2024–2025 Student Attendance Accounting Handbook: Change Document

Note: This Change Document highlights changes to the text of the 2024–2025 Student Attendance Accounting Handbook (SAAH). All changes to the SAAH text are in **bold**. Deletions to the SAAH text are in ~~strikethrough~~. Additional plain text from the SAAH is included to better understand the context of the changes.

Note: All relevant dates have been updated from 2023–2024 to 2024–2025.

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Type of Change	Changes to 2024–2025 SAAH
Revision	**2024–2025** Student Attendance Accounting Handbook Texas Education Agency September **2024**
Revision	## 1.1 Student Attendance and FSP Funding All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of these and other funds by TEA.[1] [1] **TEC, §48.008**
Revision	## 2.1 General Audit Requirements The required retention period for all records is outlined in Local Schedule SD - Retention Schedule for Records of Public School Districts of the Texas State Library and Archives Commission at **https://www.tsl.texas.gov/slrm/localretention/schedule_sd.**
Revision	## 2.2 Accounting System Requirements The attendance accounting system your district uses must do the following: • use the coding structure defined in the **Texas Education** Data Standards as they relate to attendance.
Revision	### *2.3.1 Student Detail Reports* Student Detail Reports must contain the following data:

[1] TEC, Chapter 48

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	6. instructional track (**CalendarCode**) attended by the student (Please note that campuses that offer multiple instructional tracks will have multiple Student Detail Reports.)
Revision	*2.3.1 Student Detail Reports* Student Detail Reports must contain the following data: 13. the following, by six-week reporting period: • the student's total days membership • 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 14. the student's total eligible days present by six-week reporting period 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 16. the student's number of excess contact hours earned in one day, where applicable 17. the student's total excess contact hours by instructional setting code by six-week period, where applicable 18. attendance data totals for all students, summarized by grade and including: • 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** • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable

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	• 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**
Revision	*2.3.2 Campus Summary Reports* Campus Summary Reports summarize all tracks on a campus and must include the following data: 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: • 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** • 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**
Revision	*2.3.3 District Summary Reports*

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	District Summary Reports summarize all campuses in the district or charter and must include the following data: 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: • 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** • 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**
Revision	*2.3.3 District Summary Reports* 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.
Revision	*2.3.5 Additional Required Documentation* 20. board-approved local policy that defines the instruction **methods**

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<table>
<tr><th>Type of Change</th><th>Changes to 2024–2025 SAAH</th></tr>
<tr><td></td><td>21. documentation of a student's instructional schedule that includes the minimum amount of instructional time to meet the two-through-four rule
22. any and all bell schedules used during the school year</td></tr>
<tr><td>Revision</td><td>3.2.1.1 Code 0 Enrolled, Not in Membership
A student receiving special education and related services who has graduated but returned to school or is continuing enrollment after meeting graduation requirements and is scheduled for fewer than two hours of instruction per day
a student who receives all his or her special education and related services through an approved contract with a nonpublic day or nonpublic residential school</td></tr>
<tr><td>Revision</td><td>3.2.1.5.1 Underage:
children provided instruction through an early childhood special education (ECSE) services program who are under the age of three, except for children with visual impairments, who are deaf or hard of hearing, or both</td></tr>
<tr><td>Revision</td><td>3.2.1.5.2 Overage:
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</td></tr>
<tr><td>Revision</td><td>3.2.1.10 Code 9 Enrolled, Not In Membership Due to Virtual Learning
Code 9 applies to a student who is enrolled in a virtual learning program but not in membership.</td></tr>
<tr><td>Revision</td><td>3.2.2 Funding<table><tr><td>If the student is scheduled for and provided instruction</td><td>the student</td><td>and should be reported with</td></tr><tr><td>through a virtual, hybrid, or remote program,</td><td>is not eligible to generate ADA but would be eligible for certain FSP allotment funding</td><td>ADA eligibility code 9.</td></tr></table></td></tr>
<tr><td>Revision</td><td>3.2.2 Funding</td></tr>
</table>

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<table>
<tr><th>Type of Change</th><th>Changes to 2024–2025 SAAH</th></tr>
<tr><td></td><td>Two-through-four-hour rule eligibility chart
<table><tr><th>Included</th><th>Not Included</th></tr><tr><td>instruction
in-class breakfast
breakfast and lunch (pre-K only)
recess
work-based learner
study program for state assessments (if the student has met all graduation requirements)</td><td>study hall
sign ins
repeated courses (if a student has already received credit for that course; see 3.2.2.2 Time Spent in Course for Which Student Has Already Received Credit for the exception)</td></tr></table></td></tr>
<tr><td>Revision</td><td>3.2.2 Funding

Attendance for any full-day student (ADA eligibility code 1 or 3) cannot exceed the number of days of instruction for the same reporting period for the same instructional track. Attendance for any half-day student (ADA eligibility code 2 or 4) cannot exceed one-half of the number of days of instruction for the same reporting period for the same instructional track. Also, the number of days of participation for any student in any special program cannot exceed the number of days present for the same reporting period for the same instructional track.</td></tr>
<tr><td>Revision</td><td>3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements
If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in TSDS PEIMS (E3063); students who have not met the assessment requirements for graduation; students who are continuing enrollment to receive special education services; or students who have returned to school to receive special education services after receiving a diploma. (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).</td></tr>
<tr><td>Revision</td><td>3.2.2.6 Funding Eligibility for Students Awarded a Diploma Outside of the United States
If a student has been awarded a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. However, a student who holds a diploma from a country outside of the United States may be eligible to enroll and generate ADA for funding purposes in a Texas public school if the district has determined that the diploma does not meet the minimum requirements for a</td></tr>
</table>

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	Texas high school diploma. **A student may also be entitled to receive special education services through age 21 if the student has a disability and the district determines the student would have met the Texas criteria to continue the receipt of special education services after having been awarded a diploma.** Districts must evaluate out of country transcripts carefully. These students must still meet eligibility requirements for funding.
Revision	*3.2.3 Age Eligibility*

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	Eligible	Ineligible
	a student who is at least 19 years of age but less than 51 years of age on September 1 of the current school year and enrolled in **a TEC, Chapter 12, Subchapter G, Adult High School Charter School Program**[2]	
	a student who has a disability and who has reached his or her third birthday and meets other special education eligibility requirements described in Section 4 Special Education	a student with disabilities who has graduated with a high school diploma under 19 TAC §89.1070(**b)(1)** **or** no longer meets age eligibility under 19 TAC §89.1070(b)(3)**(D)** **(This** student is no longer eligible to receive services or generate ADA.)
	from date of birth through age two, a child who has **a visual impairment, is deaf or hard of hearing,** or both and who meets other special education eligibility requirements described in Section 4 Special Education	
	a student receiving special education services who is 21 years of age on September 1 of a school year (This student is eligible for services through the end of that school year or until graduation, whichever comes first.)	
	a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(2) **or** (3)(A), (B), or (**C)** **as** determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services[3] (This student may be served through age 21 inclusive.[4])	

[2] Under the TEC, §12.251, §48.003

[3] as determined by the ARD committee per 19 TAC §89.1070(j)

[4] 34 Code of Federal Regulations (CFR), §300.102(a)(3)

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	[2] Under the **TEC, §12.251**, §48.003
Revision	3.2.3.1 Additional Information about Minimum Eligible Age However, any **six**-year-old child who enrolls may be assigned to first grade for the full school term (ADA eligibility code 1). Such assignments are the decision of the local district.
Revision	3.2.3.2 Additional Information about Maximum Eligible Age Also, students **who received** special education services **prior to the age of 22,** who are at least 22 years of age and under 26 years of age on September 1**, and who have been** admitted for the purpose of completing the requirements for a high school diploma are not eligible for special education weighted state funding, but are eligible for other weighted state funding. Students with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(**2) or (**3)(A), (B), or **(C)** as determined by an ARD committee and who are still in need of special education services[~~5~~] may be served through age 21 inclusive.[~~6~~] Your school district may provide instruction to a student who has already graduated with a regular high school diploma. However, unless the student is returning to school[7] after graduating under 19 TAC §89.1070(b)(2**) or** (3)(A), (B), or (C) as determined by an ARD committee, the student is not eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable. ~~[6] as determined by the ARD committee per 19 TAC §89.1070(f)~~ ~~[7] 34 CFR, §300.102(a)(3))~~
Revision	## 3.3 Enrollment Procedures and Requirements Your district may accept documentation of an updated address**, telephone number, and email address** electronically for a student who is continuing enrollment in your district from the prior school year.[8] [8] **TEC, §26.0125**

[7] under 19 TAC §89.1070(f)
[8] TEC, §26.0125

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Revision	*3.3.1 Residency* In establishing whether a student meets residency requirements for enrollment in your district, your district must not ask about the citizenship or immigration status of the student, his or her parent, or other person with legal control of the student under a court order.[1] To determine whether a student should have an immigrant indicator code of 1 for TSDS PEIMS reporting purposes, your district may ask the following questions: 1) Is the student three to 21 years of age? 2) Was the student born outside of the United States? 3) Has the student attended a US school for three full academic years? Note: Some states define an academic year as nine months, while other states count an academic year as 10 months. 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.[2] The three years do not have to be consecutive. [1] See the US Department of Education/US Department of Justice letter and other guidance documents available at **https://www.justice.gov/opa/pr/attorney-general-holder-and-secretary-duncan-issue-guidance-school-districts-ensure-equal.** [2]**See Title III, Part A FAQ, September 1, 2022.**
Revision	*3.3.2 District Responsibility to Secure Student Records* If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required information within 10 working days, your district should report the noncompliant district to the **Compliance and Inquiries Division** of TEA at (512) 463-3544.
Revision	*3.3.5 Entry and Reentry Dates* See 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding for minimum time requirements for a student to be in membership. **Students that begin school as homebound, including CEHI, may indicate their "official entry date" as the first day of the school year as long as all the documentation requirements are met and the full number of hours needed are provided by the end of that week.**
Deletion	*3.3.6 Student Entitlement to Attend School in a Particular District*

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	~~Districts must accept the transfer application of students whose parent or guardian is an active military servicemember or peace officer and requests a transfer to another campus in the currently enrolled district or to another adjoining school district.[9]~~ ~~[1] See HB 2892 and HB 1959.~~
Addition	**3.3.6.3 Entitlement of Students of Active Military Servicemembers and Peace Officers to Transfer** **Districts must accept the transfer application of students whose parent or guardian is an active military servicemember or peace officer and requests a transfer to another campus in the currently enrolled district or to another adjoining school district.[1]** **[1] See HB 2892 and HB 1959.**
Revision	*3.3.7 Students **Who Experience Homelessness***
Revision	*3.3.8 Immunization* A student **who experiences homelessness** or a student who is in foster care should be admitted temporarily for 30 days if acceptable evidence of vaccination is not available.
Revision	*3.3.9 Infants and Toddlers Who Are Deaf or Hard of Hearing or Have Visual Impairments or Both* Local education agencies should collaborate with the RDSPD to ensure that appropriate services are provided. (See 4.10 Special Education Services for Infants and Toddlers.) **The following information is required to enroll an infant or toddler in the district or RDSPD that will be providing the appropriate services as described in the IFSP:** • **Parent or guardian name** • **Family's home address** • **Legal name of the child**

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	• **Child's date of birth** • **Child's identified disability/disabilities for which district services will be provided** • **Copy of current IFSP (Services are required to start within 28 days of the signed IFSP)** **Districts do not need proof of age or identity or current immunization records. Infants and toddlers receiving services under an IFSP, which is through the early childhood intervention (ECI) program coordinated by the Texas Health and Human Services Commission (HHSC) generally do not receive services at an actual school building; therefore, immunization records are not needed until the child transitions to IDEA Part B (school-age) services at age three or older. If an infant or toddler is attending a school-based program, the family will have to present the same enrollment documentation as is expected for any child who is attending school.**
Revision	*3.4.3 Students Whose Whereabouts Are Unknown* Once withdrawn, a student in grades seven through 12 must be reported as a school **leaver and** could be considered a dropout according to the C162 **ExitWithdrawType** table in TEDS.
Revision	*3.4.4 Information and Record Transfer* • receipt of special education services and **individualized** education **program**, if applicable • **if a language other than English is identified, the original copy of the home language survey** • **initial/end-of-year Language Proficiency Assessment Committee (LPAC) documentation, if applicable** • **parental permission/denial forms for bilingual education programs, or English as a second language (ESL) program services, if applicable**
Revision	3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations Your campus may choose an alternative attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time, such as the following (not an exhaustive list): • dual credit students who are attending classes at an institution of higher education, • **students receiving special education services through an 18 plus program that provides community-based instruction,**
Revision	*3.6.5 Instruction Provided Outside of the Regular School Day*

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	If your school district provides instructional services for special education after school or on Saturday, the contact hours may be counted only if the services cannot be provided or are unavailable at any other time (for example, speech therapy provided on Saturday as a result of the unavailability of speech therapists during the regular school week, orientation and mobility services**,** vision instruction provided outside the regular school day because they must be provided at night or in periods of darkness**, or job coaching for a student in a work-based learning opportunity that is available only in the evening**).
Revision	*3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District* For example, a three-year-old **student receiving special education services is provided** speech therapy **on the school campus** for 30 minutes each week **in accordance with the student's plan.** Your district is not required to record attendance for this speech therapy student **for purposes of FSP funding** since he does not receive at least two hours of instruction per day, but your district must report demographic and special program information for the student.
Deletion	*3.6.9 Effective Dates for Program Changes* ~~Procedures must be in place to ensure that "0-filled" TSDS PEIMS records are **not** created when effective dates for program changes are preposted.~~
Revision	*3.6.10 Students Attending Nonresidential Treatment Facilities* (It would be the responsibility of the district providing instruction to enter into a written agreement with the facility.) **Note that a student who receives special education and related services in this circumstance may still be entitled to those services during the student's attendance at a nonresidential treatment facility. See 4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus regarding off-home campus instructional arrangements.**
Revision	3.7 General Education Homebound (GEH) Program Any student who is served through the GEH program must meet the following three criteria: • The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive.

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	• The student is confined at home or hospital bedside for medical or psychological reasons only. • The student must have a current medical or psychological condition that is documented by a physician licensed[10] to practice in the United States. Except in cases of medically fragile students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for GEH program eligibility. **Note: A student who has an infant (0-6 months) considered medically fragile and who meets the criteria in the bullets listed above may also be considered for the GEH program.**
Deletion	## 3.7 General Education Homebound (GEH) Program ~~In cases where students are medically able to receive more than the required minimum four hours of face to face instruction, LEAs may provide **additional remote instruction.** Please note that concurrent instruction is not allowed.~~
Revision	## 3.7 General Education Homebound (GEH) Program The student must have a current medical or psychological condition that is documented by a physician licensed[11] to practice in the United States. [11] Access the Texas Medical Board's searchable database of licensed physicians at **https://profile.tmb.state.tx.us**. Throughout Section 3.7, "licensed" means licensed to practice in the United States.
Deletion	### *3.7.2 GEH Committee* ~~Supplementing in-person homebound instruction with virtual instruction is encouraged for students in GEH programs where medically appropriate. Virtual instruction provided to students in GEH programs cannot be provided by a teacher concurrently instructing students in person.~~
Revision	### *3.7.3 GEH Funding Chart*

[10] Access the Texas Medical Board's searchable database of licensed physicians at https://profile.tmb.state.tx.us. Throughout Section 3.7, "licensed" means licensed to practice in the United States.

