services will begin (the effective date). 2. When a student transfers from a school district in another state in the same school year and the parents **or previous district verifies that the student had an IEP that was in effect in the previous district**, the new school district must meet the requirements of 34 CFR, §300.323(f), regarding the provision of special education services. Specifically, your district must provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the ARD committee: • determines that an evaluation is necessary. A FIE must be completed within the timelines established by 19 TAC §89.1011(c) and (e), and your district must meet the requirements in 34 CFR, §300.323(f)(2), if appropriate within 30 calendar days from the date of the completion of the evaluation report. OR • determines that an evaluation is not necessary and completes the requirements outlined in 34 CFR, §300.323(f)(2), within **20** school days from the date the student is verified as being a student eligible for special education services.

[26] 19 TAC §89.1050(j); 34 CFR, §300.323

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	A student with a disability who has an IEP in place from a previous **out-of-state** school district and who **registers** in a new school district during the summer is not considered a transfer student.
Revision	4.3.3.2 Summer **Registration** Procedures A student with a disability who has an IEP in place from a previous in- or out-of-state school district and who **registers** in a new school district during the summer is not considered a transfer student for the purposes **of** 34 CFR, §300.323(e) or (f). For these students, **if the parents or in- or out-of-state district verifies before the new school year begins that the student had an IEP that was in effect in the previous district,** the new school district must implement the IEP from the previous school district in full on the first day of class of the new school year or must convene an ARD committee meeting during the summer to revise the student's IEP for implementation on the first day of class of the new school year. **If the student's eligibility for special education and related services cannot be verified before the start of the new school year, then the timelines for a student who transfers during the school year from an in-state or out-of-state district described above will apply, as applicable to the location of the student's previous district.** **If the new district wishes to convene an ARD meeting to consider revision to the student's IEP before the beginning of the school year, the new district must determine whether the parents will agree to waive the five-school day notice. If the parents agree, the new district must make every reasonable effort to hold the ARD meeting prior to the first day of the new school year.** **Verification means the new district has received a copy of the student's IEP that was in effect in the previous district.**
Revision	*4.5.1 Private or Home School Students Aged Three or Four Years* If an ARD committee determines that a private or home school student three or four years of age is **eligible for special education and related services,** the parent may enroll the student in public school, "dual enroll" the student, or decline to have the student enroll in public school.
Revision	*4.5.2 Private or Home School Students Aged Five through 21Years* If an ARD committee determines that a private or home school student five through 21 years of age is eligible **for special education and** related services, the parent may enroll the student full time in public school.

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Revision	*4.7.2 Code 01 - Homebound* To be placed in the special education homebound instructional setting, a student aged six years or older must meet the following four criteria: • The student is eligible for special education and related services as determined by an ARD committee. • The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill and the local district policy allows for such.[27] • The student is confined at home or hospital bedside for medical **or psychological** reasons only. • The student must have a medical **or psychological** condition[28] that is documented by a physician licensed[29] to practice in the United States.[30]
Revision	4.7.2.1 Homebound Notes In making eligibility and placement decisions, the ARD committee must consider information from the licensed physician. However, the documentation from the licensed physician should not be the sole consideration in the committee's decision-making process. The teacher serving a **student ("homebound** teacher") while the student is in the special education homebound setting must be a certified special education teacher.
Revision	4.7.2.5 Homebound Funding and Homebound Documentation Requirements A student who receives special education and related services in the special education homebound instructional setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is **served by** a certified special education teacher each week. Use the following chart to calculate eligible days present.
Revision	

[27] 19 TAC §89.1005(c)(2)(A)

[28] Except in cases of severely immuno-compromised students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for special education homebound program eligibility.

[29] Access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout subsection 4.7.2 and other parts of Section 4 related to the homebound instructional arrangement/setting and the licensure of physicians, "licensed" means licensed to practice in the United States.

[30] 19 TAC §89.1005(c)(2)(A)

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	4.7.10.3.2 Pre-K Program: A preschool-age student who meets eligibility requirements for **free** pre-K and special education services and is receiving special education services in the pre-K classroom may be coded mainstream, provided that the majority of students in his or her class are students who are not receiving special education services.
Revision	*4.7.11 Code 41 or 42 – Resource Room/Services* For coding examples specific to three- or four-year-old students who are ineligible for **free** pre-K but are provided special education services solely in a general education pre-K classroom, see the chart in 4.9.3 ECSE Services and Pre-K Programs.
Revision	4.9 Early Childhood Special Education (ECSE) Services Eligible children with disabilities aged three through 21 years are entitled to receive a FAPE under **IDEA. In Texas, special education and related services for eligible children with disabilities, aged three through five years, have historically been referred to as preschool programs for children with disabilities (PPCD). In an effort to clarify and promote understanding that a child who qualifies for these services must be served in the least restrictive environment specified in the child's IEP, TEA will phase out references to PPCD in this and other TEA publications beginning with the 2024–2025 school year. Instead, children aged three through five who qualify for special education and related services will receive services through ECSE.** ECSE refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive ECSE services in a variety of settings, including district settings, such as pre-K, resource, and self-contained classrooms, and community settings, such as community-based Head Start programs and preschools. A student receiving services may have a grade level of EE, pre-K, or K (kindergarten), depending on the student's age, the location where services are provided, and whether the student is eligible for **free** pre-K.
Revision	*4.9.1 Eligibility for ECSE Services* ECSE services are special education services provided to children aged three through five years. To receive ECSE services, a child aged three through five years must meet the same eligibility requirements as other students **receiving special education services.**

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Revision	*4.9.3 ECSE Services and Pre-K Programs* A student who is not eligible for **free** pre-K may be served in the pre-K classroom if the ARD committee determines that this is the appropriate setting based on the student's IEP.
Revision (Coding Chart 1: ECSE Services and Pre-K)	*4.9.3 ECSE Services and Pre-K Programs* 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 [1] An **eligible student** must be provided special education services beginning on his or her third birthday, even if his or her birthday falls after September 1.
Revision (Coding Chart 3: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility)	*4.9.3 ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility* [1] An **eligible student** must be provided special education services beginning on his or her third birthday, even if his or her birthday falls after September 1.
Revision	4.9.9.1 Dual Enrollment of Private or Home School Student If an ARD committee determines that a private or home school student aged three or four years is **eligible for special education and related services,** the parent may enroll the student only in the public school, dual enroll the student, or decline to have the student enroll in public school.
Revision	*4.10.3 Infants (Birth through Two Years of Age) Receiving Home-Based Instruction* Important: Only a district that operates an ECI program through a contract with the Texas **Health and Human Services Commission** may code an infant with this instructional setting code.

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Revision	### *4.10.4 Infants (Birth through Two Years of Age) Receiving Center-Based Instruction* An instructional setting code of 32 - Center-Based Instruction is used for an infant (birth through age two) when the infant and his or her family are provided early intervention services through an ECI program operated through the Texas **Health and Human Services Commission** and in a facility such as a school, rehabilitation center, clinic, or day care center.
Revision	### *4.10.5 Infants (Birth through Two Years of Age) Receiving Services in Other Environment* Important: Only a district that operates an ECI program through a contract with the Texas **Health and Human Services Commission** may code an infant with this instructional setting code.
Revision	## 4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm **Texas Health and Human Services Commission** ECI Program—Operated by a School District[3] [3] Only districts that operate an ECI program under the auspices of the Texas **Health and Human Services Commission** should report children 0–2 using the ECI indicator code 1. Districts without district-operated ECI programs must report children served jointly under the ECI TEA MOU using the ECI indicator code 0.
Revision	## 4.13 Extended School Year (ESY) Services Your district will be funded for any ESY services it provides for students **receiving special education services** beyond the regular school year during a period such as winter, spring, or summer break.
Revision	## 4.17 Teacher Requirements Since the beginning of the 2016–2017 school year, schools and teachers only need to meet state requirements for certification. The federal term "highly qualified teacher status" **no longer applies.** It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

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	A special education teacher who delivers direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the **subject and** grade level that he or she is teaching.
Revision	### *4.18.1 Code 01 - Homebound Examples* Example 1: An eight-year-old **student who receives special education and related services** (instructional setting code 41 - Resource Room/Services - Less Than 21 Percent) develops a medical **or psychological** condition, and the school obtains a licensed physician's statement affirming that the medical or **psychological** condition will prevent him from attending school for at least four weeks.
Revision	### *4.18.2 Code 02 – Hospital Class Examples* Example 1: A student **receiving** special education **services** has been confined to a hospital. While at the hospital, the student attends class at the hospital taught by a teacher from your district's high school campus. *The instructional setting code for this student is 02 - Hospital Class. Standard attendance accounting rules apply for recording student absences for students in the hospital class instructional setting.* Example 2: A **student receiving special education and related services** who resides in a residential care and treatment facility within your district's boundaries receives special education instruction and related services at the residential care and treatment facility.
Deletion	### *4.18.4 Code 40 – Mainstream Examples* [~~**Example 2:** A student attends all general education classes. A dyslexia instructor, who has required training as outlined in *The Dyslexia Handbook*, provides the student standard protocol dyslexia instruction in a general education setting. Certified special education personnel are involved in the implementation of the student's IEP through the provision of direct and/or support services to the student. Standard protocol dyslexia instruction is identified on the student's IEP as specially designed instruction necessary to enable the student to appropriately progress in the general education curriculum, appropriately advance in achieving the goals set out in the student's IEP, or both.~~ ~~***The instructional setting code for this student is 40 - Mainstream.***~~]

