

2025–2026 Student Attendance Accounting Handbook: Change Document

Note: This Change Document highlights changes to the text of the 2025–2026 Student Attendance Accounting Handbook (SAAH). All changes to the SAAH text are in **bold**. Deletions to the SAAH text are in ~~strike through~~. Additional plain text from the SAAH is included to better understand the context of the changes.

Note: All relevant dates have been updated from 2024–2025 to 2025–2026.

**2025–2026 Student Attendance Accounting Handbook:
Change Document**

Type of Change	Changes to 2025–2026 SAAH
Revision	2025–2026 Student Attendance Accounting Handbook Texas Education Agency September 2025
Revision	State Board of Education GUSTAVO REVELES El Paso District 1 WILL HICKMAN Secretary Houston District 6 BRANDON HALL Aledo District 11 TIFFANY CLARK DeSoto District 13 AARON KINSEY Chair Midland

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Type of Change	Changes to 2025–2026 SAAH				
	District 15				
1.6 Revision	1.6 How to Use This Handbook <table border="1"> <thead> <tr> <th>Handbook Section(s)</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Section 12 Virtual, Remote, and Electronic Instruction</td><td>Virtual, Remote, and Electronic Instruction discusses Texas Virtual School Network (TXVSN) programs and courses, other online courses, virtual and hybrid instruction, remote instruction, and self-paced computer courses.</td></tr> </tbody> </table>	Handbook Section(s)	Description	Section 12 Virtual, Remote, and Electronic Instruction	Virtual, Remote, and Electronic Instruction discusses Texas Virtual School Network (TXVSN) programs and courses, other online courses, virtual and hybrid instruction , remote instruction, and self-paced computer courses.
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Section 12 Virtual, Remote, and Electronic Instruction	Virtual, Remote, and Electronic Instruction discusses Texas Virtual School Network (TXVSN) programs and courses, other online courses, virtual and hybrid instruction , remote instruction, and self-paced computer courses.				
2.3.1 Revision	2.3.1 Student Detail Reports 7. all identification data elements for the student: • legal first, middle, and last name • generation code, where applicable • sex code • date of birth • age as of September 1 • Texas Unique ID • Social Security number or state-assigned alternative ID number • ethnic group • first and last name of parent or guardian with whom the student resides • address of parent or guardian with whom the student resides, including the street number, route number, or PO box number; city; zip code; and campus ID of residence for nonresident students 8. the student’s original entry date and all subsequent withdrawal and reentry dates, where applicable (regular classroom and all special programs) 9. the student’s grade level code 10. the student’s economically disadvantaged code 11. the student’s:				

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	• ADA eligibility code (Section 3 General Attendance Requirements) • special education instructional setting code (Section 4 Special Education) • speech therapy indicator code (Section 4 Special Education) • bilingual program type code and English as a Second Language (ESL) program type (Section 6 Bilingual/English as a Second Language (ESL)) • gifted/talented indicator (Section 8 Gifted/Talented) • PRS indicator (Section 9 Pregnancy-Related Services (PRS)), where applicable
2.3.1 Revision	<i>2.3.1 Student Detail Reports</i> 24. full-time equivalent (FTE) calculations for all special programs reported for data required in items 22 and 23 25. signature page, signed by persons recording data and persons approving data (This page may be signed each six-week reporting period or each semester at local discretion. If your district uses a paperless attendance accounting system, the electronic equivalent of a signature page [for example, a feature that allows approvers to indicate their approval of data electronically] is acceptable in lieu of a paper signature page.)
2.3.5 Revision	<i>2.3.5 Additional Required Documentation</i> 15. special program documentation as described in each special program section in this handbook, including proof of service (e.g., documentation or doctor’s note when student informed the school of pregnancy) (see item 3 above)
3.2.1.1 Revision	3.2.1.1 Code 0 Enrolled, Not in Membership Code 0 indicates that a student is enrolled but is not in membership. Code 0 applies to students who are scheduled for and provided fewer than two hours of instruction by your district each school day or are not participating in an alternative attendance accounting program. This code is used for the following: • a child who is scheduled to attend for fewer than two hours of instruction each school day, including a high school student who has met all graduation requirements other than passing required state assessments and continues to attend school to participate in a study program for those tests if the student is scheduled for and attending fewer than two hours of study program instruction each day (see 3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements)

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	- a child who attends a private or public (non-district operated) early childhood program but receives some services from your district (for example, speech therapy services only) - a student who is provided instruction totally in a federal Head Start program - a student who has graduated but returned to school (for fewer than two hours of instruction per day) to further his or her education - 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/services 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 - a parentally placed private school student with a disability, five through 21 years of age, who receives special education and related services through an individualized services plan				
3.2.1.3 Revision	3.2.1.3 Code 2 Eligible for Half-Day Attendance Additionally, districts providing a full-day pre-K program to eligible four year olds would need to provide 75,600 operational minutes.				
3.2.1.5.1 Revision	<i>3.2.1.5.1 Underage:</i> 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, children who are deaf or hard of hearing, or children who are deaf blind				
3.2.2 Revision	<i>3.2.2 Funding Eligibility</i> Two-through-four-hour rule eligibility chart <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Included</th><th style="width: 50%;">Not Included</th></tr> </thead> <tbody> <tr> <td> - instruction - in-class breakfast - breakfast and lunch (pre-K or combined pre-K and EE programs only) - recess - work-based learner </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> </tbody> </table>	Included	Not Included	- instruction - in-class breakfast - breakfast and lunch (pre-K or combined pre-K and EE programs only) - recess - work-based learner	- 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)
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	• study program for state assessments (if the student has met all graduation requirements) • student-aide classes (office, nurse, librarian aides, etc. that a student is scheduled into as a course)		
3.2.2.4 Revision	3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in TSDS PEIMS using StudentCharacteristic (E3063) 07 (P-TECH); students who have not met the assessment requirements for graduation; students who are continuing enrollment to receive special education services; or students who have returned to school to receive special education services after receiving a diploma, as determined by the student’s admission, review, and dismissal (ARD) committee.		
3.2.2.6 Deletion	3.2.2.6 Funding Eligibility for Students Awarded a Diploma Outside of the United States [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.]		
3.2.2.7 Addition	3.2.2.7 Funding Eligibility for Students Who Received Special Education Services and Were Awarded a Diploma in Another State or Outside of the United States A student may 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 in another state or outside of the United States. The district must evaluate the transcript carefully, and the student must still meet eligibility requirements for funding.		

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3.2.3 Revision	<i>3.2.3 Age Eligibility</i> <table border="1" data-bbox="394 367 1026 581"> <tr> <td data-bbox="394 367 995 399">Eligible</td><td data-bbox="995 367 1026 399"></td></tr> <tr> <td colspan="2" data-bbox="394 399 995 581">a student who is at least 18 years of age but less than 50 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 Program¹</td></tr> </table>	Eligible		a student who is at least 18 years of age but less than 50 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 ¹	
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a student who is at least 18 years of age but less than 50 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 ¹					
3.2.3.1 Revision	3.2.3.1 Additional Information about Minimum Eligible Age A child whose parent or guardian is an active-duty member of a foreign military force stationed in Texas may establish their age for purposes of entitlement to the benefits of the FSP by demonstrating that they will turn the required age during the school year for which the child is seeking admission, if your district has adopted a policy authorizing this practice.				
3.3.1 Revision	<i>3.3.1 Residency</i> Proof of residency must be provided within 90 days of the arrival date specified in the order. See the TEC, §25.001(c-1). A student who is the subject of a parental child safety placement agreement under the Family Code, §264.920, may establish residency by providing the school district with a copy of a letter from the Department of Family and Protective Services that indicates that the child is the subject of such an agreement and that the address of the child 's residence during the agreement is in the district. The parental child safety placement agreement must include a letter provided by the department that contains the address of the child 's residence during the parental child safety placement and the following language: "THIS LETTER SERVES AS PROOF OF RESIDENCE FOR PURPOSES OF THE ENROLLMENT OF THE ABOVE-NAMED CHILD OR CHILDREN IN A PUBLIC SCHOOL IN THE SCHOOL DISTRICT OR GEOGRAPHIC AREA IN WHICH THE CHILD OR CHILDREN RESIDE, IN ACCORDANCE WITH THE TEC, §25.001(C-3)."				

¹ Under the [TEC, §12.251, §48.003](#)

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3.3.1 Revision	<i>3.3.1 Residency</i> 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.² To determine whether a student should have a StudentCharacteristic (C344) 02 (Immigrant) for TSDS PEIMS reporting purposes, your district may ask the following questions:³ 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.⁴ The three years do not have to be consecutive. Note: A US Department of Defense (DoD) school that is not located within the 50 states or the District of Columbia is not considered a US school. If the answer is yes to the first two questions and no to the third question, then the student should have StudentCharacteristic (C344) 02 (Immigrant) reported. If the answer is yes to all three questions, the StudentCharacteristic (C344) 02 (Immigrant) should be removed.
3.3.2 Revision	<i>3.3.2 District Responsibility to Secure Student Records</i> 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 TEA Complaints Management at (512) 463-3544 or ComplaintsManagement@tea.texas.gov.

² 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>.

³ These questions are based on the criteria defining “immigrant children and youth” in Title III of the Every Student Succeeds Act (ESSA), [20 United States Code \(USC\), §7011\(6\)](#). Texas is required to report the number of immigrant children and youth to receive certain federal funds.

⁴ See [Title III, Part A FAQ, September 1, 2022](#).

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3.3.3 Revision	<i>3.3.3 Documentation of Identity and Age</i> A certified copy of the child’s birth certificate is preferred whenever available but any of the documents in the following list is acceptable for proof of identity and age:
3.3.5 Revision	<i>3.3.5 Entry and Reentry Dates</i> A student cannot be absent on either the entry or the reentry date. Also, a student cannot be absent on their first day of school. A student is not eligible for ADA if the student has been assigned OSS for the first day of school. See 10.6.3 Out-of-School Suspension (OSS). The student is in membership on both the entry date and the reentry date.
3.3.6.2 Revision	3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer See 10.5 AEPs for Students in Residential Facilities for additional references to facilities to which this section might apply.
3.3.7 Revision	<i>3.3.7 Students Who Experience Homelessness</i> You can learn more about school district responsibilities associated with students experiencing homelessness on the Texas Education for Homeless Children and Youth (TEHCY) Program web page and by contacting your Regional McKinney-Vento Liaison.
3.3.8 Revision	<i>3.3.8 Immunization</i> A student experiencing homelessness or a student who is in foster care should be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school should promptly refer the student to the appropriate health provider to obtain the required vaccines.⁵ A student who is a military dependent or any student coming from another Texas school may be enrolled for 30 days pending transfer of immunization records.⁶

⁵ [25 TAC §97.66\(b\)](#)

⁶ [25 TAC §97.69](#)

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	For further information regarding immunization requirements, immunization exemptions, and immunization documentation, contact the Texas Department of State Health Services (DSHS) or see the following DSHS web page: https://www.dshs.texas.gov/immunizations/school.
3.3.9 Revision	<i>3.3.9 Infants and Toddlers Who Are Deaf or Hard of Hearing, Have Visual Impairments, or Are Deaf Blind</i> Districts generally 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), and the ECI program has already verified proof of age and identity. Further, these children 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.
3.4.4 Revision	<i>3.4.4 Information and Record Transfer</i> The student record must include the following information at a minimum:⁷ • Texas Unique ID • Social Security number or state-approved alternative ID last reported through TSDS PEIMS • first, middle, and last name and generation code, if applicable • date of birth • sex • ethnicity and race • current grade level • immunization information⁸ • disciplinary record,⁹ including any incomplete disciplinary action¹⁰ • receipt of special education services and individualized education program, if applicable • receipt of protections under Section 504 and Section 504 plan, if applicable

⁷ For a complete list of data elements that are able to be sent through TREx, see Appendix A of the current year TREx Data Standards, available at <http://tea.texas.gov/index4.aspx?id=3412>.