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	Eligible days present are determined each week. For GEH purposes, a week starts Sunday and ends Saturday. GEH service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week. **Students that begin school on GEH may indicate their "official entry date" as the first day of the school year as long as all the documentation requirements are met and the full number of hours needed are provided by the end of that week.**
Revision	*3.7.4 Test Administration and GEH* A student receiving GEH services who returns to his or her campus to take required state assessments must have a medical release from a licensed physician[12] to do so. [12] Access the Texas Medical Board's searchable database of licensed physicians at **https://profile.tmb.state.tx.us**.
Revision (Calendar Requirements for Funding table, Program Type column)	3.8 Calendar • DAEP • **a TEC, Chapter 12, Subchapter G, Adult High School Charter School Program**[13] [13] **TEC, §12.251**
Revision	3.8 Calendar Note: All the students in a particular school or track will have the same number of school days (**NumberDaysTaught**). Please refer to TEDS for more information.
Revision	3.8.1.**1** Makeup Days 3.8.1.**2** Missed School Day Waivers 3.8.1.**3** Low-Attendance Day Waivers

[13] TEC, §12.251

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	3.8.1.**4** Staff Development Waivers 3.8.1.**5** Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days 3.8.1.**6** Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes 3.8.1.**7** Waivers Related to Students Taking Dual Credit Courses at IHEs with Calendars Beginning before the Fourth Monday in August
Revision	3.8.1.3 Low-Attendance Day Waivers 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: • documentation of low attendance for the day, including the reason for the low attendance rate, and • the prior year's attendance report, showing the overall average attendance rate for the year for the district (if a waiver is requested for the district) or applicable campus (if a waiver is requested for **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 average attendance rate for the district as a whole must be used. These documents should be uploaded as attachments in the automated waiver application system. **Note: An instructional day that experiences low attendance but does not meet the qualifications for the waiver must still report that date as a day of instruction and should not be changed to a non-instructional day, even if the LEA has excess minutes in the calendar. LEAs are responsible for submitting current, complete, and accurate data required for each PEIMS and TSDS collection. Each person entering data into the attendance accounting system must attest that the data he or she has entered are true and correct to the best of his or her knowledge. The superintendent must affirm that he or she has taken measures to verify the accuracy and authenticity of the attendance data. See 3.1 Responsibility.**
Revision	3.8.1.4 Staff Development Waivers **Note: Effective with the 2025–2026 school year, districts and open-enrollment charter schools that are four-day-school-week LEAs are not eligible to receive a staff development waiver.** 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. The total waiver minutes for staff

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	development may not exceed 2,100 minutes per school year. For charter schools operating before January 1, 2015, staff development waivers may not exceed five days per school year. Staff development waiver minutes/days may not be used prior to the first day of student instruction or after the last day of student instruction. On staff development days when students are in attendance part of the day, the district or open-enrollment charter school must provide at least 120 minutes of student instruction to receive full ADA funding. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided. Note: Districts or charter schools must demonstrate that they are providing high quality staff development that will impact student outcomes. **The waiver is applicable only to real-time staff development that all district staff participate in simultaneously in lieu of student instruction. "Exchange/trade" days or professional development that staff receive on their own time outside of the school/workday may not be counted toward the waiver minutes allotted for staff development.**
Revision	3.8.1.5 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days Treat the day as a nonschool day in your district's student attendance accounting system, and report the day with a **CalendarWaiverEventType** (E1570) in your district's TSDS PEIMS reporting.
Revision	3.8.1.6 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes If district students are taking dual credit courses at an IHE with a calendar of fewer than 75,600 minutes, including intermissions and recesses, your district may apply for a waiver of the 75,600 minute calendar requirement. Submit requests for a waiver **using the Other Waiver application** in TEA's automated waiver application system, which is available in TEAL.
Addition	**3.8.1.8 School Safety Training Waiver** **A waiver of operational and instructional time may be applied for by a district requiring each educator employed by the district to attend an approved Texas School Safety Center (TxSSC) school safety training course.[14] As the waiver is for operational and instructional minutes, it may not be used prior to the first day of student instruction or after the last day of student instruction. In**

[14] TEC, §25.0815

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	order to qualify for the waiver, the training course must be listed on the TxSSC's List of Approved Trainings for Operational and Instructional Time Waivers for School Safety Training. The waiver is limited to a maximum of 420 minutes but must reflect actual training minutes provided for the approved training course. **An application for school safety training minutes must be submitted using TEA's automated waiver application system and the School Safety Waiver application, which is available in TEAL. Your district must include the following items in its application:** • **the specific TxSSC approved training course information; and** • **a copy of the board agenda at which the board approved the specific waiver request.** **The district must locally retain documentation and records of all staff taking the training, including the date and hours or minutes of the training. The agenda should clearly identify the type(s) of training and how long each agenda item took to cover the material.** [4] **TEC, §25.0815**
Revision	## 3.9 Data Submission Your district must record attendance information for the entire school year. Report student-level attendance through TSDS PEIMS according to the requirements in TEDS. Links to the Data Standards and the TSDS PEIMS data collection schedule are available at **https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards.** Regardless of the basis used for student attendance accounting, your district must submit all the information required in TEDS and must follow all definitions and instructions in this handbook. For districts with year-round programs: If your district is registered with TEA to operate a year-round program and has one or more tracks ending later than the **June 19, 2025,** 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 21, 2025,** 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 21, 2025**. Corrections made after **August 21, 2025**, will be handled by the State Funding Division.
Revision	3.11.2 Example 2

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Type of Change	Changes to 2024–2025 SAAH
	A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds. This student qualifies based on identification as an emergent bilingual (EB). Additionally, the **student also receives special education services, and the** ARD **committee places** the student in a self-contained ECSE classroom for a three-hour afternoon session.
Revision	3.11.3 Example 3 A three-year-**old student receiving special education services** is served in speech therapy for 30 minutes a day. The ARD committee also determines that the student will be placed in a pre-K classroom for three hours each day, although the student does not qualify for **free** pre-K.
Revision	3.11.5 Example 5 A **student receives special education services** through a shared services arrangement with a neighboring district.
Revision	3.11.6 Example 6 A 21-year-old student who graduated the prior year, **and who is not otherwise eligible for special education services as specified by 19 TAC §89.1070(j),** returns for one class.
Revision	3.11.7 Example 7 A 21-year-old **student who received special education services** graduated the prior year by meeting the requirements outlined by the ARD committee in the student's IEP.
Revision	3.11.9 Example 9 A student who is **deaf or hard of hearing (DHH)** attends an RDSPD in a neighboring school district. The student is in self-contained classes. The superintendents of the neighboring district and your district agree that your district will report this student and, as prescribed by rules relating to data submission, must report the student for all student submissions.

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Type of Change	Changes to 2024–2025 SAAH
	*The ADA eligibility code for this student is 3 - Eligible Transfer Student Full-Day. The student would also be reported as a transfer student on the **StudentSchoolAssociation Entity** (see Section 4 Special Education).*
Revision	3.11.10 Example 10 A student who is **DHH** attends an RDSPD in a neighboring school district. The student receives special education and related services in general education classes. The superintendents of the neighboring district and your district agree that the fiscal agent district will report this student and, as prescribed by rules relating to data submission, must report the student for all student submissions. *The ADA eligibility code for this student is 3 – Eligible Transfer Student Full-Day. The student would also be reported as a transfer student on the **StudentSchoolAssociation Entity** (see Section 4 Special Education).*
Revision	3.11.20 Example 25 A general education student, **who does not meet eligibility for special education services,** develops a medical condition, and the school obtains a licensed physician's statement that the medical condition will prevent him from attending school for at least four weeks. *A GEH**/504** committee should convene to review all the student's information, including the physician's statement, to determine if homebound services are appropriate. If the GEH**/504** committee determines homebound services are appropriate, the following must be retained:*
Revision	3.11.20 Example 25C *The GEH**/504** committee should convene to review current student information, including the physician's statement, to determine if a transition period is necessary and to determine the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom, the GEH**/504** committee should document the following:*
Revision	3.11.20 Example 26 *The GEH**/504** committee should convene as described in the last example. If the committee determines homebound services are appropriate, the student should receive them for the remainder of the school year.*

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Type of Change	Changes to 2024–2025 SAAH
Addition	**3.11.20 Example 27** **A student in a GED program must miss being served by a GEH teacher due to treatment for a serious or life-threatening illness as documented by a licensed physician in Texas.[15]** **The LEA may use the life-threatening illness provision to claim funding for the hours of service missed if the student meets the requirements and the LEA has the documentation requirement outlined in 3.6.3 Requirement for a Student to Be Considered Present for FSP (Funding).** **[15] TEC, §25.087(b)(3)**
Revision	3.11.20 Example **28** 3.11.20 Example **29** 3.11.20 Example **30** 3.11.20 Example **31** 3.11.20 Example **32** 3.11.20 Example **33** 3.11.20 Example **34**
Addition	## 4.1 Responsibility **Note: Your district must not assign attendance personnel the responsibility of determining the coding information for a student who is receiving special education services. Special education staff members, directors, or teachers should provide attendance personnel with names and coding information of students who are eligible and whose documentation is in order. Special education directors and staff members are responsible for reviewing special education data and totals for accuracy and completeness. They are also**

[15] TEC, §25.087(b)(3)

Type of Change	Changes to 2024–2025 SAAH
	responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of those changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At the end of each six-week reporting period, special education staff members should check the Student Detail Report for any coding errors.

Revision	## 4.2 Special Education and Eligibility
	
	The determination of a student's eligibility for special education and related services is made by the student's individualized family services plan (IFSP) committee (for children **birth through two years of age with visual impairments (VI), who are DHH, or both**) or ARD committee (for students age three years or older).[16]
	
	Your district must make special education services available to the following:
	
	• 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 received a regular high school diploma under 19 TAC §89.1070(b)(1)**; or**
	• an eligible student who meets all three of the following requirements:
	  ○ the student has not reached his or her 22nd birthday on September 1 of the current school year;
	  ○ the student has received a regular 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(j).
	
	Your district also must make special education services available to an infant or toddler (**birth through two years of age**) who has a **VI** or **who is DHH** and for whom an IFSP committee has determined to be eligible for special education services.

Revision	### *4.7.2 Code 00 – No Instructional Setting (Speech Therapy)* **Instructional Setting Code 00: Information Specific to TSDS PEIMS StudentSpecialEducationProgramAssociation Entity** The TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** allows for only one instructional setting code to be reported for a student.

[16] 19 TAC §89.1040(b) and §89.1050(b)

Type of Change	Changes to 2024–2025 SAAH
	A student will have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when: • **a student is receiving speech therapy (regardless of whether the therapy is provided by a push-in model in a general education classroom or pull-out model in another location) and no other special education instructional or related services; or** • **a student is receiving speech therapy and one or more related services (supportive services that do not constitute instructional services such as occupational therapy, physical therapy, etc.) (regardless of whether the related services are provided by a push-in model in a general education classroom or pull-out model in another location) but no special education instructional services.** A student whose instructional setting code is reported as 00 on the TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** must have a speech therapy indicator **(SpecialEducationProgramService (C341)) 24 (Special Education Student Receives Speech Therapy Only).** **A student will NOT have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when the student receives speech therapy (regardless of whether the therapy is provided by a push-in model in a general education classroom or pull-out model in another location) and also receives special education instructional services. In this case, the code used for the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity will be the student's primary instructional arrangement and will indicate a speech therapy indicator (SpecialEducationProgramService (C341)) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting). If the student receives related services, the time spent in those related services in a special education setting will be considered when determining the student's instructional arrangement setting.** Instructional Setting Code 00: Information Specific to TSDS PEIMS **SpecialEducationProgramReportingPeriodAttendance Entity** The TSDS PEIMS **SpecialEducationProgramReportingPeriodAttendance Entity** (for special education attendance data - student) allows for multiple instructional setting code to be reported for a student for a given period. If two instructional setting codes are reported for a student for a given period, one of them must be 00. **The only time two setting codes would be reported is when a student receives special education instructional services in addition to speech therapy.** A student who is receiving speech therapy services and is not receiving **special education** instructional services through any other instructional setting (for example, the resource room) for a given period should have only one instructional setting code reported on the **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity** for that period: 00. Code 00 is used regardless of whether the **therapy is provided by a push-in model in a general education classroom or a pull-out model in another location and if the student is receiving any other related services.**

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Type of Change	Changes to 2024–2025 SAAH
	A student who receives speech therapy services and who also receives **special education** instructional services **in a special education setting (see exception below as to why special educational instructional services in a general education setting cannot be reported through the TSDS PEIMS Special EducationProgramReportingPeriodAttendance Entity)** for a given period should have two instructional setting codes reported on the **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity** for that period: 00 and the code for the other instructional setting through which the student is receiving **special education** instructional services. Exception: The **SpecialEducationProgramReportingPeriodAttendance Entity** does not permit reporting of the 40 - Mainstream instructional setting code. If a student **receives their special education instructional services** in a general education instructional setting and also receives speech therapy services, the **SpecialEducationProgramReportingPeriodAttendance Entity** should have only one instructional setting code reported: 00.
Revision	*4.7.2 Code 01 - Homebound* • The student must have a medical or psychological condition that is documented by a physician licensed[17] to practice in the United States. **Home instruction may also be used for services to infants and toddlers from birth through age two who have a VI or who are DHH when determined appropriate by the infant or toddler's IFSP committee.** **Home instruction may also be used for special education services to students aged three through five years when determined appropriate by the student's ARD committee.**[18] A student's IFSP or ARD committee**, as appropriate,** determines the amount of services to be provided to the student in this instructional **setting.** **For** information on the GEH program, which is a program for providing instruction to general education students who are confined at home or hospital bedside, see 3.7 General Education Homebound (GEH) Program. [3] Access the Texas Medical Board's searchable database of licensed physicians at **https://profile.tmb.state.tx.us**.
Revision	4.7.2.1 Homebound Notes

[18] 19 TAC §89.1005(c)(2)(B)