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Revision	*4.18.4 Code 40 – Mainstream Examples* Example **2**: A student attends six general education classes a day. Example **3**: A student attends all general education classes and receives special education services in the general education setting. Example **4**: A student attends all general education classes with an interpreter from the RDSPD.
Revision	*4.18.4 Code 40 – Mainstream Examples* Example **5**: A four-year-old student with a disability who is eligible for the **free** pre-K program and **early childhood special education services** receives special education and related services, including speech therapy, in the pre-K classroom for three hours five days a week.
Addition	*4.18.5 Codes 41 and 42 – Resource Room/Services Examples* **Example 4: A student attends all general classes, except for 45 minutes per day (instructional day is 360 minutes), as documented in the IEP, when the student receives dyslexia instruction from a provider of dyslexia instruction who has required training as outlined in The Dyslexia Handbook. Certified special education personnel are involved in the implementation of the student's IEP through the provision of indirect and support services to the student.** **The instructional setting code for this student is 41 - Resource Room/Services - Less Than 21 Percent because the student receives direct, regularly scheduled special education services in a special education setting.**
Revision	*4.18.6 Codes 43 and 44 – Self-Contained, Mild/Moderate/Severe, Regular Campus Examples*

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	Example 4: A student on an elementary campus spends 145 minutes out of 300 instructional minutes in the special education classroom and receives 30 minutes **a week** (an average of six minutes/day) of speech (or any related service).
Revision	*4.18.8 Codes 81-89 – Residential Care and Treatment Facility (Nonresident) Examples* Example 1: A residential care and treatment facility is within the boundaries of your school district. **Several students** who **receive special education services** reside in the facility and attend **school at a school** campus in your district. These students' parents do not reside within the boundaries of your district. These students' parents do not reside within the boundaries of your district. *For **a student** who resides in the residential care and treatment facility and receives all special education and related services in a general education setting at a local school district campus, the instructional setting code is 81 - Residential Care and Treatment Facility - Mainstream.* *For **a student** who resides in the residential care and treatment facility and attends one special education class and six general education classes at a local school district campus, the instructional setting code is 82 - Residential Care and Treatment Facility - Resource Room/Services - Less Than 21 Percent (1/7 = 14 percent).* *For **a student** who resides in the residential care and treatment facility and attends three special education classes and four general education classes at a local school district campus, the instructional setting code is 83 - Residential Care and Treatment Facility - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent (3/7 = 43 percent).* *For **a student** who resides in the residential care and treatment facility and attends three special education classes and three general education classes at a local school district campus, the instructional setting code is 84 - Residential Care and Treatment Facility - Self-Contained, Mild/Moderate/Severe, Regular Campus - At Least 50 Percent and No More Than 60 Percent (3/6 = 50 percent).* *For **a student** who resides in the residential care and treatment facility and attends five special education classes and one general education class at a local school district campus, the instructional setting code is 85 - Residential Care and Treatment Facility - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent (5/6 = 83 percent).* *For **a student** who resides in the residential care and treatment facility and receives speech therapy services only, the instructional setting code is 00 - No Instructional Setting.*

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	Example 2: A **student receiving special education and related services** who resides in a residential care and treatment facility within your district's boundaries attends special education classes on a local school district campus that serves only **students receiving special education and related services.** Example 3: A three-year-old **student receiving special education and related services** who resides in a residential care and treatment facility within your district's boundaries receives special education and related services in a self-contained special education classroom within a child care facility. Example 4: A **student receiving special education and related services** who resides in a residential care and treatment facility within your district's boundaries works half of the school day and attends classes at the high school campus the other half of the day. Example 5: A four-year-old **student receiving special education and related services** who resides in a residential care and treatment facility within your district's boundaries receives full-time early childhood special education and related services on a local school district elementary campus.
Revision	*4.18.9 Codes 91-98 – Off Home Campus Examples* Example 1: A student attends special education classes on a local school district campus that serves only students **who receive special education and related services.** Example 3: A **five-year-old student** receives full-time special education and related services in a self-contained multidistrict preschool classroom designed for children with disabilities.
Revision	*4.18.10 Speech Therapy Indicator Code 1 Examples* Example 5: A four-year-old student receives only speech therapy and physical therapy services. The speech therapist provides services 30 minutes twice a week, and the physical therapist provides services 30 minutes twice a week. The student does not receive any other services. The student is ineligible for **free** pre-K but is eligible for the special education services the student receives.

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4.18.12 Calculation of Excess Contact Hours Examples

Example 1: A student attends six CTE classes **that have been determined to meet CTE code V1 (see 5.5 CTE (Contact Hour) Codes)** and speech therapy (0.25 contact hour multiplier) for a total of 6.25 contact hours a day.

Since this number of contact hours is over the six hour per day maximum, 0.25 contact hours must be subtracted from the speech therapy setting (instructional setting code 00 - No Instructional Setting) for every eligible day present the student accumulates.

Example 2: A student attends two special education classes and four general education classes a day. All four of the general education classes are CTE classes. **Three courses meet CTE Code V1 and the other course meets CTE Code V3 (see 5.5 CTE (Contact Hour) Codes)** The student would earn 2.859 contact hours for special education (contact hour multiplier for instructional setting code 42 - Resource Room/Services - At Least 21 Percent and Less than 50 Percent) and **six contact hours for CTE (V1 + V1 + V1 + V3 = 6 hours),** totaling 6.859 contact hours a day. The first six-week reporting period has 30 days taught. Of those 30 days, the student is present 28 days.

Since the number of contact hours is over the six hour per day maximum, 2.859 contact hours must be subtracted from the resource room instructional setting for every eligible day present the student accumulates.

The excess contact hours for the first six-week reporting period for this student are calculated as follows:

Calculate Special Education Contact Hours:	
Eligible Days Present	28.000
× Special Education Contact Hour Multiplier	× 2.859
Total Special Education Contact Hours	80.052
Calculate CTE Contact Hours:	
Eligible Days Present	28.00
× CTE Contact Hour Multiplier	**× 6.00**
Total CTE Contact Hours	**168.00**
Calculate Total Contact Hours:	
CTE Contact Hours	**168.000**
+ Special Education Contact Hours	+ 80.052
Total Contact Hours	**248.052**

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	Calculate Maximum Contact Hours Allowed: Number Days Present 28.00 × Maximum Hours per Day × 6.00 Total Maximum Contact Hours Allowed 168.00 Calculate Total Excess Contact Hours: Total Contact Hours **248.052** – Maximum Contact Hours Allowed – 168.000 Total Excess Contact Hours for First Six Weeks **80.052** OR Calculate Excess Contact Hours per Day: Total Contact Hours per Day **8.859** – Maximum Hours per Day – 6.000 Total Excess Contact Hours per Day **2.859** Calculate Total Excess Contact Hours: Total Excess Contact Hours per Day **2.859** × Eligible Days Present × 28.000 Total Excess Contact Hours for First Six Weeks **80.052**
Deletion	*4.18.12 Calculation of Excess Contact Hours Examples* ~~**[Example 3:** A student attends two special education classes and four general education classes a day. All of the general education classes are CTE classes. The student would earn 2.859 contact hours for special education (contact hour multiplier for instructional setting code **42 - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent**) and 4.00 contact hours for CTE (V4), totaling 6.859 contact hours a day. On the 11th school day of the first six weeks, the ARD committee meets and changes the student's schedule. The student then attends one special education class and five general education classes a day. All five of the general education classes are CTE classes. The student would earn 2.859 contact hours for special education (contact hour multiplier for instructional setting code **41 - Resource Room/Services - Less Than 21 Percent**) and five contact hours for CTE (V5), totaling 7.859 contact hours a day. The first six-week reporting period has 30 days taught, and this student is present every day.~~

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	~~*The excess contact hours for the first six-week reporting period for this student are calculated as follows:*~~
	~~Calculate Special Education Contact Hours for First 10 Days:~~
	~~Eligible Days Present 10.000~~
	~~× Special Education Contact Hour Multiplier × 2.859~~
	~~**Total Special Education Contact Hours 28.590**~~
	~~Calculate CTE Contact Hours for First 10 Days:~~
	~~Eligible Days Present 10.00~~
	~~× CTE Contact Hour Multiplier × 4.00~~
	~~**Total CTE Contact Hours 40.00**~~
	~~Calculate Total Contact Hours for First 10 Days:~~
	~~CTE Contact Hours 40.000~~
	~~+ Special Education Contact Hours + 28.590~~
	~~**Total Contact Hours for First 10 Days 68.590**~~
	~~Calculate Maximum Contact Hours Allowed for First 10 Days:~~
	~~Number Days Present 10.00~~
	~~× Maximum Hours per Day x 6.00~~
	~~**Total Maximum Contact Hours Allowed 60.00**~~
	~~Calculate Excess Contact Hours for First 10 Days:~~
	~~Total Contact Hours 68.590~~
	~~– Maximum Contact Hours Allowed – 60.000~~
	~~**Total Excess Contact Hours for First 10 Days 8.590**~~
	~~Calculate Special Education Contact Hours for Last 20 Days:~~
	~~Eligible Days Present 20.000~~
	~~× Special Education Contact Hour Multiplier × 2.859~~
	~~**Total Special Education Contact Hours 57.180**~~
	~~Calculate CTE Contact Hours for Last 20 Days:~~
	~~Eligible Days Present 20.00~~
	~~× CTE Contact Hour Multiplier × 5.00~~
	~~**Total CTE Contact Hours 100.00**~~
	~~Calculate Total Contact Hours for Last 20 Days:~~
	~~CTE Contact Hours 100.000~~