⁸ [TEC, §25.002\(a\)\(3\)](#)

⁹ [TEC, §25.002\(a\)\(2\)](#)

¹⁰ [TEC, §37.022\(b\)](#)

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	• 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, including bilingual and English as a second language (ESL) services, if applicable ¹⁰ TEC, §37.022(b)
3.4.4 Deletion	<i>3.4.4 Information and Record Transfer</i> • [behavioral threat assessment conducted under the TEC, §37.115, if applicable⁴⁴] [⁴⁴ TEC, §25.002(a)(2)]
3.6.3 Revision	<i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i> • is temporarily absent because of a documented appointment for the student or the student’s child that is with a health care <u>or</u> mental health professional licensed, certified, or registered to practice in the United States.
3.6.3 Revision	<i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i> • is absent as the result of a serious or life-threatening illness or related treatment that makes the student’s attendance infeasible, if the parent or guardian provides on a district-adopted form a certification from a physician licensed to practice in Texas specifying the following information, as determined by the physician: the student’s illness, a statement that the illness is serious or life-threatening, the anticipated period of the student’s absence relating to the illness or related treatment, and a statement that the illness makes the student’s attendance infeasible during the anticipated period of absence. Note that the district must adopt a form and cannot require more documentation or information than what is listed above.

⁴⁴ ~~[TEC, §25.002\(a\)\(2\)](#)~~

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3.6.3 Revision	<i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i> is absent to participate in a released time course. A released time course is a course in religious instruction offered by a third-party entity off campus. Your school district is required to excuse at least one hour but not more than five hours in a week for this purpose and must adopt a policy meeting the requirements in the TEC, §25.0875, that ensures proper documentation from the student’s parent or legal guardian is maintained requesting the student’s participation in a released time course. Additionally, your school district is required to ensure that the third-party entity provides and maintains and makes all attendance records for each student available to the school district or student’s campus.
3.6.5 Revision	<i>3.6.5 Instruction Provided Outside of Regular School Day</i> If your school district provides 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).
3.8.1.1 Revision	3.8.1.1 Makeup Days Your district is encouraged to make sure that the adopted calendar includes additional minutes to account for at least two bad weather or other missed school days related to health and safety concerns. Note: Beginning with the 2026-2027 school year, your adopted district calendar must include additional minutes or bad weather makeup days to account for at least two bad weather or other missed school days related to health and safety concerns. These makeup days must be clearly designated on the calendar.
3.8.2 Revision	<i>3.8.2 Closures for Bad Weather or Other Issues of Health or Safety</i>

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	Situation	Agency Policy
	Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for at least four instructional hours (240 minutes).	If campuses will close before the official attendance-taking time, record attendance before the closure. This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.
	Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes), and the official attendance-taking time has passed.	This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.
	Our school district or charter school has decided to close some or all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes) and will be closed before the official attendance-taking time.	This day will become a non-instructional day, and the SIS calendar must be updated to reflect the day as non-instructional. The LEA should locally track the minutes that they actually served on this day for auditing purposes. Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.
3.9 Revision	3.9 Data Submission 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 18, 2026, due date for initial TSDS PEIMS Summer submission, your district still must submit its initial	

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	TSDS PEIMS Summer submission data by that due date. Your district may delay resubmission of the TSDS PEIMS Summer submission data until August 20, 2026 , 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 20, 2026 . Corrections made after August 20, 2026 , will be handled by the State Funding Division.
3.11.7 Revision	3.11.7 Example 7 A 21-year-old student who received special education services graduated the prior year by meeting the requirements specified in 19 TAC §89.1070(b)(3)(B). The ARD committee determines that this student is still in need of special education and related services and places the student back in school full day.¹² <i>Since this student was determined eligible to re-enroll per 19 TAC §89.1070(j) and is receiving a full day of service as required by the ARD committee, his ADA eligibility code is 1 - Eligible for Full-Day Attendance.</i>
3.11.16 Deletion	[3.11.16 Example 16 Your district plans to have several days of early dismissal (early release days) during the school year. <i>Since the beginning of the 2018–2019 school year, the agency no longer offers Early Release waivers. Early Release waivers previously approved for the 2018–2019 school year are rescinded.</i>
3.11.18 Revision	3.11.18 Example 18 A charter school operating before January 1, 2015, receives a waiver for five additional days of staff development and provides five days of staff development. This waiver allows the district to offer an instructional track that contains only 175 days of instruction. Note that if the charter school provides less than five waiver days for actual staff development, the instructional track will need to contain additional days of operation. <i>The attendance of all students who attend this instructional track must be reported in six, approximately equal reporting periods. The total number of school days, if added together from all reporting periods, must equal the actual number of school days offered over the full year.</i>

¹² [19 TAC §89.1070\(j\)](#)

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3.11.32 Deletion	[3.11.32 Example 32 The parent of a student enrolled in your district lets the district know that the student will be absent frequently to act in a movie being filmed locally (or for any other non-board-approved activity). The parent has requested that the student’s absences for filming be excused. <i>If he or she chooses, the district superintendent or the school principal may excuse some or all of the absences for compulsory attendance purposes (see 3.6.4 Excused Absences for Compulsory Attendance Purposes). However, absences resulting from the student’s acting in the movie must not be excused for FSP (funding) purposes. Additionally, numerous absences may jeopardize the student’s ability to receive credit or final grades for classes (see the TEC, §25.092, for information on minimum attendance for class credit or a final grade).]</i>
3.11.33 3.11.34 Addition	3.11.33 Example 33 Some, but not all, of your campuses need to close early due to an unforeseen power outage. Students were released before the official attendance taking time but some students need to remain on campus because their parents or guardians are unable to pick them up early. <i>Your district must document the minutes that each campus served students before releasing students early and adjusts minutes in the student information system. Your district must also determine if these campuses have enough surplus minutes to still meet the minimum 75,600 minutes requirement or if minutes will need to be added for these individual campus to meet the operational minutes requirement.</i> 33.11.34 Example 34 Some, but not all, of your campuses need to close early because of an unforeseen power outage. Students were released after the official attendance taking time and attendance was taken. <i>Your district must document the minutes that each campus served students before releasing students early and adjust minutes in the student information system. Your district must also determine if these campuses have enough surplus minutes to still meet the minimum 75,600 minutes requirement or if minutes will need to be added for these individual campus to meet the operational minutes requirement. Because attendance was taken at the official attendance taking time, your district may qualify for a low attendance waiver if ADA saw a 10 percent or more drop in ADA because of the unforeseen power outage that caused campuses to close early.</i>

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4 Revision	Section 4 Special Education If students are served by multiple programs, review and apply the provisions of each applicable program. Note: With the passage of House Bill 2 and Senate Bill 568 in the 89th Texas Legislature, 2025, the special education funding framework will shift significantly beginning with the 2026–2027 school year. This section remains in effect for the 2025–2026 school year.
4.1 Revision	4.1 Responsibility If you have any questions for the Department of Special Education staff, please contact them at sped@tea.texas.gov. Note: Your district must not assign attendance personnel the responsibility of determining the reporting information for a student who is receiving special education services.
4.2 Revision	4.2 Special Education and Eligibility For information specific to students who are three through five years of age (not in kindergarten) and receiving special education services, see 4.9 Early Childhood Special Education (ECSE) Services.
4.3.1 Revision	<i>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</i> Additionally, the ARD committee determines the date that services will begin (the effective date) and the duration and frequency of the services, and the committee records this information in the IEP. 2. The ARD committee provides the student’s instructional setting code and speech therapy indicator code (coding information) and effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.

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4.3.2 Revision	<i>4.3.2 Enrollment Procedures for a Student in Your District Whose Instructional Setting Is Changing</i> The ARD committee determines the date that any change in service will begin (the effective date) and the duration and frequency of the services, and the committee records this information in the IEP.
4.3.3 Revision	<i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i> 7. The ARD committee must determine the instructional setting code and speech therapy indicator code according to the committee’s interim placement for the student (that is, the placement necessary to provide comparable services pending development and implementation of a new IEP) or final placement for the student (as determined by the adopted or newly implemented IEP). Additionally, the ARD committee determines the date that services will begin (the effective date) as well as frequency and duration of the special education services. 8. The ARD committee provides the student’s coding information, any changes in the coding information, and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible. 9. District personnel record the coding information, any changes in coding information, the effective date of services in the attendance accounting system, and the effective date of the changes. [10. The ARD committee provides any changes in the student’s coding information and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible. 11. District personnel record any necessary changes in codes in the attendance accounting system along with the effective date of the changes.]
4.3.3.1 Revision	4.3.3.1 Transfer of Records

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	A district must transfer a student’s records, including the student’s current IEP, using the TREx system ¹³ to a requesting district no later than the 10th working day after the date a request for the information is received by the district. ¹⁴ See the TEA TREx web page at https://tea.texas.gov/reports-and-data/data-submission/texas-records-exchange-trex for more information on the TREx system.
4.4 Revision	4.4 Special Education Dismissal Procedure A student is dismissed from special education and related services when the ARD committee determines the student is no longer eligible for special education services because he or she (1) no longer meets the eligibility criteria for special education services as described in 34 CFR, §300.306, as determined by a reevaluation conducted by the ARD committee, (2) graduates, meeting 19 TAC §89.1070(b)(1), (3) meets maximum age eligibility (the end of the school year in which a student turns 22), or (4) the student’s parent or adult student chooses to end the provision of services or revokes consent in writing for the student’s receipt of special education services. After student is dismissed from special education and related services, the district must provide the student’s parent with prior written notice that it proposes to change the student’s eligibility determination. The district must provide prior written notice at least five school days before special education services will be discontinued, unless the parent agrees otherwise.
4.5 Revision	4.5 Special Education Services for Private or Home School Students Who Are Eligible for and in Need of Special Education See TEA’s Child Find Process for Parentally Placed Private School Children with Disabilities Quick Guide and FAQ for more information.
4.5.2 Revision	<i>4.5.2 Private or Home School Students Aged Five through 21 Years</i> However, students receiving services under a services plan should be entered into TSDS PEIMS with an ADA eligibility code of 0 – Enrolled, Not in Membership, and counted on the TSDS PEIMS Fall Submission child count snapshot date for data reporting purposes.