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	In making eligibility and placement decisions **for students six years of age and older**, the ARD committee must consider information from the licensed physician. However, the documentation from the licensed physician should not be the sole consideration in the committee's decision-making process. The teacher serving a student ("homebound teacher") while the student is in the special education homebound setting must be a certified special education **teacher.** **A student** aged six years or older who is served in the special education homebound instructional setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional setting.
Revision	4.7.2.3 Homebound Services for Infants and Toddlers Who Are Deaf or Hard of Hearing of Have Visual Impairments or Both Infants and toddlers (children from birth through two years of age) who are **DHH or VI** or both may receive **home instruction** as determined by the IFSP team **and be reported as homebound**.
Revision	4.7.2.4 Early Childhood Special Education (ECSE) and Homebound Services Students aged three through five years for whom the ARD committee has determined that **home instruction is appropriate and thereby** homebound **as** the appropriate instructional setting should be reported with a grade level of EE (early education) and with the ADA eligibility code shown in the following table.
Revision	4.7.2.5 Homebound Funding and Homebound Documentation Requirement Eligible days present are determined each week. For special education homebound purposes, a week starts Sunday and ends Saturday. Homebound service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week. **Students that begin school as homebound, including CEHI, may indicate their "official entry date" as the first day of the school year as long as all the documentation requirements are met and the full number of hours needed are provided by the end of that week.**

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Type of Change	Changes to 2024–2025 SAAH
Revision	4.7.2.6 Test Administration and the Homebound Instructional Setting A student receiving services in the special education homebound instructional setting who returns to his or her campus to take required state assessments must have a medical release from a physician licensed in the United States to do so.[19] [4] Access the Texas Medical Board's searchable database of licensed physicians at **https://profile.tmb.state.tx.us**.
Revision	*4.7.3 Code 02 – Hospital Class* This instructional setting code **is** used when a student is **confined to a** hospital facility or **resides in** a residential care and treatment facility not operated by your school district**, and the student is provided special education and related services at the facility by school district personnel. If a student resides in a hospital facility or residential care and treatment facility but receives special education and related services on a school campus in a district in which the student's parent is not a resident, the student is reported with the residential care and treatment instructional setting code described below. If the student's parent is a resident of the district within which the facility is located, the student is reported with the instructional arrangement in which they are placed and served at the particular campus.** A student **who is receiving special education services by school district personnel at the facility but is not** residing in the facility is considered to be in an off home campus instructional setting.
Revision	*4.7.4 Code 08 – Vocational Adjustment Class (VAC)* **This instructional setting code is used for a student who is receiving regularly scheduled, direct involvement by special education personnel in a job aligned to the student's postsecondary goals for employment, as documented through transition planning in the IEP. This may include special education services received within CTE classes, such as Career Preparation, or in work-based learning for local credit, as specified by the ARD committee and documented in the IEP. To be eligible for the 08 instructional setting code, the student must be employed in a paid or unpaid full- or part-time job with regularly scheduled, direct involvement by special education personnel in the implementation of the student's IEP. Periodic consultation with employers in a work-based learning program does not constitute eligibility for this instructional setting code.** For a VAC example, see 4.18.3 Code 08 – Vocational Adjustment Class (VAC) Example.

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Type of Change	Changes to 2024–2025 SAAH
Revision	*4.7.6 Applicable Federal Law and Additional Guidance Regarding Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center* Placement or residence of a student at the facility for care or treatment does not automatically qualify the student for special education. The student must meet special education eligibility requirements **to be reported as special education.**
Revision	*4.7.11 Code 41 or 42 – Resource Room/Services* Code 41 or 42 is used for a student who is receiving related services in a special education setting**, with the exception of a student who receives only speech therapy and one or more related services**. These related services must be documented in the IEP, and they must be required to assist a child with a disability to benefit from special education. For more information about related services, refer to the Related Services Q & A document. Note that if a student receives special education **instructional** services and speech therapy, the appropriate resource room code is used, and **SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting)** is reported.
Revision	*4.7.13 Additional Guidelines for Instructional Setting Codes 41-44* When determining a student's instructional setting code other than 40 - Mainstream, include the percentage of time allocated for speech therapy **and any other related** services outside of the general education setting in the percentage of time in the special education setting.
Revision	*4.7.16 Code 60 – Nonpublic Day School* A student is placed in a nonpublic day school through the ARD committee process. **This instructional setting is used for students who are served in off-campus programs as these are defined in 19 TAC §89.1094**. This instructional setting code does **not** generate ADA or contact hours. A nonpublic day school student should be reported with an ADA eligibility code of 0 – Enrolled, Not in Membership.
Revision	*4.7.18 Code 71 – Texas School for the Deaf* The TSD should report a student who is referred to the school by his or her parents or guardians with the student attribution code of 10 (on TSDS PEIMS **StudentSchoolAssociation Entity)**.

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Type of Change	Changes to 2024–2025 SAAH
Revision	*4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, or 89 – Residential Care and Treatment Facility (Not School District Resident)* **This instructional setting code is used for a student who resides in a residential care and treatment facility, receives special education and related services on a local district campus in the district where the facility is located, and the student's parents do not reside within the boundaries of the school district providing educational services to the student.** If the **special education and related services are** provided at the facility rather than on a school district campus, the instructional setting used **is** hospital class (02).[20] For additional guidance, see 4.7.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center. **Generally, students in the conservatorship of DFPS who are placed in relative/kinship care or in a foster family home will not be reported with this instructional setting code; however, those in cottage homes are other congregate care would meet eligibility for this instructional setting code if the above criteria are met.**
Revision	4.7.19.2 Residential Care and Treatment Facility Categories • 87 - Residential Care and Treatment Facility - Community Class Code 87 indicates that a student resides in a facility and receives special education and related services by school district personnel in a facility (other than **the one in which the student resides and other than** a nonpublic day school) not operated by a school district.
Revision	*4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 – Off Home Campus* This instructional setting code is **used for** a student who is provided special education and related services and meets one of the following criteria: • **The student receives special education and related services at South Texas Independent School District or Windham School District.** • The student is one of a group of students from more than one school district served at a single location in another school district when a FAPE is not available in the sending district.[21]

[20] 19 TAC §89.1005(c)(10)
[21] 19 TAC §89.1005(c)(7)(A)

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	• The student is provided instruction by school district personnel in a facility, other than a nonpublic day school, not operated by a school district.[22] **This includes partial hospitalization programs or other outpatient facilities at which school district personnel are providing instruction**. • The student is in a self-contained program at a separate campus **that provides only special education and related services,** operated by **a school** district.[23] • **The student is in a community setting or environment, not operated by a school district, that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals and objectives, including a student with regularly scheduled instruction or direct involvement provided by school district personnel.**
Revision	4.7.20.1 Off Home Campus Categories The categories for this instructional setting are as follows: • 91 - Off Home Campus - Mainstream Code 91 indicates that a student is receiving mainstream services in an off home campus setting. A student three through five years of age who is receiving special education services in a licensed community child care facility or preschool that is working in a collaborative partnership with **a** school district may be reported with 91, provided that the majority of students in his or her class are students who are not receiving special education services.
Revision	4.7.20.1 Off Home Campus Categories • 96 - Off Home Campus - Separate Campus Code 96 indicates that a student is receiving special education and related services in a self-contained program at a separate campus operated by **a** school district. This code also applies to students three to five years of age who receive special education and related services in a self-contained classroom on a separate campus. **This instructional setting also applies to students who are receiving services, after having met graduation requirements and determined eligible by the student's ARD committee, on property that is owned or operated by a school district.**

[22] 19 TAC §89.1005(c)(7)(B)
[23] 19 TAC §89.1005(c)(7)(C)

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	• 97 - Off Home Campus - Community Class **or Facility That Is Not Operated by a School District (and Is Not a Nonpublic Day School)** Code 97 indicates that a student is receiving special education and related services by school district personnel **either** in a **facility, other than a nonpublic day school, not operated by the district, or in a community** setting or environment other than a nonpublic day school not operated by a school district that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals and objectives, including 18 plus programs/services.
Revision	*4.8.1 Speech **Therapy*** Student Detail Reports and the TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity must contain speech therapy reporting information (Descriptor Table SpecialEducationProgramService (C341)) for any student receiving special education services. Use the following information to determine how to report speech therapy for a student.**
Revision	4.8.1.1 **Special Education Program Service 24 – Special Education Student Receives Speech Therapy Only** This code indicates that a student only receives speech therapy regardless of the environment where the speech therapy services are provided—or receives speech therapy and another special education related service, such as occupational therapy **SpecialEducationProgramService 21**—and **no other special education instructional services.** **In other words, when** the only special education service a student receives is speech therapy or speech therapy and **one or more services** such as physical therapy **or occupational therapy,** the student's Student Detail Report and TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** must show an instructional setting code of 00 and a **SpecialEducationProgramService 24.**[24] The student's TSDS PEIMS **SpecialEducationProgramReportingPeriodAttendance Entity** also must show an instructional setting code of 00. An instructional setting code of 40 **cannot** be used **in this extension.**
Revision	4.8.1.2 **Special Education Program Service 25 – Special Education Student Receives Speech Therapy and Other Services** This code indicates that a student receives speech therapy along with other **special education instructional services**. When a student receives speech therapy services in conjunction with other special education **instructional** services, the student's Student Detail Report and TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** must show a **SpecialEducationProgramService 25**, regardless of

[24] 19 TAC §89.1005(c)(4)

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	the setting in which the speech therapy services are provided. The student's TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** must show an instructional setting code other than 00.
	
	For a student to be coded with an instructional setting code of 40 and a **SpecialEducationProgramService 25** on the TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity,** the student must have:
	• certified special education personnel (other than a certified speech pathologist/therapist) involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services:
	  ○ to the student in the general education environment and/or;
	  ○ in collaboration with the student's general education classroom teacher(s); and
	• a certified speech pathologist/therapist involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services:
	  ○ to the student regardless of the location (general education class or location other than a general education setting) and/or;
	  ○ in collaboration with the student's general education classroom teacher(s).
	
	Note: If a student receives speech therapy and is only receiving case management support from a special education teacher, the 40 – Special Education Mainstream instructional arrangement cannot be reported. There must be some level of special education instructional services reported in the student's IEP.
	
	When determining a student's primary instructional setting code other than mainstream, include the percentage of time allocated for speech therapy services **and other related services** outside of the general education setting in the percentage of time in the special education setting.
	
	The student's TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity must show both the student's primary instructional setting code (other than 00) and the instructional setting code of 00. (The SpecialEducationProgramReportingPeriodAttendance Entity does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the SpecialEducationProgramReportingPeriodAttendance Entity should have only one instructional setting code reported: 00.)

Revision	4.8.1.3 **Special Education Program Service 23 – Special Education Student Does Not Receive Speech Therapy** This **code** indicates that a student does not receive speech therapy. If a student does not receive speech therapy, the student's Student Detail Report and TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** must show a **special education program service of 23** and an instructional setting code other than 00. The student's TSDS PEIMS 42401 **SpecialEducationProgramReportingPeriodAttendance Entity** also must show an instructional setting code other than 00.

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Type of Change	Changes to 2024–2025 SAAH
Revision	## 4.9 Early Childhood Special Education (ECSE) Services 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.
Deletion/Revision	### *4.9.4 ECSE Services and Kindergarten Programs* If a kindergarten student who receives special education services turns six years of age during the school year, the PPCD[~~25~~] indicator **(SpecialEducationProgramService)** for that student should be changed from **19** to 0 on the date that the student turns six. ~~25 **PRESCHL PROG CHLDRN WITH DISAB IND CD (E0899)** indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035 and 34 CFR, §300.101(b).) The term PPCD continues to exist currently in the TSDS TEDS.~~
Deletion	### *4.9.5 ECSE Services and Head Start* For students with disabilities served in a district-operated or community-based Head Start program, refer to the chart in 4.9.8 Coding Chart: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility to make coding determinations for grade level, instructional setting code, and PPCD[~~26~~] indicator. ~~26 **PRESCHL PROG CHLDRN WITH DISAB IND CD (E0899)** indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035 and 34 CFR, §300.101(b).) The term PPCD continues to exist currently in the TSDS TEDS.~~

[~~25 **PRESCHL PROG CHLDRN WITH DISAB IND CD (E0899)** indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035 and 34 CFR, §300.101(b).) The term PPCD continues to exist currently in the TSDS TEDS.~~]

[~~26 **PRESCHL PROG CHLDRN WITH DISAB IND CD (E0899)** indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (See 19 TAC §89.1035 and 34 CFR, §300.101(b).) The term PPCD continues to exist currently in the TSDS TEDS.~~]

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<table>
<tr><th>Type of Change</th><th>Changes to 2024–2025 SAAH</th></tr>
<tr><td>Revision</td><td>

4.11 Shared Services Arrangements (SSAs), Including Regional Day School Program for the Deaf SSAs

If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district, the student must be reported on the **StudentSchoolAssociation Entity** as a transfer student (**attribution 06** – Transfer Student).

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

4.11.1 Regional Day School Programs for the Deaf (RDSPDs)

Students in an RDSPD must be served a minimum of 45 minutes per week by an RDSPD teacher. All students who receive instructional services through the RDSPD for the minimum time indicated should be reported on the TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity and SpecialEducationProgramReportingPeriodAttendance** records using C067 (**RegionalDaySchoolProgramForDeaf**) 3.

The following table shows the ADA eligibilities to use for students in an RDSPD.