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	~~+ Special Education Contact Hours~~	~~+ 57.180~~
	~~**Total Contact Hours for Last 20 Days**~~	~~**157.180**~~
	~~Calculate Maximum Contact Hours Allowed for Last 20 Days:~~	
	~~Number Days Present~~	~~20.00~~
	~~× Maximum Hours per Day~~	~~× 6.00~~
	~~**Total Maximum Contact Hours Allowed**~~	~~**120.00**~~
	~~Calculate Excess Contact Hours for Last 20 Days:~~	
	~~Total Contact Hours~~	~~157.180~~
	~~– Maximum Contact Hours Allowed~~	~~– 120.000~~
	~~**Total Excess Contact Hours for Last 20 Days**~~	~~**37.180**~~
	~~Calculate Total Excess Contact Hours:~~	
	~~Excess Contact Hours Last 20 Days~~	~~37.180~~
	~~+ Excess Contact Hours First 10 Days~~	~~+ 8.590~~
	~~**Total Excess Contact Hours for First Six Weeks**~~	~~**45.770**~~
	~~OR~~	
	~~Calculate Excess Contact Hours per Day for First 10 Days:~~	
	~~Total Contact Hours per Day~~	~~6.859~~
	~~– Maximum Hours per Day~~	~~– 6.000~~
	~~**Total Excess Contact Hours per Day**~~	~~**0.859**~~
	~~Calculate Total Excess Contact Hours for First 10 Days:~~	
	~~Total Excess Contact Hours per Day~~	~~0.859~~
	~~× Eligible Days Present~~	~~× 10.000~~
	~~**Total Excess Contact Hours for First 10 Days**~~	~~**8.590**~~
	~~Calculate Excess Contact Hours per Day for Last 20 Days:~~	
	~~Total Contact Hours per Day~~	~~7.859~~
	~~– Maximum Hours per Day~~	~~– 6.000~~
	~~**Total Excess Contact Hours per Day**~~	~~**1.859**~~
	~~Calculate Total Excess Contact Hours for Last 20 Days:~~	
	~~Total Excess Contact Hours per Day~~	~~1.859~~
	~~× Eligible Days Present~~	~~× 20.000~~

Type of Change	Changes to 2023–2024 SAAH
	~~**Total Excess Contact Hours for Last 20 Days** **37.180**~~ ~~Calculate Total Excess Contact Hours:~~ ~~Excess Contact Hours for Last 20 Days 37.180~~ ~~+ Excess Contact Hours for First 10 Days + 8.590~~ ~~**Total Excess Contact Hours for First Six Weeks** **45.770**~~]
Revision	*5.2.2 Eligibility of Courses for Funding* Funding students enrolled in a Pathways in Technology Early College High School (P-TECH) Students enrolled on TEA-designated P-TECH campuses will generate $50 for each student in ADA (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the **data element** P-TECH-INDICATOR-CODE (E1612). Students coded with the indicator 1 in PEIMS submission 3 will be funded. 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 on the Texas Education Data Standards website. Campuses report the students enrolled on NTN campus in **TSDS** PEIMS submissions 1 and 3 using the **data element** NEW-TECH-INDICATOR-CODE (E1647).
Revision	5.3 Enrollment Procedures If CTE courses are added or dropped, the student's CTE V-code could change. Changes will occur most often at the beginning of a new semester. **Appropriate staff members need to review students' schedules as courses are added or dropped.** Attendance staff members should record the effective date of any change in a student's CTE courses in the attendance accounting system. The effective date is the date the student's schedule changed.

Type of Change	Changes to 2023–2024 SAAH
	Important: **A student enrolled in a CTE course should be reported on the TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension with the CTE SERVICE-ID and the eligible days.**
Revision	## 5.5 CTE (Contact Hours) Codes Each CTE course must be reviewed separately to determine the average minutes per day students attend that **course. To receive CTE weighted funding, course periods must be an average of at least 45 minutes a day. LEAs that include planned early release days, pep rallies, assemblies, etc. must ensure that the average course length for the calendar year is at least 45 minutes. Days covered under 3.8.2 Closures for Bad Weather or Other Issues of Health and Safety are not part of the calculation.** Three contact hours (V3) is the maximum an LEA may claim for a single course. **Note:** Auditing of a CTE course (that is, attending the course but not taking it **for credit)** is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who **is auditing** a CTE course and taking no other CTE courses **for credit** should not have CTE eligible days present on the 42401 Special Programs Reporting Period Attendance Extension.
Revision	### *5.5.1 Special Instructions for Districts Operating Block Schedules* Each CTE course must be reviewed separately to determine the average minutes per day students attend that **course. Average** minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even numbered days of the month, LEA personnel must review a two-week cycle. (One week, the course will meet on Monday, Wednesday, and Friday, and the next week, the course will meet on Tuesday and Thursday.) LEA personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle. **To receive CTE weighted funding, course periods are required to be a minimum of 45 minutes in length.**
Revision	## 5.6 Computing Contact Hours When computing the Campus Summary Report (2.3.2 Campus Summary Reports), LEA personnel must determine the CTE V-code to assign to a student's CTE course separately based on the CTE course's average minutes per **eligible school day.** (See the chart in 5.5. CTE

<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td></td><td>(Contact Hour) Codes.) LEA personnel multiply the number of eligible days present for each student in each CTE course code by the corresponding V-code contact hour multiplier to derive contact hours. Each CTE V-code has a different contact hour multiplier.

Use the following chart when computing CTE contact hours.

<table>
<tr><th>CTE Code</th><th>Contact Hour Multiplier</th></tr>
<tr><td>V1</td><td>1.00</td></tr>
<tr><td>V2</td><td>2.00</td></tr>
<tr><td>V3</td><td>3.00</td></tr>
</table>

CTE Weighted Funding Tiers (Calculated by TEA)
<table>
<tr><td>Tier 1</td><td>*Not in a program of study</td><td>Weight = 1.1</td></tr>
<tr><td>Tier 2</td><td>*Level 1 and Level 2 CTE course</td><td>Weight = 1.28</td></tr>
<tr><td>Tier 3</td><td>*Level 3 and Level 4 CTE course</td><td>Weight = 1.47</td></tr>
</table>

*Course level provided in the CTE Lookup – Table. Link: TSDS Calculation Tech Tips

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by course CTE V-code, by six-week reporting period.

Total CTE contact hours = eligible CTE days × contact hour multiplier.

Note: Eligible CTE days are the number of student instructional days in an LEA’s calendar. The number of eligible CTE days varies among districts. Report contact hours by student ID and each individual CTE course ID.</td></tr>
<tr><td>Revision</td><td>5.7.1 Career Preparation Eligibility Requirements

• Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. Class periods are required to be a</td></tr>
</table>

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Type of Change	Changes to 2023–2024 SAAH
	minimum of 45 minutes in length. A student is expected to be enrolled the entire school year. However, in accordance with LEA policy, a student may enter or exit the course when extenuating circumstances require such a change.
Revision	*5.7.2 Practicum Course Eligibility Requirements* • Practicum courses and other two credit or three credit CTE courses found in **19 TAC Chapter 127 or 130** may be used as laboratory-based, **paid**, or **unpaid** work experiences for students. • In a practicum instructional arrangement, related classroom instruction must average one class period per week during the school year. **Class periods are required to be a minimum of 45 minutes in length.**
Revision	*5.7.5 Required Site Visits by Teachers* A teacher assigned to teach courses involving work-based learning experiences, both paid and unpaid, must **physically** visit each student training site at least six times each school year. The teacher must be provided time within his or her schedule to visit the training sites. **If a student's work-based learning experience is 100 percent virtual, the teacher assigned may conduct online video site visits.** The training site visits must not be conducted during the teacher's planning and preparation period.[31] Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.
Revision	5.10 Documentation • documentation showing the average minutes per day for each CTE course, such as a course calendar **(class periods are required to be a minimum of 45 minutes in length to receive CTE weighted funding)**; and
Revision	5.11 Quality Control

[31] TEC, §21.404

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	[~~As soon as a student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit, LEA personnel should code the student with the appropriate CTE coding in the LEA's student information system. As soon as the student changes his or her schedule or withdraws from school, LEA personnel should revise the student's CTE coding. An LEA must establish controls to ensure the CTE code does not change before the date the service changes.~~] At the beginning of each school year and at the end of each six-week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure that the **course enrollment of the** CTE students is correct. LEA personnel must report a student's course completion data on the TSDS PEIMS 43415 Course Transcript Extension for each semester of a CTE course**. For students who do not complete the course, the LEA will still receive contact hours for the days the student was enrolled and present. The LEA should report the 42410 Special Programs Reporting Period Attendance Extension with eligible days present for the time the student was in the course.**
Revision	## 5.12 Examples 5.12.1 Example 1 Student A is enrolled in one 60-minute per day CTE course. ***Student A will be reported with the CTE course SERVICE-ID the student was enrolled in and the attendance data associated with V1 eligible days present. The attendance data associated to the course will be used to determine the weighted funding per the TEC, §48.106. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes.*** Student B is enrolled in one 120-minute per day CTE course. ***Student B will be reported with the CTE course SERVICE-ID the student was enrolled in and the attendance data associated with V2 eligible days present. The attendance data associated to the course will be used to determine the weighted funding per the TEC, §48.106. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes.*** Student C is enrolled in one 180-minute per day CTE course.