¹³ [TEC, §25.002](#)

¹⁴ [TEC, §25.002\(a-1\)](#)

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Type of Change	Changes to 2025–2026 SAAH
4.7 Deletion	4.7 Instructional Setting Codes [This subsection provides a description of each instructional setting and the numeric code that is used to report that setting in the local attendance accounting system and TSDS PEIMS. (See Instructional Setting descriptor table C035, TSDS PEIMS Data Standards, available at https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards.) Please note that recent changes to commissioner rules related to instructional arrangements at 19 TAC §89.1005 have been incorporated into this document. There may be a lag between updating the descriptions in the TSDS PEIMS Data Standards; your district should use this document as the source of updated descriptions until those edits are made.]
4.7 Revision	4.7 Instructional Setting Codes Student Detail Reports must contain an instructional setting code for any student receiving special education and related services. A student may be funded for only one instructional setting for special education at any given time, with the exception of a student who receives services through an instructional setting other than 00 and also receives speech therapy. Speech therapy may be combined with any other instructional setting.
4.7.1 Revision	4.7.1 Code 00 – No Instructional Setting (Speech Therapy) A student whose instructional setting is coded as 00 on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity must have a speech therapy indicator (SPEDProgramSvc (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 instructional setting used for the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity will be the student’s primary instructional arrangement and will indicate a speech therapy indicator (SPEDProgramSvc (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

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Type of Change	Changes to 2025–2026 SAAH
	The TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity (for special education attendance data - student) allows for multiple instructional setting codes 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 instructional setting codes are 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. 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 SpecialEducationProgramReportingPeriodAttendance Entity) for a given period should have two instructional setting codes reported on the TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity for that period: 00 and the other instructional setting through which the student is receiving special education instructional services.
4.7.2 Revision	<i>4.7.2 Code 01 – Homebound</i> The ARD committee has received medical documentation that the student is expected to incur full-day absences from school for a minimum of four weeks for medical reasons, which can include psychological disorders. The weeks need not be consecutive.
4.7.2.3 Revision	4.7.2.3 Homebound Services for Infants and Toddlers Who Are Deaf or Hard of Hearing, Have Visual Impairments, or Are Deaf Blind
4.7.2.4 Revision	4.7.2.4 Early Childhood Special Education (ECSE) and Homebound Services Note: The ADA eligibility coding information in the preceding chart does not apply to students in kindergarten (5 years old on or before September 1) or older. A student in kindergarten or older who is served in the 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.

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Type of Change	Changes to 2025–2026 SAAH		
4.7.2.9 Revision (Attendance Accounting Information related to Students with a Recurring Chronic or Acute Health Condition table)	4.7.2.9 Students with a Recurring Chronic or Acute Health Condition		
	For any week in which the student with the recurring condition	the student earns contact hours or attendance	The student’s instructional setting code should be as follows:
	is served solely in the homebound instructional setting,	according to the requirements of the homebound funding chart.	01 - homebound
	is served for at least four hours in the homebound instructional setting and attends school at his or her campus,	according to the requirements of the homebound funding chart.	01 - homebound, regardless of the fact that the student attended school at his or her campus in addition to receiving homebound instruction
	is served from one to three hours in the homebound instructional setting and attends school at his or her campus,	according to the requirements of the homebound funding chart for those days the student is provided instruction in the homebound setting and according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.	01 - homebound, for those days the student is provided homebound instruction and the applicable non-homebound special education instructional setting* the student is served in while at school (for example, 40 - special education mainstream) for those days the student attends school
4.7.4 Revision	4.7.4 Code 08 – Vocational Adjustment Class (VAC) This instructional setting code will be used in conjunction with the student’s transition plan, as documented in the student’s IEP, and may include special education services received in CTE work-based learning programs.		

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Type of Change	Changes to 2025–2026 SAAH
4.7.6 Revision	<i>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</i> The following table is meant to clarify which instructional settings to use for students with disabilities who are residing in a hospital or a residential care and treatment facility and receiving special education services from school districts.
4.7.10.3.1 Revision	4.7.10.3.1 District-Operated Preschool or Child Care Center, Staff and/or Community Access (Three through Five-Year-Olds, Not in Kindergarten): If your school district establishes a preschool education program or child care center to serve preschool-age children regardless of eligibility or other criteria, your district may use the mainstream instructional setting for a student in the program who receives special education services, other than speech therapy, in the general classroom. However, for the mainstream instructional setting to be used for the student, the majority of students in his or her class must be students who are not receiving special education services. For the student to generate ADA and weighted funding, a certified special education teacher or a dual certified pre-K and special education teacher must provide services under the two-through-four-hour rule as applicable to meet the individual needs of the student.
4.7.11 Revision	<i>4.7.11 Code 41 or 42 – Resource Room/Services</i> Note that if a student receives special education instructional services and speech therapy, the appropriate resource room instructional setting is used, and SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting) is reported.
4.7.13 Revision	<i>4.7.13 Additional Guidelines for Instructional Setting Codes 41-44</i> For example, if a student is provided: • special education and related services for less than 50 percent of his or her instructional day in a setting other than general education, the student’s instructional setting code would be 41 or 42. • special education and related services for 50 percent or more of the student’s instructional day in a self-contained program in a setting other than general education on a regular education campus, the student’s instructional setting code would be 43 or 44.

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	full-time early childhood special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses and the student is three through five years of age (not in kindergarten), the instructional setting code would be 45.
4.7.13.1 Revision	4.7.13.1 Semester Block Scheduling If your district operates semester block scheduling, use the chart above to convert a four-period instructional day to an eight-period instructional day, and code students accordingly (assuming periods are equal in length). Instructional settings for students on a semester block schedule must be determined each semester. Your district must consider the individual needs of students with disabilities when scheduling courses in a semester block.
4.7.13.2 Revision	4.7.13.2 AB Block Scheduling The instructional setting for students in AB block scheduling should be coded based on a review of the entire instructional block.
4.7.14 Revision	<i>4.7.14 Code 45 – Full-Time Early Childhood Special Education Setting</i> This instructional setting code is used for children three through five years of age (not in kindergarten) who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. A student for whom this instructional setting is used does not receive any special education and related services in a regular early childhood setting or spend any part of the instructional day in a regular early childhood setting. If a student receives any amount of special education and related services in a regular early childhood setting or spends any part of the instructional day in a regular early childhood setting, this instructional setting code is not applicable. For a coding example, see 4.18.7 Code 45 – Full-Time Early Childhood Special-Education Setting (FT ECSE) Example. One of the off home campus codes (codes 91–98) should be used when a child is placed in a multidistrict classroom (located on a regular campus), on a separate campus, or in a community class to receive full-time early childhood special education and related services. For more information on special education services for students three through five years of age (not in kindergarten), see 4.9 Early Childhood Special Education (ECSE) Services.

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Type of Change	Changes to 2025–2026 SAAH
4.7.18 Revision	<i>4.7.18 Code 71 – Texas School for the Deaf</i> 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 (Parental Referral To The Texas School For The DEAF (TSD)) (on the TSDS PEIMS StudentSchoolAssociation Entity).
4.7.19 Revision	<i>4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, or 89 - Residential Care and Treatment Facility (Not School District Resident)</i> Residential care and treatment facility for these instructional settings refers to a facility at which a student with a disability currently resides, who was not placed at the facility by the ARD committee, and whose parent or guardian does not reside in the district providing the educational services to the student.
4.7.19.2 Revision	4.7.19.2 Residential Care and Treatment Facility Categories 89 - Residential Care and Treatment Facility - Full-Time Early Childhood Special Education Setting. Code 89 indicates a student is three through five years of age (not in kindergarten), resides in a facility, and receives full-time special education and related services in educational programs designed primarily for children with disabilities on a local school district campus other than a separate campus.
4.7.20.1 Revision	4.7.20.1 Off Home Campus Categories 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 (not in kindergarten) 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 coded 91, provided that the majority of students in his or her class are students who are not receiving special education services.
4.7.20.1 Revision	4.7.20.1 Off Home Campus Categories 96 - Off Home Campus - Separate Campus

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Type of Change	Changes to 2025–2026 SAAH
	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 that provides only special education services. This code also applies to students three through five years of age (not in kindergarten) who receive special education and related services in a self-contained classroom on a separate campus. This code does not apply to services provided at a facility operated by the Harris County Department of Education (HCDE), as services provided by HCDE fit under nonpublic day school (code 60) because they are a non-district operated provider described in 19 TAC §89.1094. This code does not apply to students receiving special education and related services in 18 plus programs. See code 97 – Off Home Campus – Community Setting, Facility, or Environment for a description of community settings, facilities, or environments related to transition planning. • 97 - Off Home Campus - Community Setting, Facility, or Environment Code 97 indicates that a student is receiving special education and related services in a community setting, facility, or environment that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals. This includes 18 plus programs/services in settings, facilities, and environments operated by the district, as well as those not operated by the district but with regularly scheduled instruction or direct involvement provided by district personnel. This code also applies to a student who is receiving special education and related services in other facilities not operated by the school district, such as an outpatient facility at which school district personnel provide instruction. This code also applies to students three through five years of age (not in kindergarten) who receive special education and related services in a community setting when the setting doesn't otherwise meet the criteria for code 91 Off Home Campus - Mainstream described above. • 98 - Off Home Campus - Full-Time Early Childhood Special Education Setting Code 98 indicates that a student who is three through five years of age (not in kindergarten) is receiving full-time special education and related services in educational programs designed primarily for children with disabilities in a multidistrict classroom located on a regular campus.

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Type of Change	Changes to 2025–2026 SAAH
4.8.1 Revision	<i>4.8.1 Speech Therapy</i> Student Detail Reports and the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity must contain speech therapy reporting information (Descriptor Table SPEDProgramSvc (C341)) for any student receiving special education services.
4.8.1.1 Revision	4.8.1.1 Special Education Program Service 24 – Special Education Student Receives Speech Therapy Only SPEDProgramSvc 24 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 (SPEDProgramSvc 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 related 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 SPEDProgramSvc 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 entity.
4.8.1.2 Revision	4.8.1.2 Special Education Program Service 25 – Special Education Student Receives Speech Therapy and Other Services SPEDProgramSvc 25 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 SPEDProgramSvc 25, regardless of the setting in which the speech therapy services are provided.
4.8.1.3 Revision	4.8.1.3 Special Education Program Service 23 – Special Education Student Does Not Receive Speech Therapy SPEDProgramSvc 23 indicates that a student does not receive speech therapy.

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Type of Change	Changes to 2025–2026 SAAH
4.9 Revision	4.9 Early Childhood Special Education (ECSE) Services Eligible children with disabilities aged three through 21 years are entitled to receive a FAPE under IDEA. In Texas, special education and related services for eligible children with disabilities, aged three through five years (not in kindergarten), have historically been referred to as preschool programs for children with disabilities (PPCD). In an effort to clarify and promote understanding that a child who qualifies for these services must be served in the least restrictive environment specified in the child’s IEP, TEA will phase out references to PPCD in this and other TEA publications beginning with the 2025–2026 school year. Instead, children aged three through five (not in kindergarten) who qualify for special education and related services will receive services through ECSE. ECSE refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive ECSE services in a variety of settings, including district settings, such as pre-K, resource, and self-contained classrooms, and community settings, such as community-based Head Start programs and preschools. A student receiving services may have a grade level of EE or pre-K, depending on the student’s age, the location where services are provided, and whether the student is eligible for free pre-K.
4.9.1 Revision	<i>4.9.1 Eligibility for ECSE Services</i> ECSE services are special education services provided to children aged three through five years (not in kindergarten). To receive ECSE services, a child aged three through five years (not in kindergarten) must meet eligibility requirements as described in 19 TAC §89.1040.
4.9.3 Revision (Column heads 6 and 12 of Coding Chart 1)	<i>4.9.3 ECSE Services and Pre-K Programs</i> ECSE Ind. ECSE Ind.
4.9.3 Revision (Footnote under Coding Chart 1)	<i>4.9.3 ECSE Services and Pre-K Programs</i>