<table>
<tr><th>If a student is enrolled in an RDSPD:</th><th>then use ADA eligibility code:</th></tr>
<tr><td>and is a full-day student (served for at least four hours [240 minutes]) and is a resident of the district submitting TSDS PEIMS data,</td><td>1 - Eligible for Full-Day Attendance.</td></tr>
<tr><td>and is a half-day student (served for at least two hours [120 minutes]) and is a resident of the district submitting TSDS PEIMS data,</td><td>2 - Eligible for Half-Day Attendance.</td></tr>
<tr><td>and is a full-day student (served for at least four hours [240 minutes]) but is a not a resident of the district submitting TSDS PEIMS data,</td><td>3 - Eligible for Full-Day Attendance. (Note: This also requires that the student be assigned an attribution 06 - Transfer Student on the StudentSchoolAssociation Entity.)</td></tr>
<tr><td>and is a half-day student (served for at least two hours [120 minutes]) but is not a resident of the district submitting TSDS PEIMS data,</td><td>6 - Eligible for Half-Day Attendance. (Note: This also requires that the student be assigned an attribution 06 - Transfer Student on the StudentSchoolAssociation Entity.)</td></tr>
</table>

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

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Type of Change	Changes to 2024–2025 SAAH
Revision [Chart 4: Services for Students with Disabilities—Exceptions to the Norm, column 1, second row from bottom]	4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm 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**
Revision [Chart 4: Services for Students with Disabilities—Exceptions to the Norm, column 1, bottom row]	4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm Student graduated by meeting requirements of 19 TAC §89.1070(b)(2), (3)(A), (B), or (**C)** **and** returned under 19 TAC §89.1070(j)—**Diploma types (C062)** 04–06, 18-20, 35, 54-56
Revision [Chart 4: Services for Students with Disabilities—Exceptions to the Norm, footnotes]	4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm [1] ECI Indicator **(SpecialEducationProgramService (C341))** 0 is used for children (0–2) who receive jointly district and ECI services under the ECI TEA MOU from an ECI program not op by your district. [2] Districts and RDSPDs should have an agreement related to the reporting of TSDS PEIMS data for these students. [3] Only districts that operate an ECI program under the auspices of the Texas Health and Human Services Commission should report children 0–2 using the ECI indicator **(SpecialEducationProgramService(C341)) 20.** Districts without district-operated ECI programs must report children served jointly under the ECI TEA MOU using the ECI indicator **(SpecialEducationProgramService (C341)) 0.**
Revision	4.13 Extended School Year (ESY) Services Your district must report ESY services data to TEA using **ExtendedSchoolYearServicesAttendance Entity** according to the TEDS.
Revision	4.14 Exiting an Emergent Bilingual (EB) **Student**/English Learner (EL) Who Is Receiving Services Within a Bilingual Education or English as Second Language (ESL) Program
Revision	*4.18.1 Code 01 – Homebound Examples*

Type of Change	Changes to 2024–2025 SAAH
	Example 2: A student with a chronic illness or acute health problem (recurring condition) will be absent from school for at least four weeks over the entire school year, as documented by a licensed physician.[27] [5] Access the Texas Medical Board's searchable database of licensed physicians at **https://profile.tmb.state.tx.us**.
Revision	*4.18.3 Code 08 – Vocational Adjustment Class (VAC) Examples* Example 1: A student works half of the school day**, with support from a job coach as specified in the student's IEP,** and attends classes the other half of the day. During the instructional half of the day, the student attends one **local credit course in a** special education **setting to address job skills, and attends** two CTE classes **aligned to his postsecondary goals**. After three weeks, the student loses his job but remains in **the local credit course and the CTE classes** he has been enrolled in from the beginning of the school year. *For the time the student is gainfully employed, the instructional setting code for the student is 08, and the CTE code is V2 (see Section 5 Career and Technical Education (CTE)). As soon as the student loses his job, the student's instructional setting code changes to reflect the appropriate code for the interim placement determined by the ARD committee, but the CTE code remains V2 if the student remains enrolled in **two CTE classes.*** *A student who loses a job must be provided with a full instructional day during the time he or she is without a job. A student must not stay at home during the time in which he or she was previously **working in a jobsite.*** Example 2: **A student works as a volunteer in the public library close to their home, which is aligned with their postsecondary goals for employment and independent living. The student receives support from a job coach to follow work routines, complete tasks, and interact with others on the jobsite. The student may or may not attend classes in the district in accordance with the IEP. After a period of time, the ARD committee determines that the student no longer needs direct support from a job coach and recommends that the student maintain their volunteer position independently, with periodic check-ins from the special education teacher as part of progress monitoring.** ***For the time the student is receiving regularly scheduled, direct support from the job coach, the instructional setting code for the student is 08. When regularly scheduled, direct support from special education personnel is no longer needed, the ARD committee specifies the revised schedule of services, and an appropriate instructional setting code is selected to reflect the new placement.***

Type of Change	Changes to 2024–2025 SAAH
	Example 3: A student completed level 1 and level 2 CTE courses in a field related to their postsecondary goals, with support from a special education teacher to adapt assignments and modify grading. In these courses the CTE teacher was the teacher of record. The student enrolls in a practicum course to get experience working in their career field of interest. The student's ARD committee determines the specially designed instruction for the CTE practicum course, including support from the Vocational Adjustment Coordinator to make necessary adaptations on the student's worksite and regular support from a job coach. ***During the time the student is receiving regularly scheduled, direct involvement from special education personnel (i.e., the Vocational Adjustment Coordinator and job coach) in work-based learning through the practicum course, the instructional setting code for the student is 08 and the CTE code is selected based on the number of minutes per day the student is on the jobsite (see 5.5 CTE (Contact Hour) Codes).***
Revision	*4.18.4 Code 40 – Mainstream Examples* Example 3: A student attends all general education classes and receives special education services in the general education setting. For one hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom. *The instructional setting code for this student is 40 - Mainstream because the student receives all special education and related services in the general education setting. (If this student received physical therapy in a location other than a general education setting, then the instructional setting code would be 41 - Resource Room/Services - Less Than 21 Percent.) The student's physical therapy indicator code is* ***reported using SpecialEducationProgramService (C341) 21 (Occupational and Physical Therapy).***
Revision	*4.18.4 Code 40 – Mainstream Examples* Example 5: A four-year-old student with a disability who is eligible for the free pre-K program and early childhood special education services receives special education and related services, including speech therapy, in the pre-K classroom for three hours five days a week. The certified special education teacher teaches collaboratively in the pre-K classroom with the pre-K teacher for the full three hours and the full five days. The occupational therapist provides services for 20 minutes twice a week in the pre-K classroom. The speech therapist provides speech instruction for 30 minutes a week in a location other than a general education setting. *The student generates half-day ADA eligibility.* **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:**

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Type of Change	Changes to 2024–2025 SAAH
	The instructional setting code for this student is 40 – Mainstream. Speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting). Occupational therapy is reported using SpecialEducationProgramService (C341) 21 (Occupational and Physical Therapy). **TSDS PEIMSSpecialEducationProgramReportingPeriodAttendance Entity:** ***One instructional setting code is recorded for this student: 00 - No Instructional Setting. (The SpecialEducationProgramReportingPeriodAttendance Entity does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the SpecialEducationProgramReportingPeriodAttendance Entity should have only one instructional setting code reported: 00. The student's mainstream eligible days present are reported on the BasicReportingPeriodAttendance Entity.)***
Revision	*4.18.5 Codes 41 and 42 – Resource Room/Services Examples* Example 1: A student attends four general education classes and three classes **in a special education setting** a **day.**
Revision	*4.18.5 Codes 41 and 42 – Resource Room/Services Examples* Example 2: A student attends all general classes and receives special education services in the general education setting, except for one hour a week, as documented in the IEP, when the student receives physical therapy in a special education setting. *The instructional setting code for this student is 41 - Resource Room/Services - Less Than 21 Percent because the student receives regularly scheduled related services in a special education setting but is otherwise served in general education.* ***Physical therapy is reported using SpecialEducationProgramService (C341) 21 (Occupational and Physical Therapy).***
Revision	*4.18.5 Codes 41 and 42 – Resource Room/Services Examples* Example 3**:** A student attends all general **education** classes, except for one hour a week, as documented in the IEP, when the student receives support services in a resource room from a certified special education teacher, or from an itinerant teacher from an RDSPD. *The instructional setting code for this student is 41 - Resource Room/Services - Less Than 21 Percent because the student receives direct, regularly scheduled special education support services in a special education setting.*

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Type of Change	Changes to 2024–2025 SAAH
	Example 4: A student attends all general **education** classes, except for 45 minutes per day (instructional day is 360 minutes), as documented in the IEP, when the student receives dyslexia instruction from a provider of dyslexia instruction who has required training as outlined in *The Dyslexia Handbook*.
Revision	*4.18.6 Codes 43 and 44 – Self-Contained, Mild/Moderate/Severe, Regular Campus Examples* Example 4: A student on an elementary campus spends 145 minutes out of 300 instructional minutes in the special education classroom and receives 30 minutes a week (an average of six minutes/day) of speech (or any related service).* The student spends the other 149 minutes in a general education classroom. *The following coding information assumes the student receives speech therapy. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 43 - Self-Contained, Mild/ Moderate/Severe, Regular Campus - At Least 50 Percent and No More Than 60 Percent because 50 percent (151/300 = 50 percent) of the student's instructional day is spent in a special education setting. Speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *Two instructional setting codes are recorded for this student: 43 - Self-Contained, Mild/ Moderate/Severe, Regular Campus – At Least 50 Percent and No More Than 60 Percent and 00 - No Instructional Setting**.***
Revision	*4.18.9 Codes 91-98 – Off Home Campus Examples* Example 5: A three-year-old student with a disability receives special education services, including speech therapy, in a community-based child care center for four hours five days a week and is in a class in which the majority of students are not receiving special education services. The certified special education teacher teaches collaboratively in the community-based child care classroom with the child care provider for the full four hours and the full five days. The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week. *The student generates full-day ADA eligibility because the student meets the requirements of the two-through-four-hour rule.* TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity:**

Type of Change	Changes to 2024–2025 SAAH
	The instructional setting code for this student is 91 - Off Home Campus - Mainstream, and the speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting). **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *Two instructional setting codes are recorded for this student: 91 - Off Home Campus - Mainstream and 00 - No Instructional Setting.* Example 6: A four-year-old student with a disability receives special education services and related services in a community-based child care center and is in a class in which the majority of students are not receiving special education services. The certified special education teacher provides services 30 minutes twice a week and consults with the child care provider for 30 minutes once a week. The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week. An aide is in the classroom four hours a day for five days a week to provide support services to the student. *The student's ADA eligibility code is 0 - Enrolled, Not in Membership because the student does not meet the requirements of the two-through-four-hour rule for ADA eligibility.* **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 91 - Off Home Campus – Mainstream, and the speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *Two instructional setting codes are recorded for this student: 91 - Off Home Campus - Mainstream and 00 – No Instructional Setting.*
Revision	*4.18.10 Speech Therapy **Only** Examples* Example 1: A student receives services from the speech therapist 30 minutes a week and attends all general education classes. The services from the speech therapist are the only special education services the student receives. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 00 - No Instructional Setting, and the Speech Therapy is reported using SpecialEducationProgramService (C341) 24 (Special Education Student Receives Speech Therapy Only).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *The instructional setting code for this student is 00 - No Instructional Setting.*

Type of Change	Changes to 2024–2025 SAAH
	Example 2: A student receives direct speech therapy services and indirect support from the speech therapy program through services provided by a speech therapist. These are the only special education services the student receives. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***Regardless of whether these services and supports are provided in a general education or in a location other than a general education setting the instructional setting code for this student is 00 - No Instructional Setting, and the speech therapy is reported using SpecialEducationProgramService (C341) 24 (Special Education Student Receives Speech Therapy Only).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *The instructional setting code for this student is 00 - No Instructional Setting.* Example 3: A four-year-old student with a disability is eligible for and attends the pre-K program. The only special education services the student receives are speech therapy and support services, which are provided by the speech therapist. The speech therapist provides services 30 minutes twice a week in a location other than a general education setting and goes into the pre-K classroom to provide services, consult with the pre-K teacher, or both 30 minutes a week. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 00 - No Instructional Setting, and the Speech Therapy is reported using SpecialEducationProgramService (C341) 24 (Special Education Student Receives Speech Therapy Only).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *The instructional setting code for this student is 00 - No Instructional Setting.* Example 4: A four-year-old student with a disability attends a community-based child care center. The only special education services the student receives are speech therapy and support services, which are provided by the speech therapist. The speech therapist provides services 30 minutes twice a week and consults with the child care provider for 30 minutes once a week. An aide is in the classroom two hours a day five days week to provide support services to the student. *The student will not generate contact hours because the student does not meet the requirements of the two-through-four-hour rule for ADA eligibility.*

Type of Change	Changes to 2024–2025 SAAH
	TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: ***The instructional setting code for this student is 00 - No Instructional Setting, and the Speech Therapy is reported using SpecialEducationProgramService (C341) 24 (Special Education Student Receives Speech Therapy Only).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *The instructional setting code for this student is 00 - No Instructional Setting.* Example 5: A four-year-old student receives only speech therapy and physical therapy services. The speech therapist provides services 30 minutes twice a week, and the physical therapist provides services 30 minutes twice a week. The student does not receive any other services. The student is ineligible for free pre-K but is eligible for the special education services the student receives. *The student will not generate contact hours because the student does not meet the requirements of the two-through-four-hour rule for ADA eligibility.* **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 00 - No Instructional Setting, the Speech Therapy is reported using SpecialEducationProgramService (C341) 24 (Special Education Student Receives Speech Therapy Only), and the physical therapy is reported using SpecialEducationProgramService (C341) 21 (Occupational and Physical Therapy).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *The instructional setting code for this student is 00 - No Instructional Setting.*
Revision	*4.18.11 Speech Therapy **with Other Services** Examples* Example 1: A student attends one 55-minute special education class and five 55-minute general education classes a day. In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 41 - Resource Room/Services - Less Than 21 Percent (305 minutes/1,650 minutes = 18 percent), and the speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).***

Type of Change	Changes to 2024–2025 SAAH
	TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: *Two instructional setting codes are recorded for this student: 41 - Resource Room/Services - Less Than 21 Percent and 00 - No Instructional Setting.* Example 2: A student attends one 55-minute special education class and four 55-minute general education classes a day. In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 42 - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent (305 minutes/1,375 minutes = 22 percent), and the speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** *Two instructional setting codes are recorded for this student: 42 - Resource Room/Services - At Least 21 Percent and Less Than 50 Percent and 00 - No Instructional Setting.* Example 3: A student with a speech impairment and another type of disability receives special education services and support from a special education teacher in the general education classroom. The student also receives direct speech therapy services. **TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report:** ***The instructional setting code for this student is 40 - Mainstream, and the speech therapy is reported using SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting). The instructional setting code of 40 may be used regardless of whether the direct speech therapy services are provided in the general education classroom or a location other than a general education setting.*** **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity:** ***One instructional setting code is recorded for this student: 00 - No Instructional Setting. (The SpecialEducationProgramReportingPeriodAttendance Entity does not permit reporting of the mainstream instructional setting. If a student is in a mainstream instructional setting and also receives speech therapy services, the SpecialEducationProgramReportingPeriodAttendance Entity should have only one instructional setting code reported: 00. The student's mainstream eligible days present are reported on the BasicReportingPeriodAttendance Entity.)***
Revision	*5.2.2 Eligibility of Courses for Funding*

Type of Change	Changes to 2024–2025 SAAH
	State-approved CTE courses are listed in the Technical Resources – Course Information in the TSDS Web-Enabled Data Standards (TWEDS), available at https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards, and designated with an H in the CTE column. An LEA may receive state weighted funding for all CTE innovative courses approved by TEA for students in grades seven through 12. To receive CTE weighted funding, the LEA must maintain documentation of local board approval to offer any TEA-approved innovative course.[28] With the approval of the local board of trustees or governing board, LEAs may offer any state-approved innovative course for state elective credit. No application is required for an LEA to offer an approved innovative **course.** Funding students enrolled in a Pathways in Technology Early College High School (P-TECH) Students enrolled on TEA-designated P-TECH campuses will generate $50 for each student in ADA (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the data element **StudentCharacteristic (E3063)**. Students coded with the **descriptor 07** in PEIMS submission 3 will be funded. Funding students enrolled in a New Tech Network (NTN) school Students enrolled on campuses that have an active agreement with the NTN will generate $50 or each student in ADA (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed on the Texas Education Standards website. 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** in PEIMS submission 3 will be funded.
Revision	*5.2.3 Earning CTE Contact Hours* See 12.2.2 Texas Virtual School Network (TXVSN) for information on time spent in online courses provided through the TXVSN state-led online learning initiative. **See 12.3 Remote Instruction That Is Not Delivered through TXVSN for information on funding for remote instruction.**
Revision	5.3 Enrollment Procedures

[28] 19 TAC §74.27

Type of Change	Changes to 2024–2025 SAAH
	The procedures for enrolling a student in CTE courses are as follows: 1. A student enrolls in school, and school personnel review the student's Personal Graduation Plan (PGP) to identify the courses necessary to complete the program(s) of study. **For students receiving special education services, the ARD committee will develop the student's transition plan, including courses of study aligned to the student's postsecondary goals, and the PGP will be updated as appropriate.** 2. Appropriate CTE staff members review CTE courses, as necessary, to ensure the appropriate V code (V1, V2, V3) is connected to the courses. 3. Designated CTE staff review changes in the student's schedule. If CTE courses are added or dropped, the student's CTE V-code could change. Changes will occur most often at the beginning of a new semester. Appropriate staff members need to review students' schedules as courses are added or dropped. Attendance staff members should record the effective date of any change in a student's CTE courses in the attendance accounting system. The effective date is the date the student's schedule changed. Important: A student enrolled in a CTE course should be reported on the TSDS PEIMS **CTEProgramReportingPeriodAttendance Entity with the CTEServiceId** and the eligible days.
Revision	## 5.4 Withdrawal Procedures After five consecutive days without CTE services being provided, LEA personnel must remove the student from the TSDS PEIMS **CTEProgramReportingPeriodAttendance Entity's** eligible days present effective the first day of placement in the disciplinary setting.
Revision	## 5.5 CTE (Contact Hour) Codes CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, or V3), based on the course CTE service ID for attendance accounting purposes. A course **CTE** service ID is used to calculate contact hours and tiered funding per the TEC, §48.106. Tiered funding is calculated based on the course **CTE** service ID and the days the student was eligible, present, and enrolled in a CTE course. (See TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing **the data submission**.)

