

2026–2027 Student Attendance Accounting Handbook: Change Document

Note: This Change Document highlights changes to the text of the 2026–2027 Student Attendance Accounting Handbook (SAAH). All changes to the SAAH text are in **bold**. Deletions to the SAAH text are in ~~strike through~~. Additional plain text from the SAAH is included to better understand the context of the changes.

Note: All relevant dates have been updated from 2025–2026 to 2026–2027.

Note: All references to "pre-K" have been changed to "pre-k."

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Type of Change	Changes to 2026–2027 SAAH						
Revision	<h2 style="color: #005596;">2026–2027</h2> <h2 style="color: #005596;">Student Attendance Accounting Handbook</h2> <p>Texas Education Agency</p> <p>November 2026</p>						
Revision	<h2 style="color: #005596;">Section 1 Overview</h2> <p>Pursuant to the Texas Education Code (TEC), §48.005(n), and other relevant authority, the Commissioner may waive certain provisions in this handbook.¹</p> <p>¹ This includes, but is not limited to, the TEC, Chapter 30B.</p>						
Revision	<h2 style="color: #005596;">1.6 How to Use This Handbook</h2> <table border="1" data-bbox="390 1052 1638 1377"> <thead> <tr> <th>Handbook Section(s)</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Section 10 Alternative Education Programs (AEPS) and Disciplinary Removals</td><td>Alternative Education Programs and Disciplinary Removals discusses various alternative education programs, suspension programs, and education programs for incarcerated youth, as well as disciplinary removals.</td></tr> <tr> <td>Section 12 Virtual, Hybrid, Remote, and Electronic Instruction</td><td>Virtual, Hybrid, Remote, and Electronic Instruction discusses virtual and hybrid instruction, Texas Virtual School Network (TXVSN) programs and courses, other online courses, remote instruction, and self-paced computer courses.</td></tr> </tbody> </table>	Handbook Section(s)	Description	Section 10 Alternative Education Programs (AEPS) and Disciplinary Removals	Alternative Education Programs and Disciplinary Removals discusses various alternative education programs, suspension programs, and education programs for incarcerated youth, as well as disciplinary removals.	Section 12 Virtual, Hybrid , Remote, and Electronic Instruction	Virtual, Hybrid , Remote, and Electronic Instruction discusses virtual and hybrid instruction , Texas Virtual School Network (TXVSN) programs and courses, other online courses, remote instruction, and self-paced computer courses.
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¹ This includes, but is not limited to, the [TEC, Chapter 30B](#).

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Revision	<h2 style="color: #4F81BD;">1.7 Significant Changes</h2> <p>The Change Document describes the significant changes from the 2025–2026 handbook. or a comprehensive list of changes, see the Change Document at https://tea.texas.gov/data-reports/financial-compliance/student-attendance-accounting-handbook.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>
Revision	<h2 style="color: #4F81BD;">Section 2 Audit Requirements</h2> <p>As stated in Section 1 Overview, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. Your district may store these records or reports in a central office or at the respective school campuses. Regardless of where they are stored, the records must be readily available for audit² by TEA. Incomplete or inaccurate data will result in attendance not being allowed.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>
Revision	<h3 style="color: #4F81BD;"><i>2.3.1 Student Detail Reports</i></h3> <p>Student Detail Reports must contain the following data:</p> <ol style="list-style-type: none"> 1. name of the district and the campus

² as authorized by the [TEC, §§48.270, 44.008](#), and [44.010](#)

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	<ol style="list-style-type: none"> 2. county-district-campus number 3. reporting period code (This is generally described as six weeks, but does not necessarily consist of six weeks; for reporting purposes, the school year must be divided into six, approximately equal reporting periods.) 4. beginning and ending dates of reporting period, including the year 5. total number of days of instruction in the reporting period 6. instructional track (CalendarCode) attended by the student (Please note that campuses that offer multiple instructional tracks will have multiple Student Detail Reports.) 7. all identification data elements for the student: <ul style="list-style-type: none"> • legal first, middle, and last name • generation code, where applicable • sex code • date of birth • age as of September 1 • Texas Unique ID • Social Security number or state-assigned alternative ID number • ethnic group • first and last name of parent or guardian with whom the student resides • address of parent or guardian with whom the student resides, including the street number, route number, or PO box number; city; zip code; and campus ID of residence for nonresident students 8. the student’s original entry date and all subsequent withdrawal and reentry dates, where applicable (regular classroom and all special programs) 9. the student’s grade level code 10. the student’s economically disadvantaged code 11. the student’s: <ul style="list-style-type: none"> • ADA eligibility code (Section 3 General Attendance Requirements) • special education instructional setting code (Section 4 Special Education) (to be phased out after the 2026-2027 school year) • speech therapy indicator code (Section 4 Special Education) (to be phased out after the 2026-2027 school year) • bilingual program type code and English as a Second Language (ESL) program type (Section 6 Bilingual/English as a Second Language (ESL)) • gifted/talented indicator (Section 8 Gifted/Talented) • PRS indicator (Section 9 Pregnancy-Related Services (PRS)), where applicable 12. the student’s absences (from the official attendance snapshot) by date for each six-week reporting period 13. the following, by six-week reporting period: <ul style="list-style-type: none"> • the student’s total days membership

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	<ul style="list-style-type: none"> • total days absent • total days present • total eligible days present and total eligible minutes present for Optional Flexible School Day Program (OFSDP) or High School Equivalency Program (HSEP) students • total ineligible days present and total ineligible minutes present for OFSDP or HSEP students <p>14. the student’s total eligible days present by six-week reporting period</p> <p>15. the student’s total eligible days present and total eligible minutes present for OFSDP or HSEP students in career and technology by six-week reporting period, where applicable</p> <p>16. the student’s number of excess contact hours earned in one day, where applicable</p> <p>17. the student’s total excess contact hours by instructional setting code by six-week period, where applicable (to be phased out after the 2026-2027 school year)</p> <p>18. attendance data totals for all students, summarized by grade and including:</p> <ul style="list-style-type: none"> • days membership (both eligible and ineligible students) • days absent (both eligible and ineligible students) • total days present (both eligible and ineligible students) • ineligible days present and total ineligible minutes present for OFSDP or HSEP students • eligible days present and total eligible minutes present for OFSDP or HSEP students • eligible days present for bilingual/ESL students • eligible days bilingual/ESL dual language one-way program • eligible days bilingual/ESL dual language two-way program • eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) • eligible days present for PRS students • eligible days present for special education mainstream (to be phased out and replaced with appropriate educational environment data after the 2026-2027 school year) • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable • eligible days early education allotment bilingual/ESL (grades kindergarten through three), if applicable • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three), if applicable • eligible days residential facility <p>19. track total for all grades for all data required in 18 above</p> <p>20. track ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p> <p>21. total eligible days present, total eligible minutes present for OFSDP or HSEP students</p> <p>22. total contact hours for all career and technical education codes (V1–V3) by grade and a campus total for all grades, where applicable</p>

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	<p>23. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, by grade and a campus total for all grades, where applicable (to be phased out after the 2026-2027 school year)</p> <p>24. full-time equivalent (FTE) calculations for all special programs reported for data required in items 22 and 23 (special education FTEs to be phased out after the 2026-2027 school year)</p>
Revision	<p><i>2.3.2 Campus Summary Reports</i></p> <p>Campus Summary Reports summarize all tracks on a campus and must include the following data:</p> <ol style="list-style-type: none"> 1. name of the district and the campus 2. county-district-campus number 3. six-week reporting period 4. beginning and ending dates of the reporting period, including the year (If the campus has multiple tracks, the earliest track beginning date and latest track ending date should be indicated.) 5. attendance data totals for all students, summarized by grade and including: <ul style="list-style-type: none"> • days membership (both eligible and ineligible students) • days absent (both eligible and ineligible students) • total days present (both eligible and ineligible students) • ineligible days present • eligible days present • eligible days bilingual/ESL • eligible days bilingual/ESL dual language one-way program • eligible days bilingual/ESL dual language two-way program • eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) • eligible days PRS • eligible days special education mainstream (to be replaced with appropriate educational environment data after the 2026-2027 school year) • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable • eligible days early education allotment bilingual/ESL (grades kindergarten through three), if applicable • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three), if applicable • eligible days residential facility 6. campus total for all grades for all data required in item 5 above

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	<ol style="list-style-type: none"> 7. total days absent reported by date for entire calendar 8. campus ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential) 9. total eligible days present and total contact hours for all CTE codes (V1–V3), if applicable 10. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable (to be phased out after the 2026-2027 school year) 11. full-time equivalent (FTE) calculations for all special programs reported for data required in items 9 and 10 (special education FTEs to be phased out after the 2026-2027 school year)
Revision	<p><i>2.3.3 District Summary Reports</i></p> <p>District Summary Reports summarize all campuses in the district or charter and must include the following data:</p> <ol style="list-style-type: none"> 1. name of the district 2. county-district number 3. six-week reporting period 4. beginning and ending dates of the reporting period, including the year (If the district has multiple campuses or tracks, the earliest track beginning date and latest track ending date should be indicated.) 5. totals of all campus data, summarized by grade and including: <ul style="list-style-type: none"> • days membership (includes eligible and ineligible students) • days absent (includes eligible and ineligible students) • total days present (includes eligible and ineligible students) • ineligible days present • eligible days present • eligible days bilingual/ESL • eligible days bilingual/ESL dual language one-way program • eligible days bilingual/ESL dual language two-way program • eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) • eligible days PRS • eligible days special education mainstream (to be replaced with appropriate educational environment data after the 2026-2027 school year) • eligible days early education allotment educationally disadvantaged (grades kindergarten through three) • eligible days early education allotment bilingual/ESL (grades kindergarten through three) • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three) • eligible days residential facility

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	<ol style="list-style-type: none"> 6. district total for all grades for all data required in item 5 above 7. district ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential) 8. total eligible days present and total contact hours for all CTE codes (V1–V3), if applicable 9. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable (to be phased out after the 2026-2027 school year) 10. FTE calculations for all special programs reported for data required in items 8 and 9 (special education FTEs to be phased out after the 2026-2027 school year)
Deletion	<p><i>2.3.3 District Summary Reports</i></p> <p>[Charter schools (including those authorized under the TEC, Chapter 12, Subchapter G) are required to submit six-week District Summary Report data via the FSP payment system.]</p>
Revision	<h3 style="color: #0056b3;">Section 3 General Attendance Requirements</h3> <p>This section provides information on general attendance reporting requirements.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>
Revision	<p><i>3.2.1.5.2 Overage:</i></p> <ul style="list-style-type: none"> • students who are 26 years old on September 1 of the current school year and not enrolled in a TEC, Chapter 12, Subchapter G, Adult High School Charter School Program <p>Note: For funding eligibility for students who are enrolled in an adult charter operating under Subchapter G, see 11.12 Adult High School Charter Schools, Subchapter G.</p>

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Revision	<p>3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements</p> <p>If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students who have not met the assessment requirements for graduation; students who are continuing enrollment to receive special education services; students who have returned to school to receive special education services after receiving a diploma, as determined by the student’s admission, review, and dismissal (ARD) committee; or students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) program and coded appropriately in TSDS PEIMS. (See 3.2.2.5 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments and 3.2.3 Age Eligibility).</p> <p>The following provides guidance on how to identify and code students in Pathways in Technology Early College High School (P-TECH) programs within the TSDS PEIMS for attendance and funding eligibility:</p> <ul style="list-style-type: none"> • Students in grades 9 to 12 participating in P-TECH must be coded with StudentCharacteristic (E3063) 07 (P-TECH). • Students in the fifth year ("Year 5") of P-TECH must be coded with both StudentCharacteristic (E3063) 07 (P-TECH) and 26 (P-TECH, Year 5). • Students in the sixth year ("Year 6") of P-TECH must be coded with both StudentCharacteristic (E3063) 07 (P-TECH) and 27 (P-TECH, Year 6).
Revision	<p><i>3.3.1 Residency</i></p> <p>If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more state(s) must not add up to a total of more than three full academic years.³</p> <p>³ See Title III, Part A FAQ.</p>
Revision	<p><i>3.3.7 Students Who Experience Homelessness</i></p> <p>Eligibility to enroll in any other school in any school district or open enrollment charter school is determined by local policy.⁴</p>

³ See [Title III, Part A FAQ](#).

⁴ State law determines eligibility to enroll in an authorized virtual campus under the [TEC, Chapter 30B](#), a Texas Virtual School Network course, or a Texas Virtual School Network Online School. See 12.2 Virtual and Hybrid Education and 12.3 Texas Virtual School Network (TXVSN).

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	⁴ State law determines eligibility to enroll in an authorized virtual campus under the TEC, Chapter 30B , a Texas Virtual School Network course, or a Texas Virtual School Network Online School. See 12.2 Virtual and Hybrid Education and 12.3 Texas Virtual School Network (TXVSN) .					
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none">is enrolled in a full-time virtual or hybrid campus under the TEC, Chapter 30B. See 12.2 Virtual and Hybrid Education for information on recording daily attendance.is enrolled in a full-time virtual or hybrid program, under the TEC, Chapter 30B, and meets the school system-approved instructional plan and policy. See 12.2 Virtual and Hybrid Education for information on recording daily attendance. <p>Students who are enrolled in one or more virtual or hybrid courses, under the TEC, Chapter 30B, but attend a regular campus as part of the day and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus. See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students.</p> <ul style="list-style-type: none">is enrolled full-time in Texas Virtual School Network (TXVSN) courses. See 12.3 Texas Virtual School Network (TXVSN) for information on recording daily attendance.					
Revision	<p>3.8 Calendar</p> <table><tr><th>Program Type</th></tr><tr><td>School Districts</td></tr><tr><td>Charter Schools Operating Before January 1, 2015</td></tr><tr><td>Charter Schools Operating After January 1, 2015</td></tr><tr><td>Full-day Pre-k for Eligible Four Year Olds</td></tr></table>	Program Type	School Districts	Charter Schools Operating Before January 1, 2015	Charter Schools Operating After January 1, 2015	Full-day Pre-k for Eligible Four Year Olds
Program Type						
School Districts						
Charter Schools Operating Before January 1, 2015						
Charter Schools Operating After January 1, 2015						
Full-day Pre-k for Eligible Four Year Olds						

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	Full-day Virtual or Hybrid Campus with Its Own CDCN	
	Half-day Pre-k for Eligible Three Year Olds and Ineligible Students	
	<ul style="list-style-type: none"> • Dropout Recovery Campus(es) or Program(s)⁵ • Virtual and Hybrid Dropout Recovery Campus(es) or Program(s) • Day Treatment Facility • Residential Treatment Facility • Psychiatric Hospital • Medical Hospital • Correctional Facility • DAEP • a TEC, Chapter 12, Subchapter G, Adult High School Charter School Program⁶ 	
	JJAEP	

⁵ [TEC, §12.1141\(c\)](#) or [§39.0548](#); school program(s) and campus(es)

⁶ [TEC, §12.251](#)

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Type of Change	Changes to 2026–2027 SAAH
Revision	<p>3.8.1.1 Makeup Days</p> <p>Note: Beginning with the 2026-2027 school year, your adopted district calendar must include two designated makeup days or additional surplus minutes equal to two days. If your district chooses to reconcile missed days with two makeup days rather than additional surplus minutes, these days must be clearly designated on the calendar.</p>
Revision	<p>3.8.1.2 Missed School Day Waivers</p> <p>District and charter schools applying for a missed school day waiver must submit their applications as soon as possible after the missed school day so that PEIMS six-week report submissions are accurate.</p>
Revision	<p>3.8.1.3 Low-Attendance Day Waivers</p> <p>For a day when school was held but attendance was at least 10 percentage points below the overall 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.</p> <p>An application for a low-attendance day waiver must be submitted using TEA’s automated waiver application system, which is available in TEAL. Your district must include the following items in its application:</p> <ul style="list-style-type: none"> • 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 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 a campus). For a district or campus with multiple 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 attendance rate for the district as a whole must be used.
Revision	<p>3.8.1.4 Staff Development Waivers</p> <p>Districts and open-enrollment charter schools that are four-day-school-week LEAs are currently not eligible to receive a staff development waiver.</p>

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	<p>Staff development waiver minutes are for staff development in place of student instruction. Therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year.</p>
Revision	<p>3.8.1.5 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</p> <p>If TEA grants your school district a waiver for a missed school day or a low-attendance day (a waiver approving a shortened calendar), your district should not include the day exempted as a day of membership or instruction. Treat the day as a nonschool day in your district’s student attendance accounting system, and report the day with a CalendarWaiverEventType (C204) in your district’s TSDS PEIMS reporting.</p>
Deletion (struck through text only)	<p><i>3.8.2 Closures for Bad Weather or Other Issues of Health and Safety</i></p>

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	Situation	Agency Policy	
	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).	<p>Determine if your district, charter school, or affected campuses 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.</p> <p>[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.]</p>	

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	<p>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).</p>	<p>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.</p> <p>[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.]</p>	

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	<p>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.</p>	<p>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.</p> <p>[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.]</p>	

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	<p>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.</p>	<p>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.</p> <p>[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.]</p>	
	<p>Our school district or charter school closed all campuses for one day for a health or safety reason. We have a scheduled makeup day left in our calendar; however, we would like to use a different day to make up the missed day.</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, TEA advises using the already scheduled makeup day. However, if your school district or charter school chooses to select a different makeup day, be aware that your district or charter school must not request a low-attendance day waiver for that makeup day. (TEA will not grant a low-attendance day waiver for any makeup day.)</p>	

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	<p>Our school district or charter school closed all campuses for more than two days for a health or safety reason.</p>	<p>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 3.8.1.1 Makeup Days for more information.</p>	
	<p>Our school district or charter school closed some, but not all, campuses for one day or more for a health or safety reason (for example, flooding that affected only part of the district or charter school area).</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, the school district or charter school must request missed school day waivers for those campuses.</p> <p>Exception for certain charter schools: If the charter school is one with campuses that are in different regions of the state, each campus that closed must make up the missed day or days following the procedures described in the preceding rows, as if all campuses were closed. For a charter school with campuses in different regions of the state, TEA evaluates each campus separately for purposes of determining whether missed days must be made up and whether waivers will be granted.</p>	

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	<p>Our school district or charter school delayed the start of the school day for two hours (120 minutes) for a health or safety reason.</p>	<p>District or charter school campuses may use an alternative attendance-taking time for the day. See 3.6.2.1 Attendance Taking and Delayed Start of School Day for instructions and requirements. The Student Information System (SIS) calendar must be updated to reflect the actual length of the shortened school day.</p>
	<p>Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for at least four instructional hours (240 minutes).</p>	<p>If campuses will close before the official attendance-taking time, record attendance before the closure. This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>
	<p>Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes), and the official attendance-taking time has passed.</p>	<p>This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>
	<p>Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes) and will be closed before the official attendance-taking time.</p>	<p>This day will become a non-instructional day, and the SIS calendar must be updated to reflect the day as non-instructional. The LEA should locally track the minutes that they actually served on this day for auditing purposes.</p> <p>Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</p>