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	Student C will be reported with the CTE course SERVICE-ID the student was enrolled in and the attendance data associated with V3 eligible days present. The attendance data associated to the course will be used to determine the weighted funding per the TEC, §48.106. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes. Student D is enrolled in three 60-minute per day CTE courses. ***Student D will be reported with the CTE course SERVICE-ID for each of the three CTE courses the student was enrolled in. Each course will be associated with V1 eligible days present. The attendance data associated to the course will be used to determine the weighted funding per the TEC, §48.106. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes.*** 5.12.2 Example 2 A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and Principles of Applied Engineering for 45 minutes per day for the second semester. ***In the first semester, the student will be reported with the CTE course SERVICE-ID 13004210 – Principles of Architecture and the attendance data associated with V1 eligible days present. In the second semester, the student will be reported with the CTE course SERVICE-ID 13036200 – Principles of Applied Engineering) and the attendance data associated with V1 eligible days present. All data will be reported in the 42410 Special Programs Reporting Period Attendance Extension. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes.*** 5.12.3 Example 3 A student is enrolled in Principles of Health Science for 55 minutes per day and Medical Terminology for 55 minutes per day for the first semester and Medical Microbiology for 55 minutes per day for the second semester. ***In the first semester, the student will be reported with the CTE course SERVICE-ID 13020200 – Principles of Health Science and the attendance data associated with V1 eligible days present. The student will also be reported with the CTE course SERVICE-ID 13020700 – Medical Microbiology and the attendance data associated with V1 eligible days present.*** ***In the second semester, the student will only be reported with the CTE course SERVICE-ID 13020300 – Medical Terminology and the attendance data associated with V1 eligible days present.*** ***All data will be reported in the 42410 Special Programs Reporting Period Attendance Extension.***

Type of Change	Changes to 2023–2024 SAAH
	Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes. 5.12.4 Example 4 A grade eight student is enrolled in Principles of Transportation Systems (a **CTE course for high school credit) for 58 minutes per day** for the first semester. ***For this semester, the student will be reported with the CTE course SERVICE-ID 13039250 – Principles of Transportation Systems and the attendance data associated with V1 eligible days present in the 42410 Special Programs Reporting Period Attendance Extension. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE Course's average minutes per day and corresponding CTE codes.*** 5.12.5 Example 5 A student is enrolled in Child Guidance for 174 minutes per day and Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day. ***For the first semester, the student will be reported with the CTE course SERVICE-ID 13024800 – Child Guidance and the attendance data associated with V3 eligible days present. The student will also be reported with the CTE course SERVICE-ID 13024900 – Family and Community Services and the attendance data associated with V1 eligible days present. In the second semester the student will be reported with the CTE course SERVICE-ID 13024800 – Child Guidance and the attendance data associated with V3 eligible days present. All data will be reported in the 42410 Special Programs Reporting Period Attendance Extension. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes.*** 5.12.6 Example 6 A student in a Career Preparation course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation course during fourth period. ***The student will be reported with the CTE course Service-ID 12701305 - Extended Career Preparation I and the attendance data associated with V3 eligible day present in the 42410 Special Programs Reporting Period Attendance Extension. Note: Refer to the table in 5.7.1 Career Preparation Eligibility Requirements for classroom instruction and work-based learning corresponding V codes.*** 5.12.7 Example 7 A student wants to take Business Information Management I; however, this course is not offered at the student's home LEA. The student's home LEA contracts with a nearby LEA for the student to attend the nearby LEA's Business Information Management I course, which is taught for a one-hour course period.

Type of Change	Changes to 2023–2024 SAAH
	The student will be reported with the CTE course SERVICE-ID 13011400 – Business Information Management I and the attendance data associated with V1 eligible days present in the 42410 Special Programs Reporting Period Attendance Extension. See 5.9 Contracting with Other Entities to Provide CTE Instruction. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes. 5.12.8 Example 8 A student in grade seven is taking Touch System Data Entry. ***The student will be reported with the CTE course SERVICE-ID 13011300 – Touch System Data Entry and the attendance data associated with V1 eligible days present assuming the class is 45-89 minutes per day in the 42410 Special Programs Reporting Period Attendance Extension. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course's average minutes per day and corresponding CTE codes.*** **5.12.9 Example 9** A student enrolls in Interior Design I, a **one credit** CTE course, on the first day of school. After two weeks in the course, the student decides to take Health Science Theory/Health Science Clinical, a **two credit** CTE course, instead of Interior Design I. ***For the first two weeks, the student will be reported with the CTE course SERVICE-ID 13004300 – Interior Design I and the attendance data for those two weeks associated with V1 eligible days present in the 42410 Special Programs Reporting Period Attendance Extension. When the student enrolls in the next course, the student will be reported with the CTE course SERVICE-ID 13020410 – Health Science Theory/Health Science Clinical and the attendance data associated with V2 eligible days present in the 42410 Special Programs Reporting Period Attendance Extension. The LEA should maintain documentation of the student's schedule change.*** **5.12.10 Example 10** A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even numbered days of the month. ***The student will be reported with the CTE course SERVICE-ID 13000700 – Advanced Animal Science) and the attendance data associated with V1 eligible days present in the 42410 Special Programs Reporting Period Attendance Extension.*** *To illustrate, the student receives 450 minutes of instruction in Advanced Animal Science over a two-week period. One week, the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week, the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction. This is the same amount of classroom time (7.5 hours) that a student would receive on a traditional schedule (45 minutes each school day).*

Type of Change	Changes to 2023–2024 SAAH
	5.12.11 Example 11 A student receiving special education services is enrolled in Principles of Health Science (V1). The student develops a physical impairment, and the school obtains a statement from a physician licensed to practice in the United States affirming that the physical impairment will confine the student to home or hospital bedside for at least four weeks. *For a student to earn CTE contact hours while he or she is also being served in the special education homebound, hospital class, or state supported living center instructional setting, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the special education homebound, hospital class, or state supported living center instructional setting (see 4.7 Instructional Setting Codes). On returning to school, the student will earn CTE contact hours, provided the student remains enrolled in the CTE course.* **5.12.12 Example 12** A student is enrolled in three hours of high school credit courses, including a one-hour CTE course. The student is also enrolled in a two-hour CTE course that is provided by a college and meets all secondary and postsecondary TAC requirements for dual credit courses. *An LEA receives one CTE contact hour for the high school CTE course (V1) plus two contact hours for the approved CTE college course taught for dual credit (V2). The high school student is also eligible to be counted by the community college for state funding for postsecondary programs. The LEA is eligible for full ADA funding for the student provided there is a written dual credit agreement with the college. See the following:* • *3.2.4 Dual Credit (High School and College or University)* • *11.3 College Credit Programs* • *19 TAC Part 1, Chapter 4, Subchapter D* • *19 TAC Part 2, Chapter 74, Subchapter C* To be eligible for contact hour funding, the content of the college course must correspond to the content of a secondary CTE course approved by the State Board of Education or approved as an innovative course by TEA and the LEA. Instruction must include 100 percent of the TEKS in the equivalent high school course plus advanced academic instruction beyond or in greater depth than prescribed by the high school course TEKS. **5.12.13 Example 13** If a PRS student is receiving CEHI services during the postpartum period and the student is also enrolled in a CTE course, how is the CTE time to be reported?

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	*A PRS student receiving CEHI services **may** remain enrolled in CTE courses during the period of time that she is receiving CEHI services. However, unless a certified CTE teacher is serving the student and providing the same type and level of CTE instruction the student received at school, the LEA must **not** report **any CTE eligible days present for** the student in the **TSDS PIEMS** summer submission as ineligible for weighted CTE funding for the period of time that the student is receiving CEHI services. If this situation occurs during the fall snapshot, the LEA still must report the student on the applicable CTE TSDS PEIMS records.* **5.12.14 Example 14** An eighth grade student is enrolled in a Principles of Law, Public Safety, Corrections, and Security course. ***The student will be reported with the CTE course SERVICE-ID 13029200 – Principles of Law, Public Safety, Corrections, and Security and the attendance data associated with V1 eligible days present in the 42410 Special Programs Reporting Period Attendance Extension, assuming the average minutes per day for the course is 45 to 89 minutes.*** *(See TSDS TEDS for instructions on completing the TSDS PEIMS 40100 Student Extension for CTE students.)* **5.12.15 Example 15** A student is enrolled in Welding I, a two-credit course. The course is scheduled to meet each school day during the school's fourth and fifth periods. Each class period is 50 minutes (100 total minutes per day). Because of a schedule conflict, this student is only able to attend the Welding I class during fifth period. How many CTE contact hours can be claimed for this student? ***The student will not be reported with any CTE Eligible days present in the 42410 Special Programs Reporting Period Attendance Extension for the SERVICE-ID 13032300 – Welding I.*** *A student is not eligible to receive any CTE contact hours for partial participation in a CTE course (5.2.3 Earning CTE Contact Hours).*
Revision	# Section 6 Bilingual/English as a Second Language (ESL) This section addresses unique provisions for bilingual and ESL education programs. These provisions must be applied in conjunction with the general rules in Section 1 Overview, Section 2 Audit Requirements, and Section 3 General Attendance Requirements. If students are served by multiple programs, review and apply the provisions of each applicable **program.** **An** emergent bilingual student is in the process of acquiring English and has another language as the student's primary or home language. In PEIMS, the terms "emergent bilingual (EB)" and "English learner (EL)" are bridged as **EB/EL. It is** important to note that "English learner" is still used in federal regulations and guidance.