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<table>
<tr><th>Type of Change</th><th>Changes to 2024–2025 SAAH</th></tr>
<tr><td></td><td>
To determine the CTE V-code to assign to the CTE course, LEA personnel must use the following chart.
<table>
<tr><th>CTE Course's Average Minutes 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>
Each CTE course must be reviewed separately to determine the average minutes per day students attend that course.
Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours (V3) is the maximum an LEA may claim for a single course. To receive CTE weighted funding, course periods must be an average of minimum of 45 minutes a day, including pep rallies, assemblies, modified bell schedules, etc., for the calendar year. Days covered under 3.6.6. Attendance Accounting during Testing Days, 3.8.1.4 Staff Professional Development Waivers, and 3.8.2. Closures for Bad Weather or Other Issues of Health and Safety are excluded from the calculation.

Note: Auditing of a CTE course (that is, attending the course but not taking it for credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is auditing a CTE course and taking no other CTE courses for credit should not have CTE eligible days present on the CTEProgramReportingPeriodAttendance Entity.
</td></tr>
<tr><td>Revision</td><td>
<h2>5.6 Computing Contact Hours</h2>
CTE Weighted Funding Tiers (Calculated by TEA)
<table>
<tr><td>Tier 1</td><td>*Not in a program of study</td><td>Weight = 1.1</td></tr>
<tr><td>Tier 2</td><td>*Level 1 and Level 2 CTE course</td><td>Weight = 1.28</td></tr>
<tr><td>Tier 3</td><td>*Level 3 and Level 4 CTE course</td><td>Weight = 1.47</td></tr>
</table>
*Course level provided in the CTE Lookup – Table. Link: PEIMS Calculations - Tech Tips
</td></tr>
<tr><td>Revision</td><td>5.7.1 Career Preparation Eligibility Requirements</td></tr>
</table>

Type of Change	Changes to 2024–2025 SAAH
	• The Career Preparation course[29] is for paid or unpaid experiences. The classroom component must address all the TEKS for the course**, with accommodations or modifications as specified by the student's IEP if it is a student who receives special education services**. The training site will provide students with a variety of learning experiences that will give them the broadest possible understanding of the business or industry.
Revision	*5.7.2 Practicum Course Eligibility Requirements* • In a practicum instructional arrangement, related classroom instruction must average one class period per week during the school year. **Student instruction during the one class period per week is required** to be a minimum of 45 minutes in length.
Revision	5.8 Project-Based **Capstone** A Project-Based **Capstone** course[30] must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team. **Adaptations such as accommodations or modifications must be implemented as specified by a student's IEP, as applicable.** An LEA must maintain a written project plan for each student enrolled in a Project-Based **Capstone** course. An LEA may count a student in a Project-Based **Capstone** course for contact hours on the first day of enrollment, provided the student's project plan is written within 15 school days of the student's enrollment date. If a student's project plan is not written within this time period, an LEA may count the student for contact hours beginning on the first day the project plan is written. The Project-Based **Capstone** course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week.
Revision	5.10 Documentation • documentation showing the average minutes per day for each CTE course, such as a course calendar (class periods are required to be a minimum of 45 minutes in length **and an average of 45 minutes during the calendar year** to receive CTE weighted funding**; see 5.5. CTE (Contact Hour) Codes for more details**)

[29] 19 TAC §127.14 and §127.15
[30] 19 TAC §127.12

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Type of Change	Changes to 2024–2025 SAAH
Revision	## 5.11 Documentation LEA personnel must report a student's course completion data on the TSDS PEIMS **CourseTranscript Entity** for each semester of a CTE course. For students who do not complete the course, the LEA will still receive contact hours for the days the student was enrolled and present. The LEA should report the **CTEProgramReportingPeriodAttendance Entity** with eligible days present for the time the student was in the course. Auditing of a CTE course (that is, attending the course but not taking it for state credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state credit should not have a 42401 Special Programs Reporting Period Attendance Extension. Also, the student should not have a **CourseTranscript Entity** for the audited CTE course.
Revision	5.12.2 Example 1 Student A is enrolled in one 60-minute per day CTE course. *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 average minutes per day and corresponding CTE codes.* Student B is enrolled in one 120-minute per day CTE course. *Student B will be reported with the **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) Code for the CTE course's average minutes per day and corresponding CTE codes.* Student C is enrolled in one 180-minute per day CTE course. *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) Code for the CTE course's average minutes per day and corresponding CTE codes.* Student D is enrolled in three 60-minute per day CTE courses.

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Type of Change	Changes to 2024–2025 SAAH
	*Student D will be reported with the **CTEServiceId** for each of the three CTE courses the student was enrolled in.*
Revision	5.12.2 Example 2 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. *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.***
Revision	5.12.2 Example 3 *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.* *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.* *All data will be reported in the **CTEProgramReportingPeriodAttendance Entity.***
Revision	5.12.2 Example 4 *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**.*
Revision	5.12.2 Example 5

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	*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.***
Revision	5.12.6 Example 6 A student in a Career Preparation **for Programs of Study** course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation **for Programs of Study** course during fourth period. *The student will be reported with the **CTEServiceId 12701141 -** Career Preparation **for Programs of Study/Extended Career Preparation** and the attendance data associated with V3 eligible day present in the **CTEProgramReportingPeriodAttendance Entity.***
Revision	5.12.6 Example 7 *The student will be reported with the CTE**ServiceId** 13011400 – Business Information Management I and the attendance data associated with V1 eligible days present in the **CTEProgramReportingPeriodAttendance Entity.***
Revision	5.12.6 Example 8 *The student will be reported with the **CTEServiceId** 13011300 – Touch System Data Entry and the attendance data associated with V1 eligible days present assuming the class is 45-89 minutes per day in the **CTEProgramReportingPeriodAttendance Entity.***
Revision	5.12.9 Example 9 A student enrolls in Interior Design I, a one credit CTE course **scheduled for 48 minutes**, on the first day of school. After two weeks in the course, the student decides to take Health Science Theory/Health Science Clinical, a two credit CTE course **scheduled for 96 minutes**, instead of Interior Design I. *For the first two weeks, the student will be reported with the **CTEServiceId** 13004300 – Interior Design I and the attendance data for those two weeks associated with V1 eligible days present in the **CTEProgramReportingPeriodAttendance Entity**. When the student enrolls in the next course, the student will be reported with the **CTEServiceId** 13020410 – Health Science Theory/Health Science Clinical and the*

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	*attendance data associated with V2 eligible days present in the **CTEProgramReportingPeriodAttendance Entity**. The LEA should maintain documentation of the student's schedule change.*
Revision	5.12.9 Example 10 A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for **94** minutes on even numbered days of the month. *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 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).*
Revision	5.12.9 Example 13 **A student enrolled in a CTE course receives CEHI services during the postpartum period.** *A PRS student receiving CEHI services may remain enrolled in CTE courses during the period of time that she is receiving CEHI services. However, unless **an appropriately** certified CTE teacher is serving the student and providing the same type and level of CTE instruction the student received at school, the LEA must not report any CTE eligible days present for the student in the TSDS PEIMS Summer Submission for the period of time that the student is receiving CEHI services. If this situation occurs during the fall snapshot, the LEA still must report the student on the applicable CTE TSDS PEIMS **data submission.***
Revision	5.12.9 Example 14 *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**, assuming the average minutes per day for the course is 45 to 89 minutes. (**See the TSDS Web-Enabled Data Standards for instructions on completing the TSDS PEIMS Student Entity for CTE students.**)*
Revision	5.12.9 Example 15

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	*The student will not be reported with any CTE Eligible days present in the **CTEProgramReportingPeriodAttendance Entity** for the **CTEServiceId** 13032300 – Welding I.*
Revision	# Section 6 Bilingual/English as a Second Language (ESL) Reclassification is the process **by which the language proficiency assessment committee (LPAC) determines that an EB student has met the appropriate criteria to be classified as English Proficient (EP), and the student enters year one of monitoring as indicated in TSDS PEIMS. Exit is the point at which a student is no longer classified as an EB student and ends bilingual or ESL program participation based on LPAC recommendation and parental approval.**
Revision	## 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures The procedures below must be completed within the first four calendar weeks of a student's initial enrollment in a Texas public school. 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**. **If multiple languages are indicated on questions 1 or 2, LEAs are guided to report the language other than English. If multiple languages other than English are listed, LEAs are guided to ask the parent to indicate (in writing or through documented phone conversation) which of the two non-English languages is used most of the time. This clarification should occur in a timely manner so the identification process can be completed within the four-week period. If English is indicated on questions 1 and 2 but a language other than English is indicated on question 3, LEAs are guided to report the language other than English for the student language.** Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency and corrections are made within two calendar weeks of the child's enrollment date. If a language other than English is indicated on any of the **three** required questions on the **home language** survey, the district must assess the student for English language proficiency using the state-approved assessment. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program.

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	2. District personnel, who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher, assess the student for English language proficiency using the state-approved English language proficiency assessment. Additionally, primary language proficiency is assessed, as appropriate, using the state-approved Spanish language proficiency assessment or informal language assessment measures for languages other than Spanish (19 TAC §89.1226(d)). Important: A student will be identified as EB if the student is not English proficient or the student's disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)). **The student's primary language proficiency level is not a criteria for identification but is used for subsequent instructional purposes.** 3. The **LPAC** convenes to identify the student as EB or as English proficient, based on the results of the English language proficiency assessment, and recommends placement of the identified EB student in either the bilingual or ESL education program, in accordance with 19 TAC §89.1205 (a) and (c). However, district personnel **do not yet** assign the student a bilingual or ESL program type code in the attendance accounting system until parental consent is received. 4. The LPAC must **use the standardized Parental Notification of Identification and Approval of Placement letter to inform the parent** that the student has been **identified** as EB and **to request** documented parental approval to place the student in the required bilingual or ESL education program. The notice must include information about the benefits of the bilingual or ESL education program for which the student has been recommended and state that it is an integral part of the school program (19 TAC §89.1220(h)). Documentation of parental approval for bilingual or ESL program participation must be obtained. Parental approval may be obtained in writing with the parent's signature and date on the **Parental Notification of Identification and Approval of Placement letter**, through a documented phone conversation, or through an email that is retained in accordance with 19 TAC §89.1220(m). 5. Once documented parental approval has been received, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code[31] in the attendance accounting system. A student may be recorded absent on the effective date of a program change. However, as with all other students who are absent, no bilingual/ESL ADA may be earned by the student for that date.

[31] To find the appropriate codes to use, consult the program type code tables available at https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table. Parental permissions are found in the C093 (Parental Permission) table.

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	To be eligible for state **bilingual education allotment (BEA)** funding, the district must have all required documentation for each eligible student on file. [30] **To find the appropriate codes to use, consult the program type code tables available at https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table. Parental permissions are found in the C093 (Parental Permission) table.**
Revision	*6.2.1 Students Transferring from within Texas* The procedures below must be completed within the first four calendar weeks of a student's transfer to and enrollment in a Texas public school. 1. District personnel shall obtain the student records from the sending district, including the HLS and supporting LPAC documentation. Multiple attempts to obtain records shall be documented in writing. **2.** If the sending district cannot **provide** the original HLS, a new HLS should not be administered if there is sufficient LPAC documentation, such as Texas English Language Proficiency Assessment System (TELPAS) scores**, LPAC documents such as parental approval forms,** and/or TSDS PEIMS data, from the sending district that shows the student was identified as EB. T**he receiving district documents that the original HLS was not included in the student's cumulative folder and document the attempts and/or reason why the HLS was not obtained.** 3. The LPAC convenes to analyze the student records from the sending district, determine whether the student was previously identified as EB, recommend continuation of program services, as appropriate, and ensure that documented parental approval for current program participation has been obtained. **4.** Once documented parental approval has been confirmed by the LPAC, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code[32] in the attendance accounting system. The date of the student's enrollment from another Texas public school is the start date for continued program services if the student has been previously identified and served in Texas. [31] **To find the appropriate codes to use, consult the program type code tables available at https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table. Parental permissions are found in the C093 (Parental Permission) table.**

[32] To find the appropriate codes to use, consult the program type code tables available at https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table. Parental permissions are found in the C093 (Parental Permission) table.