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Type of Change	Changes to 2026–2027 SAAH		
	Our school district or charter school operates an OFYP. Our district or charter school closed all campuses for more than two days for a health or safety reason. Must we make up all the days that campuses were closed?	For school districts: Your district, like any district, is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your district must make up those days/minutes.	
		For charter schools: Your charter school is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your charter school’s FSP funding will be reduced. (FSP funding will not be reduced if the additional minutes missed are made up.)	
	May our school district or charter school apply for and receive waivers (of any kind, including staff development) such that the district or charter school has more than 10 school days (4,200 minutes) waived?	No. Your district or charter school must not have more than 10 school days (4,200 minutes) waived, unless otherwise authorized by the commissioner.	
Revision	3.8.2 Closures for Bad Weather or Other Issues of Health and Safety		

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Type of Change	Changes to 2026–2027 SAAH		
	Situation	Agency Policy	
	<p>Our school district or charter school closed some or all campuses for one day for a weather, health, or safety reason (for example, an ice storm made roads dangerous).</p>	<p>Determine if your district, charter school, or affected campuses 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.</p>	
	<p>Our school district or charter school closed all campuses for two days for a weather, health, or safety reason (for example, an ice storm made roads dangerous).</p>	<p>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.</p>	

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Type of Change	Changes to 2026–2027 SAAH		
	<p>Our school district or charter school closed all campuses for two days for a weather, health, or safety reason. One of the scheduled makeup day dates has passed.</p>	<p>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.</p>	
	<p>Our school district or charter school closed all campuses for two days for a weather, health, or safety reason. Both scheduled makeup day dates have passed.</p>	<p>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.</p>	

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Type of Change	Changes to 2026–2027 SAAH		
	<p>Our school district or charter school closed all campuses for one day for a weather, health, or safety reason. We have a scheduled makeup day left in our calendar; however, we would like to use a different day to make up the missed day.</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, TEA advises using the already scheduled makeup day. However, if your school district or charter school chooses to select a different makeup day, be aware that your district or charter school must not request a low-attendance day waiver for that makeup day. (TEA will not grant a low-attendance day waiver for any makeup day.)</p>	
	<p>Our school district or charter school closed all campuses for more than two days for a weather, health, or safety reason.</p>	<p>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 3.8.1.1 Makeup Days for more information.</p>	

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Type of Change	Changes to 2026–2027 SAAH		
	<p>Our school district or charter school closed some, but not all, campuses for one day or more for a weather, health, or safety reason (for example, flooding that affected only part of the district or charter school area).</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, the school district or charter school must request missed school day waivers for those campuses.</p> <p>Exception for certain charter schools: If the charter school is one with campuses that are in different regions of the state, each campus that closed must make up the missed day or days following the procedures described in the preceding rows, as if all campuses were closed. For a charter school with campuses in different regions of the state, TEA evaluates each campus separately for purposes of determining whether missed days must be made up and whether waivers will be granted.</p>	
	<p>Our school district or charter school delayed the start of the school day for two hours (120 minutes) for a weather, health, or safety reason.</p>	<p>District or charter school campuses may use an alternative attendance-taking time for the day. See 3.6.2.1 Attendance Taking and Delayed Start of School Day for instructions and requirements. The Student Information System (SIS) calendar must be updated to reflect the actual length of the shortened school day.</p>	
	<p>Our school district or charter school has decided to close some or all campuses early because of an imminent weather, health, or safety issue (for example, an ice storm is coming). Campuses have been open for at least four instructional hours (240 minutes).</p>	<p>If campuses will close before the official attendance-taking time, record attendance before the closure. This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>	

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Type of Change	Changes to 2026–2027 SAAH		
	<p>Our school district or charter school has decided to close some or all campuses early because of an imminent weather, health, or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes), and the official attendance-taking time has passed.</p>	<p>This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>	
	<p>Our school district or charter school has decided to close some or all campuses early because of an imminent weather, 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.</p>	<p>This day will become a non-instructional day, and the SIS calendar must be updated to reflect the day as non-instructional. The LEA should locally track the minutes that they actually served on this day for auditing purposes.</p> <p>Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</p>	

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Type of Change	Changes to 2026–2027 SAAH		
	Our school district or charter school operates an OFYP. Our district or charter school closed all campuses for more than two days for a weather , health, or safety reason. Must we make up all the days that campuses were closed?	<p>For school districts: Your district, like any district, is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your district must make up those days/minutes.</p> <p>For charter schools: Your charter school is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your charter school’s FSP funding will be reduced. (FSP funding will not be reduced if the additional minutes missed are made up.)</p>	
	May our school district or charter school apply for and receive waivers (of any kind, including staff development) such that the district or charter school has more than 10 school days (4,200 minutes) waived?	No. Your district or charter school must not have more than 10 school days (4,200 minutes) waived, unless otherwise authorized by the commissioner.	
Revision	<p><i>3.8.3 Summer School and State Funding</i></p> <p>Beginning in the 2020–2021 school year, the Additional Days School Year (ADSY) initiative has provided formula funding to campuses that add up to 30 additional instructional days beyond a base calendar. Updated by HB 2 (2025), ADSY now offers two funding pathways. Campuses operating at least 175 full instructional days and 75,600 operational minutes may receive half-day formula funding for adding one to 30 additional half days with at least two hours of instruction. Campuses that operate a base 175-day calendar and reach a total of 200 full instructional days may receive three-quarters-day formula funding for adding 25 to 30 full</p>		

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	<p>additional days with at least four hours of instruction. Additional days funding started on September 1, 2020. See the TEC, §48.0051, for more information.</p> <p>The ADSY initiative provides formula funding to support school systems with adding up to 30 additional instructional days (beyond a minimum of 175 days) at eligible campuses. See 11.5 Additional Days School Year (ADSY) and the ADSY web page for more information.</p> <p>If a student is in membership for additional days beyond the 75,600 minutes, including intermissions and recesses, that make up the state funding year, the attendance that exceeds the 75,600 minutes will not generate state funding other than the exceptions noted above, assuming eligibility requirements have been met such as providing a 175-day calendar for ADSY 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.</p> <p>Situations sometimes occur in which a student who has been served in one public school throughout the school year moves to another public school that is operating a calendar track during the summer. To account for situations in which school calendars do not align, up to 77,700 minutes of state funding will be allowed for individual students. However, no public school will be funded in excess of a 175-day calendar except for the schools that meet all the criteria for the additional days incentive funding that became available beginning in the 2020–2021 school year. The criteria are defined in the TEC, §48.0051.</p> <p>TEA will adjust the state funding accordingly for any school district or charter school that reports a student whose membership exceeds 77,700 minutes during a state funding year. TEA will not make such adjustments when additional attendance is reported for eligible special education extended school year services.</p> <p>If a student attends additional instructional days, the school in which they are enrolled is held accountable to the 175-day requirement, regardless of if the student is attending the additional instructional days at a different campus. Additionally, the funding for additional days will go the campus in which the student is officially enrolled, even if the services are offered at a different location.</p>
Revision	<h3 style="color: #4F81BD;">3.9 Data Submission</h3> <p>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 17, 2027, 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 19, 2027, 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 19, 2027. Corrections made after August 19, 2027, will be handled by the State Funding Division.</p>

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Type of Change	Changes to 2026–2027 SAAH
Revision	<p>Section 4 Special Education</p> <p>This section addresses unique provisions for special education. They 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.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p> <p>For the 2026-2027 school year, the commissioner will determine the formulas through which school districts receive funding under the TEC, §§48.102 and 48.1021. In determining the formulas, the commissioner will ensure the estimated statewide amount provided by the sum of the allotments under the TEC, §§48.102 and 48.1021, for the 2026-2027 school year is approximately \$250 million greater than the amount that would have been provided under the allotment under the TEC, §48.102, as that section existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effect for the 2026-2027 school year. See the TEC, §48.1022(b).</p> <p>Each school system must use TEA’s special education funding transition materials and comply with applicable funding rules in conjunction with this and other sections of the Student Attendance Accounting Handbook to ensure accurate reporting regarding special education.</p> <p>Data Collection and Reporting Requirements for 2026-2027 School Year (SY) In order to adequately capture both systems for the entirety of the 2026-2027 SY, TEA has established the following requirements:</p> <ul style="list-style-type: none"> As in typical years, any instructional arrangement/setting codes indicated in the PEIMS Summer submission for a student will be carried over into the 2026–2027 school year until an end date is entered, due to a change in the student’s individualized education program (IEP) that warrants a new instructional arrangement/setting code. During the 2026–2027 school year, when an IEP is revised or developed and results in changes to the student’s special education and related services, the instructional arrangement/setting code will be updated accordingly. The previous instructional arrangement/setting code will be reported with an end date, and the revised code will be reported with a new beginning date.

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	<ul style="list-style-type: none"> By the first PEIMS Attendance Submission reporting period (1st Six Weeks Attendance), due October 8, 2026, each school system is expected to review IEPs that are in place as of the first day of the 2026-2027 SY for at least 50 percent of their students receiving special education services and enter: <ul style="list-style-type: none"> the student’s tier of intensity, any applicable service group(s), and the average number of minutes per instructional day the student spends in a special education setting. <p>These data elements will be reported with a begin date of the first day of the school year. Once entered, these values, including the instructional arrangement/setting code, will remain in place with no end date unless the student’s specifically designed instruction (SDI), as documented in the IEP, is revised.</p> By the second PEIMS Attendance Submission reporting period (2nd Six Weeks Attendance), due December 3, 2026, school systems must report data regarding a student’s eligible days present in the tier of intensity, applicable service group(s), and the average number of minutes per instructional day the student spends in a special education setting for students whose data was not included in the first Attendance Submission. The begin date for these students will still be the first day of the school year, unless an Admission, Review, and Dismissal (ARD) committee meeting results in a revision to the student’s IEP services that affects the tier of intensity, service group(s), or minutes in a special education setting. By the second PEIMS Attendance Submission, eligible days present will be reported for both the instructional arrangement/setting and the tier of intensity for all students served in special education and who are eligible for funding. School systems report eligible days present for the instructional arrangement/setting and the tier of intensity, service group(s), and average number of minutes per instructional day the student spends in a special education setting for all reporting periods in the PEIMS Summer Submission (even for those students whose tier of intensity data was not reported in the first PEIMS Attendance Submission). <p>Additionally, if school systems determine that clarifications need to be made or data errors need to be corrected after the first or subsequent PEIMS Attendance Submissions, they are able to make those corrections in the PEIMS Summer Submission due in June (first submission) and July (Summer Resubmission) 2027.</p> <p>4.19 Intensity of Services Funding Model for Special Education has been added at the end of this section to reflect information about the service intensity funding model. You can find more information at Texas SPED Support and 19 TAC §89.1121 and §89.1125.</p>

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	<p>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.</p>
Deletion	<h3 style="color: #4F81BD;">Section 4 Special Education</h3> <p>[Note: With the passage of House Bill 2 and Senate Bill 568 in the 89th Texas Legislature, 2025, the special education funding framework will shift significantly beginning with the 2026–2027 school year. This section remains in effect for the 2025–2026 school year.]</p>
Revision	<h3 style="color: #4F81BD;">4.1 Responsibility</h3> <p>If you have any questions for the Office of Special Populations and Student Supports staff, please contact them at sped@tea.texas.gov.</p>
Revision	<h3 style="color: #4F81BD;">4.2 Special Education and Eligibility</h3> <p>Your district must make special education services available to the following:</p> <ul style="list-style-type: none"> • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her 22nd birthday on September 1 of the current school year and who has not been awarded a high school diploma under 19 TAC §89.1070(b)(1); or • an eligible student who meets all three of the following requirements: <ul style="list-style-type: none"> ○ the student has not reached his or her 22nd birthday on September 1 of the current school year; ○ the student has been awarded a high school diploma under 19 TAC §89.1070(b)(2) or §89.1070(b)(3)(A), (B), or (C), and ○ the student is returning to school under 19 TAC §89.1070(k).
Revision	<h3 style="color: #4F81BD;">4.2 Special Education and Eligibility</h3> <p>Provided that they are served by appropriately certified or otherwise qualified special education staff members, students who are eligible for special education services and are provided those services by your district are eligible for a tier designation, service groups, or special education contact hours, as appropriate, and weighted funding. The IFSP or ARD committee determines the special education</p>

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	<p>services and documents the frequency, location, and duration of those services that impact a tier designation, service groups, or contact hours, as appropriate, and weighted funding described within this section for a child or eligible student.</p> <p>A student with a disability must not be reported with a TSDS PEIMS special education instructional setting code, a tier, or a service group before actual service begins.</p>
Revision	<p><i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i></p> <p>The enrollment procedures for a student in your district who was not previously receiving special education services are as follows:</p> <ol style="list-style-type: none"> 1. Upon completion of a full individual and initial evaluation (FIIE), an ARD committee meets and, if the ARD committee finds the student eligible, develops the student’s IEP, which includes the appropriate educational placement for implementing the student’s IEP. The instructional setting code for the student will be based on the setting in which the student receives special education services and the percentage of time the student receives special education services in a setting (see 4.7 Instructional Setting Codes). The student’s speech therapy indicator code will be based on whether the student receives speech therapy and, if the student does, whether the student receives other services provided through an instructional setting (see 4.8.1 Speech Therapy). A service intensity tier and any eligible service groups will be determined from the special education funding framework found on Texas SPED Support. Additionally, the ARD committee determines the date that services will begin (the effective date) and the duration and frequency of the services, and the committee records this information in the IEP. 2. The ARD committee provides the student’s instructional setting code and speech therapy indicator code (coding information), along with the student’s service intensity tier and any eligible service groups, and effective dates to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.
Revision	<p><i>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i></p> <p>The enrollment procedures for a student in your district whose instructional setting, service intensity tier, and/or service group(s) is changing are as follows:</p> <ol style="list-style-type: none"> 1. The ARD committee meets to review a student’s IEP. If the ARD committee changes the student’s educational placement as part of the IEP revision, the student’s instructional setting code, speech therapy indicator code, or both may also need to be changed (see 4.7 Instructional Setting Codes and 4.8.1 Speech Therapy). If the IEP revision changes the student’s service intensity tier or

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	<p>eligible service group(s) is changed, that information must be reported. The ARD committee determines the date that any change in service will begin (the effective date) and the duration and frequency of the services, and the committee records this information in the IEP.</p>
Revision	<p><i>4.3.3 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i></p> <p>7. The ARD committee must determine the instructional setting code and speech therapy indicator code according to the committee’s interim placement for the student (that is, the placement necessary to provide comparable services pending development and implementation of a new IEP) or final placement for the student (as determined by the adopted or newly implemented IEP). The ARD committee must also determine the student’s appropriate service intensity tier and any eligible service groups. Additionally, the ARD committee determines the date that services will begin (the effective date) as well as frequency and duration of the special education services.</p>
Addition	<p><i>4.3.5 Enrollment Procedures for a Student Who Is New to (or Who Is Re-Enrolling In) Your District After Utilizing a Texas Education Freedom Account (TEFA) and Receiving Additional TEFA Funding as a Child with a Disability</i></p> <p>For a student who, immediately prior to enrolling or re-enrolling in your district, was enrolled in a private school or was otherwise receiving eligible educational services through a Texas Education Freedom Account (TEFA) and the account generated additional funds as a child with a disability, the child continues to be considered a child with a disability under IDEA if the disability determination is current. The district will need to determine the basis on which the student was identified as a child with a disability under the TEFA program, conduct a review of existing evaluation data (REED) and decide if additional evaluation/re-evaluation is necessary before the ARD committee develops, adopts, and implements an IEP for the student.</p>
Revision	<p><i>4.5 Special Education Services for Private or Home School Students Who Are Eligible for and in Need of Special Education</i></p> <p>See TEA’s Parentally Placed Private School Children with Disabilities Quick Guide and Frequently Asked Questions for more information.</p>

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Revision	<p><i>4.7.1 Code 00 – No Instructional Setting (Speech Therapy)</i></p> <p>A student will have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when:</p> <ul style="list-style-type: none"> • a student is receiving speech therapy and no other special education instructional or related services; or • a student is receiving speech therapy and one or more related services (supportive services that do not constitute instructional services such as occupational therapy, physical therapy, etc.) but no special education instructional services. <p>The above is true regardless of whether the therapy and related services, if applicable, are provided by a push-in model in a general education classroom/setting or a pull-out model in another location.</p>
Revision	<p>4.7.2.5 Homebound Funding and Homebound Documentation Requirements</p> <p>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 and related service providers each week. Use the following chart to calculate eligible days present. The chart is not intended to dictate the maximum number of hours that a student can or should be served. The number of hours a student is served each week is determined by the student’s ARD committee.</p>
Deletion	<p><i>4.7.11 Code 41 or 42 – Resource Room/Services</i></p> <p>[For more information about related services, refer to the Related Services Q & A document.]</p>
Revision	<p><i>4.7.14 Code 45 – Full-Time Early Childhood Special Education Setting</i></p> <p>This instructional setting code is used for children three through five years of age (not in kindergarten) who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. This code applies to a student who receives all instruction, including special education and related services, in a special education setting. If a student receives any amount of special education and related services in a regular early childhood setting or spends any part of the instructional day in a regular early childhood setting, this instructional setting code is not applicable.</p>

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Deletion	<p><i>4.7.15 Code 50 – Residential Nonpublic Services</i></p> <p>[For more information, see the TEA Special Education Funding page at http://www.tea.state.tx.us/index2.aspx?id=2147493439&menu_id=934&menu_id2=941.]</p>
Deletion	<p><i>4.7.16 Code 60 – Nonpublic School Day</i></p> <p>[For more information, see the TEA Nonpublic Day and Residential Placement Notification and Application page at http://www.tea.state.tx.us/index2.aspx?id=2147497536.]</p>
Deletion	<p><i>4.9 Early Childhood Special Education (ECSE) Services</i></p> <p>[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 2025–2026 school year. Instead, children aged three through five (not in kindergarten) who qualify for special education and related services will receive services through ECSE.]</p>
Revision	<p><i>4.9.3 ECSE Services and Pre-k Programs</i></p> <p>When a student who is eligible for both special education and pre-k is served in a pre-k classroom, the student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student. The student is eligible for full-day attendance (ADA eligibility code 1) if the student is scheduled for and receives at least four hours of instruction and services (inclusive of general education pre-k and special education services). The student is eligible for half-day attendance (ADA eligibility code 2) if the student is scheduled for and receives at least two hours but fewer than four hours of instruction or services (inclusive of general education pre-k and special education services).</p> <p>A three- or four-year old 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. When a student who is eligible for special education but is not eligible for</p>