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	The term “exit,” as used in this section, is interchangeable with the term “transfer,” used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms “reclassification” and “exit” in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process for EB students who have met criteria to be identified as **non-EB**/English Proficient (EP), and “exit” describes the process for reclassified students to no longer participate in a bilingual or ESL program. Within this section, the term "parent" includes the parent or legal guardian of the student in accordance with the TEC, §29.052. Also, the term “district” includes all school **districts, public** open-enrollment charter schools, and districts of innovation.
Revision	6.2 Identification of Emergent Bilingual (EB) Students **and Enrollment** Procedures Important: A student will be identified as EB if the student **is not English proficient** or the student’s disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)). 3. The language proficiency assessment committee (LPAC) convenes to identify the student as EB or as English proficient, based on the results of the English language proficiency assessment, and recommends placement of the identified EB student in either the bilingual or ESL education program, in accordance with 19 TAC §89.1205 (a) and (c). However, district personnel do not yet assign the student a bilingual or ESL program type code in the attendance accounting system **until parental consent is received**.
Revision	*6.2.1 Students Transferring from within Texas* 3. The LPAC convenes to analyze the student records from the sending district, determine whether the student was previously identified as EB, recommend continuation of program services, as appropriate, and ensure that documented parental approval for **current** program participation has been obtained.
Revision	6.3 **Initial** Program Placement/Eligibility

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<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td>Revision</td><td>

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

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

</td></tr>
<tr><td>Revision</td><td>

6.6 Program Services: Teacher Certification Requirements

The following charts describe the certification requirements for teachers of bilingual and ESL education programs in pre-K through twelfth grade, per the TEC, §29.061. Funding is generated when a student is identified as an EB student and is being served in a **bilingual or ESL program** with parental approval.

<table>
<tr><th>Bilingual Education Programs</th><th>Teacher Certification Requirement</th></tr>
<tr><td>transitional bilingual/early exit</td><td rowspan="2">teacher(s) certified in grade level/content area and in bilingual education</td></tr>
<tr><td>transitional bilingual/late exit</td></tr>
<tr><td>dual language immersion/one way</td><td rowspan="2">teacher(s) certified in grade level/content area and in bilingual education; or within a language allocation plan of 50 percent instructional minutes in each language,
the teacher certified in bilingual education (instructing in the program’s partner language) is paired with a teacher certified in bilingual education or ESL (instructing in English)</td></tr>
<tr><td>dual language immersion/two way</td></tr>
</table>

<table>
<tr><th>ESL Programs</th><th>Teacher Certification Requirement</th></tr>
<tr><td>ESL/content-based</td><td>EB students receive all content area instruction, including English language arts and reading (ELAR), mathematics, science, and
social studies, by teacher(s) certified in ESL or</td></tr>
</table>

</td></tr>
</table>

<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td></td><td>
<table>
<tr><td></td><td>bilingual education and the appropriate grade level and content area.</td></tr>
<tr><td>ESL/pull-out</td><td>EB students receive instruction in at least ELAR by an ESL or bilingual education certified teacher.</td></tr>
</table>

Note: ESOL I and ESOL II must be taught by teachers who have an appropriate grade level/content area certification plus an ESL or bilingual education certification.

Note: EB students served through an alternative language program do generate BEA funds at the basic allotment for emergent bilingual students (0.1).

For more information, see this Program Model Fact Sheet and this Certification Fact Sheet.</td></tr>
<tr><td>Revision</td><td><h2>6.7 Program Services: Eligible Days Present</h2>
This subsection describes the procedure for reporting bilingual/ESL eligible days present in the attendance accounting system. District personnel must do the following:

• Identify each student who is participating in the bilingual education program or ESL program, or an alternative language program (ALP) code, and who is eligible for funding, according to 6.3 Program Placement/Eligibility, with the appropriate bilingual, ESL, or ALP type code[32] in the attendance accounting system.</td></tr>
<tr><td>Revision</td><td><h2>6.8 Reclassification Criteria and Exit Procedures</h2>
1. At the end of the school year, the LPAC will determine whether an EB student has met the criteria to be reclassified as English proficient and has demonstrated readiness to participate equitably in grade-level content instruction that is delivered with no second language acquisition supports, per the TEC, §29.056(g). The Emergent Bilingual Student Reclassification Criteria Chart can be located on the TEA Bilingual and English as a Second Language Education Programs web page.</td></tr>
</table>

[32] To find the appropriate code to use, consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

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	2. Once a student has met the criteria for reclassification as English proficient, a district must notify the student's parent of the student's reclassification as English proficient and obtain parental approval for his or her exit from the bilingual or ESL education program.[33] **In alignment with the goals of dual language immersion programs, the LPAC will likely** recommend that the English proficient student continue in the dual language immersion program with parental approval.
Revision	## 6.9 Monitoring of a Student Who Has Been Reclassified During the first two years after a former EB student has met reclassification criteria as English proficient, the LPAC must monitor the student's academic progress. During this time, the Emergent Bilingual Indicator Codes of F and S are used to reflect the first and second years of **monitoring.** **If** the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two years after the student has been reclassified, the LPAC must determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a bilingual or ESL program.
Revision	### *6.10.2 Other Required Documentation* The documentation described in items 1–12 must be forwarded in the same manner as other student records to another school district in which the student enrolls.[34] Student record documentation also should be forwarded if the student enrolls at another campus within the same district. **Note: The LPAC records retention schedule is cessation of services (ending at reclassification) plus five years (including the two years of monitoring).**
Addition	## 7.2 Eligibility **Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin the process to verify eligibility on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year. While verification of eligibility which includes collection of documentation for any**

[33] 19 TAC §89.1240(b)
[34] 19 TAC §89.1220(l)

Type of Change	Changes to 2023–2024 SAAH
	of the eligibility criteria listed above may not begin until April 1 of each year, districts may begin communications about pre-K programs and begin collecting preliminary registration information such as student and parent contact information on January 1 of each year. Documentation related to pre-K eligibility and verification may not be collected until April 1 of each year.
Revision	*7.2.2 Pre-K Eligibility Based on a Student's Identification as an English Learner (EL)/Emergent Bilingual (EB)* Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin **the process to verify eligibility** on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year.
Revision	**7.2.2.1 Documentation Required** If the student is eligible for pre-K based on the identification as an English learner/emergent bilingual, the following documentation must be on file. • **HLS**. The **HLS is** administered in English and the home language. For students of other language groups, the **HLS is** translated into the home language whenever possible. The **survey contains** the following questions:
Revision	*7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)* 1. the student is automatically eligible Children who are automatically eligible for the NSLP under criteria in federal law (42 USC, §1758) include the following: • a child who is a member of a household receiving benefits from the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families program, State Medicaid program, or Food Distribution Program on Indian Reservations • a child who is enrolled as a participant in Head Start or Even Start • a child who is considered a **migratory** child
Revision	*7.2.4 Pre-K Eligibility Based on Homelessness*

2023–2024 Student Attendance Accounting Handbook: Change Document

Type of Change	Changes to 2023–2024 SAAH
	A student is eligible on the basis of homelessness if your district's local **McKinney-Vento Liaison** identifies the student as homeless, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.
Revision	7.2.5.1 Documentation Required • Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin **the process to verify eligibility** on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year.
Revision	*7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care* Students who are in or who have ever been in the conservatorship of the Texas DFPS (that is, in foster care) following an adversary hearing or were in foster care in another **US** state or territory but now reside in Texas are eligible for free pre-K.
Revision	*7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care* Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin **the process to verify eligibility** on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year.
Addition	Section 9 Pregnancy-Related Services (PRS) **Note: Students may also be eligible for Section 504 services (regardless of your LEA having a PRS program) due to a suspected disability relating to pregnancy such as having gestational diabetes. In this case, a referral to Section 504 would be required.**
Deletion	~~*[9.2.3 PRS and the Life Skills Program for Student Parents]*~~ ~~[The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2022–2023 school year.]~~

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Type of Change	Changes to 2023–2024 SAAH
Revision	*9.2.**3** Eligibility Timeline* *9.2.**4** Eligible Days Present*
Revision	*9.9.3 CEHI during Break-in-Service Confinement* For a baby recovery period, **a note from a medical practitioner stating the infant's need for hospital confinement. However,** the student is not required to provide a medical note indicating a need for extended postpartum confinement to be eligible for or receive break-in-service CEHI beyond the sixth week of postpartum confinement.
Revision	9.11 Returning to Campus for Support Services or Testing The time spent on campus receiving temporary, limited support services or taking required state assessments must not count as any part of the number of hours served as CEHI for eligible days **present.** **For** a PRS student who only receives the normal six weeks of CEHI, no medical release is required to return to campus for testing during this period because a medical practitioner's note is not required.
Revision	9.12 PRS and Special Education Services (SPED) **Students** must not be referred for special education services just because they become pregnant. **Students** who must be confined to the home or hospital bedside for pregnancy-related issues are to be provided CEHI and other PRS components through a PRS program. If your district has a PRS program, it must provide access to the services offered through the PRS program to s**tudents who already receive special education and related services and** who become pregnant.
Revision	*9.12.1 ARD Committee Meetings*

Type of Change	Changes to 2023–2024 SAAH
	If your district's PRS program provides on-campus support services to pregnant students, an ARD committee meeting should be held promptly after your district learns of **a student's** pregnancy to determine the appropriate services for the student. A **pregnant student's** ARD committee must meet as necessary to address any changes in the student's needs. During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting. **A student receiving special education services who** qualifies for PRS may also receive homebound instruction on campus if the district has an approved on campus instruction waiver (see 9.9.4 Additional Information on CEHI and Confinement). The ARD committee would change the student's coding to reflect homebound setting even though the student would be served on campus. The student would be considered as "transitioning" back to school (see 4.7.2.7 Transition from Homebound to the Classroom). A district must serve a student eligible for special education with special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement. That is, the student must be served even when the period of confinement is expected to be fewer than four consecutive weeks or fewer than four weeks total for the school year. Furthermore, the period of homebound postpartum services for a special education student may exceed 10 weeks if determined necessary by the ARD committee. However, the PRS components are limited to a maximum of 10 weeks of reimbursable service, and the PRS indicator code may no longer be used after the 10th week has ended. In addition to the homebound instructional services provided to the student through the special education program, the PRS program must provide at least two hours a week of PRS support services for two to five days attendance credit and at least one hour for one day attendance credit. The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, and parenting instruction. A certified teacher, nurse, counselor, or social worker must provide the additional hours of PRS support services for **a student who receives special education services** and must maintain logs documenting the actual amount of services **each student** receives.
Revision	## 9.14 Test Administration **at Home** during CEHI