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	² Ineligible pre-K students may be served in the pre-K classroom if the ARD committee determines it the most appropriate placement. This is true for both 3- and 4-year olds, regardless of whether the district operates an eligible 3-year-old pre-K program. However, eligible pre-K students must still continue to be granted enrollment.																																																															
4.9.4 Revision	<i>4.9.4 ECSE Services and Students in Kindergarten</i> ECSE services are special education services provided to children aged three through five years, not in kindergarten. Kindergarten students (students aged 5 on or before September 1) are not eligible for ECSE services. In other words, once a child is enrolled in kindergarten, he or she is no longer considered to be receiving ECSE services. The ECSE indicator should not be used for a kindergarten student. The ECSE indicator (SPEDProgramSvc 19) for that student should be changed from 1 to 0 prior to entry into kindergarten. Also, note that a student who is in kindergarten must not have an instructional setting code of 45 - Full-time Early Childhood Special Education Setting. See 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting.																																																															
4.9.4 Deletion	<i>4.9.4 ECSE Services and Students in Kindergarten</i> <table><tr><th colspan="9">[Coding Chart 2: Kindergarten and Special Education Services]</th></tr><tr><th></th><th>Age 09/01</th><th>Current Age</th><th>ADA-Elig. Code</th><th>Instructional Setting Code</th><th>Grade Level</th><th>PPCD Ind.</th><th>ECI Ind.</th><th>Child Count</th></tr><tr><td colspan="9">A kindergarten student eligible for special education services who is:</td></tr><tr><td>attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom</td><td>5</td><td>5</td><td>1 full day or 2 half day</td><td>40</td><td>K</td><td>1</td><td>0</td><td>3</td></tr><tr><td>attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom</td><td>5</td><td>6</td><td>1 full day or 2 half day</td><td>40</td><td>K</td><td>0</td><td>0</td><td>3</td></tr><tr><td>attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day</td><td>5</td><td>5</td><td>1 full day or 2 half day</td><td>41</td><td>K</td><td>1</td><td>0</td><td>3</td></tr><tr><td>attending a kindergarten classroom and receives special education and related</td><td>5</td><td>6</td><td>1 full day or</td><td>41</td><td>K</td><td>0</td><td>0</td><td>3</td></tr></table>	[Coding Chart 2: Kindergarten and Special Education Services]										Age 09/01	Current Age	ADA-Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count	A kindergarten student eligible for special education services who is:									attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom	5	5	1 full day or 2 half day	40	K	1	0	3	attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom	5	6	1 full day or 2 half day	40	K	0	0	3	attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day	5	5	1 full day or 2 half day	41	K	1	0	3	attending a kindergarten classroom and receives special education and related	5	6	1 full day or	41	K	0	0	3
[Coding Chart 2: Kindergarten and Special Education Services]																																																																
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	services in a special education setting for less than 21% of the day			2 half day						
	attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% but less than 50% of the day	5	5	1 full day or 2 half day	42	K	1	0	3	
	attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% but less than 50% of the day	5	6	1 full day or 2 half day	42	K	0	0	3	
	attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day	5	5	1 full day or 2 half day	43	K	1	0	3	
	attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day	5	6	1 full day or 2 half day	43	K	0	0	3	
	attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	5	1 full day or 2 half day	44	K	1	0	3	
	attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	6	1 full day or 2 half day	44	K	0	0	3	
	served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.) [‡]	5	5	1 full day or 2 half day	45	K	1	0	3	
	served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.)	5	6	1 full day or 2 half day	44	K	0	0	3	
ADA eligibility code rules: General: 0 = enrolled fewer than 2 hours per day, 2 = enrolled 2+ but fewer than 4 hours per day, 1 = enrolled at least 4 hours per day Homebound: 0 = enrolled fewer than 2 hours per week, 2 = enrolled 2+ but fewer than 4 hours per week, 1 = enrolled at least 4 hours per week Students whose only special education service is speech therapy and who are served fewer than 2 hours each day are coded with an ADA eligibility code of 0. [‡] Refer to 4.7.14 Code 45 – Full Time Early Childhood Special Education Setting.]										

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Type of Change	Changes to 2025–2026 SAAH																
4.9.5 Revision	<i>4.9.5 ECSE Services and Head Start</i> 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 ECSE indicator.																
4.9.6 Revision	<i>4.9.6 ECSE Services and Students in a District-Operated Preschool or Child Care Facility</i> For students with disabilities served in a district-operated preschool or child care facility, 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 ECSE indicator.																
4.9.8 Revision	<i>4.9.8 Coding Chart: ECSE Services Provided to a Student in Head Start Program, Preschool, or Child Care Facility</i> <table border="1"><tr><th colspan="8">Coding Chart 2: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility</th></tr><tr><td></td><td>Student Age¹</td><td>ADA Elig. Code</td><td>Instructional Setting Code</td><td>Grade Level</td><td>ECSE Ind.</td><td>ECI Ind.</td><td>Child Count</td></tr></table>	Coding Chart 2: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility									Student Age ¹	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind.	Child Count
Coding Chart 2: ECSE Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility																	
	Student Age ¹	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind.	Child Count										
4.9.9 Revision	<i>4.9.9 ECSE Services and Private or Home School Student Aged Three or Four Years and in Need of Special Education</i> See the TEA's Child Find Process for Parentally Placed Private School Children with Disabilities Quick Guide and FAQ for more information.																
4.9.9.1 Revision	4.9.9.1 Dual Enrollment of Private or Home School Student However, a student receiving services under a services plan should be entered into TSDS PEIMS with an ADA eligibility code of 0 - Enrolled, Not in Membership, and counted on the TSDS PEIMS Fall Submission child count date for data reporting purposes.																

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Type of Change	Changes to 2025–2026 SAAH																
4.10 Revision	4.10 Special Education Services for Infants and Toddlers If your district is involved in the provision of ECI services and other support services¹⁵ for infants and toddlers (children aged two years or younger) who have VIs, who are DHH, or who are deaf blind, the infants or toddlers are eligible to generate ADA and your district can claim funding.																
4.12 Revision	4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm <table border="1"><thead><tr><th colspan="8">Coding Chart 3: Services for Students With Disabilities—Exceptions to the Norm</th></tr><tr><th></th><th>Student Age</th><th>ADA Elig. Code</th><th>Instructional Setting Code</th><th>Grade Level</th><th>ESCE Ind.</th><th>ECI Ind.</th><th>Child Count</th></tr></thead></table> ¹ECI Indicator (SPEDProgramSvc (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 operated by your district. ²Only 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 (SPEDProgramSvc (C341)) 20. Districts without district-operated ECI programs must report children served jointly under the ECI TEA MOU using the ECI indicator (SPEDProgramSvc (C341)) 0.	Coding Chart 3: Services for Students With Disabilities—Exceptions to the Norm									Student Age	ADA Elig. Code	Instructional Setting Code	Grade Level	ESCE Ind.	ECI Ind.	Child Count
Coding Chart 3: Services for Students With Disabilities—Exceptions to the Norm																	
	Student Age	ADA Elig. Code	Instructional Setting Code	Grade Level	ESCE Ind.	ECI Ind.	Child Count										
4.14 Revision	4.14 Exiting an Emergent Bilingual (EB) Student Who Is Receiving Special Education Services Within a Bilingual Education or English as a Second Language (ESL) Program See 6.8.2 Reclassification Procedures and Criteria for EB Students Receiving Special Education Services for information on transferring an EB student who is receiving special education services within a bilingual education or ESL program. Note: As a result of Senate Bill 2066 in the 2021 legislative session, the term “emergent bilingual student” replaced the term “limited English proficient (LEP) student” used in the TEC, Chapter 29, Subchapter B. It is important to note that “English learner” is still used in federal regulations and guidance.																

¹⁵ Under [the TEC, §29.003](#), a FAPE must be available from birth to students with visual impairments or who are deaf or hard of hearing.

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4.17 Revision	4.17 Teacher Requirements Teachers must meet state requirements for certification, as established by the State Board for Educator Certification. A special education teacher who delivers direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the subject and grade level that he or she is teaching.
4.18.3 Revision	<i>4.18.3 Code 08 – Vocational Adjustment Class (VAC) Examples</i> 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 collaborate with coworkers on the jobsite.
4.18.4 Revision	<i>4.18.4 Code 40 – Mainstream Examples</i> 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. <i>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 SPEDProgramSvc (C341) 21 (Occupational and Physical Therapy).</i>
4.18.4 Revision	<i>4.18.4 Code 40 – Mainstream Examples</i> 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.

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	<i>The student generates half-day ADA eligibility.</i> TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>The instructional setting code for this student is 40 – Mainstream. Speech therapy is reported using SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting). Occupational therapy is reported using SPEDProgramSvc (C341) 21 (Occupational and Physical Therapy).</i>
4.18.5 Revision	<i>4.18.5 Codes 41 and 42 – Resource Room/Service Examples</i> 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. <i>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 SPEDProgramSvc (C341) 21 (Occupational and Physical Therapy).</i>
4.18.5 Revision	<i>4.18.5 Codes 41 and 42 – Resource Room/Service Examples</i> 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 (PDI) who has required training as outlined in <i>The Dyslexia Handbook</i>.
4.18.6 Revision	<i>4.18.6 Codes 43 and 44 – Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</i> 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.

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	TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>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 SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).</i>
4.18.6 Revision	<i>4.18.6 Codes 43 and 44 – Self-Contained, Mild/Moderate/Severe, Regular Campus Examples</i> Example 5: A student transfers and is enrolled into a district providing a special education classroom that serves students from other districts. The student attends this class for the entire instructional day. <i>The instructional setting code for this student is 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent because the student is in the special education classroom for more than 60 percent of the student’s instructional day. All absences and eligible days present are recorded in the serving district’s attendance accounting system. For students three through five years of age (not in kindergarten) with disabilities, the instructional setting code is 45 - Full-Time Early Childhood Special Education Setting.</i> <i>The student’s ADA eligibility code is 3 (see 3.2.1.4 Code 3 Eligible Transfer Student Full Day).</i> Example 6: A kindergarten student (five years of age on or before September 1) receives special education and related services in a special education setting for the entire day. <i>The instructional setting code for this student is 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60 Percent because the student is in the special education classroom for more than 60 percent of the student’s instructional day. All absences and eligible days present are recorded in the serving district’s attendance accounting system. 45 - Full-Time Early Childhood Special Education Setting must not be used for kindergarten students.</i>
4.18.9 Revision	<i>4.18.9 Code 91-98 – Off Home Campus Examples</i> Example 3: A four-year-old student receives full-time special education and related services in a self-contained multidistrict preschool classroom designed for children with disabilities. <i>The instructional setting code for this student is 98 - Off Home Campus - Full-Time Early Childhood Special Education Setting.</i>

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	Example 4: A three-year-old student with a disability who is eligible for special education and related services is provided special education services in a self-contained special education classroom within a child care facility. <i>The instructional setting code for this student is 97 - Off Home Campus - Community Class.</i> <i>If the services were provided in a self-contained special education class within an agency in the community, then the instructional setting code for the student still would be 97 - Off Home Campus - Community Class.</i> 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. <i>The student generates full-day ADA eligibility because the student meets the requirements of the two-through-four-hour rule.</i> TSDS PEIMS StudentSpecialEducationProgramAssociation Entity: <i>The instructional setting code for this student is 91 - Off Home Campus - Mainstream, and the speech therapy is reported using SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).</i>
4.18.9 Revision	<i>4.18.9 Code 91-98 – Off Home Campus Examples</i> 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. <i>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.</i>

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	TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>The instructional setting code for this student is 91 - Off Home Campus – Mainstream, and the speech therapy is reported using SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).</i>
4.18.10 Revision	<i>4.18.10 Speech Therapy Only Examples</i> 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: <i>The instructional setting code for this student is 00 - No Instructional Setting, and the Speech Therapy is reported using SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only).</i> TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i> 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: <i>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 SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only).</i> TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i> 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.

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	TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, and the Speech Therapy is reported using SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only).</i> TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i> 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. <i>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.</i> TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, and the Speech Therapy is reported using SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only).</i> TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: <i>The instructional setting code for this student is 00 - No Instructional Setting.</i> 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. <i>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.</i> TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>The instructional setting code for this student is 00 - No Instructional Setting, the Speech Therapy is reported using SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only), and the physical therapy is reported using SPEDProgramSvc (C341) 21 (Occupational and Physical Therapy).</i>

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4.18.11 Revision	<i>4.18.11 Speech Therapy with Other Services Examples</i> 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: <i>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 SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).</i> TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: <i>Two instructional setting codes are recorded for this student: 41 - Resource Room/Services - Less Than 21 Percent and 00 - No Instructional Setting.</i> 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: <i>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 SPEDProgramSvc (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting).</i> TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity: <i>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.</i> 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.