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	<p>free pre-k is served in a pre-k classroom, the student’s instructional setting code should be determined based on the amount of special education services, located in the chart on the following page.⁷</p> <p>To generate ADA for a student in a pre-k classroom who receives special education services during pre-k time (either pull-out or push-in) but is not eligible for free pre-k, a certified special education teacher or a teacher who is dually certified in pre-k and special education must provide instruction during the pre-k classroom time. ADA can be generated if the student receives at least two hours but less than four hours of instruction from a certified special education teacher (half-day ADA, code 2), or four or more hours of instruction from a certified special education teacher (full-day ADA, code 1). Only the time spent receiving instruction from a certified special education teacher counts toward the two through four hour rule for ADA eligibility.</p> <p>For coding examples, see the chart on the following page. For additional examples, see the applicable examples in 7.6 Examples. Note: Both Coding Chart 1 and Coding Chart 2 will be removed with the 2027-2028 SAAH due to changes in special education funding and reporting. Please be aware any further guidance regarding questions will be addressed in the Guidance for the Student Attendance Accounting Handbook (SAAH) Early Childhood Special Education (ECSE) and Prekindergarten (Pre-k) Program Coding Chart: Question and Answer Document. This document is to be used in conjunction with the SAAH, and contains helpful information when determining codes for students who receive ECSE services.</p>																																																								
Revision	<p><i>4.9.3 ECSE Services and Pre-k Programs</i></p> <table><tr><th colspan="14">Coding Chart 1: ECSE Services and Pre-k*</th></tr><tr><th></th><th>Student Age¹</th><th>ADA Elig.</th><th>Instructional Setting Code</th><th>Grade Level</th><th>ECSE Ind.</th><th>ECI Ind.</th><th>Child Count</th><th>ADA Elig. Code</th><th>Instructional Setting Code</th><th>Grade Level</th><th>ECSE Ind.</th><th>ECI Ind.</th><th>Child Count</th></tr><tr><th></th><th></th><th colspan="6">Coding Information for Student Who Is Eligible for Both Special Education AND Free Pre-k</th><th colspan="6">Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for Free Pre-k²</th></tr><tr><td>served in the pre-k classroom by pre-k and special education teachers for ½ day (at least 2 but fewer than 4 hours)³ (push-in supports)</td><td>3 or 4</td><td>2 half-day</td><td>40</td><td>pre-k</td><td>1</td><td>0</td><td>3</td><td>2 half-day</td><td>40</td><td>EE</td><td>1</td><td>0</td><td>3</td></tr></table>	Coding Chart 1: ECSE Services and Pre-k*															Student Age ¹	ADA Elig.	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind.	Child Count	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind.	Child Count			Coding Information for Student Who Is Eligible for Both Special Education AND Free Pre-k						Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for Free Pre-k ²						served in the pre-k classroom by pre-k and special education teachers for ½ day (at least 2 but fewer than 4 hours) ³ (push-in supports)	3 or 4	2 half-day	40	pre-k	1	0	3	2 half-day	40	EE	1	0	3
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⁷ Special education services, as explained in [19 TAC §89.1005\(e\)\(1\)](#), may include indirect, and/or consultative services by a special education teacher. See Coding Chart 1: ECSE Services and Pre-k for ADA eligibility.

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	served in the pre-k classroom by pre-k and special education teachers for full day (at least 4 hours) ³ (push-in supports)	3 or 4	1 full-day	40	pre-k	1	0	3	1 full-day	40	EE	1	0	3
	served in the pre-k classroom by pre-k teacher for full day (at least 4 hours) and special education teacher delivers special education services for ½ day (at least 2 but fewer than 4 hours) during the pre-k classroom time (push-in supports)	3 or 4	1 full-day	40	pre-k	1	0	3	2 half-day	40	EE	1	0	3
	served in the pre-k classroom by pre-k teacher for ½ day (at least 2 but fewer than 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	2 half-day	40	pre-k	1	0	3	5 ineligible half-day	40	EE	1	0	3
	served in the pre-k classroom by pre-k teacher for full day (at least 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	2 half-day	40	pre-k	1	0	3	4 ineligible full-day	40	EE	1	0	3
	served in the ½ day (at least 2 but fewer than 4 hours) pre-k classroom by pre-k teacher but leaves for special education and related services during that ½ day period in a self-contained (S-C) environment less than 21% of that time	3 or 4	2 half-day	41	pre-k	1	0	3	5 ineligible half-day	41	EE	1	0	3

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Type of Change	Changes to 2026–2027 SAAH													
	served in the ½ day (at least 2 but fewer than 4 hours) pre-k classroom by pre-k teacher but leaves for special education and related services during that ½ day period in a S-C environment at least 21% but less than 50% of that time	3 or 4	2 half-day	42	pre-k	1	0	3	5 ineligible half-day	42	EE	1	0	3
	served in the ½ day (at least 2 but fewer than 4 hours) pre-k classroom by pre-k teacher but leaves for special education and related services during that ½ day period in a S-C environment at least 50% but less than 60% of that time (For purposes of this example, the half day period is 3 hours, so that equates to between 90 and 108 minutes in a special education setting; if the ½ day period results in special education and related services being provided for at least 2 hours [120 minutes], then the child not eligible for free pre-k would be coded 2 half-day.)	3 or 4	2 half-day	43	pre-k	1	0	3	5 ineligible half-day	43	EE	1	0	3

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Type of Change	Changes to 2026–2027 SAAH													
	served in the pre-k classroom (at least 2 but fewer than 4 hours) by pre-k teacher for ½ day and in a S-C classroom for another ½ day (at least 2 but fewer than 4 hours) (For purposes of this example, the half day periods are equal for a total of 4 hours, so that equates to 50% of the day in a special education setting; if they are not equal, calculate total amount of hours and determine percentage of time in special education setting.)	3 or 4	1 full-day	43	pre-k	1	0	3	2 half-day	43	EE	1	0	3
	served in the pre-k classroom by pre-k and special education teachers for ½ day (at least 2 but fewer than 4 hours) and in a S-C classroom for another ½ day (at least 2 but fewer than 4 hours)	3 or 4	1 full-day	43	pre-k	1	0	3	1 full-day ³	43	EE	1	0	3

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Type of Change	Changes to 2026–2027 SAAH													
	served in the ½ day (at least 2 but fewer than 4 hours) pre-k classroom by pre-k teacher but leaves for special education and related services during that ½ day period in a S-C environment more than 60% of that time (For purposes of this example, the ½ day period is 3 hours, so that equates to more than 108 minutes in a special education setting; if the ½ day period results in special education and related services being provided for at least 2 hours [120 minutes], then the child not eligible for free pre-k the ADA eligibility code would be 2 half-day.)	3 or 4	2 half-day	44	pre-k	1	0	3	5 ineligible half-day	44	EE	1	0	3
	served in the pre-k classroom (full day) by pre-k teacher but leaves for special education and related services in a S-C environment more than 60% of the instructional day	<u>3 or 4</u>	<u>1 full-day</u>	<u>44</u>	<u>pre-k</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>4 ineligible full-day</u>	<u>44</u>	<u>EE</u>	<u>1</u>	<u>0</u>	<u>3</u>
	served in a S-C classroom by a special education teacher for a 1/2 day (at least 2 but fewer than 4 hours) (Students in this setting receive only special education and related services.) ⁴	3 or 4	2 half-day	45	EE	1	0	3	2 half-day	45	EE	1	0	3
	served in a S-C classroom by a special education teacher for a full day (at least 4 hours) (Students in this setting receive only special education and related services.) ⁴	3 or 4	1 full-day	45	EE	1	0	3	1 full-day	45	EE	1	0	3

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	served in the ½ day (at least 2 but fewer than 4 hours) pre-k classroom by pre-k teacher and the only sp. ed. svc. the student receives is 1 hour speech therapy/wk	3 or 4	2 half-day	00	pre-k	1	0	3	5 ineligible half-day	00	EE	1	0	3
<p>* For the purposes of this chart, a 1/2 day is at least two hours but less than four hours and a full day is at least four hours. Note: The examples in this chart related to pre-k programs assume that your district provides both a 3-year-old pre-k program and a 4-year-old pre-k program. For pre-k eligibility requirements, see 7.2 Eligibility.</p> <p>ADA eligibility code rules: General: 0 = enrolled fewer than 2 hours per day, 2 = enrolled 2+ but fewer than 4 hours per day, 1 = enrolled at least 4 hours per day Homebound: 0 = enrolled fewer than 2 hours per week, 2 = enrolled 2+ but fewer than 4 hours per week, 1 = enrolled at least 4 hours per week Students whose only special education service is speech therapy and who are served fewer than 2 hours each day are coded with an ADA eligibility code of 0.</p> <p>¹ A student eligible for special education services must be provided special education services beginning on his or her third birthday, even if his or her birthday falls after September 1. ² Ineligible pre-k students may be served in the pre-k classroom if the ARD committee determines it the most appropriate placement. This is true for both 3- and 4-year olds, regardless of whether the district operates an eligible 3-year-old pre-k program. However, eligible pre-k students must still continue to be granted enrollment. ³ The pre-k and special education teachers must be teaching concurrently (or a dual certified special education and pre-k teacher must be teaching the student) for at least 2 hours but fewer than 4 hours if an ineligible pre-k student is to be eligible for half-day attendance or for at least 4 hours if an ineligible pre-k student is to be eligible for full-day attendance. See 4.7.10.1.1 Requirements. ⁴ Refer to 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting.</p>														
Revision	<p><i>4.9.4 ESCE Services and Students in Kindergarten</i></p> <p>ECSE services are special education services provided to children aged three through five years, not in kindergarten. Students aged 5 on or before September 1 who are enrolled in kindergarten are not eligible for ECSE services. In other words, once a child is enrolled in kindergarten, he or she is no longer considered to be receiving ECSE services.</p>													
Revision	<p><i>4.9.9 ESCE Services and Private or Home School Students Aged Three or Four Years and in Need of Special Education</i></p> <p>See TEA's Parentally Placed Private School Children with Disabilities Quick Guide and Frequently Asked Questions for more information.</p>													
Revision	<p><i>4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs</i></p>													

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	<p>[Note: With the closing of STS, RDSPD SSAs must report students who reside in one district but receive educational services in another district as transfer students.]</p>																																								
Revision	<div>4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm</div> <table><tr><th colspan="8">Coding Chart 3: Services for Students With Disabilities—Exceptions to the Norm</th></tr><tr><th></th><th>Student Age</th><th>ADA Elig. Code</th><th>Instructional Setting Code</th><th>Grade Level</th><th>ECSE Ind.</th><th>ECI Ind.</th><th>Child Count</th></tr><tr><td colspan="8">Students 18–21 Age on September 1</td></tr><tr><td>In public school; student is working toward completing graduation requirements; or is continuing enrollment beyond meeting credit and assessment requirements for graduation, as determined eligible by their ARD committee</td><td>18–21</td><td>2–4 hr/day rule</td><td>Per IEP</td><td>12</td><td>0</td><td>0</td><td>3</td></tr><tr><td>Student graduated by meeting requirements of 19 TAC §89.1070(b)(2), (3)(A), (B), or (C) and returned under 19 TAC §89.1070(k)—Diploma types (C062) 35, 54-56</td><td>18–21</td><td>2–4 hr/day rule</td><td>Per IEP</td><td>12</td><td>0</td><td>0</td><td>3</td></tr></table>	Coding Chart 3: Services for Students With Disabilities—Exceptions to the Norm									Student Age	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind.	Child Count	Students 18–21 Age on September 1								In public school; student is working toward completing graduation requirements; or is continuing enrollment beyond meeting credit and assessment requirements for graduation, as determined eligible by their ARD committee	18–21	2–4 hr/day rule	Per IEP	12	0	0	3	Student graduated by meeting requirements of 19 TAC §89.1070(b)(2), (3)(A), (B), or (C) and returned under 19 TAC §89.1070(k) —Diploma types (C062) 35, 54-56	18–21	2–4 hr/day rule	Per IEP	12	0	0	3
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Addition	<div>4.19 Intensity of Services Funding Model for Special Education</div> <p>Important: If you have questions regarding any of the information regarding the New Intensity of Services Funding Model, please contact spedfunding@tea.texas.gov.</p> <p>You can review detailed information about the intensity of services funding model on the Texas SPED Support webpage.</p>																																								

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	<p><i>4.19.1 Background</i></p> <p>In the 89th Texas Legislature, 2025, House Bill (HB) 2/Senate Bill (SB) 568 significantly shifted how the state will fund special education. The state is transitioning from an instructional arrangement/setting-based funding model to a service intensity model, irrespective of setting. The service intensity model will more efficiently analyze and target student needs, as these are documented in their IEPs, so that state funding is distributed based on the intensity of individual needs rather than the classroom or setting.</p> <p>4.19.1.1 Tiers of Intensity and Service Groups</p> <p>The new funding system is based on the determination of a tier of intensity for an individual student, which is inherently based on the services documented in the student’s IEP as necessary for the student to receive a FAPE. Additionally, the system accounts for service groups, which are add-on ancillary amounts that reflect extra services that are not directly built into the foundational tier determinations. There are eight tiers of intensity and five service groups.</p> <p>The primary difference is that the new funding system is targeting the student’s special education service needs unrelated to the setting in which they are receiving them. Instructional arrangements are currently calculated based on the percentage of the school day a student spends in a special education setting, which does not always reflect the intensity of the special education services or the extent of services received by that student.</p> <p>The new tiered funding system will place a student within a tier based on how intensive their special education services are, as determined by the type, frequency and nature of those services; whether any particular qualifications are necessary for staff who serve the student; whether any required provider-to-student ratios are required when implementing those special education services; and whether any equipment or technology is required for that student to access the educational environment.</p> <p>4.19.1.2 Documentation</p> <p>In order to assign tiers and service groups, the special education services that drive those tiers and service groups must be evident and documented in a student’s IEP. The system is designed to reflect only those services required for a student to receive FAPE, as determined by their ARD committee and documented in the IEP. While reviewing the domain descriptions, you may think that a particular description “sounds” like the student whose IEP you are reviewing, but, unless you can find it documented in the student’s IEP as a service or specially designed instruction required for the student to receive FAPE, that description or rating cannot be chosen.</p> <p>That said, the intensity of services model is an entirely new way of funding special education. It may take some time for ARD committees to adjust to new ways of documenting a student’s intensity of services in relation to the ARD committee’s responsibility to offer FAPE to the student. However, a necessary goal of the intensity of services model is to establish calibration in the system, which means that every reviewer of the same IEP should arrive at the same tier and service group result. Therefore, even if a reviewer</p>

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	<p>knows something to be true about a student when going through the exercise of determining tiers and service groups, it cannot be determined to be true unless there is evidence in the IEP showing that it is true and required for FAPE.</p> <p>4.19.1.3 Weights in the Tiers of Intensity</p> <p>In the tiers of intensity framework, the lowest weight will be applied to students who are determined to be Tier 1, and the highest weight will be applied to students who are determined to be Tier 8. The law dictates that the first tier is for those students who receive speech therapy as their only instructional special education service, and tier 8 is reserved for students who are placed in residential placement programs by their ARD committee.</p> <p>As opposed to instructional arrangement/setting codes, where the TEC and the SAAH define weights and contact hour multipliers and factors to estimate special education funding locally, the transition to the intensity of services model will require some adjustments. For example, the commissioner is required to submit recommendations for weights and dollar amounts to the Legislative Budget Board (LBB) by December 1 of each even-numbered year ahead of the next biennium.</p> <p>The 2026-2027 school year will be a year of transition, and TEA will need to receive data before any estimates around weights and dollar amounts can be given. However, for the 2026-2027 school year, school systems will receive at least what they would receive under the instructional arrangement/setting system, meaning that the formula used to calculate the funding allotment using the instructional arrangement codes will continue to be used for 2026-2027 school year, but will no longer be used for the 2027-2028 school year and beyond.</p> <p>4.19.1.4 Specially Designed Instruction (SDI) and Funding</p> <p>Every student who meets eligibility as a child with a disability under the Individuals with Disabilities Education Act (IDEA) must be determined to need SDI in some way. This new intensity of services funding model is intentionally designed to shift that focus from centering determinations based on where services are delivered, to instead emphasize the intensity of the SDI and related supports required for a student to access and make progress in their enrolled grade level curriculum.</p> <p>It is important to remember in this new funding model that SDI is typically addressing the actions required of a professional toward a student as a result of the student's disability to ensure that the student has access to and makes progress in their enrolled grade level curriculum, rather than a focus on the student's actions. SDI is individually determined and documented in a student's IEP.</p> <p>As a refresher, remember that SDI means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to their enrolled grade-level general curriculum, so that the student can meet the same educational standards as their peers without disabilities.</p>

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	<p>Designing and implementing SDI varies in intensity, which is what will drive the new intensity of services funding model for special education. When an ARD committee is developing an IEP for a student, SDI is typically determined once the committee thoroughly develops, reviews, and documents a student’s present levels of academic achievement and functional performance (PLAAFP) and thoroughly discusses and determines measurable annual IEP goals that will drive that student’s access to and mastery of their enrolled grade level curriculum, postsecondary transition plans, and/or functional needs forward. The SDI is then determined to note the staff level supports that are required for a student to make progress on their goals and improve their academic achievement and functional performance, which then leads to the determination of how the student’s progress will be monitored and measured to ensure that meaningful student level data can be obtained.</p> <p>4.19.1.5 Five Domains that Determine the Tier of Intensity</p> <p>To determine the tiers of intensity in the new intensity of services funding model, there will be five domains for which an intensity level of support must be determined based on ARD committee decisions documented in a student’s IEP. These domains are: Curriculum and Instruction Supports, Behavior Supports, Communication Supports, Independent Functioning Supports, and Personal Care/Health Supports.</p> <p>Each domain represents a distinct area of support. Domains will be scored independently based on IEP documentation, even when supports overlap in practice. When supports overlap in practice, it is critical for the domain itself be considered in determining the rating.</p> <p>For example, when provider-to-student ratios are in place and documented in a student’s IEP and that ratio results in support in various domains (behavior, curriculum and instruction, independent functioning, etc.), think about why that ratio is required for FAPE. If the supports are primarily required for independent functioning and supports for behavior and curriculum and instruction are supplemental and a positive consequence of the independent functioning support ratio required for FAPE, then do not check the same ratio ratings in the behavior and curriculum and instruction domains. However, if the ratio is required to meet FAPE in multiple domains, then the same ratio ratings may be checked.</p> <p>4.19.1.6 Factors Within Domains</p> <p>Each domain will be defined at a high level, and then each domain will have four factors that must be considered before determining the level of support that is required using the student’s IEP as the anchor for those determinations.</p> <p>These factors are: the type, nature, and frequency of services provided; whether any specialized role or provider is required for that domain; whether any specific ratio is required for that domain; and whether any equipment or technology is required for that domain.</p>