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Type of Change	Changes to 2023–2024 SAAH
	A student being administered standardized, six-weeks, semester, or final exams or required state assessments **while at home** is limited to earning one day present for a minimum of one hour or more of testing in one calendar day. When it takes the student more than one hour to complete the exam, the additional contact hours must not be credited as attendance. (See 9.17.14 Example 14.) A student receiving CEHI who returns to her campus to take required state assessments **may need to have** a medical release from a licensed medical practitioner to do so. **(See 9.11 Returning to Campus for Support Services or Testing.)**
Revision	## 9.15 Documentation • when the break-in-service option is used, documentation by **a licensed medical professional stating that the infant needs to remain in the hospital and information collected by** a campus official of the infant's hospitalization period(s), including the date(s) the infant was released from the hospital (see 9.9 CEHI during Postpartum Confinement) • when **a student who receives special education services** is served through the PRS program, **both** PRS and special education documentation (see 9.12 PRS and Special Education Services (SPED))
Revision	## 9.16 Quality Control When serving **a student who receives special education services,** your district is not required to maintain the special education and PRS records in the same file; however, your district will be required to provide documentation from both programs for audit purposes.
Revision	9.17.8 Example 8 **A student who receives special education services** becomes pregnant. During her prenatal period, the student is confined to bed rest as a result of a valid medical condition.

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Type of Change	Changes to 2023–2024 SAAH
Revision	## Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals Also, regardless of the setting in which a student is served, that student's attendance must be reported according to the traditional rules of the standardized attendance accounting system required by the **Texas Education** Data Standards.[35] The rules and regulations of the FSP documented in this handbook apply regardless of the AEP that is implemented.
Revision	## 10.6 Disciplinary Removals and Programs This subsection provides information on attendance accounting as it relates to specific kinds of disciplinary removals and programs. Refer to the TEC, Chapter 37, for statutory requirements related to discipline. Refer to **the Texas Education** Data Standards for information on how your district should handle disciplinary removals and report disciplinary-removal information.
Addition	*10.6.3 Out-of-School Suspension (OSS)* **Note: A partial day of OSS is counted as a full day when reported in TSDS PEIMS.**
Deletion (College Credit Programs table; Early College High School row, Other Considerations column)	## 11.3 College Credit To operate an ECHS, districts must receive ECHS designation from TEA.[~~36~~] [~~1 Texas Higher Education Coordinating Board~~]

[35] TEC, §48.008

[36] Texas Higher Education Coordinating Board

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Type of Change	Changes to 2023–2024 SAAH
Deletion (College Credit Programs table)	## 11.3 College Credit Programs ~~[Texas Science, Technology, Engineering, and Math Academy 19 TAC §102.1093~~ | ~~A 6–12 or 9–12 model that provides students at risk of not graduating (or those wishing to accelerate their instruction) with a blended HS and college curriculum and the opportunity to earn college credit and technical certifications (Students earn a HS diploma and are eligible to earn college credit hrs and technical certifications, tuition-free.)~~ | ~~Courses taken as part of the Academic Course Guide Manual (ACGM) are awarded immediately by the PS institution offering the course when a passing grade is earned; recognized by the school district and PS institution based on articulation agreement. Courses taken as part of the Workforce Education Course Manual (WECM) as determined by PS institution; awarded on the student's meeting the requirements of the PS institution~~ | ~~Eligible~~ | ~~The district or charter in which the student is enrolled must pay for tuition, fees, and required textbooks, to the extent those charges are not waived by the institution of higher education.~~ | ~~No cost to student; a student enrolled in a college course for HS graduation credit must not be required to pay for tuition, fees, required textbooks, or any other expenses.~~ | ~~To operate a T-STEM, districts must receive T-STEM designation from TEA. T-STEM students have up to four years to complete high school.]~~
Revision	### *11.3.1 Dual Credit (High School and College or University) Programs* A public junior college, college, or university may offer a course in which a high school student may enroll and for which the student may receive both high school and college **credit.** **Funding** eligibility for a student taking a dual credit course will include time instructed in the dual credit course. Your district may count the time that students spend in dual credit courses for state funding purposes even if students are required to pay tuition, fees, or textbook costs for those courses.[37] Note that TAC rules for **ECHS and P-TECH** programs[38] prohibit requiring a student enrolled in an ECHS course for high school graduation credit to pay for tuition, fees, or required textbooks.

[37] TEC, §28.009(a-2)
[38] 19 TAC §§102.1091–1095

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<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td>Revision</td><td>
11.3.1.1 Student Eligibility for Dual Credit Courses[39]

A high school student is eligible to enroll in dual credit courses if the student demonstrates college readiness by achieving the minimum passing standard(s) on a qualifying assessment instrument.
Student Eligibility Requirements Specific to Academic Dual Credit Courses
A high school student is eligible to enroll in academic dual credit courses if the student:

• demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in 19 TAC §4.57 (relating to College Ready Standards) on relevant section(s) of an assessment instrument approved by the Texas Higher Education Coordinating Board as set forth in 19 TAC §4.56 (relating to Assessment Instrument); or
• demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in 19 TAC §4.54 (relating to Exemptions, Exceptions, and Waivers).
</td></tr>
<tr><td>Deletion</td><td>
11.3.1.1 Student Eligibility for Dual Credit Courses[40]

~~[Minimum Passing Standards to Demonstrate College Readiness~~
~~Students must meet applicable eligibility requirements for ONE of the listed assessments to meet Texas Success Initiative Assessment (TSIA) Criteria~~ ~~(19 TAC §4.54 and §4.57).~~

<table>
<tr><th colspan="2"></th><th colspan="2">~~To Qualify for Math Courses~~</th><th colspan="5">~~To Qualify for English Courses*~~</th></tr>
<tr><th>~~Academic Courses~~</th><th>~~Assessment~~</th><th>~~Math/ Algebra~~</th><th>~~Combined/ Composite~~</th><th>~~ELA/Reading Skills~~</th><th>~~Objective Writing/ Sentence Skills~~</th><th>~~Writing/ Essay~~</th><th>~~Evidenced Based Reading & Writing (EBRW)~~</th><th>~~Combined/ Composite~~</th></tr>
<tr><td rowspan="3"></td><td>~~ACT~~</td><td>~~19~~</td><td>~~23~~</td><td>~~19~~</td><td>~~-~~</td><td>~~-~~</td><td></td><td>~~23~~</td></tr>
<tr><td>~~SAT~~</td><td>~~530~~</td><td></td><td></td><td></td><td></td><td>~~480~~</td><td></td></tr>
<tr><td>~~STAAR EOC~~</td><td>~~4000~~</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

[39] 19 TAC §4.85
[40] 19 TAC §4.85

Type of Change	Changes to 2023–2024 SAAH

	~~**Algebra II**~~							
	~~**STAAR EOC English III**~~			~~4000~~				
	~~**TSIA (prior to 1/11/2021)**~~	~~350~~	~~-~~	~~351~~	~~=>340 with Essay 4-8~~ ~~**OR**~~ ~~<340 and Diagnostic Levels 4-6 with Essay 5-8~~			
	~~**TSIA 2.0 (after 1/11/2021)**~~	~~=>950~~ ~~**OR**~~ ~~< 950 and Diagnostic Level 6~~		~~=>945 with Essay 5-8~~ ~~**OR**~~ ~~< 945 and Diagnostic Level 5 or 6 with Essay 5-8~~				

~~**Students must meet both subject and composite score standards where both are listed.*~~]

[~~Alternatively, a student is eligible to enroll in dual credit courses if the student has satisfied at least one of the following criteria:~~

- ~~The student has previously attended any institution of higher education and has been determined to have met readiness standards by that institution.~~
- ~~The student is enrolled in a certificate program of one year or less (level one certificates, 42 or fewer semester credit hours, or the equivalent) at a public junior college, a public technical institute, or a public state college.~~
- ~~The student is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment.~~
- ~~The student was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.~~
- ~~The student has been exempted from meeting minimum passing standards for demonstrating college readiness by the institution of higher education at which the student will be taking a dual credit course and the student is not seeking a degree or a certificate.~~

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<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td></td><td>~~To be eligible for enrollment in a dual credit course offered by a public college, a student must meet all the college's regular prerequisite requirements designated for that course (minimum score on a specified placement test, minimum grade in a specified previous course, etc.).~~

~~During the 2022–2023 school year, a college may allow students to enroll in a college course with alternative measures as listed in 19 TAC §4.59, Determination of Readiness to Perform Entry-Level Freshman Coursework, and 19 TAC §4.55, Assessment and Placement, without meeting the assessment score criteria.~~]</td></tr>
<tr><td>Revision</td><td>11.3.1.1 Student Eligibility for Dual Credit Courses[41]