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	TSDS PEIMS StudentSpecialEducationProgramAssociation Entity and Student Detail Report: <i>The instructional setting code for this student is 40 - Mainstream, and the speech therapy is reported using SPEDProgramSvc (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.</i>
5.1 Revision	5.1 Responsibility If you have any questions for the CTE staff, please contact them at CTE@tea.texas.gov.
5.2 Revision	5.2 Eligibility and Eligible Days Present 3. An LEA must maintain documentation showing a minimum of 45 minutes per day for each CTE course, as specified in 5.10 Documentation (see 5.6 Computing Contact Hours).
5.2.2 Revision	<i>5.2.2 Eligibility of Courses for Funding</i> No application is required for an LEA to offer an approved innovative course. Note: An LEA may not receive state weighted funding for CTE courses a student has previously taken and passed. 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 in the references section of the Texas Education Standards. 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 (P-TECH) in TSDS 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 in the references section of the Texas

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	Education Standards . Campuses report the students enrolled on NTN campus in TSDS PEIMS submissions 1 and 3 using the data element StudentCharacteristic (E3063). Students coded with the descriptor 08 (New Tech) in TSDS PEIMS submission 3 will be funded.
5.2.3 Revision	<i>5.2.3 Earning CTE Contact Hours</i> See 12.2 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 Virtual Instruction Options for information on funding for virtual and remote instruction.
5.5 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 CTE course code for attendance accounting purposes. A CTE course code is used to calculate contact hours and tiered funding per the TEC, §48.106. Tiered funding is calculated based on the CTE course code and the days the student was eligible, present, and enrolled in the CTE course. (See the Texas Education Data Standards via the TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing the data submission.)
5.5 Revision	5.5 CTE (Contact Hour) Codes See 5.12.16 Example 16, 5.12.17 Example 17, 5.12.18 Example 18, and 5.12.19 Example 19 for examples.
5.6 Revision	5.6 Computing Contact Hour Note: Eligible CTE days are the number of student instructional days in an LEA’s calendar. The number of eligible CTE days varies among districts. Report contact hours by student ID and each individual CTE course code.
5.7 Revision	5.7 Career Preparation and Practicum Learning Experiences

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	Career Preparation consists of time spent at an approved training site and classroom instruction. Practicums and Career Preparation for Programs of Study are specific to a career cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.
5.7.1 Revision	<i>5.7.1 Career Preparation Eligibility Requirements</i> The Career Preparation course¹⁶ is for paid or unpaid experiences. ¹⁶ 19 TAC §127.20 , §127.21 and §127.22
5.7.2 Revision	<i>5.7.2 Practicum Course Eligibility Requirements</i> Practicum courses and other two credit or three credit CTE courses found in 19 TAC Chapter 127 may be used as laboratory-based, paid, or unpaid work experiences for students.
5.7.3 Revision	<i>5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours</i> The training plan form is available at http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/. A student in paid or unpaid work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 school days of the student's employment date.
5.7.4 Revision	<i>5.7.4 Additional Requirements for Students Participating in Paid or Unpaid Learning Experiences</i> For a student participating in paid or unpaid experiences, employment must begin within 15 school days of the student's enrollment date. If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's training resumes within 15 school days and a written training plan is on file within 15 school days of employment.

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5.8 Revision	5.8 Career and Technical Education Project-Based Capstone The Career and Technical Education Project-Based Capstone course¹⁷ 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 the Career and Technical Education Project-Based Capstone course. An LEA may count a student in the Career and Technical Education 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 Career and Technical Education Capstone course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. ¹⁷ 19 TAC §127.19
5.9 Deletion	5.9 Contracting with Other Entities to Provide CTE Instruction The entity may be an LEA, a community or technical college, or a career school. In all cases, the home (sending) LEA must report the student’s attendance [when the course is a high school credit only course (that is, not a dual credit course)].
5.10 Revision	5.10 Documentation A student must be reported on the TSDS PEIMS Course Transcript Entity when the student completes each semester of a course.

¹⁷ [19 TAC §127.19](#)

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5.12.19 Addition	5.12.19 Example 19 An LEA has 47-minute CTE periods Monday through Thursday with 30-minute periods on Friday. <i>The LEA would not receive weighted funding because all class periods are not scheduled for a minimum of 45 minutes.</i>
Section 6 Revision	Section 6 Bilingual/English as a Second Language (ESL) This section addresses unique provisions for bilingual education through bilingual and ESL programs. These provisions must be applied in conjunction with the general rules in Section 1 Overview, Section 2 Audit Requirements, and Section 3 General Attendance Requirements. If students are served by multiple programs, review and apply the provisions of each applicable program. An emergent bilingual student is in the process of acquiring English and has another language as the student's primary or home language. It is important to note that “English learner” is still used in federal regulations and guidance. The term “exit,” as used in this section, is interchangeable with the term “transfer,” used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms “reclassification” and “exit” in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process 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 services based on LPAC recommendation and parental approval.
6.1 Revision	6.1 Responsibility In the following spaces, provide the name and phone number of the district personnel to whom all bilingual and ESL program coding questions should be directed.

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6.1 Revision	6.1 Responsibility If you have any questions for the Emergent Bilingual Support Division staff, please contact them at emergentbilingualsupport@tea.texas.gov.
6.2 Revision	6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures This subsection explains the procedures for identifying a student as EB and enrolling the student in the bilingual or ESL program for the first time in a Texas public school. This includes students coming into a Texas school for the first time from another state or country. For students who are transferring from another Texas public school, see 6.2.1 Students Transferring from within Texas. 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 any of the three questions, 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 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 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 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 descriptor 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 program. The notice must include information about the benefits of the bilingual or ESL 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 descriptor and parental permission descriptor¹⁸ 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. To be eligible for state bilingual education allotment (BEA) funding, the district must have all required documentation for each eligible student on file.

¹⁸ To find the appropriate descriptors to use, consult the program type descriptor tables available at <https://www.texasstudentdatasystem.org/tsds/eds/ods-upgrade-data-standards>. Bilingual program types and ESL program types are found in the C335 (LangInstruProgramSvc) table. Parental permissions are found in the C093 (Parental Permission) table.

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	For additional information on coding for bilingual and ESL programs, see this Descriptor Table Guide. ¹⁸ To find the appropriate descriptors to use, consult the program type descriptor 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 (LangInstruProgramSvc) table. Parental permissions are found in the C093 (Parental Permission) table.
6.2.1 Revision	<i>6.2.1 Students Transferring from within Texas</i> This subsection explains the procedures for verifying EB student identification status and enrolling a student in the bilingual or ESL program who has transferred from another Texas public school. 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. The 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 descriptor and parental permission descriptor¹⁹ in the attendance accounting system. ¹⁹ To find the appropriate descriptors to use, consult the program type descriptor 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 (LangInstruProgramSvc) table. Parental permissions are found in the C093 (Parental Permission) table.

¹⁹ To find the appropriate descriptors to use, consult the program type descriptor 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 (LangInstruProgramSvc) table. Parental permissions are found in the C093 (Parental Permission) table.

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6.3 Revision	6.3 Initial Program Placement To be eligible for participation in the bilingual or ESL program, a student must meet the following requirements: • have a language other than English indicated on the HLS • be identified as an EB student based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)): ○ in pre-K through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for English proficiency ○ in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for English proficiency • be recommended for placement in the required program by an LPAC • have a record of parental approval to place the EB student in a bilingual or ESL program
6.3.1 Revision	<i>6.3.1 Students Participating in the Bilingual or ESL Program but Do Not Generate BEA Funding</i> The following students may participate in a district’s bilingual or ESL program with parental approval. However, these students are not eligible for bilingual education allotment (BEA) funding. • Students who do not meet identification criteria to be considered EB (non-EB students) participating in a one-way dual language immersion, a transitional bilingual, or an ESL program. • Students who have met reclassification criteria (English proficient students) but are continuing in a one-way dual language immersion, a transitional bilingual, or an ESL program.
6.3.2 Revision	<i>6.3.2 Parental Denial of Services and Eligibility of Students to Receive Bilingual/ESL Summer School Services</i> If a student’s parent has denied bilingual/ESL education services and the only summer school program available is the required bilingual/ESL summer school program for kindergartners and incoming first graders, then the student is not eligible to generate bilingual/ESL ADA in the summer school program. The student must not participate in the summer school program or earn bilingual/ESL

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	eligible days present (be assigned a bilingual or ESL program type code in the attendance accounting system) in the summer program unless the district has documented parental approval for placement of the student in the bilingual or ESL program .
6.3.3 Revision	<i>6.3.3 Requirement to Serve Eligible Students</i> If a parent ultimately denies program services, a district must still provide linguistic supports as needed to ensure the student is developing proficiency in English. The student is assessed annually in the TELPAS until the student meets reclassification criteria. Review parental permission descriptors for clarification.
6.4 Revision	6.4 Program Services: Bilingual and ESL Services a District Is Required to Provide Each district is required to offer a bilingual and/or ESL program for identified EB students, based on the following requirements: • In the elementary grades (pre-K through fifth or sixth grade when clustered with elementary grades), a bilingual program must be provided when there are 20 or more identified EB students in the same grade level with the same primary language classification across the district. • If the district is not required to provide a bilingual program, an ESL program must be provided in pre-K through twelfth grade, regardless of the number of identified EB students and the grade levels and primary language classifications of the EB students. • A district may choose to provide a bilingual program in grade levels for which the district is not required (beyond the elementary grades) or when the district has not yet met the minimum number of identified EB students to require implementation of a bilingual program.
6.5 Revision	6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding Bilingual Programs: For a district to claim eligible days present for BEA funding, a district must show that its bilingual program meets at least one of the three following state requirements, as applicable.²⁰

²⁰ [19 TAC §89.1210](#); [19 TAC §89.1205](#)

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	1. An EB student is served in a bilingual 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: dual language immersion/one-way, dual language immersion/two-way, transitional bilingual early exit, and transitional bilingual late exit. The appropriate bilingual program type descriptor should be recorded for each student served in a bilingual program. 2. An EB student is served through alternative methods approved by TEA under an exception to the bilingual 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 method type descriptor should be recorded for each student served through alternative methods under a bilingual exception. 3. A student who is a non-EB student or formerly identified EB student who has been reclassified as English proficient and is participating in a two-way dual language immersion program or an approved alternative method one-way or two-way dual language immersion program. English as a Second Language (ESL) Programs: For a district to claim eligible days present for BEA program funding, it must show that its ESL program meets one of the following, as applicable.²¹ 1. An EB student is served in an ESL program model per the requirements in 19 TAC §89.1210(d), including instruction delivered by appropriately certified teacher(s). The two state-approved ESL program models include: ESL content-based and ESL pull-out. In high school, the ESL program must be consistent with graduation requirements.²² The appropriate ESL program type descriptor should be recorded for each student served in an ESL program. 2. An EB student is served through alternative methods approved by TEA under a waiver to the ESL program. A TEA-approved waiver remains valid for the current year only.²³ The appropriate alternative method type descriptor should be recorded for each student served through alternative methods under an ESL waiver. Note: EB students served through approved alternative methods one-way or two-way dual language immersion program models generate the 0.15 BEA weight.
6.6 Revision	6.6 Program Services: Teacher Certification

²¹ [19 TAC §89.1210](#); [19 TAC §89.1205](#)

²² under [19 TAC Chapter 74](#)

²³ [TEC, §29.061](#); [19 TAC §89.1207](#)

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	The following charts describe the certification requirements for teachers of bilingual and ESL programs in pre-K through twelfth grade, per the TEC, §29.061. Funding is generated when a student is identified as an EB student and is being served in a bilingual or ESL program with parental approval. <table border="1" data-bbox="390 394 1631 431"> <tr> <td data-bbox="390 394 1010 431">Bilingual Programs</td><td data-bbox="1010 394 1631 431">Teacher Certification Requirement</td></tr> </table>	Bilingual Programs	Teacher Certification Requirement
Bilingual Programs	Teacher Certification Requirement		
6.6 Revision	6.6 Program Services: Teacher Certification Note: ESOL I and ESOL II must be taught by teachers who have an appropriate grade level/content area certification plus an ESL or bilingual certification. Note: EB students served through approved alternative methods one-way or two-way dual language immersion program models do generate BEA funds at the basic allotment for emergent bilingual students (0.15). Other approved alternative methods generate 0.1 weight.		
6.7 Revision	6.7 Program Services: Eligible Days Present Identify each student who is participating in the bilingual program or ESL program, or under an alternative methods descriptor, and who is eligible for funding, according to 6.3 Initial Program Placement/Eligibility, with the appropriate bilingual, ESL, or alternative methods descriptor²⁴ in the attendance accounting system. ²⁴ To find the appropriate descriptor to use, consult the program type descriptor tables available at the following link: https://www.texasstudentdatasystem.org/tsds/eds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (LangInstruProgramSvc) table.		