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	<p>For each factor, a review of the student’s IEP will result in a rating of 0 (No support required or documented in IEP), 1 (minimum), 2 (moderate), or 3 (significant).</p> <p>Once each factor has been considered within each domain and a domain score is achieved (i.e., the highest rated factor within a particular domain equates to that domain score), each of the five domain scores will be added up to achieve a composite score of the total overall points.</p> <p>In order for a student to qualify for special education (i.e., have the need for SDI based on their disability), a student with an IEP must receive at least one direct special education service in at least one of the five domains. Direct special education services are those delivered to the student as the recipient of the service and primarily designed to address IEP goals.</p> <p>4.19.1.7 Indirect Special Education Services</p> <p>Indirect special education services support the delivery of direct services and are not provided in isolation, and they are typically supports provided to staff or systems on behalf of the student to design, implement, or sustain the student’s programming.</p> <p>An IEP consisting solely of indirect or consultative services (i.e., no SDI somehow connected to their academic achievement and functional performance), or solely of related services, does not represent the provision of special education and will therefore not be funded through the state special education allotment.</p> <p>4.19.1.8 Exceptions</p> <p>The exceptions to the above occur in the following service and placement situations:</p> <ul style="list-style-type: none"> • If the student receives speech therapy as their only special education instructional service, the assigned tier is Tier 1. • If the child is zero through two years of age, is deaf or hard of hearing, deafblind, or has a visual impairment, and receives services at home or through center-based care, the assigned tier is Tier 1. School system providing services is not the ECI provider. • If the child is three through five years of age and not enrolled in kindergarten, and services are provided by the school system in which the child is enrolled but not on a school campus, the assigned tier is Tier 1. • If the student is placed by their ARD committee in a private or public day placement program, the assigned tier is Tier 7. • If the student is placed by their ARD committee in a residential placement program, the assigned tier is Tier 8. <p>4.19.2 Service Groups</p> <p>Service groups are designed to recognize that, beyond a base level of special education funding determined through the intensity tiers, some students require additional, measurable resources to implement their IEPs.</p>

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	<p>While the tier intensity funding amount is intended to support core special education instruction and general programmatic costs, service groups function as add-on funding mechanisms that account for variations in service intensity, staffing requirements, and delivery costs across students.</p> <p>The premise of service groups is that certain services—such as related services delivered at higher frequencies or sustained 1:1 provider support—create incremental costs that are not adequately captured through a single base allocation. By layering service group funding on top of intensity tier funding, the model more accurately aligns state funding with the actual service needs documented in a student’s IEP, while maintaining transparency, predictability, and consistency across districts.</p> <p>Service groups are structured to be:</p> <ul style="list-style-type: none"> • IEP-driven, relying on documented services and supports; • mutually exclusive within categories, to prevent overlapping or duplicative funding; and • additive, ensuring that students receive supplemental funding only when additional services are required. <p>The model includes five service groups, organized into two categories:</p> <ul style="list-style-type: none"> • Related services intensity (Service Groups 1–3) • 1:1 provider support intensity (Service Groups 4–5) <p>A student may qualify for at most one service group from each category, or none, depending on their IEP.</p> <p>4.19.2.1 Service Groups 1–3</p> <p>Related Services Intensity Service Groups 1 through 3 provide additional funding based on the amount and type of related services a student receives during a six-week period as documented in the student’s IEP.</p> <p>These service groups are mutually exclusive; a student may qualify for only one of Service Group 1, 2, or 3.</p> <p>4.19.2.1.1 Service Group 1: Minimum Intensity Related Services</p> <p>A student qualifies for Service Group 1 if one or more of the following conditions are met:</p> <ul style="list-style-type: none"> • The total related services received by the student are at least 180 minutes and less than 270 minutes per six week period, as documented in the IEP. • The student receives special transportation as a related service. • The student receives parent counseling and training as a related service.

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	<p>This service group recognizes that even relatively lower amounts of related services—or specific services with unique cost structures—require additional staffing, coordination, or transportation resources beyond base funding.</p> <p>4.19.2.1.2 Service Group 2: Moderate Intensity Related Services A student qualifies for Service Group 2 if the total related services received by the student are at least 270 minutes and less than 540 minutes per six-week period, as documented in the IEP.</p> <p>This service group reflects a moderate level of service intensity, typically involving multiple service types or more frequent service delivery, which increases staffing demands and scheduling complexity for districts.</p> <p>4.19.2.1.3 Service Group 3: Significant Intensity Related Services A student qualifies for Service Group 3 if the total related services received by the student are at least 540 minutes per six-week period, as documented in the IEP.</p> <p>This service group represents students with significant related services needs, requiring sustained involvement from specialized providers. The add-on funding acknowledges the substantial and ongoing resource commitment required to deliver these services with fidelity.</p> <p>4.19.2.2 Service Groups 4–5: 1:1 Provider Support Intensity Groups 4 and 5 provide additional funding based on the extent to which a student requires a 1:1 provider to student ratio during the instructional day, as documented in the IEP OR the amount of time per week a student receives their special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled. These service groups are also mutually exclusive; a student may qualify for either Service Group 4 or Service Group 5, or neither.</p> <p>4.19.2.2.1 Service Group 4: Moderate 1:1 Support or Less Than Four Hours a Week A student qualifies for Service Group 4 if one or more of the following conditions are met:</p> <ul style="list-style-type: none"> • The student requires a 1:1 provider to student ratio for at least 50 percent and less than 80 percent of the student’s instructional day. • The student receives less than four hours per week of special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled.

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	<p>This service group captures students who require moderate individualized support to access instruction.</p> <p>4.19.2.2.2 Service Group 5: Significant 1:1 Support or Four or More Hours a Week A student qualifies for Service Group 5 if one or more of the following conditions are met:</p> <ul style="list-style-type: none"> • The student requires a 1:1 provider to student ratio for at least 80 percent of the student’s instructional day. • The student receives four or more hours per week of special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled. <p>This service group reflects significant support needs, often associated with the highest staffing costs, and is intended to ensure districts are adequately resourced to provide consistent, individualized support.</p> <p>4.19.3 Special Circumstances</p> <p>4.19.3.1 Texas School for the Blind and Visually Impaired, Texas School for the Deaf, and Regional School Program for the Deaf The data elements will not be reported for students attending TSBVI or TSD, as these entities are funded through the TEC, §30.003.</p> <p>For students attending or receiving services through a RDSPD, the school system that reports all student level data through TSDS PEIMS will be responsible for reporting the service intensity data elements. That school system will use the funding framework to assess the student's tier and service groups as appropriate. Students attending or receiving services from an RDSPD are not a part of the override for “Student Placed by ARD Committee in Public/Private Day Placement Program.”</p> <p>4.19.3.2 Necessary Data Elements for Services Provided by District or Open Enrollment Charter School Personnel in Certain Settings The following information can help determine the necessary data elements when a student receives their special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled.</p> <p>4.19.3.2.1 Determination of Necessary Data Elements The necessary data elements are determined by tiers of intensity, service groups, and average number of minutes in SPED.</p>

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	<p>Tiers of intensity. If a student has a tier that has been determined and reported for services provided on his or her school campus prior to the ARD committee’s decision to serve the student in one of the settings described by 4.19.3.2 Necessary Data Elements for Services Provided by District or Open Enrollment Charter School Personnel in Certain Settings, there is no requirement for the student’s tier to change while they are receiving services in that setting.</p> <p>If the student is not expected to return to the campus when the ARD committee makes the determination that services in one of the settings described by 4.19.3.2 Necessary Data Elements for Services Provided by District or Open Enrollment Charter School Personnel in Certain Settings is required to provide FAPE, a new tiering determination will be necessary based on the services documented in the IEP as required in that setting.</p> <p>For children through two years of age who receive services at home or through center-based care – and the school system is not the early childhood intervention (ECI) provider – the student will be coded at tier 1. There is an override for this group of children.</p> <p>A child three years of age until the child is enrolled in kindergarten who is served in one of the settings described by 4.19.3.2 Necessary Data Elements for Services Provided by District or Open Enrollment Charter School Personnel in Certain Settings will be coded at tier 1. There is an override for this group of children.</p> <p>Service groups. If the child receives special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled, the following will apply.</p> <ul style="list-style-type: none"> • If the student receives less than four hours per week of special education and related services in one of the above settings, the student is eligible for service group 4. • If the student receives four or more hours per week of special education and related services in one of the above settings, the student is eligible for service group 5. <p>Average number of minutes in SPED. The average number of minutes per day in a special education classroom/setting will assist in determining the proportionate deduction of the regular allotment.</p> <p>When a student is receiving special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system in which the student is enrolled, but the services are provided by personnel of the district or open enrollment charter school in which the student is enrolled, the following will apply.</p>

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	<ul style="list-style-type: none"> When a student is receiving at least four hours per week of instruction in one of the above settings and receives no instruction on the school campus during that time, the average number of minutes per day in a special education classroom/setting should match the campus instructional minutes per day data element – thereby equating to 100 percent of their day in a special education setting. As the student begins to transition back to the school setting – if the student is still receiving any amount of instruction in one of the above settings – the expectation will be to split the campus instructional minutes per day in half and use that as the average number of minutes per day in a special education classroom/setting. For example, if the campus instructional minutes per day is 360 minutes and the student receives two hours of instruction per week in one of the above settings but has started transitioning back to school, then the average number of minutes per day in a special education classroom/setting would be 180. When/if a student fully transitions back to a school campus, even if the ARD committee determines that a shortened instructional day is appropriate for the student, the average number of minutes per day in a special education classroom/setting will be calculated for their school day as typical for any student who receives services at the school. <p>4.19.3.2.2 Texas Juvenile Justice Department (TJJD)/Lone Star School District and Windham School District Students receiving special education and related services through the TJJD/Lone Star School District will need tiers of intensity, any service groups for which a student qualifies, and the average number of minutes per day in a special education classroom/setting determined by staff.</p> <p>Students who receive services through Windham School District will not be identified through the intensity of services model. Windham School District receives state appropriations through other methods.</p>
Revision	<h3 style="color: #0056b3;">Section 5 Career and Technical Education (CTE)</h3> <p>This section addresses unique attendance accounting provisions for CTE. They 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.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>

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Revision	<p>5.2 Eligibility</p> <ul style="list-style-type: none"> When LEAs partner with technical or community colleges to offer dual credit, including locally articulated CTE courses, the postsecondary faculty must meet the Texas Higher Education Coordinating Board’s teacher requirements. Postsecondary faculty are not required to be certified by the State Board for Educator Certification when teaching secondary students under articulation agreements.
Revision	<p>5.2.2 Eligibility of Courses for Funding</p> <p>Funding students enrolled in a Pathways in Technology Early College High School (P-TECH) Program</p> <p>Students enrolled at a TEA-designated P-TECH campus will generate \$150 for each student in ADA. The campus must be designated by TEA and listed in the references section of the Texas Education Standards. Campuses report the students enrolled in the TEA-designated P-TECH program using the data element StudentCharacteristic (C344) in TSDS PEIMS submissions 1 and 3.</p> <p>The following P-TECH students will generate funding in TSDS PEIMS submission 3:</p> <ul style="list-style-type: none"> P-TECH students in grades 9 through 12 who are coded with the StudentCharacteristic (C344) 07 (P-TECH) P-TECH students in the Year 5 program who are coded with the StudentCharacteristic (C344) descriptor 26 (P-TECH, Year 5) P-TECH students in the Year 6 program who are coded with the StudentCharacteristic (C344) descriptor 27 (P-TECH, Year 6) <p>Funding students enrolled in a Rural Pathway Excellence Partnership (R-PEP) Program</p> <p>The following R-PEP students will generate funding in TSDS PEIMS Submission 3:</p> <ul style="list-style-type: none"> R-PEP students in grades 9 through 12 who are coded with the StudentCharacteristic (C344) 22 (R-PEP Participation) R-PEP students in the Year 5 program who are coded with the StudentCharacteristic (C344) descriptor 30 (R-PEP, Year 5) R-PEP students in the Year 6 program who are coded with the StudentCharacteristic (C344) descriptor 31 (R-PEP, Year 6)

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Deletion	<p><i>5.2.2 Eligibility of Courses for Funding</i></p> <p>[Funding students enrolled in a New Tech Network (NTN) school</p> <p>Students enrolled on campuses that have an active agreement with the NTN will generate \$50 or each student in ADA (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed in the references section of the Texas Education Standards. Campuses report the students enrolled on NTN campus in TSDS PEIMS submissions 1 and 3 using the data element StudentCharacteristic (E3063). Students coded with the descriptor 08 (New Tech) in TSDS PEIMS submission 3 will be funded.]</p>
Revision	<p><i>5.2.3 Earning CTE Contact Hours</i></p> <p>See 12.2 Virtual and Hybrid Education for information on time spent in virtual or hybrid instruction. See 12.3 Texas Virtual School Network (TXVSN) for information on time spent in online courses provided through the TXVSN state-led online learning initiative. See 12.4 Virtual Instruction Options for information on funding for virtual and remote instruction.</p> <p>See 12.5 On-Campus Online Courses for information on time spent in on-campus online courses not provided through TXVSN. See 12.6 Self-Paced Computer Course for information on time spent in self-paced computer courses.</p>
Deletion	<p><i>5.3 Enrollment Procedures</i></p> <p>[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.]</p>
Revision	<p><i>5.5 CTE (Contact Hour) Codes</i></p>

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	<p>CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, or V3) for attendance accounting purposes. A CTE course code is used to calculate contact hours and tiered funding per the TEC, §48.106. Tiered funding is calculated based on the CTE course code and the days the student was eligible, present, and enrolled in the CTE course. (See the Texas Education Data Standards via the TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing the data submission.)</p> <p>To determine the CTE V-code to assign to the CTE course, LEA personnel must use the following chart.</p> <table data-bbox="823 500 1587 651"> <tr> <th>CTE Course's Minutes Scheduled per Day</th><th>CTE Code</th></tr> <tr> <td>45–89</td><td>V1</td></tr> <tr> <td>90–134</td><td>V2</td></tr> <tr> <td>135–180+</td><td>V3</td></tr> </table> <p>Each CTE course must be reviewed separately to determine the minutes per eligible day students attend that course. Three contact hours (V3) is the maximum an LEA may claim for a single course. To qualify for CTE weighted funding, LEAs must ensure CTE course periods are a minimum of 45 minutes on standard/regular bell schedule days. Days covered by a waiver in Section 3 should be excluded from the local calculation since they are not part of the standard/regular bell schedule days. See 5.12.16 Example 16, 5.12.17 Example 17, and 5.12.18 Example 18 for examples.</p>	CTE Course's Minutes Scheduled per Day	CTE Code	45–89	V1	90–134	V2	135–180+	V3
CTE Course's Minutes Scheduled per Day	CTE Code								
45–89	V1								
90–134	V2								
135–180+	V3								
Deletion	<p><i>5.5.1 Special Instructions for Districts Operating Block Schedules</i></p> <p>[If an LEA operates block schedules in which class periods are not in equal length increments, use the chart above to determine the CTE V-code to assign to each CTE course.]</p>								
Revision	<p><i>5.5.1 Special Instructions for Districts Operating Block Schedules</i></p> <p>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.</p> <p>Once LEA personnel have determined minutes, they assign the applicable code to each CTE course.</p>								

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	CTE codes cannot be combined due to varying course weights as a result of tiered funding.
Revision	<h3>5.6 Computing Contact Hours</h3> <p>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 minutes per eligible school day.</p>
Revision	<h3>5.6 Computing Contact Hours</h3> <p>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 code.</p>
Revision	<h4>5.7.1 Career Preparation Eligibility Requirements</h4> <ul style="list-style-type: none"> 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 minimum of 45 minutes in length on standard/regular bell schedule days. 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	<h3>5.10 Documentation</h3> <ul style="list-style-type: none"> documentation showing the 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 on standard/regular bell schedule days to receive CTE weighted funding; see 5.5. CTE (Contact Hour) Codes for more details); and

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Revision	<p>5.12.1 Example 1</p> <p>Student A is enrolled in one 60-minute per day CTE course.</p> <p><i>Student A will be reported with the CTEServiceId 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 minutes per eligible day and corresponding CTE codes.</i></p> <p>Student B is enrolled in one 120-minute per day CTE course.</p> <p><i>Student B will be reported with the CTEServiceId 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 minutes per eligible day and corresponding CTE codes.</i></p> <p>Student C is enrolled in one 180-minute per day CTE course.</p> <p><i>Student C will be reported with the CTEServiceId 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 minutes per eligible day and corresponding CTE codes.</i></p> <p>Student D is enrolled in three 60-minute per day CTE courses.</p> <p><i>Student D will be reported with the CTEServiceId 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 minutes per eligible day and corresponding CTE codes.</i></p> <p>5.12.2 Example 2</p> <p>A student is enrolled in the course Principles of Architecture for 47 minutes per day for the first semester and Principles of Applied Engineering for 47 minutes per day for the second semester.</p>

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	<p><i>In the first semester, the student will be reported with the CTEServiceId 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 CTEServiceId 13036200 – Principles of Applied Engineering and the attendance data associated with V1 eligible days present. All data will be reported in the CTEProgramReportingPeriodAttendance Entity. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course’s minutes per eligible day and corresponding CTE codes.</i></p> <p>5.12.3 Example 3</p> <p>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.</p> <p><i>In the first semester, the student will be reported with the CTEServiceId 13020200 – Principles of Health Science and the attendance data associated with V1 eligible days present. The student will also be reported with the CTEServiceId 13020300 – Medical Terminology and the attendance data associated with V1 eligible days present.</i></p> <p><i>In the second semester, the student will only be reported with the CTEServiceId 13020700 – Medical Microbiology and the attendance data associated with V1 eligible days present.</i></p> <p><i>All data will be reported in the CTEProgramReportingPeriodAttendance Entity.</i></p> <p><i>Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course’s minutes per eligible day and corresponding CTE codes.</i></p> <p>5.12.4 Example 4</p> <p>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.</p> <p><i>For this semester, the student will be reported with the CTEServiceId 13039250 – Principles of Transportation Systems and the attendance data associated with V1 eligible days present in the CTEProgramReportingPeriodAttendance Entity. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE Course’s minutes per eligible day and corresponding CTE codes.</i></p> <p>5.12.5 Example 5</p> <p>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.</p>