Minimum Passing Standards to Demonstrate Dual Credit Eligibility
Dual credit eligibility is not a college readiness benchmark but allows qualifying students to enroll in a college-level course (by subject area[s]).
<table>
<tr><th colspan="2"></th><th colspan="2">To Qualify for Math Courses</th><th colspan="6">To Qualify for English Courses*</th></tr>
<tr><th rowspan="8">Academic Courses</th><th>Assessment</th><th>Math/ Algebra</th><th>Composite</th><th>ELA/Reading Skills</th><th>Objective Writing/ Sentence Skills</th><th>Writing/ Essay</th><th>Evidenced Based Reading & Writing (EBRW)</th><th>Combined (E+R)</th><th>Composite</th></tr>
<tr><td>TSIA
(prior to 1/11/2021)</td><td>350</td><td></td><td>351</td><td colspan="2">=>340 with Essay 4-8
OR
<340 and Diagnostic Levels 4-6 with Essay 5-8</td><td></td><td></td><td></td></tr>
<tr><td>TSIA 2.0
(after 1/11/2021)</td><td colspan="2">=>950
OR
< 950 and Diagnostic Level 6</td><td colspan="3">=>945 with Essay 5-8
OR
< 945 and Diagnostic Level 5 or 6 with Essay 5-8</td><td></td><td></td><td></td></tr>
<tr><td>ACT prior to February 15, 2023</td><td>19</td><td>23</td><td>19</td><td></td><td></td><td></td><td></td><td>23</td></tr>
<tr><td>ACT on or after February 15, 2023</td><td>22</td><td></td><td></td><td></td><td></td><td></td><td>40</td><td></td></tr>
<tr><td>SAT</td><td>530</td><td></td><td></td><td></td><td></td><td>480</td><td></td><td></td></tr>
<tr><td>PSAT/ NMSQT[42]</td><td>510</td><td></td><td></td><td></td><td></td><td>460</td><td></td><td></td></tr>
</table></td></tr>
</table>

[41] 19 TAC §4.85

[42] Preliminary SAT/National Merit Scholarship Qualifying Test

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<table>
<tr><th>Type of Change</th><th>Changes to 2023–2024 SAAH</th></tr>
<tr><td></td><td>
<table>
<tr><td></td><td>PLAN</td><td>19</td><td>23</td><td>19</td><td></td><td></td><td></td><td></td><td>23</td></tr>
<tr><td></td><td>ACT ASPIRE</td><td>431</td><td></td><td>435</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>STAAR EOC English III</td><td></td><td></td><td>4000</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>STAAR EOC Algebra I and passing score in Algebra II Course</td><td>4000</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
*Students must meet both subject and composite score standards where both are listed.
</td></tr>
<tr><td>Revision</td><td>11.3.1.1 Student Eligibility for Dual Credit Courses[43]

Student Eligibility Requirements Specific to Workforce Education Dual Credit Courses
A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and is not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 2 certificate or applied associate degree program under the conditions stated in 19 TAC §4.85.</td></tr>
<tr><td>Revision</td><td>11.3.2 College and Career Readiness School Models: Student Eligibility Requirements

A student enrolled in a TEA-designated ECHS or P-TECH program may enroll in dual credit courses if the student demonstrates college readiness by achieving the minimum passing standard(s) on a qualifying assessment instrument or has demonstrated dual credit eligibility, as shown in the chart on the preceding page.</td></tr>
</table>

[43] 19 TAC §4.85

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Type of Change	Changes to 2023–2024 SAAH
Revision	## 11.4 Gateway to College (GTC) and Similar Programs You can find a list of courses that are considered developmental courses in the latest THECB *Academic Course Guide Manual*, **available at http://reports.thecb.state.tx.us/approot/acgm/acgmguide.htm.**
Revision	### *11.5.1 ADSY Program Design* Professional development waivers do not count towards the required 180 days of instruction. **Beginning in the 2023–2024 school year, 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. These waiver days are for the purpose of ensuring compliance with the 180 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. LEAs will need to submit evidence of a board-approved 180-day calendar via a survey that will open in fall of each year in order to be eligible for the ADSY waivers. If an LEA applies for and receives a missed school day waiver, the day(s) will count towards the 180-day total under the TEC, §48.0051(c). Depending on the situation, an LEA may need to apply to both the ADSY waiver and the Missed School Day waiver.**
Revision	### *11.5.2 ADSY Reporting and Funding* **Each campus participating in ADSY must indicate their intent in the TSDS PEIMS Summer submission (due in June) along with their calendar reporting to ensure the campus meets the 180 day requirement. Additionally, each** campus, student, and teacher participating in ADSY must be reported in the **TSDS** PEIMS Extended Year submission (due late August) for a campus to receive reimbursement.
Revision	## 11.6 Optional Flexible School Day Program (OFSDP) Typical OFSDP instructional arrangements include the following: • weekend or night classes • extended day classes

Type of Change	Changes to 2023–2024 SAAH
	• classes offered throughout the year • flexible schedules • credit recovery classes (Your district may offer these classes during the summer recess for students who have not earned a full ADA during the school year. A student cannot earn more than the equivalent of one ADA in a year.) • a dropout recovery program in which courses are conducted **in person at a campus, remotely, or through a hybrid of in-person and remote instruction**
Revision	*11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through **a Remote or Hybrid** Dropout Recovery Education Program* Eligible students may participate in courses offered through an approved **remote or hybrid** dropout recovery education program if they are enrolled in a Texas public school district or **open-enrollment** charter school with an approved OFSDP. These students are eligible to generate FSP funding. Enrollment in courses for grades nine through 12 taken through **a remote or hybrid** dropout recovery education program at a district with an approved OFSDP may apply toward ADA eligibility status. For **a remote or hybrid** dropout recovery education program course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course regardless of if the student is physically present at the school or not while taking the online course. Successful completion is defined as earning credit for the online semester course. **Among other provisions, remote or hybrid dropout recovery education programs are specifically required to:** • **include as part of its curriculum credentials, certifications, and other course offerings that relates directly to employment in the state;** • **employ faculty and administrators with baccalaureate or advanced degrees;** • **provide an academic coach or local advocate for each student;** • **use an individual learning plan to monitor each student's progress, including tracking the number of minutes that the student is receiving instruction online;** • **provide a monthly report to the student's school district or open-enrollment charter school regarding the student's progress;** • **perform satisfactorily according to performance indicators and accountability standards adopted for alternative**

Type of Change	Changes to 2023–2024 SAAH
	education programs by the commissioner; and • **operate an in-person student engagement center at a location suitable for high school students.** **A dropout recovery education program:** • **may be operated only by an entity that is accredited by the agency or a regional accrediting agency;** • **must offer or provide referrals for mental health services to student enrolled in the program; and** • **may not market directly to students enrolled in a traditional education program.** **A student who successfully completes a course offered through a dropout recovery program will be included in the computation of the district's or school's average daily attendance for funding purposes. For a student who successfully completes a remote course offered through the program, the student will be included in the computation of the district's or school's average daily attendance with an attendance rate equal to the district's or school's average attendance rate for students successfully completing a course offered in person. If the district or school does not offer courses in person, then the statewide average attendance rate for students successfully completing a course offered in person will be applied.** For an eligible OFSDP student completing OFSDP courses for credit recovery through **a remote or hybrid** dropout recovery education program, funding is limited to the attendance necessary for the student to recover class credit. For funding purposes, OFSDP attendance for a student for a 12 consecutive month school year cannot exceed the equivalent of one student in ADA with perfect attendance. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more online dropout recovery education program courses for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the online dropout recovery education program. In other words, each online dropout recovery education program course is considered 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) TEA determines a student's ultimate ADA eligibility status for a semester based on the student successfully completing each **remote or hybrid** dropout recovery education program semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete **a remote or hybrid** dropout recovery education program course, TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.
Revision	11.9.2.1 Entitlement to Continue at Grade Level

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Type of Change	Changes to 2023–2024 SAAH
	A child of a military family who moves to your district from another member state and satisfactorily completed a particular grade level in **a public school in** the sending state is entitled to enroll in the next highest grade level. The child must be admitted and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph. A child of a military family who is under the age of five on September 1 and moved to Texas from another member state where the child completed prekindergarten **in a public school** is eligible for enrollment in kindergarten and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the items specified in the previous paragraph.
Revision	*12.2.3 Additional TXVSN Requirements and Information* • 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 an electronic course.
Revision	*12.2.4 Examples* Example 3 A student who is scheduled for and receiving instruction in traditional classes for 55 **minutes** each day and is enrolled in two TXVSN courses for grades nine through 12 is reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because each TXVSN course is considered to be 60 minutes of daily classroom time.
Revision	*12.3.1 Remote Conferencing—Regular Education Students* If your school district provides instruction through remote conferencing to a regular education student, your district may**, with the approval of a waiver request,** count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided **the following** requirements are **met:**

Type of Change	Changes to 2023–2024 SAAH
	• The student is unable to attend school because of a temporary medical **or psychological** condition.[44] • The student's temporary medical **or psychological** condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a **hospital.** **Waivers** will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. Supporting documentation submitted with the waiver must also be submitted for each student on a case-by-case basis but must not contain identifiable information. This documentation must be retained by the LEA locally for audit purposes. Students participating through remote conferencing will generate attendance in the following ways: • Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive. • Students in grades six to 12 must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive. Additionally, attendance will be generated based on whether the student is virtually "present" at the official attendance-taking time. The student's attendance must be marked Remote Synchronous - Present in the LEA's local student management system. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time. Note: A student who is served through remote conferencing and who is at a grade level at which state standardized assessments are to be administered is not eligible to generate attendance on state standardized assessment days. Remote conferencing students will not be considered to be receiving homebound program instruction and will not be eligible to generate eligible days present through the GEH program. If a student is eligible to be served through the GEH program, your district should evaluate whether it is more appropriate to serve the student through that program or through remote conferencing. If your district opts to serve the student through the GEH program, then the student would generate attendance (eligible days present) according to the GEH funding method. A student must not generate attendance through both remote conferencing and the GEH program simultaneously. See 3.7 General Education Homebound (GEH) Program for GEH requirements. See 12.3.3 Remote Homebound Instruction—Regular Education Students for requirements specific to remote GEH instruction.

[44] Pregnancy, in and of itself, is not considered a medical condition. See 12.3 Remote Homebound Instruction—Regular Education Students for information on remote PRS compensatory education home instruction.