²⁴ To find the appropriate descriptor to use, consult the program type descriptor tables available at the following link: <https://www.texasstudentdatasystem.org/tsds/eds/ods-upgrade-data-standards>. Bilingual program types and ESL program types are found in the C335 (LangInstruProgramSvc) table.

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Type of Change	Changes to 2025–2026 SAAH
6.7.1 Revision	<i>6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting</i> Bilingual or ESL program eligible days present must not be claimed when a student participating in a bilingual or ESL program services is placed in a disciplinary setting (for example, in-school suspension or DAEP) for more than five consecutive days if the same amount and type of bilingual or ESL program services are not provided by a bilingual or ESL program teacher. After five consecutive days without participation in the bilingual or ESL program, district personnel should remove the student’s days from the TSDS PEIMS BilingualESLProgramReportingPeriodAttendance Entity for bilingual or ESL program eligible days present effective the first day of placement in the disciplinary setting.
6.8 Revision	6.8 Reclassification Criteria and Exit Procedures This subsection explains the criteria for the reclassification of EB students as English proficient and outlines procedures for exiting a student from the bilingual education, including a bilingual or an ESL program. 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 program via TEA’s standardized letter.
6.9 Revision	6.9 Monitoring of a Student Who Has Been Reclassified 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 program

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Type of Change	Changes to 2025–2026 SAAH
6.10.1 Revision	<i>6.10.1 Home Language Survey (HLS) Requirements</i> When a student enrolls in a Texas public school for the very first time, the HLS is completed. This original HLS is retained in the student’s record over the course of the student’s educational experience.
6.10.2 Revision	<i>6.10.2 Other Required Documentation</i> 12. TELPAS scores
6.10.3 Revision	<i>6.10.3 Quality Control</i> A district must record the appropriate bilingual, ESL, or alternative method descriptor²⁵ for a student in the attendance accounting system as soon as the student meets all eligibility requirements. All documentation must be on file before the indicator is recorded. The sooner documentation is on file, the sooner funds may be earned for serving the student. At the beginning of each semester and at the end of each six-week or nine-week reporting period, the appropriate LPAC members should verify the Student Detail Report to ensure that a student’s descriptor is correct. ²⁵ To find the appropriate descriptor to use, consult the program type descriptor tables available at the following link: https://www.texasstudentdatasystem.org/tsds/tds/ods-upgrade-data-standards. Bilingual program types and ESL program types are found in the C335 (LangInstruProgramSvc) table.
7.1 Revision	7.1 Responsibility If you have any questions for the TEA pre-K staff, please contact them via the Early Childhood Education Support Portal.

²⁵ To find the appropriate descriptor to use, consult the program type descriptor tables available at the following link: <https://www.texasstudentdatasystem.org/tsds/tds/ods-upgrade-data-standards>. Bilingual program types and ESL program types are found in the C335 (LangInstruProgramSvc) table.

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Type of Change	Changes to 2025–2026 SAAH
7.2 Revision	7.2 Eligibility To be eligible for enrollment in a pre-K class, a child must be three or four years of age on September 1 of the current school year and must meet one of the following requirements:²⁶ • be unable to speak and comprehend the English language • be educationally disadvantaged²⁷ (eligible to participate in the National School Lunch Program [NSLP]; see 4.2.3 Pre-K Eligibility Based on Being Economically Disadvantaged (Eligible for the NSLP)) • be homeless²⁸ • be the child²⁹ of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority • be the child³⁰ of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty • has ever been in the conservatorship of the Texas DFPS (foster care) following an adversary hearing • has been in foster care in another state or territory, if the child resides in this state • is the child³¹ of a person eligible for the Star of Texas Award such as: ○ a peace officer under Texas Government Code, §3106.002 ○ a firefighter under Texas Government Code, §3106.003 ○ an emergency medical first responder under Texas Government Code, §3106.004 • be the child of a person employed as a classroom teacher at a public primary or secondary school in the school district that offers a pre-K class under this section
7.2.1 Revision	7.2.1 Pre-K Eligibility and Age

²⁶ [TEC, §29.153\(b\)](#)

²⁷ The [TEC, §5.001\(4\)](#), defines “educationally disadvantaged” as “eligible to participate in the national free or reduced-price lunch program.”

²⁸ If the student is eligible for pre-K because the student is homeless, the student must fit the definition of homeless as defined by [42 USC, §11434a](#). (See 7.2.4 Pre-K Eligibility Based on Homelessness.)

²⁹ “Child” includes a stepchild. The stepchild is eligible for pre-K enrollment whether or not the child resides in the same household as the stepparent.

³⁰ “Child” includes a stepchild. The stepchild is eligible for pre-K enrollment whether or not the child resides in the same household as the stepparent.

³¹ [HB 357](#)

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	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 to reflect the student’s eligibility for free public pre-K. 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: Beginning at three years of age, students 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.
7.2.2 Revision	<i>7.2.2 Pre-K Eligibility Based on a Student's Identification as Emergent Bilingual (EB)</i> If a student who qualifies for pre-K on the basis of identification as an 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 that the documentation described in 7.2.2.1 Documentation Required is made available to the new district.³² ³² See 19 TAC §89.1220(g)(2).
7.2.2 Revision	<i>7.2.2 Pre-K Eligibility Based on a Student's Identification as Emergent Bilingual (EB)</i> If preregistration has not occurred, starting on the first day of school, a district has up to four calendar weeks³³ to complete this documentation. ³³ 19 TAC §89.1226(b)

³² See [19 TAC §89.1220\(g\)\(2\)](#).

³³ [19 TAC §89.1226\(b\)](#)

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Type of Change	Changes to 2025–2026 SAAH
7.2.2.1 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 standardized HLS is administered in English and the home language. For students of other language groups, the HLS is provided in the home language whenever possible.
7.2.3 Revision	<i>7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i> For information on appropriate documentation of automatic eligibility, see either the United States (US) Department of Agriculture’s <i>Eligibility Manual for School Meals</i>, available at https://www.fns.usda.gov/cn/eligibility-manual-school-meals, or the Texas Department of Agriculture’s (TDA) <i>NSLP Handbook: Administrator’s Reference Manual</i>, available at http://www.squaremeals.org/Programs/NationalSchoolLunchProgram/NSLPPolicy&ARM.aspx. For additional information concerning the NSLP at the state level, contact the TDA. Your district must provide documentation to the TDA in accordance with the TDA’s requirements to qualify a student for the NSLP and code an eligible pre-K student as economically disadvantaged for the purposes of state compensatory education funding.
7.2.3 Revision	<i>7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)</i> Qualifying a student for pre-K on the basis of the student’s meeting the NSLP income eligibility requirements does not automatically qualify the student for the NSLP. Your district must provide documentation to the TDA in accordance with the TDA’s requirements to qualify a student for the NSLP and code an eligible pre-K student as economically disadvantaged for the purposes of state compensatory education funding.
7.2.4 Revision	<i>7.2.4 Pre-K Eligibility Based on Homelessness</i> A student is eligible on the basis of homelessness if your district’s local McKinney-Vento Liaison identifies the student as experiencing homelessness, regardless of the residence of the child, of either parent of the child, or of the child’s guardian or other person having lawful control of the child. The term “homeless child,” as used in the pre-K statute, the TEC, §29.153(b)(3), is also defined by 42 USC, §11434a.

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	Many districts preregister pre-K students to determine and plan for the size of the next school year’s pre-K program. However, students experiencing homelessness must be verified annually.
7.2.6 Deletion	<i>7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care</i> [At least annually, the DFPS and Child Protective Services mail verification letters of pre-K eligibility to the parents and caregivers of eligible children. These letters serve as proof of eligibility. However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child’s eligibility for pre-K services by contacting a DFPS education specialist. More information about DFPS education specialists can be found at https://tea.texas.gov/FosterCareStudentSuccess/CPS/. The DFPS education specialist will write and sign a letter addressed to the school district attesting to the student’s eligibility for free pre-K based on having been in foster care. The parent or guardian presents this signed letter to the appropriate district personnel.]
7.2.6 Revision	<i>7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care</i> If a student qualifies for pre-K on the basis of having ever been in foster care, the student remains eligible for enrollment after the student begins a pre-K class even if that student is no longer in foster care. Department of Family and Protective Services (DFPS) Child Protective Services creates verification letters that serve as proof of pre-K eligibility. If a parent or caregiver does not have this letter, he or she may obtain evidence of a child’s eligibility for pre-K services by sending the student’s full name and date of birth to prekverificationltrs@dfps.texas.gov. DFPS will write and sign a letter addressed to the school district attesting to the student’s eligibility for free pre-K based on having been in foster care. The parent or guardian should present this signed letter to the appropriate district personnel. If additional support is needed, contact a local DFPS education specialist. More information about DFPS education specialists can be found at https://tea.texas.gov/FosterCareStudentSuccess/CPS/.
7.2.8 7.2.8.1 Addition	<i>7.2.8 Pre-K Eligibility Based on a Parent’s Employment as a Classroom Teacher</i> If a student’s parent or guardian is employed as a classroom teacher at a public primary or secondary school in the school district that offers a pre-K class under the TEC, §29.153, that student is eligible.

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	A classroom teacher is defined as an educator who is employed by a school district and who teaches in an academic instructional setting or a career and technology instructional setting for no less than four hours per day. This definition of a classroom teacher does not include a teacher’s aide or a full-time administrator. See the TEC, §5.001. The child of a classroom teacher who works at a school in a school district that offers pre-K is eligible for pre-K in the district where the teacher/parent is employed. 7.2.8.1 Documentation Required If a student is eligible for free pre-K based on the parent’s employment as a classroom teacher, documentation must be verified as part of the enrollment process. School systems should determine locally how to verify that a staff member meets the definition of classroom teacher for the purposes of pre-K eligibility. Examples of documentation can be, but are not limited to, the following: • a new hire letter • a letter from human resources or campus administrator confirming staff position 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 this process on or after April 1 of each year. Once a child is determined to be eligible, that child remains eligible without reverification prior to the next school year.
7.5 Revision	7.5 Eligible Days Present and ADA Eligibility Pre-K classes for eligible students four years old and older must operate on a full-day basis. Pre-K classes for eligible three-year-olds and ineligible three- and four-year-olds may be operated as a half-day program.
7.5 Revision	7.5 Eligible Days Present and ADA Eligibility The following table shows the ADA eligibility descriptors to use for students served in a pre-K classroom. (For the pre-K program type codes to use for pre-K students, see the C185 descriptor table in the TEDS, available at https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.)