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Revision	## 6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding 1. An EB student is served in a bilingual education program model per the requirements in 19 TAC §89.1210(c), including instruction delivered by appropriately certified teacher(s). The four state-approved **bilingual program** models include: transitional **bilingual early** exit, transitional bilingual education late exit, dual language immersion**/**one-way, and dual language immersion**/**two-way. The appropriate bilingual education program type code should be recorded for each student served in a bilingual program. 2. An EB student is served in a temporary alternative language program approved by TEA under an exception to the bilingual education program. A TEA-approved exception remains valid for the current school year only (the TEC, §29.061; **19 TAC §89.1207(a)(1)**). The appropriate alternative language program type code should be recorded for each student served in a temporary alternative language program under a bilingual education exception. Note: EB students served through an alternative language program do generate BEA funds at the basic allotment for EB students (0.1). However, EB students and non-EB students participating in a dual language immersion one-way **or two-way program models** and served through an alternative language program do not generate the additional 0.05.
Revision	## 6.7 Program Services: Eligible Days Present This subsection describes the procedure for reporting bilingual/ESL eligible days present in the attendance accounting system. District personnel must do the following: • Identify each student who is participating in the bilingual education program or ESL program, or under an alternative language program (ALP) code, and who is eligible for funding, according to 6.3 Initial Program Placement/Eligibility, with the appropriate bilingual, ESL, or ALP type code[33] in the attendance accounting system. [33] **To find the appropriate code to use, consult the program type code tables available at the following link: https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table.**

[33] To find the appropriate code to use, consult the program type code tables available at the following link: https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table.

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Revision	*6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting* After five consecutive days without participation in the bilingual or ESL education program, district personnel should remove the student's days from the TSDS PEIMS **BilingualESLProgramReportingPeriodAttendance Entity** for bilingual education or ESL program eligible days present effective the first day of placement in the disciplinary setting.
Revision	6.8 Reclassification Criteria and Exit Procedures 1. At the end of the school year, the LPAC will determine whether an EB student has met the criteria to be reclassified as English proficient and has demonstrated readiness to participate equitably in grade-level content instruction that is delivered with no second language acquisition supports, per the TEC, §29.056(g). **See the Emergent Bilingual Student Reclassification Criteria Chart for current reclassification requirements.** 2. Once a student has met the criteria for reclassification as English proficient, a district must notify the student's parent of the student's reclassification as English proficient and obtain parental approval for his or her exit from the bilingual or ESL education program **via TEA's standardized letter**.
Revision	*6.10.2 Other Required Documentation* **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 **5.** parental **approval or denial of placement** into the program 6. the **date of placement in** the program 7. documentation of state assessment participation decisions, any designated supports provided, and the justification for these decisions[34] 8. **additional instructional linguistic accommodations provided to address the specific language needs of the student** 9. documentation of the student's eligibility to use the special provision for the end-of-course exam for English I/ESOL I, if applicable 10. **the date of reclassification as English proficient by the LPAC and the date of exit from the program with parental approval**

[34] in accordance with 19 TAC Chapter 101, Subchapter AA, Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments

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Revision	*6.10.3 Quality Control* A district must record the appropriate bilingual, ESL, or ALP program type code[35] for a student in the attendance accounting system as soon as the student meets all eligibility requirements. [34] **To find the appropriate code to use, consult the program type code tables available at the following link: https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table.**
Revision	## 6.9 Monitoring of a Student Who Has Been Reclassified During the first two years after a former EB student has met reclassification criteria as English proficient, the LPAC must monitor the student's academic progress. During this time, the Emergent Bilingual **Indicators F** and S are used to reflect the first and second years of monitoring. If the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two years after the student has been reclassified, the LPAC must determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a bilingual or ESL program. In determining whether to reenroll the student, the LPAC should evaluate the following: • the total amount of time the student was enrolled in a bilingual or ESL education program • the student's grades each grading period in each subject in the foundation curriculum (reading/ELA, math, science, social studies) • the type of additional interventions provided to the student • the student's performance on each assessment instrument administered • the number of credits the student has earned toward high school graduation, if applicable • any disciplinary actions taken against the student Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with TSDS PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the Emergent Bilingual **Indicators 3** and 4 are used to reflect the third and fourth years of monitoring. Once the reclassified student has completed all four years of state and federal

[35] To find the appropriate code to use, consult the program type code tables available at the following link: https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (Language Instruction Program Service) table.

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	monitoring, he or she will be coded as Former **EB Student, descriptor** 5 in the Emergent Bilingual Indicator, for the duration of his/her schooling in Texas.
Revision	## 6.11 Resources For further detailed guidance, examples, and resources, see the FAQ for LPAC and Emergent Bilingual Students/English Learners located on the TEA Bilingual and English as Second Language Education Programs webpage. This resource is updated frequently by the TEA English Learner Support Division. **Additional resources for program implementation can be found in the Program Implementation section of the English Learner Portal.**
Revision	### *7.2.1 Pre-K Eligibility and Age* If a child is automatically eligible for a four-year old pre-K program due to being eligible and enrolled in a three-year-old pre-K program, a district should still ensure a child is appropriately coded as economically disadvantaged or identified as **an EB.** A child who is five years of age on September 1 of the current school year is eligible for enrollment in a pre-K class if the child's parent or guardian elects for the child to repeat pre-K in accordance with the TEC, §28.02124, or if the child would have been eligible to enroll in pre-K during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten. Students under five years of age who do not meet eligibility requirements but are still served in the pre-K program should be coded ineligible half day (ADA eligibility code 5). Your district should ensure that serving students who are not eligible for the program does not interfere with serving students who are eligible for the program. **Note that students, beginning at three years of age, who are eligible for and receiving special education and related services, may be placed in a pre-K class by the student's ARD committee if the committee determines that is the most appropriate placement, regardless of whether the district operates a three-year old pre-K program.**
Revision	### *7.2.2 Pre-K Eligibility Based on a Student's Eligibility **as Emergent** Bilingual* Appropriate pre-K staff members determine that a student is eligible for pre-K based on not speaking and comprehending the English language by identifying the child **as EB** following the process outlined in Section 6 Bilingual/English as a Second Language **(ESL).** **If** a student who qualifies for pre-K on the basis of identification **as emergent** bilingual, is receiving required services through the bilingual/ESL program, and then moves out of the district, the student would be qualified to attend pre-K in the new district provided

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	that the documentation described in 7.2.2.1 Documentation Required is made available to the new district.[36] This requirement also applies to **pre-K EB** three-year-olds who are promoted to the **pre-K EB** four-year-old program. If a student who qualifies for pre-K on the basis of being identified **as EB,** is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for pre-K if the student enrolls in the new district provided that the documentation described in 7.2.2.1 Documentation Required is made available to the new district. Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin the process to verify eligibility on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year. However, your district must have all the documentation described in 7.2.2.1 Documentation Required on file before claiming a student as eligible for pre-K funding on the basis of the student's being identified **as EB.**

Revision	**7.2.2.1 Documentation Required**
	If the student is eligible for pre-K based on the identification **as emergent** bilingual, the following documentation must be on file.
	
	• HLS. The HLS is administered in English and the home language. For students of other language groups, the HLS is translated into the home language whenever possible. The survey contains the following questions:[37]
	  ○ "What language**(s)** is**/are** used in the child's home most of the time?"
	  ○ "What language**(s)** does the child use most of the time?"
	  ○ **If the child had a previous home setting, what language(s) was/were used for communication in that home setting?**
	• Proof that the student's score on the state's English oral language proficiency test is below the level designated for indicating English proficiency.
	• Documentation of the LPAC's identification of the student **as emergent** bilingual.

Deletion	*7.2.4 Pre-K Eligibility Based on Homelessness* ~~As a result of the 86th Texas Legislature, SB 668, relating to data collection, reporting, and notice requirements for certain entities, established a uniform definition of "homeless children and youth" now in alignment with the criteria found in 42 USC, §11434a, within the TEC.~~ The term "homeless child," as used in the pre-K statute, the TEC, §29.153(b)(3), is also defined by 42 USC, §11434a.

[36] See 19 TAC §89.1225(i).
[37] 19 TAC §89.1215(b)

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Revision	7.6.1 Example 7 A student is served in the pre-K program for the day. The student is eligible for the pre-K program because he is identified as **EB**.
Revision	## Section 9 Pregnancy-Related Services (PRS) When students are provided CEHI, your district will receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI or **general education or** special education homebound services must be counted absent in accordance with the charts provided in this section.
Revision	## Section 9 Pregnancy-Related Services (PRS) 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, BasicReportingPeriodAttendance Entity, and/or SpecialProgramsReportingPeriodAttendance Entity. A student who is pregnant should be coded as at-risk on the StudentEducationOrganizationAssociation Entity using the StudentCharacteristic common type.**
Revision	### 9.3 Enrollment Procedures The student's eligibility to receive PRS is verified by either of the following: • a campus official • a medical practitioner[38] licensed[39] to practice in the United States [39] Throughout Section 9, "licensed" means licensed to practice in the United States. Access the Texas Medical Board's searchable database of licensed physicians at **https://profile.tmb.state.tx.us**.
Revision	*9.9.3 CEHI during a Break-in-Service Confinement*

[38] The term "medical practitioner" includes a physician, an advanced nurse practitioner, and a midwife licensed under the Texas Occupations Code, Chapter 203.
[39] Throughout Section 9, "licensed" means licensed to practice in the United States. Access the Texas Medical Board's searchable database of licensed physicians at https://profile.tmb.state.tx.us.

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	For a baby recovery period, a note from a medical practitioner stating the infant's need for hospital confinement **is required.**
Revision	## 9.10 Confinement and Earning Eligible Days Present Over the period of her confinement, a student receiving CEHI services must be provided instruction in all core academic subject area courses in which she is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses in which she is enrolled, if possible. **A student who commences school on homebound (including CEHI) may indicate their "official entry date" as the first day of the school year as long as all the documentation requirements are met and the full number of hours needed are provided by the end of that week.**
Revision	## 9.12 PRS and Special Education Services (SPED) A **pregnant student's** ARD committee and PRS program staff members must collaboratively address the student's service needs.
Revision	### *9.12.1 ARD Committee Meetings* Furthermore, the period of homebound postpartum services for a **student receiving special education services** may exceed 10 weeks if determined necessary by the ARD committee.
Revision	### *9.12.2 SPED, PRS, and Earning Eligible Days Present* See 9.17.8 Example 8 for an example of what must occur when **a student** requires special education homebound services and PRS.
Revision	## 9.15 Documentation Additional documentation may be maintained as part of this record at the discretion of the district. This additional documentation may include, but is not limited to, mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

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	• **When a student physically returns to campus to resume their regular schedule. This may or may not be the date the student was scheduled to return.**
Revision	9.17.1 Example 4 *During this time period, the student is not reported eligible for CTE contact hours on the **CTEProgramReportingPeriodAttendance Entity**; however, the student may be reported on the **StudentCTEProgramAssociation Entity.***
Revision	9.17.1 Example 9 A student delivers her baby on August 2. Your school district's first day of school is August 15. *While districts are not obligated to provide PRS to students outside the normal school year, the student's six-week postpartum eligibility for CEHI extends into the school year. Therefore, the student is eligible for CEHI through September 13. **As long as all of the required documentation is obtained, and the student is provided the full amount of CEHI hours by the end of that first week, the district may claim her entry date as August 15 for attendance funding.***
Revision	*10.2.3 DAEP or JJAEP Placement for Students 21 Years of Age or Older* The leaver code reported on the TSDS PEIMS **StudentSchoolAssociation Entity** is 98.
Revision	*10.2.4 Eligibility and Teacher Certificates* Generally, all students reported as eligible to generate ADA must be served by teachers certified by the State Board for Educator Certification or be served under a contract negotiated by the local district. Your district can get more information on contracting for education services by contacting the applicable program division at TEA. **Note: Neither the TEC nor the TAC outline teacher requirements for the disciplinary alternative setting of an in-school suspension program.**
Revision	*10.6.1 Students Required to Attend a JJAEP*

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	A JJAEP is not eligible to receive FSP funding and does not report student attendance to TEA. The school district in which the student is enrolled immediately preceding the student's JJAEP placement determines ADA eligibility coding for JJAEP students by using the following chart and referring to 3.2.1 ADA Eligibility Coding. **A district should contact TEA to establish a separate campus for the district's JJAEP students and enroll students at this JJAEP campus as the students are placed at the JJAEP facility.**
Revision	*10.6.2 Disciplinary Removals of Students with Disabilities* The education services provided to a **student who receives special education services** removed to a disciplinary placement are to be provided following the requirements of the two-through-four-hour rule (see 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding and 3.2.1 ADA Eligibility Coding). Where services provided do not meet the requirements of the two-through-four-hour rule, the student's ADA eligibility code is 0 - Enrolled, Not in Membership. A student must not be removed to a homebound setting (instructional setting code 01). Your district must determine the student's instructional setting code based on the percentage of time the student is removed from the general education setting. While in a DAEP **or JJAEP**, a **student served by special education** must receive all current IEP designated services.
Revision	*10.6.3 Out-of-School Suspension (OSS)* A student in a grade level below grade three or who is homeless may not be given an out -of-school suspension (OSS) unless engagement of a conduct that relates to the TEC, §37.005**(c)**, occurs. An OSS must not exceed three school days. Your district must count a suspended student absent if the student does not meet ADA requirements for attendance accounting purposes. **A student is not eligible for ADA if the student has been assigned OSS for the first day of school. A student cannot be absent on the first day of school. Refer to 3.3.5 Entry and Reentry Dates.**
Revision	10.7.1 Example 2 A student commits an expellable offense while on school property. Your district calls the police, and the student is arrested. The juvenile court finds that the student engaged in delinquent conduct and places the student in the county JJAEP for the remainder of the school **year.**

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Type of Change	Changes to 2024–2025 SAAH
	After *a student fulfills the JJAEP placement requirements, your district should withdraw the student from the JJAEP campus and enroll the student at an appropriate campus in accordance with local policy.* 10.7.1 Example 3 A student is **assigned a three-day OSS** because the student violated your district's student code of conduct. *Your district should code the student as absent while he or she is* ***serving the three-day OSS assignment.***
Revision (College Credit table, Other Considerations column, both rows)	11.3 College Credit Programs Districts must not use the AP trademark or AP PEIMS codes (**CourseCodes**) to designate courses unless they have completed the AP course audit process and received approval from the College Board. Districts must not use the Pre-AP trademark to designate advanced courses unless they are under contract with the College Board. Districts must not use the IB trademark or IB PEIMS codes (**CourseCodes**) to designate courses unless they are authorized by the IBO.
Revision	11.3 College Credit Programs

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<table>
<tr><th>Type of Change</th><th>Changes to 2024–2025 SAAH</th></tr>
<tr><td></td><td>
<table>
<tr>
<td>Dual Credit
19 TAC §4.54, §§4.81–4.85, and §74.25</td>
<td>An opportunity for a student to earn HS credit for a college course offered at or in conjunction with a PS institution that provides advanced academic instruction beyond, or in greater depth than, the TEKS[5] for the equivalent HS course</td>
<td>Corresponding College Courses may be included from the Academic Course Guide Manual (ACGM) or Workforce Education Course Manual (WECM) course as determined by PS institution and school district.</td>
<td>Eligible regardless of whether course and textbook are available free to the student[208]</td>
<td>District may choose to pay part or all of students' tuition, purchase required textbooks, or both.