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	<p><i>For the first semester, the student will be reported with the CTEServiceId 13024800 – Child Guidance and the attendance data associated with V3 eligible days present. The student will also be reported with the CTEServiceId 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 CTEServiceId 13024800 – Child Guidance and the attendance data associated with V3 eligible days present. All data will be reported in the CTEProgramReportingPeriodAttendance Entity. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course’s minutes per eligible day and corresponding CTE codes.</i></p>
Revision	<p>5.12.7 Example 7</p> <p>A student wants to take Foundations of Business Communication and Technologies; 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 Foundations of Business Communication and Technologies course, which is taught for a one-hour course period.</p> <p><i>The student will be reported with the CTEServiceId 13011400 – Foundations of Business Communication and Technologies and the attendance data associated with V1 eligible days present in the CTEProgramReportingPeriodAttendance Entity. See 5.9 Contracting with Other Entities to Provide CTE Instruction. Note: Refer to the table in 5.5 CTE (Contact Hours) Codes for the CTE course’s minutes per eligible day and corresponding CTE codes.</i></p> <p>5.12.8 Example 8</p> <p>A student in grade seven is taking Touch System Data Entry. The course is scheduled for 46 minutes per day.</p> <p><i>The student will be reported with the CTEServiceId 13011300 – Touch System Data Entry and the attendance data associated with V1 eligible days present. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE course’s minutes per eligible day and corresponding CTE codes.</i></p>
Revision	<p>5.12.10 Example 10</p> <p>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 94 minutes on even numbered days of the month.</p> <p><i>The student will be reported with the CTEServiceId 13000700 – Advanced Animal Science and the attendance data associated with V1 eligible days present in the CTEProgramReportingPeriodAttendance Entity. To illustrate, the student receives 470 minutes of instruction in Advanced Animal Science over a two-week period. One week, the course meets on Monday, Wednesday, and Friday, for</i></p>

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	<i>a total of 282 minutes. The following week, the course meets on Tuesday and Thursday, for a total of 188 minutes of instruction. This is the same amount of classroom time that a student would receive on a traditional schedule (47 minutes each school day).</i>
Revision	<p>5.12.12 Example 12</p> <p>A student is enrolled in three hours of high school credit courses, including a CTE course that is scheduled for one hour. The student is also enrolled in a dual credit CTE course scheduled for two hours that is provided by a college and meets all secondary and postsecondary TAC requirements for dual credit courses.</p>
Revision	<p>5.12.14 Example 14</p> <p>An eighth grade student is enrolled in a Principles of Law, Public Safety, Corrections, and Security course that is scheduled daily for 48 minutes.</p> <p><i>The student will be reported with the CTEServiceId 13029200 – Principles of Law, Public Safety, Corrections, and Security and the attendance data associated with V1 eligible days present in the CTEProgramReportingPeriodAttendance Entity. (See the TSDS Web-Enabled Data Standards for instructions on completing the TSDS PEIMS Student Entity for CTE students.</i></p>
Revision	<p>5.12.17 Example 17</p> <p>An LEA's standard/regular bell schedule has 50-minute blocks for courses Monday through Thursday. On Fridays, the course blocks are reduced to 30 minutes and students meet for tutoring the remainder of the day. Will the LEA receive CTE weighted funding since they run the same schedule each week?</p>
Deleted	<p>5.12.19 Example 19</p> <p>An LEA has 47-minute CTE periods Monday through Thursday with 30-minute periods on Friday.</p> <p><i>The LEA would not receive weighted funding because all class periods are not scheduled for a minimum of 45 minutes.</i></p>

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Revision	<h3 data-bbox="390 289 730 337">6.1 Responsibility</h3> <p data-bbox="390 354 1528 418">If you have any questions for the TEA Bilingual Education program staff, please contact them at emergentbilingualsupport@tea.texas.gov.</p>
Revision	<h3 data-bbox="390 496 1961 545">6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures</h3> <p data-bbox="390 594 1990 626">The procedures below must be completed within the first four calendar weeks of a student’s initial enrollment in a Texas public school.</p> <ol data-bbox="436 667 2011 805" style="list-style-type: none"> 1. Upon initial enrollment in a Texas public school, a student’s parent completes a home language survey (HLS), indicating which languages are used at home, which languages are used by the child at home, and which languages were used in a previous home setting, if applicable (see 6.10.1 Home Language Survey (HLS) Requirements). Students in grades nine through 12 may complete the HLS themselves. <p data-bbox="485 846 2003 1049">If multiple languages are indicated on any of the three questions, districts are guided to report the language other than English. If multiple languages other than English are listed, districts are guided to ask the parent to indicate (in writing or through documented phone conversation) which of the two non-English languages is used most of the time. This clarification should occur in a timely manner so the identification process can be completed within the four-week period. If English is indicated on questions 1 and 2 but a language other than English is indicated on question 3, districts are guided to report the language other than English for the student language.</p>
Revision	<h3 data-bbox="390 1130 1159 1179">6.3 Initial Program Placement/Eligibility</h3> <p data-bbox="390 1195 1717 1227">To be eligible for participation in the bilingual or ESL program, a student must meet the following requirements:</p> <ul data-bbox="436 1268 2018 1438" style="list-style-type: none"> • have a language other than English indicated on the HLS • be identified as an EB student based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)): <ul style="list-style-type: none"> ○ in pre-k (including children coded as EE) through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for English proficiency

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Revision	<p><i>6.3.3 Requirement to Serve Eligible Students</i></p> <p>A district must place a student in a bilingual or ESL program as soon as the district identifies the student as EB and recommends program placement based on the identification and placement process outlined in 6.3 Initial Program Placement/Eligibility.</p>
Revision	<p>6.4 Program Services: Bilingual and ESL Services a District Is Required to Provide</p> <p>Each district is required to offer a bilingual and/or ESL program for identified EB students, based on the following requirements:</p> <ul style="list-style-type: none"> • In the elementary grades (pre-k [including children coded as EE] through fifth or sixth grade when clustered with elementary grades), a bilingual program must be provided when there are 20 or more identified EB students in the same grade level with the same primary language classification across the district. • If the district is not required to provide a bilingual program, an ESL program must be provided in pre-k (including children coded as EE) through twelfth grade, regardless of the number of identified EB students and the grade levels and primary language classifications of the EB students.
Revision	<p>6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding</p> <p>Note: EB students served through approved alternative methods one-way or two-way dual language immersion program models generate the 0.15 BEA weight. Non-EB students served through approved alternative methods for a two-way dual language immersion program model generate the 0.05 BEA weight.</p>
Revision	<p>6.6 Program Services: Teacher Certification Requirements</p> <p>The following charts describe the certification requirements for teachers of bilingual and ESL programs in pre-k (including children coded as EE) 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.</p>

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Deletion	<h3 style="color: #4F81BD;">6.6 Program Services: Teacher Certification Requirements</h3> <p>[Note: EB students served through approved alternative methods one-way or two-way dual language immersion program models do generate BEA funds at the basic allotment for emergent bilingual students (0.15). Other approved alternative methods generate 0.1 weight.]</p>
Revision	<h3 style="color: #4F81BD;">6.7 Program Services: Eligible Days Present</h3> <p>This subsection describes the procedure for reporting bilingual/ESL/Alternative Methods (AM) eligible days present in the attendance accounting system. District personnel must do the following:</p> <ul style="list-style-type: none"> • Identify each student who is participating in the bilingual program or ESL program, or under an AM descriptor, and who is eligible for funding, according to 6.3 Initial Program Placement/Eligibility, with the appropriate bilingual, ESL, or AM descriptor⁸ in the attendance accounting system. • Record the total number of eligible bilingual/ESL/AM days present for each six-week reporting period in the Student Detail Report for every student eligible for the program. • At the end of each six-week reporting period, compute a Campus Summary Report (see Section 2 Audit Requirements). Personnel must summarize the total eligible bilingual/ESL/AM days present, for every student in the program, by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district. The Campus Summary Report must include the total eligible bilingual/ESL/AM days present for each grade level on that campus, the total eligible bilingual/ESL/AM days present for all grades, and the district's bilingual/ESL/AM ADA. • At the end of each six-week reporting period, compute a District Summary Report (see Section 2 Audit Requirements). Personnel add the information from all Campus Summary Reports for each track in the district to comprise the District Summary Report for each track. This report must include eligible bilingual/ESL/AM days present for each grade level in the district, the total eligible bilingual/ESL/AM days present for all grades, and the district's bilingual/ESL/AM ADA.

⁸ To find the appropriate descriptor to use, consult the program type descriptor tables available at the following link: <https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards>. Bilingual/ESL/AM types are found in the C335 (LangInstruProgramSvc) table.

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	<p>⁸ To find the appropriate descriptor to use, consult the program type descriptor tables available at the following link: https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual/ESL/AM types are found in the C335 (LangInstruProgramSvc) table.</p>
Revision	<p><i>6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting</i></p> <p>Bilingual/ESL/AM eligible days present must not be claimed when a student participating in a bilingual or ESL program services is placed in a disciplinary setting (for example, in-school suspension or DAEP) for more than five consecutive days if the same amount and type of bilingual or ESL program services are not provided by a bilingual or ESL program teacher. After five consecutive days without participation in the bilingual or ESL program, district personnel should remove the student’s days from the TSDS PEIMS BilingualESLProgramReportingPeriodAttendance Entity for bilingual/ESL/AM eligible days present effective the first day of placement in the disciplinary setting.</p>
Revision	<p>6.8 Reclassification Criteria and Exit Procedures</p> <p>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 program via TEA’s standardized letter.⁹ In alignment with the goals of dual language immersion program models, the LPAC will likely recommend that the English proficient student continue in the dual language immersion program model with parental approval for the duration of the bilingual program.</p>
Revision	<p><i>6.8.1 Effective Date of Campus/District Withdrawal</i></p> <p>For a student who has been classified by the LPAC as English proficient at the end of the school year, the first day of the following school year is considered to be the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward, unless the student continues to participate in a two-way dual language immersion program model.</p>

⁹ [19 TAC §89.1240\(b\)](#)

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Revision	<p><i>6.10.1 Home Language Survey (HLS) Requirements</i></p> <p>A parent signature is required on the HLS for students in pre-k (including children coded as EE) through grade eight. For students in grades nine through 12, the HLS can be signed by the student or by his/her parent. Electronic parent signatures are permissible.</p>
Revision	<p><i>6.10.2 Other Required Documentation</i></p> <p>The student’s record must contain documentation of all actions impacting the EB student. This documentation must include the following:¹⁰</p> <ol style="list-style-type: none"> 1. the original home language survey 2. the identification of the student as EB 3. the designation of the student’s level of language proficiency 4. the recommendation of program placement done annually
Revision	<p>Section 7 Prekindergarten (Pre-k)</p> <p>This section addresses unique attendance accounting provisions for pre-k. They 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.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>
Revision	<p>7.2 Eligibility</p> <p>A student is eligible for pre-k if the student was eligible to enroll in pre-k but did not attend during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten. A student is also eligible if the student’s parent or guardian elects</p>

¹⁰ [19 TAC §89.1220\(I\)](#)

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	for the student to repeat pre-k in accordance with the TEC, §28.02124 . The second provision applies to any student previously enrolled in a pre-k program, regardless of whether the student met an eligibility criterion under the TEC, §29.153(b) .
Revision	<p><i>7.2.6 Pre-k Eligibility Based on a Child's Having Been in Foster Care</i></p> <p>More information about DFPS education specialists can be found at DFPS - Education Specialists.</p>
Revision	<p>7.2.7.1 Documentation Required</p> <p>The Office of the Governor, Criminal Justice Division honors recipients annually in September. The resolution (certificate) awarded to an individual serves as proof of eligibility to enroll these children in free pre-k if they are age eligible. A list of past honorees may be viewed on the Star of Texas Awards web page.</p>
Revision	<p>8.2 Eligibility</p> <p>The gifted/talented indicator code (StudentCharacteristic (C344) 15) must reflect the student’s services in the gifted/talented program for each six-week reporting period. If a student stops being served during a reporting period, he or she is shown without the indicator code in the subsequent period unless the gifted/talented program services are resumed for the student during that subsequent period.</p>
Revision	<p>8.6 Coding of Gifted/Talented Students</p> <p>Your district should code a student who is receiving services through a state-approved gifted/talented program with the gifted/talented indicator code (StudentCharacteristic (C344) 15) in the Student Detail Report.</p> <p>Your district should count a student who is served on more than one campus in your district only once for gifted/talented funds.</p> <p>Your district must code a furloughed student who is taking leave from receiving services through a state-approved gifted/talented program without the gifted/talented indicator code in the Student Detail Report.</p>

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Revision	<p>8.7 Documentation</p> <p>To claim gifted/talented enrollment for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student with the gifted/talented indicator code (StudentCharacteristic (C344) 15) on the Student Detail Report.</p>
Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>For information on remote home instruction, see either 12.4.3.3 Remote Homebound Instruction—Regular Education Students or 12.4.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services, as applicable.</p>
Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>See the definition of “remote instruction” in 12.4 Virtual Instruction Options. For information on remote home instruction, including applying for a waiver to provide remote instruction, see either 12.4.3.3 Remote Homebound Instruction—Regular Education Students or 12.4.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services, as applicable.</p>
Revision	<p>Section 9 Pregnancy-Related Services (PRS)</p> <p>Note: The phrase “coded PRS” is used throughout this section. To code a student as PRS means to identify a student within TSDS PEIMS as meeting eligibility requirements for PRS (student is pregnant or in the postpartum period) and receiving services on the StudentEducationOrganizationAssociation Entity, SpecialProgramsReportingPeriodAttendance Entity, and/or FlexibleRegularProgramPeriodAttendance Entity. A student who is pregnant should be coded as at-risk on the StudentEducationOrganizationAssociation Entity using the StudentCharacteristic (C344) 14 (Pregnancy Related Services).</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>

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Revision	<p>9.17.1 Example 4</p> <p>A student who is receiving PRS is taking a one-hour CTE course (code V1). She begins CEHI and is expected to be confined for five consecutive weeks. Your district provides the four hours of CEHI instruction but chooses not to provide the additional CTE hours while the student is confined.</p> <p><i>Since the student receives CEHI, she remains coded PRS during the entire confinement period. Since the district is not providing the additional hours for CTE, the CTE indicator is removed. The student, however, is not withdrawn from the CTE class. She remains enrolled in the class and is assisted in her class assignments by the CEHI teacher. During this time period, the student is not reported eligible for CTE contact hours on the CTEProgramReportingPeriodAttendance Entity or the FlexibleCTEProgramReportingPeriodAttendance Entity; however, the student may be reported on the StudentCTEProgramAssociation Entity.</i></p>
Revision	<h3 style="color: #0056b3;">Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals</h3> <p>Students are sometimes educated during nontraditional hours or days of the week or in alternative settings within the district, such as in AEPs, JJAEPs, DAEPs, suspension programs, and education programs for incarcerated youth. This section addresses attendance accounting matters related to students in these types of programs.</p> <p>Important: Although your district may determine that an AEP is required to better serve the needs of a particular student, he or she must meet all the eligibility requirements of the FSP (see 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding) and the AEP for that student to be eligible for funding.</p> <p>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.¹¹ The rules and regulations of the FSP documented in this handbook apply regardless of the AEP that is implemented.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special</p>

¹¹ [TEC, §48.008](#)

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	<p>education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>
Revision	<p>10.1 Responsibility</p> <p>If you have any questions for the Division of Policy and Compliance staff within the Office of Special Populations and Student Supports, please contact them at studentdisciplinesupport@tea.texas.gov.</p>
Revision	<p><i>10.6.1 Students Required to Attend a JJAEP</i></p> <p>If a student who is required to attend a JJAEP does not appear, the student should be reported as absent at the campus at which he or she was enrolled before assignment to the JJAEP. On the date that the student does appear to attend the JJAEP, your district reports the student as present at the JJAEP campus. Your district must not withdraw a student required to attend a JJAEP.</p> <p>Under the TEC, §37.0083, a student may be placed in a virtual expulsion program instead of a JJAEP. The district must be able to verify a student's daily participation for the student to be counted in the district’s ADA for state funding under the FSP.</p>
Revision	<p><i>10.6.3 Students Required to Attend a JJAEP</i></p> <p>A principal or other appropriate administrator may assign an out-of-school suspension (OSS) to a student who engages in conduct identified in the student code of conduct adopted under the TEC, §37.001, as conduct for which a student may be suspended.¹² A student in a grade level below grade three or who is experiencing homelessness may not be given an OSS unless engagement of a conduct that relates to the TEC, §37.005(c), occurs.</p> <p>An OSS must not exceed three school days. Your district must count an OSS student absent if the student does not meet ADA requirements for attendance accounting purposes.</p>

¹² [TEC, §37.005\(a\)](#)

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Revision	<p><i>11.3.1 Dual Credit (High School and College or University Programs)</i></p> <p>Note that TAC rules for ECHS and P-TECH programs¹³ prohibit requiring a student enrolled in an ECHS or P-TECH course for high school graduation credit to pay for tuition, fees, or required textbooks.</p>
Revision	<p><i>11.4 Gateway to College (GTC) and Similar Programs</i></p> <p>You can find a list of courses that are considered developmental courses in the latest THECB <i>Academic Course Guide Manual</i>, available at https://www.txhighereddata.org/institution-overviews/course-and-program-inventories/acgm/.</p>
Revision	<p><i>11.5 Additional Days School Year (ADSY)</i></p> <p>ADSY provides half-day or three-fourths-day formula funding for school systems that add instructional days to any campuses serving ADSY-eligible students in grades pre-k through eight (TEC, §48.0051). Districts will generate formula funding for up to 30 additional instructional days beyond a minimum of 175 full instructional days. ADSY funding is available at the campus level. To be eligible for ADSY funding, a campus must meet the following components:</p> <ul style="list-style-type: none"> • Eligibility: Formula funding for ADSY is available to campuses that serve at least one grade level within grades pre-k through 8. • Calendar requirements: Campus-wide academic calendar(s) must include at least 175 full instructional days with 75,600 operational minutes for all attendance tracks, not including staff development waivers. See 3.2.2 Funding Eligibility for FSP attendance requirements, including the two-through-four-hour rule for half-day and full-day eligibility.
Revision	<p><i>11.5.1 ASDY Program Design and Waivers</i></p> <p>Professional development waivers do not count towards the required 175 days of instruction. Participating campuses are eligible for up to five days of ADSY waivers for missed instructional days throughout the year due to weather, health, or safety reasons. There are no waivers available for the "up to 30" ADSY days themselves. The ADSY waiver days are for the purpose of ensuring compliance with the</p>