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	A district can submit a request for a general "Other" waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, **cite 19 TAC §129.1025.** A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. In submitting a waiver **request, explain** how any applicable program requirements will be satisfied if your district intends to claim weighted funding. **Funding may** be claimed beginning on the date the waiver is approved.
Revision	*12.3.2 Remote Conferencing—**Students Receiving Special Education and Related Services*** In this subsubsection, remote conferencing means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided by a teacher on the student's campus or 2) in which a student at an on- or off-campus location receives instruction or special education **and related** services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote instruction from an appropriately credentialed individual who is not on the student's campus. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time. If your school district provides instruction through remote conferencing to **a student who is eligible for special education and related services** for all or part of the school day, your district may count that instruction as classroom time for FSP funding purposes, including in the calculation of contact hours. To do so, the following conditions must be met: • The student's ARD committee must have determined, in a manner consistent with state and federal law,[45] that the remote instruction to be provided is required for the provision of a FAPE. • The ARD committee must have documented that determination in the student's individualized education **program.**

[45] including provisions related to LRE and FAPE requirements

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	Note: If a student's ARD committee determines that instruction through remote conferencing is required for the provision of FAPE, that determination does not necessarily mean that the student's instructional setting code will change with the provision of the instruction through remote conferencing. The student's instructional setting code may stay the same if the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional setting code to use for the student, the ARD committee should consider the type of instruction and services being provided instead of the physical location of the student. Please also note that any change resulting in a change in placement for a student served by special education requires the ARD committee to meet to address the change in placement and document it in the student's IEP, generally within 10 school **days.** **The** waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical or psychological condition, such as confinement at home for disciplinary reasons. Students participating through remote conferencing will generate attendance in the following ways: • Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive. • Students in grades six to 12 must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive. Additionally, attendance will be generated if the student is virtually "present" at the official attendance-taking time if the student is scheduled to be off-campus at that time. The student's attendance must be marked Remote Synchronous — Present in the LEA's local student management system. Note: A student who is served through remote conferencing and who is at a grade level at which state standardized assessments are to be administered will not be eligible to generate attendance on state standardized assessment days. Both on-campus instructional time and remote conferencing instructional time can be included when calculating two-through-four-hour rule eligibility provided the remote instruction is provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time. Please note that the remote conferencing instruction described in this subsubsection is different from remote special education homebound program instruction. For general requirements related to special education homebound instruction, see 4.7.2 Code 01 - Homebound. For requirements specific to remote special education homebound instruction, see 12.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services. If a student is eligible to be placed in the special education

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	homebound instructional setting, it is the responsibility of the student's ARD committee to determine whether it is more appropriate to place the student in that setting or in another setting that is provided via remote conferencing. A district can submit a request for a general "Other" waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code of the Texas Administrative Code that the district or campus wishes to wave.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, **cite 19 TAC §129.1025.** A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. **If the waiver is approved, funding for remote conferencing for students receiving special education services may be retroactively claimed on the date services begin in remote conferencing in accordance with the ARD committee determination and proof of an approved waiver must be available for audit.** [1] including provisions related to **LRE** and FAPE requirements
Revision	*12.3.3 Remote Homebound Instruction—Regular Education Students* If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 3.7.3 GEH Funding Chart or 9.10 Confinement and Earning Eligible Days Present, as applicable. **If the waiver is granted, funding may be claimed beginning on the date remote homebound services began.** Your district can submit a request for a general "Other" waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite one of the following applicable requirement(s) in item 3 of the General Waivers section: • the requirement that a homebound teacher serves a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by 3.7.3 GEH Funding Chart or • 9.10 Confinement and Earning Eligible Days Present of the handbook, which is adopted annually through 19 TAC §129.1025. These waivers will only be granted in extremely severe medical **or psychological** circumstances, and a waiver must be submitted for each individual student.

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Revision	*12.3.4 Remote Homebound Instruction—**Students Receiving Special Education and Related Services***

In this subsubsection, remote homebound instruction means remote instruction in which a student **receiving special education and related services** with an instructional setting code of 01 - Homebound receives individualized instruction through special education homebound instruction and in which all requirements related to special education homebound instruction are met except for in-person instruction from the homebound teacher. See 4.7.2 Code 01 - Homebound for special education homebound requirements.

If your school district provides remote homebound instruction to a **student receiving special education and related services**, your district may, with the approval of a waiver request, count the student in attendance for FSP funding purposes, including weighted funding purposes, provided that the following requirements are met:

- The student's ARD committee must have determined, in a manner consistent with state and federal law,[46] that the remote homebound instruction to be provided meets the needs of the student.
- The ARD committee must have documented that determination in the student's IEP.
- All requirements related to the provision of special education homebound instruction must be met except for face-to-face instruction from the homebound teacher.

If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. **If the waiver is approved, funding may be claimed beginning on the date the ARD committee determined that remote homebound services began.**

Your district can submit a request for a general "Other" waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in item 3 of the General Waivers section: the requirement that a homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by 4.7.2.5 Homebound Funding and Homebound Documentation Requirements of the handbook, which is adopted annually through 19 TAC §129.1025.

[46] including provisions related to LRE and FAPE requirements

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	These waivers will only be granted in extremely severe medical **or psychological** circumstances, and a waiver must be submitted for each individual student.
Revision	# Section 13 Appendix: Average Daily Attendance (ADA) and Funding ## Definitions Days in Attendance: Days in attendance are the total number of days that a student was in attendance (present at the designated attendance-taking time or absent for a purpose described by **19 TAC §129.1025**) during a specific period (for example, a 180-day school year) while that student was eligible to generate funding (in membership).
Revision	# Section 13 Appendix: Average Daily Attendance (ADA) and Funding ## Information on Weights Special Education — Weight: 1.15 to 5.0 **A student who receives special education and related services** is assigned one of 12 special education instructional settings, each with a varying weight (from 1.15 to 5.0) that is based on the duration of the daily service provided and the location of the instruction. For **most students**, weighted special education funding is based on the number of special education contact hours the students generate. Thirty contact hours per week equates to one special education "full-time equivalent (FTE)." Contact hours for a period are determined by multiplying a student's special education eligible days present for the period by the contact hour multiplier for the student's instructional setting. An approximation of weighted funding can be determined as follows: The number of FTEs for a particular instructional setting is determined by dividing the number of contact hours for the year earned by all students assigned to that setting by 1,080 (6 hours × 180 days). A district's weighted funding for those FTEs is approximately equal to the number of FTEs multiplied by the district's adjusted basic allotment multiplied by the applicable weight for the instructional setting.

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	Students assigned the mainstream instructional setting do not generate special education funding based on contact hours and the portion of an FTE that those hours constitute. Instead, they generate special education funding based on ADA.
Revision	# Section 13 Appendix: Average Daily Attendance (ADA) and Funding ## Information on Weights **Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. To receive CTE weighted funding, course periods are required to be a minimum of 45 minutes in length.** Three contact hours is the maximum an LEA may claim for a single course. See 5.5.1 Special Instructions for Districts Operating Block Schedules and 5.6 Computing Contact Hours for more information. CTE FTEs are assigned to Tier Categories (Tier 1, 2, or 3) in TSDS PEIMS based on course level assignments and service ID. (Course level provided in the CTE Lookup – Table. Link: TSDS Calculation Tech Tips [Select **current year** Source Data].) Tiered funding for the CTE FTEs is based on the applicable weight for each Tier Category.
Revision	# Glossary Career Cluster – One of the **14** Career Clusters around which CTE **programs of study are** organized. Further information can be found at http://tea.texas.gov/cte/.
Revision	# Glossary center-based instruction – The instructional setting code used for a child who, along with his or her family, is provided early intervention services through ECI programs operated through the Texas **Health and Human Services** in a facility such as a school, rehabilitation center, clinic, or day care center. This instructional setting does not generate contact hours or ADA.

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Revision	## Glossary English proficient (EP) – **A student who was previously identified as an emergent bilingual student, has met reclassification criteria, and is no longer identified as an emergent bilingual student.**
Revision	## Glossary general education homebound (GEH) – The instructional setting under which students receive services at home or hospital bedside from a certified teacher and are counted present for FSP purposes based on the amount of service they receive at home or hospital bedside each week. Students served under this setting do not qualify for special education eligibility. They must be confined for medical **or psychological** reasons only and be expected to be confined for a minimum of four weeks (which need not be consecutive).
Revision	## Glossary home-based instruction – The setting for providing early intervention services through ECI programs operated through the Texas **Health and Human Services Commission** in the home of the client.
Revision	## Glossary individualized education program (IEP) – A program developed by an ARD committee for each student served **by** special education. The IEP should include the frequency, location, and duration of special education and related services the student is to receive to determine the instructional setting code.
Addition	## Glossary **migratory child – A child or youth who made a qualifying move in the preceding 36 month. Qualifying moves are: as a migratory agricultural worker or a migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.**

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Revision	## Glossary original entry date – The initial date that a student is physically present **at the official attendance time**. Original entry dates apply to both regular school and special programs.
Addition	## Glossary **peace officer – Under the meaning assigned by the Occupation Code, §1701.001, a person elected, employed, or appointed as a peace officer under the Code of Criminal Procedure, Article 2.12, or other law. The designated list of who meets the definition as a peace officer can be found in the Code of Criminal Procedure, Article 2.12.**
Revision	## Glossary reentry date – The initial date a student physically returns **and is counted present at the official attendance time** after a prior withdrawal. The reentry date applies to both regular school and special programs.
Addition	## Glossary **servicemember - An active-duty member of the armed forces of the United States, or a reserve component of the armed forces of the United States or the Texas National Guard on active-duty orders under the appropriate authority.**