Note: FAST participating institutions and partnerships must follow the FAST requirements. Only students eligible for FAST must be able to take the course at no charge, including tuition, books, fees, and other educational materials.

All other dual credit students attending high school in a school district or charter school in Texas can be charged tuition and other course costs as long as the tuition amount does not exceed the maximum rate specified through rule by Texas Higher Education Coordinating Board.</td>
<td>Any tuition or textbook expenses not waived or not provided by the institution or district.

Note: If the tuition or fees are provided free of student expense, the student must not be required to reimburse the tuition or fees based on performance.</td>
<td>If a student has already earned HS credit for a course, the student may not earn credit for that course again unless explicitly permitted in the TEKS for the course.

While dual credit for local credit courses is allowed in accordance with THECB requirements, the most beneficial dual credit opportunities will allow students to earn state credits toward HS graduation.

Dual credit and dual enrollment are synonymous.</td>
</tr>
</table>
</td></tr>
<tr><td>Revision</td><td>

11.3.1 Dual Credit (High School and College or University) Programs

A dual credit or dual enrollment course must meet the following requirements:

- **The course is offered pursuant to an agreement under 19 TAC §4.84 (relating to Institutional Agreements)**
- **A course for which the student may earn one or more of the following types of credit:**
  - **joint high school and junior college credit under the TEC, §130.008, or**
  - **another course offered by an institution of higher education, for which a high school student may earn semester credit hours or equivalent of semester credit hours toward satisfaction of:**
    - **a CTE course defined in 19 TAC §4.83 satisfies a requirement necessary to obtain an industry-recognized credential, certificate, or an associate degree;**
    - **a foreign language requirement at an institution of higher education;**
    - **a requirement in the core curriculum, as that term is defined by the TEC, §61.821, at an institution of higher education; or**
    - **a requirement in a field of study curriculum developed by the Texas Higher Education Coordinating Board under the TEC, §61.823.**

Dual credit includes a course for which a high school student may earn credit only at an institution of higher education (previously referred to as a dual enrollment course) if the course meets the requirements of 19 TAC Chapter 4, Subchapter D.

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

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<table>
<tr><th>Type of Change</th><th>Changes to 2024–2025 SAAH</th></tr>
<tr><td></td><td>Dual credit and dual enrollment are synonymous.

An institution is not required to offer dual credit courses for high school students.

Funding eligibility for a student taking a dual credit course will include time instructed in the dual credit course.</td></tr>
<tr><td>Revision</td><td>11.3.1.1 Student Eligibility for Dual Credit Courses

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

Student Eligibility Requirements Specific to Dual Credit Courses
A high school student is eligible to enroll in dual credit courses if the student:

• is not a degree-seeking student as defined in 19 TAC §4.83(9);

• demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as explained in 19 TAC §4.54; or

• demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative, as defined in 19 TAC §4.57, on relevant section(s) of an assessment instrument approved by the Texas Higher Education Coordinating Board as set forth in 19 TAC §4.56.</td></tr>
<tr><td>Deletion</td><td>11.3.1.1 Student Eligibility for Dual Credit Courses

[~~Minimum Passing Standards to Demonstrate Dual Credit Eligibility~~
~~Dual credit eligibility **is** not a college readiness benchmark but allows qualifying students to enroll in a college-level course (by subject area[s]).~~]

<table>
<tr><td colspan="2"></td><td colspan="2">~~[To Qualify for Math Courses~~</td><td colspan="6">~~To Qualify for English Courses*~~</td></tr>
<tr><td>~~Academic Courses~~</td><td>~~Assessment~~</td><td>~~Math/ Algebra~~</td><td>~~Composite~~</td><td>~~ELA/Reading Skills~~</td><td>~~Objective Writing/ Sentence Skills~~</td><td>~~Writing/ Essay~~</td><td>~~Evidenced Based Reading & Writing (EBRW)~~</td><td>~~Combined (E+R)~~</td><td>~~Composite~~</td></tr>
</table>
</td></tr>
</table>

Type of Change	Changes to 2024–2025 SAAH

~~TSIA (prior to 1/11/2021)~~	~~350~~		~~351~~	~~=>340 with Essay 4-8 OR <340 and Diagnostic Levels 4-6 with Essay 5-8~~				
~~TSIA 2.0 (after 1/11/2021)~~	~~=>950 OR < 950 and Diagnostic Level 6~~		~~=>945 with Essay 5-8 OR < 945 and Diagnostic Level 5 or 6 with Essay 5-8~~					
~~ACT prior to February 15, 2023~~	~~19~~	~~23~~	~~19~~					~~23~~
~~ACT on or after February 15, 2023~~	~~22~~						~~40~~	
~~SAT~~	~~530~~					~~480~~		
~~PSAT/ NMSQT~~[40]	~~510~~					~~460~~		
~~PLAN~~	~~19~~	~~23~~	~~19~~					~~23~~
~~ACT ASPIRE~~	~~431~~		~~435~~					
~~STAAR EOC English III~~			~~4000~~					
~~STAAR EOC Algebra I and passing score in Algebra II Course~~	~~4000~~]							

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

~~An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with TAC rules. Also, an institution is not required to offer dual credit courses for high school students.~~]

~~Student Eligibility Requirements Specific to Workforce Education Dual Credit Courses~~

~~A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and is not required to provide demonstration of college readiness or dual credit enrollment eligibility.~~

[~~40 Preliminary SAT/National Merit Scholarship Qualifying Test~~]

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Type of Change	Changes to 2024–2025 SAAH
	~~A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 2 certificate or applied associate degree program under the conditions stated in 19 TAC §4.85.~~
Revision	*11.3.2 College and Career Readiness School Models: Student Eligibility Requirements* A student enrolled in a TEA-designated ECHS or P-TECH program may enroll in dual credit courses if the student demonstrates college readiness **in alignment with 19 TAC §§4.51–4.63 and 19 TAC §§4.81–4.86.**
Revision	11.5 Additional Days School Year (ADSY) **ADSY provides** half-day formula funding for school systems that add instructional days to any of their **pre-K through fifth grade campuses** (TEC, §48.0051).
Revision	*11.5.1 ADSY Program Design* Depending on the situation, an LEA may need to apply **for** both the ADSY waiver and the Missed School Day waiver. **Should an LEA utilizing ADSY funding file for and receive a low attendance waiver as described in 3.8.1.4 Low-Attendance Day Waivers, the granting of a low attendance waiver does not reduce the 180 days of instruction for ADSY purposes. As such, an ADSY waiver is not required to be filed for the same date as an approved low-attendance day waiver.**
Revision	*11.6.1 Student Eligibility* Districts may also implement a study program for seniors who have completed the required course work but need additional tutoring to assist them in passing required state assessments so they may graduate and obtain their high school diploma. **Special education services for students who have completed credit and assessment requirements for graduation and have been determined eligible by their ARD committee to continue enrollment as specified in 19 TAC §89.1070(h) or (j) do not meet the statutory eligibility for OFSDP. The district should follow the schedule of services in the IEP and claim the applicable ADA funding.**
Revision	*11.6.3 Participation in the OFSDP and the Regular Attendance Program*

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	There are a few cases where changing the type of record used during a reporting period is allowed, such as when a student enrolls in OFSDP for the first time or transitions in or out of a DAEP placement. Another would be for an OFSDP student to begin receiving PRS CEHI services in the middle of a six-week reporting period. The student's attendance **is** reported with a **BasicReportingPeriodAttendance Entity** (according to the CEHI funding chart in 9.10 Confinement and Earning Eligible Days Present) and an ADA eligibility code of 1 at the time the student began receiving CEHI services, even if that date occurred within the six-week reporting period. Once the student stopped receiving CEHI services and returned to school to participate in the OFSDP, the student's attendance **is** reported with a **FlexibleRegularProgramReportingPeriodAttendance Entity** and an ADA eligibility code of 7, even if the transition occurred in the middle of a six-week reporting period.
Deletion	*11.6.6 FSP Funding Eligibility for Students 21 through 25 Years of Age* ~~A student receiving special education services who is 21 years of age on September 1 of a school year is eligible for services, including OFSDP services, through the end of that school year or until graduation, whichever comes first. In addition, a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b) as determined by an ARD committee and who is still in need of special education services[41] may be served through age 21 inclusive.[1]~~ ~~[1] 34 CFR, §300.102(a)(3)~~
Revision	*11.6.7 Reporting Requirements* Your district must report OFSDP attendance data through TSDS PEIMS. It is acceptable to create and report both a **BasicReportingPeriodAttendance Entity and a FlexibleRegularProgramReportingPeriodAttendance Entity** for a student if the student's enrollment status changes from a traditional program to the OFSDP or if the status changes back to a traditional program from the OFSDP. Note: If a student is participating in both classes that are a part of the traditional attendance program and classes that are a part of the OFSDP simultaneously, all attendance must be reported through the OFSDP **FlexibleRegularProgramReportingPeriodAttendanceEntity**.
Revision	*11.8.2 HSEP Attendance Accounting and Funding* HSEP attendance is reported using the **FlexibleRegularProgramReportingPeriodAttendance Entity.** For students in grades nine through 12 who are ADA eligible, create at least one record for TSDS PEIMS reporting for each student who attends at least 45 minutes in the HSEP within the indicated reporting period.

[41] as determined by the ARD committee per 19 TAC §89.1070(f)

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Revision	## 12.2 Texas Virtual School Network (TXVSN) A full-time virtual TXVSN OLS program may be provided only by a Texas public school district or open-enrollment charter school that meets certain eligibility requirements, has notified TEA of its intent to participate in the OLS program, and was in operation on January 1, 2013. For a list of the TXVSN online schools officially recognized by the agency, see the TXVSN OLS Campuses page at **https://txvsn.org/OLS-Campuses.** or more information about the TXVSN OLS, see the TEA Texas Virtual School Network - Online Schools Program web page at https://tea.texas.gov/Academics/Learning_Support_and_Programs/Texas_Virtual_School_Network/Texas_Virtual_School_Network_-_Online_Schools_Program/. For more information on the TXVSN and to view the list of available courses in the TXVSN course catalog, visit the TXVSN website at **https://txvsn.org**.
Deletion	## 12.3 Remote Instruction That Is Not Delivered through the TXVSN For the purposes of this subsection, remote instruction means instruction provided through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing, live audio/video streaming, or a robot that allows for virtual interaction between student and teacher. The technology must allow for both real-time, two-way audio and real-time, two-way video interaction. ~~The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.~~
Revision	### *12.3.1 Remote Conferencing—Regular Education Students* If your school district provides instruction through remote conferencing to a regular education student, your district may, with the approval of a waiver request, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met: • The student is unable to attend school because of a temporary medical or psychological condition.[42]

[42] Pregnancy, in and of itself, is not considered a medical condition. See 12.3.3 Remote Homebound Instruction—Regular Education Students for information on remote PRS compensatory education home instruction.

Type of Change	Changes to 2024–2025 SAAH
	• The student's temporary medical or psychological condition is documented by a physician licensed to practice in the United **States.** **Note: A student who has an infant (0-6 months) considered medically fragile and who meets the criteria in the bullets listed above may also be considered for the GEH program.** Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. Supporting documentation submitted with the waiver must also be submitted for each student on a case-by-case basis but must not contain identifiable information. This documentation must be retained by the LEA locally for audit purposes. **If a waiver is granted, the affected student will generate attendance according to the two-through-four hour rule and based on if the student is virtually "present" at the official attendance-taking time.** **Remote** conferencing students will **not** be considered to be receiving homebound program instruction and will not be eligible to generate eligible days present through the GEH program. If a student is eligible to be served through the GEH program, your district should evaluate whether it is more appropriate to serve the student through that program or through remote conferencing. If your district opts to serve the student through the GEH program, then the student would generate attendance (eligible days present) according to the GEH funding method. A student must not generate attendance through both remote conferencing and the GEH program simultaneously. See 3.7 General Education Homebound (GEH) Program for GEH requirements. See 12.3.3 Remote Homebound Instruction—Regular Education Students for requirements specific to remote GEH instruction. **Your district can submit a request for a general waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) 19 TAC §129.1025 and 2) face-to-face instruction policy. Note that only 19 TAC §129.1025 needs to be cited if the student is scheduled to be off campus at the official attendance-taking time.** A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met.
Deletion	*12.3.2 Remote Conferencing—Students Receiving Special Education and Related Services* In this subsubsection, remote conferencing means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided by a teacher on the student's campus or 2) in which a student at an on- or off-campus location receives instruction or special education and related services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote

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	instruction from an appropriately credentialed individual who is not on the student's campus. ~~The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time~~.
Revision	*12.3.2 Remote Conferencing—Students Receiving Special Education and Related Services* The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case **basis.** **If a waiver is granted, the affected student will generate attendance according to the two-through-four hour rule and based on whether the student is physically present on campus at the official attendance taking time if the student is scheduled to be on campus at that time or is virtually "present" at the official attendance-taking time if the student is scheduled to be off-campus at that time.** **Please** note that the remote conferencing instruction described in this subsubsection is different from remote special education homebound program instruction. For general requirements related to special education homebound instruction, see 4.7.2 Code 01 - Homebound. For requirements specific to remote special education homebound instruction, see 12.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services. If a student is eligible to be placed in the special education homebound instructional setting, it is the responsibility of the student's ARD committee to determine whether it is more appropriate to place the student in that setting or in another setting that is provided via remote **conferencing**. **Your district can submit a request for a general waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) 19 TAC §129.1025 and 2) face-to-face instruction policy. Note that only 19 TAC §129.1025 needs to be cited if the student is scheduled to be off campus at the official attendance-taking time.** A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met.
Revision	*12.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services* In this subsubsection, remote homebound instruction means remote instruction in which a student receiving special education and related services with an instructional setting code of 01 - Homebound **receives instruction** through special education homebound instruction and in which all requirements related to special education homebound instruction are met except for in-person instruction from the homebound teacher.
Revision	*12.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services*

Type of Change	Changes to 2024–2025 SAAH
	Your district can submit a request for a general "Other" waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in item 3 of the General Waivers section: the requirement that a homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by 4.7.2.5 Homebound Funding and Homebound Documentation Requirements of the handbook, which is adopted annually through 19 TAC §129.1025**. A waiver** must be submitted for each individual student.
Deletion	~~[12.6 Virtual Instruction (Local Remote Learning Programs under the TEC, §29.9091, or as Modified by the TEC, §48.007(c))~~ ~~*12.6.1 Methods of Virtual Instruction*~~ ~~Virtual instruction may take one of the following three forms.~~ ~~The first form is remote synchronous instruction. The method of instruction involves two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone.~~ ~~The second form is remote asynchronous instruction. This method of instruction involves instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students.~~ ~~The third form is a combination of both synchronous and asynchronous instruction.~~ ~~A board-approved local policy will determine the instruction methods (i.e., synchronous, asynchronous, or a combination of both). The local policy should include the official attendance times for synchronous instruction. Additionally, if the board policy indicates approval for asynchronous method, the LEA must create an asynchronous instructional plan (described more fully below) and it must be publicly posted on the LEA's website.~~ ~~No matter which of these methods of instruction is used, all instruction must address the required curriculum per the TEC, §28.002, and meet the needs of students in special population/intervention groups.~~