¹³ [19 TAC §§102.1091–1095](#)

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	<p>175 days of instruction requirement and are distinct from the Missed School Day waiver. LEAs that wish to request one or more ADSY waiver days must submit that request through the TEA waiver system under the ADSY waiver. If an LEA applies for and receives a missed school day waiver, the day(s) will count towards the 175-day total under the TEC, §48.0051(c). Depending on the situation, an LEA may need to apply for both the ADSY waiver and the Missed School Day waiver during the school year. However, both waivers would not be needed for the same date.</p> <p>Should an LEA utilizing ADSY funding file for and receive a low attendance waiver as described in 3.8.1.4 Low-Attendance Day Waivers, the granting of a low attendance waiver does not reduce the 175 days of instruction for ADSY purposes. As such, an ADSY waiver is not required to be filed for the same date as an approved low-attendance day waiver.</p> <p>The ADSY waiver will follow the same weather, health, and safety waiver approval guidelines as the missed school day (MSD) waiver. This means that the ADSY waiver will not be granted for closures due to other circumstances (e.g., election days). LEAs are encouraged to plan their academic calendars accordingly to avoid the need for such waivers and plan for makeup instructional days as needed.</p> <p>The ADSY waiver applies only to base calendar instructional days missed for health, weather, or safety reasons. This waiver supports compliance with the 175-day base calendar requirement. It does not apply to missed ADSY days. School systems pursuing the three-quarters-day pathway are strongly encouraged to plan for at least two additional ADSY days beyond the required 25 to keep the school system eligible for three-quarters-day formula funding if an ADSY day is missed.</p>
Revision	<p><i>11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program</i></p> <p>Eligible students may participate in courses offered through a 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.</p> <p>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.</p> <p>A remote or hybrid dropout recovery education program under the TEC, §29.081 (e-2), must operate as one of the following models under the TEC, Chapter 30B:</p> <ul style="list-style-type: none"> • a full-time hybrid program as defined in the TEC, §30B.001;

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	<ul style="list-style-type: none"> • a full-time virtual program as defined in the TEC, §30B.001; or • a full-time hybrid or virtual campus authorized under the TEC, Chapter 30B <p>Online dropout recovery education programs under OFSDP must be able to track and report the number of minutes spent by an eligible student in each course so that minutes do not exceed the maximum allowed per course.</p>
Revision	<p><i>11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program</i></p> <p>A dropout recovery education program:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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 provided instruction for at least 120 minutes of instruction per day for half-day attendance or at least 240 minutes of instruction per day for full-day attendance. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)</p>
Revision	<p><i>11.9 Interstate Compact on Educational Opportunity for Military Children</i></p> <p>The Interstate Compact on Educational Opportunity for Military Children currently includes all 50 states and the District of Columbia. The compact is an agreement to abide by a common set of requirements related to education of military children.</p>

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Deletion	<p><i>11.9.1 Some Important Compact Definitions</i></p> <p>[Member state means a state that has enacted the compact.]</p>
Revision	<p><i>11.9.1 Some Important Compact Definitions</i></p> <p>Uniformed services means the Army, Navy, Air Force, Marine Corps, Coast Guard, the National Oceanic and Atmospheric Administration (NOAA) Commissioned Corps, Space Force, and the Public Health Services Commissioned Corps.</p> <p>The US NOAA is an agency of the US Department of Commerce (DOC). The US NOAA Commissioned Corps¹⁴ is made up of approximately 300 science and technology professionals who serve in leadership and command positions in the NOAA and DOC and in the armed forces during wartime or national emergencies.</p> <p>¹⁴ The US National Oceanic and Atmospheric Administration Commissioned Corps website is https://www.oma.noaa.gov/noaa-corps.</p>
Revision	<p>11.9.2.1 Entitlement to Continue at Grade Level</p> <p>A child of a military family who moves to your district from another state is entitled to continue enrollment at the same grade level, including kindergarten, in which the student was enrolled in the sending state regardless of the child’s age. The child must be admitted and will be considered to meet minimum age eligibility requirements to generate ADA on presentation of the following:</p> <ul style="list-style-type: none"> • official military orders showing that the military member was assigned to the state or commuting area of the state in which the child was enrolled and attended school. If the child was residing with a legal guardian and not the military member during the previous enrollment, the following must be provided: <ul style="list-style-type: none"> ○ a copy of the family care plan, or ○ proof of guardianship, as specified in the compact, or ○ any information sufficient for your district to establish eligibility under the compact; • an official letter or transcript from the proper school authority showing the child’s attendance record, academic information, and grade placement; • documented evidence of appropriate immunization; and • evidence of date of birth.

¹⁴ The US National Oceanic and Atmospheric Administration Commissioned Corps website is <https://www.oma.noaa.gov/noaa-corps>.

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	<p>A child of a military family who moves to your district from another 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.</p> <p>A child of a military family who is under the age of five on September 1 and moved to Texas from another 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.</p>
Addition	<h3 data-bbox="390 613 1570 659">11.11 Rural Pathway Excellence Partnership Program (R-PEP)</h3> <p data-bbox="390 703 2007 768">Students participating in approved Year 5 or Year 6 R-PEP programming remain eligible to generate FSP funding. Funding is generated by and flows to the LEA reporting and serving the student through the approved R-PEP program.</p> <p data-bbox="390 808 1360 841">The following R-PEP students will generate funding in TSDS PEIMS Submission 3:</p> <ul data-bbox="533 881 2007 1060" style="list-style-type: none"> • R-PEP students in grades 9 through 12 who are coded with the StudentCharacteristic (C344) 22 (R-PEP Participation) • R-PEP students in the Year 5 program who are coded with the StudentCharacteristic (C344) descriptor 30 (R-PEP, Year 5) • R-PEP students in the Year 6 program who are coded with the StudentCharacteristic (C344) descriptor 31 (R-PEP, Year 6)
Addition	<h3 data-bbox="390 1135 1474 1180">11.12 Adult High School Charter Schools, Subchapter G</h3> <p data-bbox="390 1196 1986 1302">Adult high school charter schools authorized under the TEC, Subchapter G,¹⁵ submit six-weeks period district summary attendance reports in the TSDS PEIMS Data Collection under the attendance-taking framework outlined in 2.3.3. District Summary Reports for students in membership as defined in 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding.</p> <p data-bbox="390 1343 1948 1370">See the TEC, §12.263, Adult Education Program Funding, for further information on funding for adult high school charter schools.</p>

¹⁵ See the [TEC, §12.263](#) and [19 TAC §129.1025](#) for further information.

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	<p>11.12.1 TEC, §12.263(b) and (c) Funding Methodology</p> <p>Earnings for adult high school charters are based on the attendance data certified in the TSDS PEIMS Summer submission and adjusted to enrollment-based ADA for total refined ADA only. All other allotments are attendance based and not adjusted based on enrollment.</p> <p>For purposes of determining the enrollment percentage, the days in membership determines the number of instructional days that the student is enrolled.</p> <p>The following methodology is used at the student level for each six-weeks period.</p> <ul style="list-style-type: none">Enrollment percentage equals the days in membership divided by the days taught (represents the calendar for the instructional days for the period).The attendance rate is based on the framework in the TEC, §12.263(b) and (c). For example, an adult education student with an enrollment percentage of 55 percent (enrolled at least 50 percent but less than 75 percent) during the school year will have an attendance rate of 75 percent for the school year. <table><tr><th>TEC</th><th>Enrollment Percentage for the School Year</th><th>Attendance Rate for School Year</th></tr><tr><td>12.263(b)(1)</td><td>At least 75%</td><td>(100%) 1.00</td></tr><tr><td>12.263(b)(2)</td><td>At least 50% but less than 75%</td><td>(75%) 0.75</td></tr><tr><td>12.263(b)(3)</td><td>At least 25% but less than 50%</td><td>(50%) 0.50</td></tr><tr><td>12.263(b)(4)</td><td>At least 10% but less than 25%</td><td>(25%) 0.25</td></tr><tr><td>12.263(c)</td><td>Less than 10%</td><td>(0%) 0.00</td></tr></table> <ul style="list-style-type: none">Enrollment-based ADA is determined at the student-level detail by six-weeks period, with the determined attendance rate divided by six to establish the enrollment-based ADA for the six-weeks period.<ul style="list-style-type: none">For example, $0.75/6 = 0.125$The total enrollment-based ADA for the student is the sum of the student’s six-weeks period ADA for all six, six-weeks periods.Total enrollment-based ADA for the adult high school charter is the sum of all student-level enrollment-based ADA. <p>11.12.2 Estimate Enrollment and PEIMS Attendance Reporting Guidance</p> <p>11.12.2.1 Foundation School Program (FSP) Application System</p>	TEC	Enrollment Percentage for the School Year	Attendance Rate for School Year	12.263(b)(1)	At least 75%	(100%) 1.00	12.263(b)(2)	At least 50% but less than 75%	(75%) 0.75	12.263(b)(3)	At least 25% but less than 50%	(50%) 0.50	12.263(b)(4)	At least 10% but less than 25%	(25%) 0.25	12.263(c)	Less than 10%	(0%) 0.00
TEC	Enrollment Percentage for the School Year	Attendance Rate for School Year																	
12.263(b)(1)	At least 75%	(100%) 1.00																	
12.263(b)(2)	At least 50% but less than 75%	(75%) 0.75																	
12.263(b)(3)	At least 25% but less than 50%	(50%) 0.50																	
12.263(b)(4)	At least 10% but less than 25%	(25%) 0.25																	
12.263(c)	Less than 10%	(0%) 0.00																	

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	<p>Each new adult high school charter school is required to provide an estimate of its total enrollment in the FSP Application System Estimate Data Report by the August 1 deadline, including enrollment for other instructional-based arrangements.</p> <p>11.12.2.2 Enrollment-based ADA Example The following example illustrates how the estimated total enrollment is used to determine the initial enrollment-based ADA for funding purposes. The adult high school charter determines its total student enrollment for the school year and estimates how long the student is expected to be enrolled. In the example, the 500 total enrolled students entered in the FSP Application System Estimate Data Report represent a 238 enrollment-based ADA for initial funding, until PEIMS Attendance reporting begins.</p> <table border="1"> <thead> <tr> <th>Adult Education Learners Enrolled</th><th>Estimate of Adult Learners Enrolled per Category</th><th>TEC 12.263(b) and (c) Attendance Rate</th><th>Enrollment-based ADA</th></tr> </thead> <tbody> <tr> <td>At least 75 percent of all the instructional days for the school year.</td><td>115</td><td>100%</td><td>115.000</td></tr> <tr> <td>At least 50 percent but less than 75 percent of all the instructional days for the school year.</td><td>155</td><td>50%</td><td>77.500</td></tr> <tr> <td>At least 25 percent but less than 50 percent of all instructional days for the school year.</td><td>150</td><td>25%</td><td>37.500</td></tr> <tr> <td>At least 10 percent but less than 25 percent of all the instructional days for the school year.</td><td>80</td><td>10%</td><td>8.000</td></tr> <tr> <td>Less than 10 percent of all the instructional days for the school year.</td><td>0</td><td>0%</td><td>0.000</td></tr> <tr> <td>Total Number of All Students Enrolled</td><td>500</td><td></td><td></td></tr> <tr> <td colspan="3">Enrollment-based ADA</td><td>238.000</td></tr> </tbody> </table> <p>11.12.2.3 TSDS PEIMS Reporting Since the beginning of the 2025–2026 school year, TEA has collected attendance from school systems, including adult high school charter schools, throughout the year based on the six-weeks reporting period. Attendance collection occurs six times during the school year—once for each of the first five six-weeks reporting periods via the PEIMS Six Weeks Attendance Submission, and once for the entire school year via the existing PEIMS Summer Submission.</p>			Adult Education Learners Enrolled	Estimate of Adult Learners Enrolled per Category	TEC 12.263(b) and (c) Attendance Rate	Enrollment-based ADA	At least 75 percent of all the instructional days for the school year.	115	100%	115.000	At least 50 percent but less than 75 percent of all the instructional days for the school year.	155	50%	77.500	At least 25 percent but less than 50 percent of all instructional days for the school year.	150	25%	37.500	At least 10 percent but less than 25 percent of all the instructional days for the school year.	80	10%	8.000	Less than 10 percent of all the instructional days for the school year.	0	0%	0.000	Total Number of All Students Enrolled	500			Enrollment-based ADA			238.000
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Revision	<p>Section 12 Virtual, Hybrid, Remote, and Electronic Instruction</p> <p>This section addresses attendance accounting as it relates to virtual and hybrid instruction, remote instruction, and self-paced computer courses.</p> <p>Note: TEA is continuously updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA’s special education funding transition materials and the most recently adopted commissioner rules in the TAC, 19 TAC §89.1121 and §89.1125.</p>
Revision	<p>12.1 Responsibility</p> <p>In the following spaces, provide the name and phone number of the district personnel to whom all questions related to virtual, hybrid, remote, and self-paced electronic instruction should be directed.</p>
Revision	<p>12.2 Virtual and Hybrid Education</p> <p>Senate Bill 569, passed during the 89th Texas Legislature, 2025, established the TEC, Chapter 30B. As a result of this legislation, school systems may offer virtual and hybrid instruction through a variety of models, including courses, programs, or campuses.¹⁶</p> <p>The information and provisions in this subsection apply specifically to courses, programs, and campuses under the TEC, Chapter 30B. They do not apply to any other form of electronically delivered instruction. See 12.3 Texas Virtual School Network (TXVSN) for information on the TXVSN statewide course catalog and full-time online school program. See 12.4 Virtual Instruction Options for information on remote instruction. See 12.5 On-Campus Online Courses for requirements related to time spent in on-campus online courses not provided through the TEC, Chapter 30B, or the TXVSN. See 12.6 Self-Paced Computer Courses for requirements related to time spent in self-paced computer courses.</p> <p>For more information on virtual and hybrid education and to view the list of available courses, visit the virtual and hybrid education website at https://tea.texas.gov/academics/learning-support-and-programs/virtual-and-hybrid-education.</p>

¹⁶ [TEC, §30B.006](#)

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Type of Change	Changes to 2026–2027 SAAH
	<p data-bbox="390 289 905 326"><i>12.2.1 Virtual and Hybrid Courses</i></p> <div data-bbox="390 370 1631 659" style="border: 1px solid black; padding: 10px;"> <p data-bbox="405 378 590 407">Key Definitions</p> <p data-bbox="405 412 1577 480">Virtual Course refers to a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.</p> <p data-bbox="405 521 1535 621">Hybrid Course refers to a course in which a student is in attendance in person for less than 90 percent of the minutes of instruction provided, and the instruction and content are delivered synchronously or asynchronously over the internet, in person, or through other means.</p> </div> <p data-bbox="390 708 1780 737">A student enrolled in a school district or open-enrollment charter school is eligible to take virtual or hybrid courses.</p> <p data-bbox="390 781 533 810">Attendance</p> <ul data-bbox="485 815 1955 951" style="list-style-type: none"> • Daily attendance is based on the student's presence at the official attendance-taking time or an approved alternative attendance-taking time. • If a student is not scheduled to be on campus at the official attendance-taking time, attendance is determined at the approved alternative attendance-taking time. <p data-bbox="390 992 564 1021">ADA Eligibility</p> <ul data-bbox="485 1026 1598 1130" style="list-style-type: none"> • Students qualify for half-day attendance with at least 120 instructional minutes per day. • Students qualify for full-day attendance with at least 240 instructional minutes per day. • Virtual and hybrid courses count toward the students' total instructional minutes. <p data-bbox="390 1170 1955 1239">A campus may choose to set the virtual or hybrid course to have the same number of instructional minutes per day as the corresponding in-person course offered at the same school. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)</p> <p data-bbox="390 1279 1507 1308">A student must be enrolled in a full-time virtual or hybrid program or campus if the student:</p> <ul data-bbox="485 1346 1898 1414" style="list-style-type: none"> • is taking four or more virtual or hybrid courses; or • is enrolled in virtual or hybrid courses that make up more than 50 percent of the student's total course schedule.