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7.6.1 Example 5 Revision	7.6.1 Example 5 A student is served in the pre-K program for half of the day. The student meets the eligibility requirements for the pre-K program. The student is also served by a speech therapist for one hour a week. <i>The ADA eligibility code for this student is 2 - Eligible for Half-Day Attendance, and the grade level is pre-K. The instructional setting code for this student is 00, and the SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only) is reported. See 4.7 Instructional Setting Codes for instructional setting coding guidelines.</i>
7.6.1 Example 6 Revision	7.6.1 Example 6 A student is served in the pre-K program for half of the day. The student does not meet the eligibility requirements for the pre-K program. The student is only served by a speech therapist for one hour a week. <i>The ADA eligibility code for this student is 5 - Ineligible Half-Day, and the grade level is EE. The instructional setting code for this student is 00, and the SPEDProgramSvc (C341) 24 (Special Education Student Receives Speech Therapy Only), even though the student will not earn eligible days present for special education.</i>
7.6.1 Example 7 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. The district in which the student attends pre-K has a certified bilingual teacher teaching the pre-K class. <i>The ADA eligibility code for this student is 2- Eligible for Half-Day Attendance, and the emergent bilingual indicator code is 1.</i>
7.6.1 Example 10 Addition	7.6.1 Example 10

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	A pre-K age student is determined educationally disadvantaged and eligible for free pre-K during spring registration after April 1, based on the documentation submitted for pre-K enrollment. At the beginning of the school year, the student does not qualify for free or reduced meals based on the federal NSLP application and is not coded as economically disadvantaged. <i>The student is eligible for pre-K, and his ADA eligibility code is 2 - Eligible for Half-Day Attendance.</i> <i>The student is not considered economically disadvantaged and is coded 00 - Did Not Qualify As Economically Disadvantaged. The student will continue to draw half-day ADA for free pre-K but will not draw additional state compensatory education funds for an economically disadvantaged status.</i>
8.1 Revision	8.1 Responsibility If you have any questions for the Gifted/Talented Education staff, please contact them at gted@tea.texas.gov.
8.2 Revision	8.2 Eligibility If a student stops being served during a reporting period, he or she is shown with a 0 indicator code in the subsequent period unless the gifted/talented program services are resumed for the student during that subsequent period.³⁴ ³⁴ Texas Education Data Standards
8.3 Revision	8.3 Enrollment Procedures 2. Attendance personnel record the gifted/talented indicator (StudentCharacteristic (C344) 15) in the attendance accounting system.
8.4 Revision	8.4 Withdrawal Procedures Attendance personnel remove the gifted/talented indicator (StudentCharacteristic (C344) 15) from the attendance accounting system and record the effective date of withdrawal.

³⁴ Texas Education Data Standards

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8.9.1 Example 1 8.9.1 Example 2 8.9.1 Example 3 8.9.1 Example 4 Revision	8.9.1 Example 1 A third grade student is served through the gifted/talented program at Sunshine Elementary for the entire school year. <i>The gifted/talented indicator (StudentCharacteristic (C344) 15) is entered for this student for the entire school year in the attendance accounting system.</i> 8.9.1 Example 2 A seventh grade student is served through the gifted/talented program at Moonlight Middle School for the first and second six-week reporting periods. During the fourth week of the third six-week reporting period, the student’s parent requests that the child not be served in the gifted/talented program any longer. <i>The gifted/talented indicator (StudentCharacteristic (C344) 15) is entered for this student for the first, second, and third six-week reporting periods in the attendance accounting system. There should not be a gifted/talented indicator in the fourth six-week reporting period for this student.</i> 8.9.1 Example 3 A second grade student attends Sunshine Elementary from the beginning of school until the second week of the fourth six-week reporting period. During that second week, the student moves to Raindrop Elementary. The student is served through the gifted/talented program at both schools. <i>The gifted/talented indicator (StudentCharacteristic (C344) 15) is entered for this student in the first, second, and third six-week reporting periods in Sunshine Elementary’s attendance accounting system. The gifted/talented indicator (StudentCharacteristic (C344) 15) is entered for this student in the fourth six-week reporting period in Raindrop Elementary’s attendance accounting system. Because the student was served through the gifted/talented program at both schools during the fourth six-week reporting period, district staff members should ensure that the student is reported in only one campus’s gifted/talented enrollment.</i> 8.9.1 Example 4 A first grade student is tested and identified for gifted/talented services in April. The student will not be served through the gifted/talented program until the following school year. <i>No gifted/talented indicator is entered for this student for the entire school year. Only students who have been identified and served during the school year are eligible.</i>

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9.1 Revision	9.1 Responsibility If you have any questions for the PRS staff, please contact them at pregnancyrelatedservices@tea.texas.gov.
9.6 Revision	9.6 Student Detail Reports Student Detail Reports must contain a PRS indicator for all students who are being served in the PRS program and who are eligible for state funding (see 9.2 Eligibility and Eligible Days Present).
9.12.1 Revision	<i>9.12.1 ARD Committee Meetings</i> However, the PRS components are limited to a maximum of 10 weeks of reimbursable service, and the PRS indicator (StudentCharacteristic (C344) 14) may no longer be used after the 10th week has ended.
9.14 Revision	9.14 Test Administration at Home during CEHI A student receiving CEHI who returns to her campus during the prenatal or extended postpartum periods to take required state assessments needs to have a medical release from a licensed medical practitioner to do so.
9.17.1 Example 1 Revision	9.17.1 Example 1 A district decides to implement a PRS program but will offer only CEHI. A student informs the counselor that she is pregnant on October 1. The student receives no services while she is attending her regular classes on her campus. When she delivers on February 15, the district begins providing CEHI. The first day the CEHI teacher sees the student is on Monday, February 19. CEHI continues for the student’s six-week postpartum period, and the student returns to school on March 30. <i>The student is coded with a PRS indicator (StudentCharacteristic (C344) 14) on February 19. This date is her entrance date into the PRS program. Her exit date is March 30.</i>

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9.17.1 Example 2 Revision	9.17.1 Example 2 On August 16, the first day of school, a student who was preregistered for grade 11 informs the high school counselor that she is pregnant. The district completes all the required documentation and begins providing PRS on August 23. <i>The student is coded with a PRS indicator (StudentCharacteristic (C344) 14) in the Student Detail Report when PRS begins, August 23. This is the date she begins accumulating PRS eligible days present.</i>
9.17.1 Example 8 Revision	9.17.1 Example 8 On your district’s obtaining the medical note confirming the need for bed rest, the following should occur: District personnel change the student’s instructional setting to 01 (homebound).
10.1 Revision	10.1 Responsibility If you have any questions for the Office of Student Support staff, please contact them at studentdisciplinesupport@tea.texas.gov.
10.2.3 Revision	<i>10.2.3 DAEP or JJAEP Placement for Students 21 Years of Age or Older</i> The ExitWithdrawType (C162) reported on the TSDS PEIMS StudentSchoolAssociation Entity is 98 - Other (reason unknown or not listed above).
10.6 Revision	10.6 Disciplinary Removals and Programs This subsection provides information on attendance accounting as it relates to specific kinds of disciplinary removals and programs. Refer to the TEC, Chapter 37, for statutory requirements related to discipline. Refer to the Texas Education Data Standards for information on how your district should handle disciplinary removals and report disciplinary-removal information. The Data Standards can be accessed at https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.

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10.6.3 Revision	<i>10.6.3 Out-of-School Suspension</i> A student in a grade level below grade three or who is experiencing homelessness may not be given an out -of-school suspension (OSS) unless engagement of a conduct that relates to the TEC, §37.005(c), occurs.
11.3 Revision (College Credit Programs table, Early College High School row, Other Considerations column)	11.3 College Credit Programs To operate an ECHS, districts must receive ECHS designation from TEA. ECHS students have up to five years to complete the program. Districts that have the ECHS model as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP) must track dual credit academic student contact hours per six-weeks reporting period for each student and each course. See 11.11 Rural Pathway Excellence Partnership Program (R-PEP).
11.3 Revision (College Credit Programs table, Pathways in Technology Early College High School row, College Credit Option column)	11.3 College Credit Programs Pathways in Technology Early College High School TEC §§29.551–29.557, 19 TAC §102.1091
11.3 Revision (College Credit Programs table, Pathways in Technology Early College High School row, Other Considerations column)	11.3 College Credit Programs To operate a P-TECH, districts must receive P-TECH designation from TEA. P-TECH students have up to six years to complete the program. Districts that have the P-TECH model as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP) must track dual credit academic student contact hours per six-weeks reporting period for each student and each course. See 11.11 Rural Pathway Excellence Partnership Program (R-PEP).
11.3.1.1 Revision	11.3.1.1 Student Eligibility for Dual Credit Courses

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Type of Change	Changes to 2025–2026 SAAH
	A high school student is eligible to enroll in dual credit courses if the student demonstrates college readiness in alignment with 19 TAC §§4.51–4.62 and 19 TAC §§4.81–4.87.
11.3.1.1 Deletion	11.3.1.1 Student Eligibility for Dual Credit Courses [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.]
11.3.2 Revision	<i>11.3.2 College and Career Readiness School Models: Student Eligibility Requirements</i> 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 §§4.51–4.62 and 19 TAC §§4.81–4.87. For districts that have College and Career Readiness Schools models as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP), see 11.11 Rural Pathway Excellence Partnership Program (R-PEP).
11.5 Revision	11.5 Additional Days School Year (ADSY) ADSY provides half-day or three-fourths-day formula funding for school systems that add instructional days to any campuses serving ADSY-eligible students in grades pre-K through eight (TEC, §48.0051). Districts will generate formula funding for up to 30 additional instructional days beyond a minimum of 175 days. ADSY funding is available at the campus level. To be eligible for ADSY funding, a campus must meet the following components:

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	• Eligibility: Formula funding for ADSY is available to campuses that serve at least one grade level within grades pre-K through 8. • Calendar requirements: Campus-wide academic calendar(s) must include at least 175 instructional days with 75,600 operational minutes for all attendance tracks, not including staff development waivers. • Additional days: Campuses may add up to 30 additional instructional days beyond the minimum 175-day regular year academic calendar. • Instructional requirements: ○ To qualify for the <i>half-day</i> formula funding: A teacher meeting the school system’s certification requirements must deliver at least two hours of instruction on designated ADSY days. ○ To qualify for the <i>three-fourths-day</i> formula funding: A teacher meeting the school system’s certification requirements must deliver at least four hours of instruction on designated ADSY days, and the campus must provide 200 or more total days of instruction (e.g., 175 regular year days and 25+ ADSY days, for which all 25+ ADSY days will generate three-fourths-day funding). • Scheduling: ADSY days must be hosted on distinct calendar days, separately from regular instructional calendar days or other ADSY days (e.g., ADSY days cannot be hosted in the second part of a regular instructional day; two ADSY days cannot be hosted on the same calendar day).
11.5.1 Revision	<i>11.5.1 ADSY Program Design and Waivers</i> Districts may implement an ADSY program that utilizes anywhere from one to 30 additional days with design flexibility as long as it meets the requirements above. For example, a district may host ADSY days for a jump-start program prior to the start of school, a traditional summer program, an intersessional program placed throughout the year, or a full year redesign. ADSY days may occur at any point throughout the academic year. However, districts are not able to combine two ADSY days into one so that they can have a 15 “full instructional day” program. Professional development waivers do not count towards the required 175 days of instruction. Participating campuses are eligible for up to five days of ADSY waivers for missed instructional days throughout the year due to weather, health, or safety reasons. These waiver days are for the purpose of ensuring compliance with the 175 days of instruction requirement and are distinct from the Missed School Day waiver. LEAs that wish to request one or more ADSY waiver days must submit that request through the TEA waiver system under the ADSY waiver. If an LEA applies for and receives a missed school day waiver, the day(s) will count towards the 175-day total under the TEC, §48.0051(c). Depending on the situation, an LEA may need to apply for both the ADSY waiver and the Missed School Day waiver.