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	~~*12.6.2 Student Eligibility for ADA Funding*~~ ~~**12.6.2.1 Eligibility Based on the Preceding School Year**~~ ~~Each of the following three conditions must be met if the student was a virtual student during the preceding school year. A student is considered to have been a virtual student during the preceding year if 50 percent or more of their instructional days were attended remotely (i.e., marked either Remote Synchronous - Present or Remote Asynchronous - Present for that day) compared to the total number of instructional days offered for the school year. The three conditions are:~~ ~~• The student achieved satisfactory performance or higher on each STAAR assessment taken during the preceding school year.~~ ~~• The student earned a C or higher in each of the foundation curriculum courses under the TEC, §28.002, (i.e., mathematics, science, English language arts and reading, and social studies) taken virtually or remotely during the preceding school year. (Note: End-of-year course grades for all foundation curriculum courses for which a student received 50 percent or more of their instructional days via remote instruction must be considered under this criterion.)~~ ~~• The student had 10 percent or fewer unexcused absences during the preceding school year in total for all instructional methods offered (i.e., on-campus, remote synchronous and remote asynchronous).~~ ~~If a student was **not** a virtual student during the preceding school year (i.e., less than 50 percent of the student's instructional days were attended remotely), the student is eligible to receive ADA funding for virtual instruction for the current school year regardless of the three conditions noted above.~~ ~~The restriction on funding based on the prior year criteria only applies to remote instruction funding. Students served on campus are eligible to earn average daily attendance for the current year even if that student does not meet the conditions for enrollment in a virtual course listed above.~~ ~~**12.6.2.2 Eligibility Based on the Current School Year**~~ ~~For the purposes of determining if a student continues to be eligible for ADA funding in a remote setting within the current school year, the student may no longer be counted for virtual ADA funding once the student has 10 or more unexcused absences in a six-month period in the current school year while enrolled in remote instruction. Once this threshold is reached, the student may continue to receive instruction remotely but will not generate ADA funding. If the student returns to on-campus instruction, the student will continue to be eligible to generate ADA funding.~~ ~~In an instance where a student is no longer eligible for remote ADA funding and returns to on-campus instruction, eligible remote days of attendance and associated funding generated before the 10-absence threshold was reached are unaffected by the change in the student's remote instruction eligibility status. If the LEA continues to serve such a student **remotely**, then the student would be ineligible~~

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	~~to generate ADA in a remote setting after their tenth absence and would need to have their ADA eligibility code designated as ADA Code 9 - Enrolled, Not In Membership Due To Virtual Learning from that point forward.~~ **~~12.6.2.3 Limits on Total Remote Participation ADA~~** ~~Except as described by the TEC, §48.0071(c), and below, an LEA that operates a local remote learning program may not enroll in the program a number of students that exceeds 10 percent of the total number of students enrolled in the LEA during the 2021–2022 or the 2022–2023 school years. Any students enrolled for at least a portion of the year in local remote instruction count toward this cap. Additionally, any student who receives remote instruction under an alternative to local remote instruction for a majority of their instructional time during the year would count toward this cap, which would include students who meet one of the following criteria:~~ • ~~The student is medically fragile.~~ • ~~The student has been placed in a remote learning setting by an ARD committee.~~ • ~~The student is receiving accommodations under Section 504.~~ • ~~The student is served via remote conferencing as described in 12.3 Remote Instruction That Is Not Delivered through the TXVSN.~~ • ~~The student is served via any other remote methods approved under this handbook, except for full-time virtual school students described in 12.2 Texas Virtual School Network (TXVSN).~~ ~~Regular program and special program ADA for remote students that exceed this 10 percent limit will be reduced from an LEA's total ADA counts in proportion by which the 10 percent limit was exceeded. LEAs can serve students over the 10 percent limit. However these students will not receive ADA funding and should be coded as ADA code 9 – Enrolled, Not in Membership Due to Virtual Learning.~~ **~~12.6.2.4 Exception to Limit on Total Remote Participation ADA: LEAs eligible under the TEC, §48.0071(c)~~** ~~LEAs eligible to provide remote learning under the TEC, §48.0071(c), may exceed the 10 percent limit on enrollment noted above. LEAs must submit a request to the agency and be approved as eligible for this exception. The waiver request must include an explanation of how the LEA advertised that its remote learning program is for students statewide. The request must also show evidence that at least 10 percent of the prior year virtual students in the program resided outside the LEA's geographic boundaries. This section applies only to the 2021–2022 and 2022–2023 school years and expires on September 1, 2023.~~ ***~~12.6.3 Attendance Taking and Minutes Requirements~~*** ~~In order for students to earn ADA funding, LEAs must continue to comply with the two-through-four-hour rule and provide students the minimum instruction to earn half-day or full-day funding. The information below focuses on the minimum for full-day funding; divide the requirements in half in order to earn half-day funding for eligible students.~~

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	~~For both synchronous and asynchronous instruction, there are two requirements.~~ • ~~**Daily attendance must be taken.** Each school day, LEAs will identify students who are participating in the local remote virtual option as Remote Synchronous (RS) Eligible Days Present or Remote Asynchronous (RA) Eligible Days Present, depending on the student's instructional method. Days Present will need to be identified as days present in the RS method or days present in the RA method. Absences will not need to be distinguished between instructional methods.~~ • ~~**The minimum 240 instructional minutes requirement must be met.** Both synchronous and asynchronous instruction require that at least 240 instructional minutes are offered to each student each school day in order for the student to earn a full day of funding. At least 120 instructional minutes are offered to earn a half day of funding. Students enrolled in pre-K are not eligible for ADA if served via remote instruction.~~ **~~12.6.3.1 Remote Synchronous Instruction~~** ~~Requirement 1: Attendance Taking~~ ~~In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked present for that day. Students who are not logged in at the teacher's documented official attendance time are marked absent.~~ ~~For remote synchronous instruction, teachers will take and post attendance as if the student was physically present in the on-campus classroom daily. The student's camera must be turned on, and the teacher must see the student in order to mark the student present. Just as with traditional on-campus attendance, official attendance will be taken at a certain time determined by the LEA's policy. If the teacher cannot confirm that the student is physically present at the attendance taking time, the student will be marked absent under this option and generate zero funding for the day. A student who is found later to have participated synchronously or asynchronously but was not present during the official attendance taking time is still absent for funding purposes of synchronous attendance for that day.~~ ~~Requirement 2: Minimum 240 Instructional Minutes~~ ~~A program meets the remote synchronous method requirements for full-day funding if the daily instructional minute minimum of 240 minutes is provided through the synchronous instruction method, even if part of the day includes additional time for asynchronous activities. However, attendance **must** be taken during synchronous instruction at the official attendance time. The daily instructional minutes need not be consecutive. LEAs should maintain documentation of remote synchronous instruction provided to students through instructional schedules that show the number of minutes each day students are expected to engage in remote synchronous instruction.~~ ~~Time students spend participating in work-based learning opportunities can continue to be included in the daily instructional minute calculation and can be considered a synchronous instruction method. Work-based learning opportunities include internships, externships, apprenticeships, and mentorships.~~

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	~~This method also allows students who are taking CTE courses to continue teacher-led instruction and generate CTE funding. Special education students who are coded mainstream can receive their regular instruction and special education services through this remote synchronous instruction method as well, unless their IEPs reflect that the services must be provided on campus.~~ ~~**12.6.3.2 Remote Asynchronous Instruction**~~ ~~This method allows LEAs the flexibility to earn daily attendance through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction. LEAs should use this method to track attendance if students are not receiving the minimum number of synchronous instructional minutes required by the synchronous instruction method. In the asynchronous instruction method, the LEA ensures students have access to the required number of daily instructional minutes by planning for and keeping documentation of the daily attendance measure, instructional schedule and materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance.~~ ~~Requirement 1: Attendance Taking~~ ~~Measurement frequency is daily and may occur from 12:00 am to 11:59 pm every day the campus is open or in a narrower daily time window as determined by the local plan. Daily measurement options for attendance include the following:~~ • ~~daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the LEA~~ • ~~daily check in via teacher-student interactions that confirms students accessed instruction, as defined by the LEA~~ • ~~completion/turn-in of assignments from student to teacher (potentially via email or online)~~ ~~LEAs must maintain documentation to support the daily attendance a student has earned.~~ ~~The locally defined student attendance measure will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher and/or documentation of completion/turn in of daily assignments within the school day as defined in the local plan if it is a narrower window than the 24 hour day. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method for any day attendance occurred based on one of the above three methods by marking the student Remote Asynchronous Eligible Days Present. There is no requirement that remote asynchronous attendance must be posted in the SIS on the same day the engagement occurs. LEAs are free to develop policies and procedures that work best on their campuses.~~ ~~Note: A learning management system is any electronic system used for virtual instruction that provides data that can be used to document individual student engagement as defined in this section.~~

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	~~Requirement 2: Minimum 240 Instructional Minutes~~ ~~A student must be offered an equivalent of four hours (240 instructional minutes) of daily instruction to be considered full-time. The instructional time must provide students access to the equivalent of instructional minutes that a student would be engaged in over a normal school year as documented in the publicly posted asynchronous plan. The number of instructional minutes students have access to must match or exceed 240 instructional minutes of daily minimums across all subjects for kindergarten through 12th grade. LEAs must maintain documentation of the plan for asynchronous instruction which demonstrates students have access to the minimum required number of daily instructional minutes.~~ ~~Requirement 3: Publicly Posted Asynchronous Plan~~ ~~The LEA must develop an asynchronous instructional plan as documentation for meeting the minimum instructional minutes and attendance requirements. The asynchronous instructional plan must include all of the following:~~ • ~~the instructional schedule~~ • ~~a description of how students engage in instructional materials asynchronously (or through a combination of synchronous and asynchronous instruction) that demonstrates 240 instructional minutes are being provided~~ • ~~expectations for progress monitoring~~ • ~~expectations for support students will receive from a teacher~~ ~~Note: The above will likely vary by grade level and subject.~~ ~~The LEA must post the asynchronous instructional plan publicly on the LEA's website.~~]
Revision	## Information on Weights Course service ID and the days eligible, days taught, and the contact hour multiplier (V1-V3) reported in TSDS PEIMS submission 3 will be used to derive contact hours and CTE FTEs. (See **the CTEProgramReportingPeriodAttendance Entity in the Texas Education Data Standards** for instructions on completing that record.)
Revision	## Information on Weights CTE FTEs are assigned to Tier Categories (Tier 1, 2, or 3) in TSDS PEIMS based on course level assignments and **the CTE** service ID. (Course level provided in the CTE Lookup – Table. Link: TSDS Calculation Tech Tips [Select current year Source Data].) Tiered funding for the CTE FTEs is based on the applicable weight for each Tier Category.

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	P-TECH campuses must be designated by TEA and listed on the **Texas Education Standards** website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS **S**ubmissions 1 and 3 using **StudentCharacteristic (E3063) 07 (P-TECH).** NTN campuses must be designated by TEA and listed on the **Texas Education Standards** website. Campuses report the students enrolled on the NTN campus in TSDS PEIMS **S**ubmissions 1 and 3 using **StudentCharacteristic (E3063) 08 (New Tech)**.
Revision	## Information on Weights 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). Bilingual/ESL funding pays for bilingual/ESL program staff salaries and additional resources. Funding is based on the number of bilingual/ESL ADA reported by the school. Bilingual/ESL ADA is calculated similar to the way refined ADA is calculated. **For more specific funding guidance, see the Bilingual Education Allotment (BEA)& Title III, Part A Funding Guidebook.**
Revision	## Glossary at-risk – At risk of dropping out of school according to state criteria defined in the TEC, §29.081(d). At-risk students include the following: • students who were not advanced from one grade level to the next for one or more school years • students in grades seven to 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester • students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, Subchapter B, and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument • students in pre-K, kindergarten, or grades one, two, or three who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year • pregnant or parenting students

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	• students who have been placed in an alternative education program in accordance with the TEC, §37.006, during the preceding or current school year • students who have been expelled in accordance with the TEC, §37.007, during the preceding or current school year • students currently on parole, probation, deferred prosecution, or other conditional release • recovered dropouts • Emergent bilingual (EB) students, as defined by the TEC, §29.052, interchangeable with the term English learner (EL), as used in 19 TAC Chapter 89, Subchapter BB • students in the custody or care of the Department of Family and Protective Services or have, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official • homeless students • students who previously resided in the preceding school or who currently reside in a residential placement facility in the district (see the TEC, §29.081(d)) • students have a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by the Penal Code, §1.07 • student enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under the TEC, §39.0548 • students, regardless of age, who **are enrolled in a TEC, Chapter 12, Subchapter G, Adult High School Charter School Program, under the TEC, §12.251**
Revision	## Glossary bilingual/English as a second language (ESL) eligible days – A term used to describe the days that students **with parental permission to participate** in a bilingual education or ESL program were in attendance.
Revision	## Glossary early childhood special education services (ECSE) – A program that provides special education services to children with disabilities aged three through five years. These students may have any disability recognized in Texas under IDEA-B including noncategorical early childhood (see **definition). A** student over age three with a disability is subject to the two hours of instruction per day rule for membership (Section 3 General Attendance Requirements and Section 4 Special Education).

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Deletion	Glossary [**~~English proficient (EP) –~~** ~~A student who was previously identified as an emergent bilingual student, has met reclassification criteria, and is no longer identified as an emergent bilingual student.~~]
Revision	Glossary expulsion – Expulsion involves a due process hearing **resulting** in a student being removed to either a noneducational setting or a disciplinary alternative educational setting.
Revision	Glossary in-school suspension – A suspension in which a student is removed from his or her regular education setting to an alternative setting (not DAEP).[43] **The use of in-school suspension is limited to three school days per offense event, with the exception of offenses under the TEC, §37.009(a-1) and (a-2).** A partial day of suspension counts as one of the three allowed. As long as the student continues to come to school, the attendance in the program may be counted in computing your district's ADA.
Revision	Glossary prekindergarten (pre-K) – A grade level for children aged three and four years. These children include students in a state-funded pre-K program or a locally funded pre-K **program.** **Attendance** in pre-K is eligible for half-day (ADA eligibility code 2).
Revision	Glossary reclassification – The process by which the language proficiency assessment committee (LPAC) determines that an emergent **bilingual has** met the appropriate criteria to be classified as **non-emergent bilingual** and is coded as such in TSDS PEIMS. This is distinguished from

[43] TEC, §37.005

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	the term “exit,” which **is the point at which a student is no longer classified as an EB student and ends bilingual or ESL program participation based on LPAC recommendation and parental approval.**