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	<p>TEA determines the ADA eligibility status of a student enrolled in a virtual or hybrid course for a semester based upon in-person attendance.</p> <p><i>12.2.2 Full-time Virtual and Hybrid Programs</i></p> <p>School systems are permitted to offer full-time virtual and hybrid programs under the TEC, Chapter 30B, within an existing brick-and-mortar campus, without additional authorization.</p> <ul style="list-style-type: none"> • Full-Time Virtual Program is an educational option where students attend almost entirely online, receiving instruction and content primarily via the internet, either synchronously or asynchronously, with minimal to no in-person attendance. • Full-Time Hybrid Program is a full-time educational option where a student attends in-person classes for less than 90 percent of instructional time. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods. Hybrid programs may be organized so that courses are delivered partly in-person and partly online or scheduled such that students attend both virtual and in-person classes within the same school day, or through a combination of these methods. <p>A student who meets the eligibility requirements to enroll in a brick-and-mortar campus of a school district or open-enrollment charter school is eligible to enroll in a virtual or hybrid program.</p> <p>Enrollment in these programs must be less than 50 percent of the total students enrolled at the campus. A district or open-enrollment charter school must have a locally approved instructional plan and clearly defined policies to inform implementation are recommended for effective program operation.</p> <p>School systems operating full-time virtual or hybrid programs must meet the requirements of providing 75,600 operational minutes or 43,200 instructional minutes for qualifying programs. See 3.8 Calendar for more information. ADA eligibility for students enrolled in these programs is determined by the ADA eligibility code reported by the school system.</p> <p>Attendance</p> <ul style="list-style-type: none"> • Attendance must be recorded daily. • Attendance is determined according to the school system's approved instructional plan and attendance policy. • School systems must maintain documentation supporting earned attendance. <p>Daily measurement options for attendance may include:</p> <ul style="list-style-type: none"> • daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the school system;

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	<ul style="list-style-type: none"> • daily check-in via teacher-student interactions that confirm students accessed instruction, as defined by the school system; or • completion/turn-in of assignments from student to teacher (potentially via email or online). <p>School systems may select from these options or implement another locally approved daily measurement, provided it is defined in the instructional plan and consistently documented.</p> <p>ADA Eligibility</p> <ul style="list-style-type: none"> • Students qualify for half-day attendance with at least 120 instructional minutes per day. • Students qualify for full-day attendance with at least 240 instructional minutes per day. <p><i>12.2.3 Full-time Virtual and Hybrid Campuses</i></p> <p>School systems must be authorized by TEA to operate a full-time virtual or hybrid campus.</p> <ul style="list-style-type: none"> • Full-Time Virtual Campus: a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program authorized under the TEC, Chapter 30B. • Full-Time Hybrid Campus: a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program authorized under the TEC, Chapter 30B. <p>A student is eligible to enroll in a full-time virtual campus if the student meets the following criteria:</p> <ul style="list-style-type: none"> • attended a public school in this state for a minimum of six weeks in the current school year or in the preceding school year; • is enrolled in the first grade or a lower grade level in the school year in which the student first seeks to enroll in the full-time virtual campus; • was not required to attend public school in this state due to nonresidence during the preceding school year; • is a dependent of a member of the United States military who has been deployed; or has been placed in substitute care in this state.¹⁷ <p>School systems operating a full-time virtual or hybrid campus must meet the requirements of providing 75,600 operational minutes or 43,200 instructional minutes for qualifying programs. See 3.8 Calendar for more information. ADA eligibility for students enrolled in the campus is determined by the ADA eligibility code reported by the school system.</p>

¹⁷ TEC, [§30B.103\(b\)](#)

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Type of Change	Changes to 2026–2027 SAAH
	<p>Attendance</p> <ul style="list-style-type: none"> • A student is reported present for each instructional day the student is enrolled on the campus. <p>ADA Eligibility</p> <ul style="list-style-type: none"> • Students qualify for half-day attendance with at least 120 instructional minutes per day. • Students qualify for full-day attendance with at least 240 instructional minutes per day. <p>ADA is calculated using enrolled full-time equivalent students multiplied by the district's or charter school's average attendance rate, excluding students enrolled in virtual or hybrid campuses. If a reliable attendance rate is not available, the statewide average will be used instead.¹⁸</p> <p><i>12.2.4 Enrollment in a Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus, and Receipt of Special Program Services</i></p> <p>A student's enrollment in one or more virtual or hybrid courses, a full-time program, or a full-time campus offered under the TEC, Chapter 30B, does not necessarily preclude a district from serving the student in other special programs, such as special education, CTE, bilingual/ESL education, or PRS. Nor does it necessarily preclude a district from receiving weighted funding for serving the student in those programs, provided all program requirements are met. See the applicable sections of the handbook for specific program requirements. The determination of whether a virtual or hybrid course, full-time program, or full-time campus will meet the needs of a student with a disability must be made by the student's ARD committee in a manner consistent with state and federal law.¹⁹</p> <p><i>12.2.5 Additional Virtual or Hybrid Course, Full-Time Program, or Full-Time Campus Requirements and Information</i></p> <p>A student taking a virtual or hybrid course offered through the TEC, Chapter 30B, is considered to be enrolled in a virtual or hybrid course, program, or campus when he or she begins receiving instruction and actively engages in instructional activities in the subject area or course.</p> <p>A student taking a virtual or hybrid course offered through the TEC, Chapter 30B, is considered to be enrolled in a virtual or hybrid course, program, or campus, and must be reported as withdrawn from the virtual or hybrid course, program, or campus when the student is no longer actively participating in the course or program.</p>

¹⁸ [TEC, §30B.106\(a\)](#)

¹⁹ [TEC, §30B.052\(b\)](#)

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	<p>A student who has begun enrollment in a virtual course, through the published virtual course list on the agency’s website, and transfers from one educational setting to another is entitled to continue enrollment in the course.</p> <p>A school district or open-enrollment charter school may not require a student to enroll in a virtual or hybrid course.²⁰ An open-enrollment charter school may require a student to attend a full-time virtual or full-time hybrid campus.²¹</p> <p>A school district or open-enrollment charter school may provide virtual and hybrid course(s) to a student who is not eligible to enroll in a public school in this state, or is not enrolled in the school district or open-enrollment charter school.²² A student to whom this paragraph applies:</p> <ul style="list-style-type: none"> • is not considered to be a public school student and is not eligible to generate FSP funding, and • is not entitled to any rights, privileges, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing a virtual or hybrid course. <p>Any charter school wishing to provide a full-time virtual or hybrid program for students (other than distance learning while a student is in attendance at a regular school campus) must submit a nonexpansion amendment request to the commissioner of education and receive commissioner approval before submitting the waiver request before implementation of the virtual or hybrid program. Changing the instructional program would be a substantive amendment request in accordance with 19 TAC §100.1035(c).</p> <p>Any charter school wishing to provide a full-time virtual or hybrid campus must submit an expansion amendment request to the commissioner of education and receive commissioner approval. Additionally, the school must be authorized through the virtual and hybrid campus authorization process before implementation of the virtual and hybrid campus.</p> <p><i>12.2.6 Virtual and Hybrid Education Funding and Accounting</i></p> <p>If an eligible student participates in a course, program, or campus offered under the TEC, Chapter 30B, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom generates FSP funding.</p> <p>Virtual and hybrid courses must meet the course requirements outlined in the TEC, Chapter 30B. School systems must do the following:</p>

²⁰ [TEC, §30B.052\(a\)](#)

²¹ [TEC, §30B.104](#)

²² [TEC, §30B.055](#)

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	<ul style="list-style-type: none"> • Certify that each course includes the appropriate TEKS and meets the National Standards for Quality Online Courses.²³ • Provide instruction at the appropriate level of rigor for the grade level at which the course is offered and prepare students enrolled for the next grade level or subsequent course in a similar subject area.²⁴ • Submit information on virtual courses to TEA to be published on the agency website.²⁵ <p>Any hybrid or virtual course offered to a student receiving special education services or other accommodations must be designed and delivered in a manner that meets the student’s individual needs, consistent with the TEC, Chapter 29, Subchapter A, and with federal law, including IDEA, and Section 504 of the Rehabilitation Act of 1973, as applicable.²⁶</p> <p>12.2.7 Virtual and Hybrid Education Comparison Chart</p> <p>The following table provides a summary of requirements. Detailed requirements are provided in the sections that follow.</p> <table border="1"> <thead> <tr> <th></th><th>Virtual and Hybrid Course</th><th>Virtual and Hybrid Program</th><th>Virtual and Hybrid Campus</th></tr> </thead> <tbody> <tr> <td>TEA Authorization</td><td>No additional TEA authorization required.</td><td>No additional TEA authorization required.</td><td>TEA authorization is required before serving students.</td></tr> <tr> <td>Student Participation</td><td>Students can enroll in up to three virtual or hybrid courses or less than 50% of their schedule.</td><td>Participation in the full-time program is limited to less than 50% of the campus enrollment.</td><td>At least 50% of the campus enrollment participates in a full-time virtual or hybrid program.</td></tr> <tr> <td>Student Eligibility</td><td>Any student enrolled in the school district or charter school.</td><td>Any student eligible to enroll in the school district or charter school.</td><td>Hybrid campus: Any student eligible to enroll in a Texas public school. Virtual campus: Students must meet the eligibility requirements in the TEC, §30B.103(b).</td></tr> </tbody> </table>				Virtual and Hybrid Course	Virtual and Hybrid Program	Virtual and Hybrid Campus	TEA Authorization	No additional TEA authorization required.	No additional TEA authorization required.	TEA authorization is required before serving students.	Student Participation	Students can enroll in up to three virtual or hybrid courses or less than 50% of their schedule.	Participation in the full-time program is limited to less than 50% of the campus enrollment.	At least 50% of the campus enrollment participates in a full-time virtual or hybrid program.	Student Eligibility	Any student enrolled in the school district or charter school.	Any student eligible to enroll in the school district or charter school.	Hybrid campus: Any student eligible to enroll in a Texas public school. Virtual campus: Students must meet the eligibility requirements in the TEC, §30B.103(b) .
	Virtual and Hybrid Course	Virtual and Hybrid Program	Virtual and Hybrid Campus																
TEA Authorization	No additional TEA authorization required.	No additional TEA authorization required.	TEA authorization is required before serving students.																
Student Participation	Students can enroll in up to three virtual or hybrid courses or less than 50% of their schedule.	Participation in the full-time program is limited to less than 50% of the campus enrollment.	At least 50% of the campus enrollment participates in a full-time virtual or hybrid program.																
Student Eligibility	Any student enrolled in the school district or charter school.	Any student eligible to enroll in the school district or charter school.	Hybrid campus: Any student eligible to enroll in a Texas public school. Virtual campus: Students must meet the eligibility requirements in the TEC, §30B.103(b) .																

²³ [TEC, §30B.051\(a\)](#)

²⁴ [TEC, §30B.051\(a\)\(2\)](#)

²⁵ [TEC, §30B.057\(b\)](#)

²⁶ [TEC, §30B.052\(b\)](#)

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	ADA Eligibility	Students must be scheduled for and provided at least 120 minutes daily for half-day ADA eligibility or 240 minutes daily for full-day ADA eligibility.	Students must be scheduled for and provided with at least 120 minutes of daily instruction for half-day ADA eligibility or 240 minutes of daily instruction for full-day ADA eligibility.	Students must be scheduled for and provided at least 120 minutes daily for half-day ADA eligibility or 240 minutes daily for full-day ADA eligibility.
	Attendance Taking for Funding Purposes	Students enrolled in virtual or hybrid courses who are present on campus for part of the day will have their attendance recorded during their scheduled on-campus class times. If a student is on campus for part of the day but not during the official attendance taking period, attendance may be recorded during an alternative attendance taking time.	Report attendance for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy. Attendance is taken daily and may be conducted anytime between 12:00 am and 11:59 pm each day the campus is open, or within a more specific daily time frame as specified by the approved policy.	Student is reported present for each instructional day the student is enrolled on the campus.
	Funding Calculation	Districts and open-enrollment charter schools receive the same amount of funding per student for a hybrid course, virtual course, as it would for the same course or program offered fully in person.	Districts and open-enrollment charter schools receive the same amount of funding per student for a full-time hybrid program, or full-time virtual program as it would for the same course or program offered fully in person.	For full-time hybrid or virtual campuses, average daily attendance will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or charter school offering the campus, excluding students enrolled in those hybrid or virtual campuses. If a reliable attendance rate is not available, the statewide average will be used instead.
	Accommodations	Must be provided consistently with state and federal requirements.	Must be provided consistently with state and federal requirements.	Must be provided consistently with state and federal requirements.

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	<i>12.2.8 Virtual and Hybrid Education PEIMS Reporting Quick Reference</i> The following chart provides information on PEIMS coding for virtual or hybrid programs and campuses.			
	Reporting Element	Virtual or Hybrid Program	Virtual or Hybrid Campus	Virtual or Hybrid Dropout Recovery Program/Campus
	ADA Eligibility (E0787/C059)	1 = Full Day 2 = Half Day 3 = Eligible Transfer Student – Full Day 6 = Eligible Transfer Student – Half Day 9 = Enrolled, Not In Membership Due To Virtual Learning	1 = Full Day 2 = Half Day 3 = Eligible Transfer Student – Full Day 6 = Eligible Transfer Student–Half Day 9 = Enrolled, Not In Membership Due To Virtual Learning	1 = Full Day 2 = Half Day 3 = Eligible Transfer Student – Full Day 6 = Eligible Transfer Student – Half Day 9 = Enrolled, Not In Membership Due To Virtual Learning
	Non-Campus Based Instruction (E1072/C182)	12 = Local Virtual Course 13 = Statewide Virtual Course	12 = Local Virtual Course 13 = Statewide Virtual Course	12 = Local Virtual Course 13 = Statewide Virtual Course
	Calendar Type (E1600/C215)	18 = Full-Time Hybrid or Virtual Program	18 = Full-Time Hybrid or Virtual Program	05 = Dropout Recovery Program/Campus

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	Full-Time Hybrid Virtual Program Participation (E3131/C363)	01 = Full-Time Hybrid Program 02 = Full-Time Virtual Program	01 = Full-Time Hybrid Program 02 = Full-Time Virtual Program	01 = Full-Time Hybrid Program 02 = Full-Time Virtual Program
	<p>See 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding for more information regarding eligibility coding requirements.</p> <p>12.2.9 Examples</p> <p>Example 1 A student is scheduled for and receiving instruction in four traditional classes for 200 minutes each day and is also enrolled in one virtual course through the virtual course list and is reported with an ADA eligibility code of 1 – Eligible for Full-Day Attendance. A campus may choose to set the virtual or hybrid course to have the same number of instructional minutes per day as the corresponding in-person course offered at the same school.</p> <p>The student’s daily attendance is determined by whether the student is present or absent on campus at the official attendance-taking time or at the alternative attendance taking time set for that student.</p> <p>Example 2 A student who is scheduled for and receiving instruction in traditional classes for four hours (240 minutes) each day and who is enrolled in one or more virtual courses is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student’s daily attendance is determined by whether the student is present or absent on campus at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p> <p>Example 3 A student who is scheduled for and receiving instruction in one traditional class for 55 minutes each day and is enrolled in two virtual courses from the virtual course list is reported with an ADA eligibility code of 2 – Eligible for Half-Day Attendance.</p> <p>The student’s daily attendance is determined by whether they are present or absent on campus at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p>			

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	<p>Example 4 A student is enrolled in a full-time hybrid program and has three in-person courses and four virtual courses each day. The student’s ADA eligibility code of 1 – Eligible for Full-Day Attendance. The hybrid program’s approved instructional plan and policy states daily attendance is measured by daily assignment submissions.</p> <p>Daily attendance is determined by the student’s submission of the assigned work on the same day it is assigned by the teacher.</p> <p>Example 5 A student attends an authorized full-time virtual campus that operates on a block schedule and receives all instruction virtually. The student attends 4 courses for 360 minutes each day.</p> <p>The student is marked present for each instructional day during which they are enrolled in the full-time virtual campus.</p> <p>¹⁵ TEC, §30B.006 ¹⁶ TEC, §30B.103(a) ¹⁷ TEC §30B.103(b) ¹⁸ TEC, §30B.051(a) ¹⁹ TEC, §30B.051(a)(2) ²⁰ TEC, §30B.057(b) ²¹ TEC, §30B.052(b) ²² TEC, §30B.106(a) ²³ TEC, §30B.052(b) ²⁴ TEC, §30B.052(a) ²⁵ TEC, §30B.104 ²⁶ TEC, §30B.055</p>
Deletion	<p>[12.2.2.3 Grades Nine through 12 OLS</p> <p>Enrollment in courses for grades nine through 12 taken through a full-time virtual TXVSN OLS program that is offered by an officially recognized TXVSN online school may apply toward ADA eligibility status. For a TXVSN course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course. Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for the online semester course. Course credit for high school graduation may be earned only if the student received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.</p>

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	<p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in a full-time TXVSN OLS for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum. For a student enrolled in an officially recognized TXVSN online school, no more than four total semester courses taken through the TXVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.</p> <p>An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. If the student is enrolled in an officially recognized TXVSN online school, he or she may earn funding for a maximum of eight TXVSN semester courses in the second semester of the school year. Each course is considered to be 60 minutes of daily classroom instruction for purposes of the two-through-four-hour rule.</p> <p>For purposes of recording a student's daily attendance, a student enrolled full-time in TXVSN courses for grades nine through 12 (enrolled in four or more TXVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period. TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed the TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.]</p>
Revision	<h3>12.3 Texas Virtual School Network (TXVSN)</h3> <p>The state virtual school network includes the TXVSN catalog of supplemental online courses for grades six through 12 and the full-time virtual TXVSN Online Schools (OLS) program for grades three through 12. The TXVSN provides students throughout the state with access to online courses that address all of the TEKS and meet national standards for quality online courses. The network was established by Senate Bill 1788, passed by the 80th Texas Legislature, 2007. The TEC, Chapter 30A, which established the TXVSN, does not affect the provision of distance learning courses offered under other law. The TXVSN creates an additional distance learning option for districts. Section 15 of SB 569, enacted in May 2025, authorizes the TXVSN to continue operating through the 2026–2027 school year as it existed prior to the passage of SB 569. Beginning with the 2025–2026 school year, funding for campuses will follow the requirements outlined in the TEC, §30B.106.</p>

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Type of Change	Changes to 2026–2027 SAAH
Revision	<p><i>12.3.1 Student Eligibility for the TXVSN</i></p> <p>12.3.1.1 Student Eligibility for Full-Time Enrollment in TXVSN Courses or Program</p> <p>12.3.1.2 Student Eligibility and Documentation</p>
Revision	<p><i>12.3.2 TXVSN FSP Funding and Attendance Accounting</i></p> <p>If an eligible student participates in a course offered through the TXVSN course catalog or in an officially recognized TXVSN OLS program and meets the requirements for enrollment in a Texas school district or open-enrollment charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom generates FSP funding.²⁷</p> <p>²⁷ TEC, §30A.153(a), as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.</p>
Deletion	<p>12.3.2.1 TXVSN Course Catalog for Grades Six through 12</p> <p>[For a TXVSN catalog course for grades six through 12 to count toward ADA eligibility status, the student must successfully complete the course.]</p> <p>For grades six through eight: Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient for promotion to the next course or grade level.</p> <p>For grades nine through 12: Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for a high school semester course. A passing grade for the award of credit is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.]</p>
Deletion	<p>12.3.2.1 TXVSN Course Catalog for Grades Six through 12</p>

²⁷ TEC, §30A.153(a), as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.

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Type of Change	Changes to 2026–2027 SAAH
	<p>[For purposes of determining ADA eligibility status, online attendance is dependent on whether the student successfully completed the TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, TEA may adjust the student’s ADA eligibility status accordingly.]</p>
Revision	<p>12.3.2.1 TXVSN Course Catalog for Grades Six through 12</p> <p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades six through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) A total of no more than three semester courses taken through the TXVSN course catalog may be used in determining a student’s ADA eligibility for any one semester with a maximum of six total semester courses in a school year.²⁸</p> <p>An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. Each course is considered to be 60 minutes of daily classroom instruction for purposes of the two-through-four-hour rule.</p> <p>For purposes of recording daily attendance for a student in TXVSN courses for grades six through 12, the student’s daily attendance is determined by whether that student was present or absent at the official attendance-taking time. If the student is not scheduled to be on campus at the official attendance-taking time, the student’s daily attendance is determined by whether the student was present or absent at the alternative attendance-taking time set for that student. See 3.6.2 Time of Day for Attendance Taking and 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations.</p> <p>TEA determines the ADA eligibility status of a student enrolled in TXVSN catalog courses for a semester based upon in-person attendance.</p> <p>²⁸ TEC, §30A.153(a-1), as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.</p>

²⁸ TEC, §30A.153(a-1), as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.

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Revision	<p>12.3.2.2 TXVSN OLS Program</p> <p>Enrollment in a full-time TXVSN OLS program that is offered by an officially recognized TXVSN online school may apply toward ADA eligibility status. To be eligible to generate ADA, students must be scheduled for and receive instruction in accordance with minimum daily instructional time requirements. Specifically, students must be scheduled for and provided at least 120 minutes of instruction per day to be eligible for half-day attendance, and at least 240 minutes of instruction per day to be eligible for full-day attendance.</p> <p>For purposes of determining and reporting the ADA eligibility code of a student enrolled in a full-time TXVSN OLS (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum.</p> <p>For purposes of recording the student’s daily attendance, a student is reported as present for each day the student is enrolled on the campus.</p> <p>For full-time hybrid or virtual campuses, ADA will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or open-enrollment charter school offering the campus, excluding students enrolled in those hybrid or virtual campuses. If a reliable attendance rate is not available, the statewide average will be used instead.</p>
Revision	<p>12.3.2.3 Enrollment in a TXVSN Course or Program and Receipt of Special Program Services</p> <p>A student’s enrollment in one or more TXVSN courses or in a TXVSN OLS program offered by an officially recognized TXVSN online school does not necessarily preclude a district from serving the student in other special programs, such as special education, CTE, bilingual/ESL education, or PRS. Nor does it necessarily preclude a district from receiving weighted funding for serving the student in those programs, provided all program requirements are met. See the applicable sections of the handbook for specific program requirements. The</p>

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	<p>determination of whether a TXVSN course or program will meet the needs of a student with a disability must be made by that student’s ARD committee in a manner consistent with state and federal law.²⁹</p> <p>²⁹ TEC, §30A.007, as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.</p>
Revision	<p><i>12.3.3 Additional TXVSN Requirements and Information</i></p> <p>A student who has begun enrollment in a TXVSN catalog course and transfers from one educational setting to another is entitled to continue enrollment in the course.</p> <p>A school district or open-enrollment charter school must not require a student to enroll in an electronic course.</p> <p>A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may³⁰ enroll in electronic courses through the TXVSN.³¹</p> <p>³⁰ Subject to the TEC, §30A.155, as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.</p> <p>³¹ TEC, §30A.107(c), as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.</p>
Deletion	<p><i>12.3.4 Examples</i></p> <p>Example 1</p> <p>[If the student successfully completes the TXVSN course, his or her ADA eligibility status does not change. If the student does not successfully complete the TXVSN course, TEA will adjust the student’s ADA eligibility status to half-day eligibility because the 60 minutes for that course will no longer be considered classroom time and the student will have fallen below the four hours (240 minutes) required for full day eligibility.]</p>

²⁹ TEC, §30A.007, as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.

³⁰ Subject to the TEC, §30A.155, as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.

³¹ TEC, §30A.107(c), as it existed prior to the passage of Senate Bill 569, 89th Texas Legislature, 2025 (SB 569), and as effectively continued until the end of the 2026-2027 school year, per section 15 of the bill.

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	<p>Example 2</p> <p>[Whether the student successfully completes the TXVSN course(s) does not impact the student’s ADA eligibility status because the student does not need the additional 60 minutes generated by the online course to be eligible for full-day attendance.]</p> <p>Example 3</p> <p>[If the student successfully completes both TXVSN courses, his or her ADA eligibility status does not change. If the student does not successfully complete at least one TXVSN course, TEA will adjust the student’s ADA eligibility status to 0—Enrolled, Not in Membership, and the FSP funding for the student to zero dollars because the 60 minutes for that course will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.]</p> <p>[Example 4</p> <p>A student who is scheduled for and receiving instruction in traditional classes for 50 minutes each day and is enrolled in four TXVSN catalog 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. However, only a maximum of three TXVSN course catalog courses (180 minutes) may apply in any one semester toward ADA eligibility.</p> <p>The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p> <p>If the student successfully completes two or more TXVSN courses, his or her ADA eligibility status does not change. If the student does not successfully complete at least two TXVSN courses, TEA will adjust the student’s ADA eligibility status to 0—Enrolled, Not in Membership, and the FSP funding for the student to zero dollars because the 60 minutes each for two TXVSN courses will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.]</p> <p>Example 5</p> <p>[If the student successfully completes both TXVSN courses, his or her ADA eligibility status does not change for either half of the semester. If the student does not successfully complete at least one of the TXVSN courses, TEA will adjust the student’s ADA eligibility to status to 2—Eligible for Half-Day Attendance for that half of the semester because the 60 minutes for that course will no longer be</p>

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	<p>considered classroom time and the student will have fallen below the four hours (240 minutes) required for full-day eligibility for that part of the semester.]</p> <p>Example 6</p> <p>[If the student successfully completes at least four courses, his or her ADA eligibility status does not change. If the student successfully completes only two or three of the courses, TEA will adjust the student's ADA eligibility status to half-day eligibility because the 60 minutes for each course not successfully completed will no longer be considered classroom time and the student will have fallen below the four hours (240 minutes) required for full-day eligibility. If the student does not successfully complete at least two of the courses (that is, the student successfully completes only one or none of the courses), TEA will adjust the student's ADA eligibility status to 0—Enrolled, Not in Membership, and the FSP funding for the student to zero dollars because the 60 minutes for each course not successfully completed will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.]</p> <p>Example 7</p> <p>[If the student successfully completes the TXVSN grade-level education program and demonstrates academic proficiency with passing grades sufficient to be promoted to the next grade level, his or her ADA eligibility code does not change. If the student does not demonstrate academic proficiency with passing grades sufficient for promotion, TEA will adjust the student's ADA eligibility status to 0—Enrolled, Not in Membership, and the FSP funding for the student to zero dollars.]</p> <p>[Example 8] A student who is not scheduled for traditional classes, is not receiving instruction in traditional classes, is eligible for full-time enrollment in TXVSN courses, and is enrolled in five or more TXVSN courses for grades nine through 12 offered by a district or charter school that is not an officially recognized TXVSN online school is reported with an ADA eligibility code of 2—Eligible for Half-Day Attendance because only a maximum of three TXVSN course-catalog courses (180 minutes) may apply toward ADA eligibility in any one semester. The student is considered present (in attendance) for each day of instruction in the reporting period.</p> <p>If the student successfully completes at least two TXVSN courses in a semester, his or her ADA eligibility status does not change. If the student does not successfully complete at least two of the courses, TEA will adjust the student's ADA eligibility status to 0—Enrolled, Not in Membership, and adjust the FSP funding for the student to zero dollars because the 60 minutes each for two TXVSN courses will no longer be considered classroom time and the student will have fallen below the two hours (120 minutes) required for half-day eligibility.]</p>

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Revision	<p><i>12.3.4 Examples</i></p> <p>Example 1 A student who is scheduled for and receiving instruction in traditional classes for 200 minutes each day and who is enrolled in one TXVSN course for grades six through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance because the online course is considered to be 60 minutes of daily classroom time.</p> <p>The student’s daily attendance is determined by whether the student is present or absent on campus at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p> <p>Example 2 A student who is scheduled for and receiving instruction in traditional classes for four hours (240 minutes) each day and who is enrolled in one or more TXVSN courses for grades six through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student’s daily attendance is determined by whether the student is present or absent on campus at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p> <p>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.</p> <p>The student’s daily attendance is determined by whether the student is present or absent on campus at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p> <p>Example 4 A student who is enrolled in a school operating on a block schedule* and is scheduled for and receiving instruction in traditional classes for three hours (180 minutes) each day and is enrolled sequentially within a single semester in two TXVSN courses for grades nine through 12 (e.g., Geometry A or U.S. Government for the first half of the semester followed by Geometry B or Economics for the second half of the semester) is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance for each half of the semester because the additional 60 minutes generated by the TXVSN course is sufficient to be eligible for full-day attendance. (180 + 60 for the TXVSN course taken during the first half of the semester = 240 minutes; 180 + 60 for the TXVSN course taken during the second half of the semester = 240 minutes.)</p>

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	<p>The student’s daily attendance is determined by whether the student is present or absent on campus at the official attendance-taking time or at the alternative attendance-taking time set for that student.</p> <p>*The accelerated block schedule allows a student to complete both semesters of a two-semester course within a single semester by completing semester A of the course during the first half of the semester and then semester B of the course during the second half of the semester.</p> <p>Example 5 A student in grades nine through who is enrolled in a TXVSN OLS program operated by an official, TEA-recognized TXVSN online school and is taking four or more TXVSN courses is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student is considered present (in attendance) for each day of instruction in the reporting period.</p> <p>Example 6 A student enrolled full time in grades three through eight TXVSN OLS program operated by an official, TEA-recognized TXVSN online school is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.</p> <p>The student is considered to be present (in attendance) for each day of instruction in the reporting period.</p>
Revision	<h3>12.4 Virtual Instruction Options</h3>
Deletion (marked text only)	<p><i>12.4.1 Virtual and Hybrid Schools with a TXVSN Waiver</i></p> <p>[ESP funding is adjusted for a student that does not successfully complete the TXVSN online school program.]</p> <p>[A student is considered to have met attendance requirements based upon successful completion of a TXVSN online school program. A student who has successfully completed the grade level or course is eligible to receive any weighted funding for which the student is eligible. (Please refer to 19 TAC §70.1017 for further information.)]</p> <p>[For enrollment in grades kindergarten through eight to count toward ADA eligibility status, a student must successfully complete the program. Successful completion is defined as completion of the TXVSN program and demonstrated academic proficiency with passing</p>

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	<p>grades sufficient for promotion to the next grade level. State funding (ADA and FSP) is adjusted in the following school year for students who do not successfully complete the TXVSN program.]</p> <p>[For course enrollments in grades nine through 12 to count toward ADA eligibility, a student must successfully complete the course. Successful completion is defined as completion of the course and demonstrated proficiency with a passing grade sufficient to earn credit for the semester course.]</p>
Revision	<p><i>12.4.1 Virtual and Hybrid Schools with a TXVSN Waiver</i></p> <p>TXVSN waiver schools that previously operated under the TEC, §29.9091, or the TEC, §48.0071,³² or participated in the Virtual Program Accelerator during the 2022–2023 school year may continue to operate, as they did previously through the 2026-2027 school year, with student eligibility to participate in these options remaining consistent with prior years.</p> <p>The eligibility requirements to apply for the waiver are listed below. LEAs must have:</p> <ul style="list-style-type: none"> • operated a full-time, online school under the TEC, §29.9091, in 2022– 2023 or • been TEA virtual accelerator participants in 2022-2023. <p>Additionally, LEAs must also meet the following requirements:</p> <ul style="list-style-type: none"> • an accountability rating of C or higher, and • an accredited status. <p>If an eligible student participates in a recognized TXVSN online school and meets the requirements for enrollment in a Texas school district or open-enrollment charter school, the student is eligible to generate FSP funding. FSP funding is adjusted for a student that does not successfully complete the TXVSN online school program.</p> <p>For purposes of recording the student’s daily attendance, a student is reported as present for each day the student is enrolled on the campus.</p> <p>For full-time hybrid or virtual campuses, ADA will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or open-enrollment charter school offering the campus, excluding students enrolled in those hybrid or virtual campuses. If a reliable attendance rate is not available, the statewide average will be used instead.</p>

³² Both the TEC, §29.9091, and the TEC, §48.0071, expired on September 1, 2023.

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Type of Change	Changes to 2026–2027 SAAH
Revision	<p><i>12.4.2 Remote or Hybrid Dropout Recovery Program</i></p> <p>Eligible students may participate in courses offered through an approved remote or hybrid dropout recovery education program under the TEC, §29.081 (e-1) or (e-2), if they are enrolled in a Texas public school district or open-enrollment charter school.</p> <p>A remote or hybrid dropout recovery education program under the TEC §29.081(e-2), must operate as one of the following models under the TEC, Chapter 30B³³:</p> <ul style="list-style-type: none"> • a full-time hybrid program as defined in the TEC, §30B.001; • a full-time virtual program as defined in the TEC, §30B.001; or • a full-time hybrid or virtual campus authorized under the TEC, Chapter 30B <p>These students will be included in a district or school’s ADA for funding purposes in the same manner as students enrolled in full-time virtual programs or campuses under the TEC, Chapter 30B. For additional definitions and requirements governing full-time virtual and hybrid programs and campuses authorized under Chapter 30B, see 12.2 Virtual and Hybrid Education.</p> <p>For more information, see 11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program.</p>
Revision	<p><i>12.4.3 Remote Instruction</i></p> <p>12.4.3.1 Remote Conferencing—Regular Education Students</p> <p>12.4.3.2 Remote Conferencing—Students Receiving Special Education and Related Services</p> <p>12.4.3.3 Remote Homebound Instruction—Regular Education Students</p> <p>12.4.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services</p> <p><i>12.4.4 Distance Learning</i></p>

³³ TEC§29.081(9)

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Revision	<p>12.4.3.2 Remote Conferencing—Students Receiving Special Education and Related Services</p> <p>In this subsection, 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 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.</p>
Revision	<p>12.5 On-Campus Online Courses</p> <p>This subsection addresses time spent in an online course that is provided on a student’s campus and is not provided through the TEC, Chapter 30B, a school with a TXVSN waiver, or an approved remote or hybrid dropout recovery program.</p>
Revision	<p>12.6 Self-Paced Computer Courses</p> <p>For information about eligibility of virtual courses for FSP funding, see 12.2 Virtual and Hybrid Education and 12.3 Texas Virtual School Network (TXVSN).</p>
Revision	<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p> <p>Definitions</p> <p>Special Education Full-Time Equivalent (FTE) (Effective Until September 1, 2026): Special education FTEs are calculated by multiplying the number of eligible days present in a six-week period that students were placed into a special program instructional setting by the multiplier of the instructional setting (see 4.15.1 Contact Hours for Each Instructional Setting).</p>
Revision	<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p> <p>Information on Weights</p>

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	<p>Special Education Weights Effective on September 1, 2026 For the 2026-2027 school year, the commissioner shall determine the formulas through which school districts receive funding under the TEC, §48.102 and §48.1021. In determining the formulas, the commissioner shall ensure the estimated statewide amount provided by the sum of the allotments under the TEC, §48.102 and §48.1021, for the 2026-2027 school year is approximately \$250 million greater than the amount that would have been provided under the allotment under the TEC, §48.102, as that section existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effect for the 2026-2027 school year. See the TEC, §48.1022(b). See also 19 TAC §89.1121 and §89.1125.</p> <p>Special Education Weights Effective Until September 1, 2026 — 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.</p>
Revision	<p>Information on Weights</p> <p>CTE—Weight: 1.1 to 1.47 for eligible FTE students in approved CTE programs; and \$150 for each student in ADA enrolled in a TEA-designated P-TECH program.</p>
Revision	<p>Information on Weights</p> <p>The P-TECH must be designated by TEA and listed in the references section of the Texas Education Standards. Campuses report the students enrolled in the TEA-designated P-TECH in TSDS PEIMS Submissions 1 and 3 using StudentCharacteristic (C344) 07 (P-TECH).</p> <p>The following P-TECH students will generate funding in TSDS PEIMS submission 3:</p> <ul style="list-style-type: none"> • P-TECH students in grades 9 through 12 who are coded with the descriptor 07 (P-TECH) • P-TECH students in the Year 5 program who are coded with the StudentCharacteristic (E3063) descriptor 07 (P-TECH) and the StudentCharacteristic (E3063) descriptor 26 (P-TECH, Year 5) • P-TECH students in the Year 6 program who are coded with the StudentCharacteristic (E3063) descriptor 07 (P-TECH) and the StudentCharacteristic (E3063) descriptor 27 (P-TECH, Year 6)
Revision	<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p>

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	<p>Information on Weights</p> <p>Bilingual/ESL—Weight: 0.1 or 0.15 if the student is in a bilingual education program using a dual language immersion/one-way or two-way program model; additional 0.05 weight for programs using a dual language immersion/two-way program model for students not described by the TEC, §48.105(1).</p> <p>For each student in emergent bilingual in alternative language education method using dual language immersion one-way or two-way program model receives 0.15 weight. For non-emergent bilingual alternative language education method using dual language one-way or two-way program model receives 0.05 weight.</p>
Revision	<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p> <p>Information on Weights</p> <p>Early Education—Weight 0.0.1 and 0.1 Weight of 0.01 for each student in ADA in kindergarten through third grade, and weight of 0.10 for each student in ADA in kindergarten through third grade, if the student is:</p> <ul style="list-style-type: none"> • educationally disadvantaged or • identified as an English learner/emergent bilingual, as defined by the TEC, §29.052, and is in a bilingual education or special language program under the TEC, Chapter 29, Subchapter B.
Revision	<p>Glossary</p> <p>career cluster – One of the 14 career clusters around which CTE programs of study are organized. Further information can be found at https://tea.texas.gov/student-readiness-and-high-school/career-and-technical-education.</p>

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Type of Change	Changes to 2026–2027 SAAH
Revision	<p>Glossary</p> <p>disciplinary alternative education program (DAEP) – An alternative education program that meets the following requirements: Instruction is provided in a setting other than a student’s regular classroom; is located on or off of a regular school campus; provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP; focuses on English Language Arts, math, science, history, and self-discipline; provides for students’ educational and behavioral needs; is taught by a certified teacher as defined in the TEC, §37.008(a)(7); provides supervision and counseling; separates elementary students from secondary students; provides educational instructional services for students who are at least six years old and have committed on offense that requires a removal from the regular education program to a DAEP; and provides educational instructional services for students who are less than 10 years old and have committed expellable offenses.</p>
Revision	<p>Glossary</p> <p>excess contact hours – (Note: Special education contact hours are phasing out as of 2026-2027.) Any combination of CTE and special education services that exceeds six hours per day. Those hours exceeding six must be subtracted from the primary special education instructional setting.</p>
Revision	<p>Glossary</p> <p>expulsion – Expulsion involves a due process hearing resulting in a student being removed to a noneducational setting, a juvenile justice alternative education program (JJAEP), or a disciplinary alternative educational setting (DAEP). A student 10 years of age or older must be expelled from school for certain offenses³⁴ and may be expelled for others. The student is generally withdrawn from the school he or she was attending on the date that expulsion takes effect unless placed in a virtual expulsion program. In many circumstances, the student is then enrolled in a disciplinary alternative education setting such as a DAEP or JJAEP. If a student who has been expelled enrolls in another school district before the period of expulsion is ended, the receiving district may continue a legal expulsion or may allow the student to enroll and attend classes. (See out-of-school suspension later in this section.)</p>

³⁴ According to the [TEC, §37.007](#), Expulsion for Serious Offenses

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	A student under the age of 10, when necessary, must be expelled to a DAEP and receive educational services according to the TEC, §37.007(e)(2) .
Addition	<p>Glossary</p> <p>hybrid course – A course in which a student is in attendance in person for less than 90% of instructional minutes; and the instruction and content may be delivered synchronously, asynchronously over the Internet, in person, or through other means.</p>
Addition	<p>Glossary</p> <p>virtual course – A course in which instruction and content are delivered primarily over the internet, synchronously or asynchronously .</p>