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	Should an LEA utilizing ADSY funding file for and receive a low attendance waiver as described in 3.8.1.4 Low-Attendance Day Waivers, the granting of a low attendance waiver does not reduce the 175 days of instruction for ADSY purposes. As such, an ADSY waiver is not required to be filed for the same date as an approved low-attendance day waiver. The ADSY waiver will follow the same weather, health, and safety waiver approval guidelines as the missed school day (MSD) waiver. This means that the ADSY waiver will not be granted for closures due to other circumstances (e.g., election days). LEAs are encouraged to plan their academic calendars accordingly to avoid the need for such waivers and plan for makeup instructional days as needed.
11.5.2 Revision	<i>11.5.2 ADSY Reporting and Funding</i> Each campus participating in ADSY must indicate their intent in the TSDS PEIMS Summer Submission (due in June) along with their calendar reporting to ensure the campus meets the 175-day requirement. Additionally, each campus, student, and teacher participating in ADSY must be reported in the TSDS PEIMS Extended Year Submission (due late August) for a campus to receive reimbursement. Attendance rates during ADSY days are reported separately from regular year attendance and do not impact overall ADA for the associated campus. If a student attends additional instructional days through the ADSY program, the campus in which the student is enrolled is held accountable to the 175-day requirement for all instructional tracks at the campus, even if the student is attending a different campus for the additional days. Additionally, the funding for the additional days will go to the campus in which the student is officially enrolled, even if the services are offered at a different location.
11.6.4 Revision	<i>11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program</i> • use an individual learning plan to monitor each student's progress;
11.8.2 Revision	<i>11.8.2 HSEP Attendance Accounting and Funding</i> For additional rules and instructions related to the HSEP, visit the TEA HSEP web page at https://tea.texas.gov/texas-schools/support-for-at-risk-schools-and-students/high-school-equivalency-program.

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11.10 11.10.1 11.10.2 Addition	11.10 Off-campus Programs A board of trustees of a school district or a governing body of a charter holder may adopt a policy that allows a student to participate in an off-campus instructional program, including learning pods offered by public school systems. <i>11.10.1 Participation Requirements</i> For a school district or an open-enrollment charter school to receive FSP funding for a student participating in an off-campus program, the district or charter school must have documentation of an agreement between the district or charter school and the entity as authorized under the TEC, §11.157, and the TEC, §48.007. The school district or charter is responsible for ensuring the off-campus program approved under this section complies with any requirements to which the school district or charter school is subject. <i>11.10.2 Attendance Accounting</i> Funding eligibility for a student participating in an off-campus program includes time instructed in the off-campus program. A campus may choose an alternate attendance taking time for a group of students that is scheduled to be off campus during the regular attendance taking time. The alternate attendance taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance taking time (for example, for the semester or for the duration of employment). Unless otherwise permitted by TEA, this alternate attendance taking time may not be changed once it is selected for a particular group of students. If attendance is taken at an off-campus location, the school district must ensure that attendance is taken in accordance with this handbook.
11.11 Addition	11.11 Rural Pathway Excellence Partnership Program (R-PEP) For guidance regarding LEA and student participation in the R-PEP program, please visit the TEA R-PEP webpage for more program and contact information.

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	For districts that have College and Career Readiness Schools models (ECHS or P-TECH) as part of shared programming in a designated Rural Pathways Excellence Partnership (R-PEP), dual credit academic student contact hours must be tracked per six-weeks reporting period for each student and each course.
12.2 Revision	12.2 Texas Virtual School Network (TXVSN) The state virtual school network includes the TXVSN catalog of supplemental online courses for grades six through 12 and the full-time virtual TXVSN Online Schools (OLS) program for grades three through 12. The TXVSN provides students throughout the state with access to online courses that address all of the TEKS and meet national standards for quality online courses. The network was established by Senate Bill 1788, passed by the 80th Texas Legislature, 2007. The TEC, Chapter 30A, which established the TXVSN, does not affect the provision of distance learning courses offered under other law. The TXVSN creates an additional distance learning option for districts. Courses approved through the TXVSN review process first became available for grades nine through 12 through the TXVSN course catalog in January 2009. In August 2024, the TXVSN course catalog expanded to include middle school classes to support LEAs with the implementation of middle school advanced mathematics requirements. TXVSN online courses may be provided through the TXVSN course catalog by a TXVSN course provider. This is defined as a school district or open-enrollment charter school that meets certain eligibility requirements. Courses also may be provided by a Texas public or private institution of higher education,³⁵ a regional education service center, or a nonprofit or private entity that meets certain eligibility requirements. 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. For 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. For additional commissioner of education rules concerning the TXVSN, see 19 TAC §§70.1001–70.1035.

³⁵ as defined by [20 USC, §1001](#)

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	The information and provisions in this subsection apply specifically to the TXVSN and TXVSN courses offered through the TXVSN catalog or TXVSN OLS.
12.2.2.1 Addition	12.2.2.1 TXVSN Course Catalog for Grades Six through 12 Enrollment in courses for grades six through 12 taken through the TXVSN may apply toward ADA eligibility status regardless of whether or not the student is physically present at the school when taking the online course. For a TXVSN catalog course for grades six through 12 to count toward ADA eligibility status, the student must successfully complete the course. For grades six through eight: Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient for promotion to the next course or grade level. For grades nine through 12: Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for a high school semester course. A passing grade for the award of credit is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades six through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) A total of no more than three semester courses taken through the TXVSN course catalog may be used in determining a student’s ADA eligibility for any one semester with a maximum of six total semester courses in a school year.³⁶ An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. Each course is considered to be 60 minutes of daily classroom instruction for purposes of the two-through-four-hour rule. For purposes of recording daily attendance for a student who is not enrolled full time in TXVSN courses for grades six through 12, the student’s daily attendance is determined by whether that student was present or absent at the official attendance-taking time. If the student is not scheduled to be on campus at the official attendance-taking time, the student’s daily attendance is determined by

³⁶ [TEC, §30A.153\(a-1\)](#)

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	whether the student was present or absent at the alternative attendance-taking time set for that student. See 3.6.2 Time of Day for Attendance Taking and 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations. TEA determines the ADA eligibility status of a student enrolled in TXVSN catalog courses for a semester based upon a combination of in-person attendance and online attendance. For purposes of determining ADA eligibility status, online attendance is dependent on whether the student successfully completed the TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, TEA may adjust the student's ADA eligibility status accordingly. ³⁶ TEC, §30A.153(a-1)
12.2.2.2 Revision	12.2.2.2 Grades Three through Eight OLS
12.2.2.3 Addition	12.2.2.3 Grades Nine through 12 OLS Enrollment in courses for grades nine through 12 taken through a full-time virtual TXVSN OLS program that is offered by an officially recognized TXVSN online school may apply toward ADA eligibility status. For a TXVSN course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course. Successful completion is defined as completion of the TXVSN semester course and demonstrated academic proficiency with a passing grade sufficient to earn credit for the online semester course. Course credit for high school graduation may be earned only if the student received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course. For purposes of determining and reporting the ADA eligibility code of a student enrolled in a full-time TXVSN OLS for grades nine through 12 (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily classroom time for purposes of the two-through-four-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.) Students enrolled in online courses offered by an officially recognized TXVSN online school are not subject to the three-course maximum. For a student enrolled in an officially recognized TXVSN online school, no more than four total semester courses taken through the TXVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.

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	An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. If the student is enrolled in an officially recognized TXVSN online school, he or she may earn funding for a maximum of eight TXVSN semester courses in the second semester of the school year. Each course is considered to be 60 minutes of daily classroom instruction for purposes of the two-through-four-hour rule. For purposes of recording a student’s daily attendance, a student enrolled full-time in TXVSN courses for grades nine through 12 (enrolled in four or more TXVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period. TEA determines a student’s ultimate ADA eligibility status for a semester based on whether the student successfully completed the TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, TEA adjusts the student’s ADA eligibility status accordingly. Resulting adjustments to the district’s FSP funding are made in the following school year.
12.2.2.4 Revision	12.2.2.4 Enrollment in a TXVSN Course or Program and Receipt of Special Program Services A student’s enrollment in one or more TXVSN courses or in a TXVSN OLS program offered by an officially recognized TXVSN online school does not necessarily preclude a district from serving the student in other special programs, such as special education, CTE, bilingual/ESL education, or PRS. Nor does it necessarily preclude a district from receiving weighted funding for serving the student in those programs, provided all program requirements are met. See the applicable sections of the handbook for specific program requirements.
12.2.3 Revision	<i>12.2.3 Additional TXVSN Requirements and Information</i> A school district or open-enrollment charter school must not require a student to enroll in an electronic course.
12.2.4 Revision	<i>12.2.4 Examples</i> Example 1 A student who is scheduled for and receiving instruction in traditional classes for 200 minutes each day and who is enrolled in one TXVSN course for grades six through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance because the online course is considered to be 60 minutes of daily classroom time. The student’s daily attendance is determined by whether the student is present or absent at the official attendance-taking time or at the alternative attendance-taking time set for that student.

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	If the student successfully completes the TXVSN course, his or her ADA eligibility status does not change. If the student does not successfully complete the TXVSN course, TEA will adjust the student’s ADA eligibility status to half-day eligibility because the 60 minutes for that course will no longer be considered classroom time and the student will have fallen below the four hours (240 minutes) required for full-day eligibility. Example 2 A student who is scheduled for and receiving instruction in traditional classes for four hours (240 minutes) each day and who is enrolled in one or more TXVSN courses for grades six through 12 is reported with an ADA eligibility code of 1 - Eligible for Full-Day Attendance.
12.3 Revision	12.3 Virtual Instruction Options Key Definitions Virtual Instruction refers to the provision of education in which the primary instructional delivery method is online, allowing students to engage in learning activities remotely. This includes synchronous and asynchronous instruction in which students and teachers are in different physical locations. Hybrid Instruction refers to a method of delivering education that combines both in-person and virtual learning. This means that students may attend some instructional minutes physically on campus while engaging virtually in a course at other times, without needing to be present on campus. Virtual instruction may be eligible for state funding and generation of ADA if offered through TXVSN, a school with a TXVSN waiver, or approved remote or hybrid dropout recovery program.
12.3 Deletion	12.3 Virtual Instruction Options [This subsection addresses remote instruction, aside from what is provided through the TXVSN. For requirements related to the TXVSN, see 12.2 Texas Virtual School Network (TXVSN).]

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12.3.1 Revision	<i>12.3.1 Virtual and Hybrid Schools with a TXVSN Waiver</i> If a campus provided virtual instruction under the TEC, §29.9091, or the TEC, §48.0071,³⁷ or participated in the Virtual Program Accelerator during the 2022–2023 school year, it may receive full funding for each student who successfully completes the current school year, as defined in 19 TAC §70.1001(2–3). This is contingent upon having an approved waiver request from the 2022–2023 school year. The TXVSN waiver option allowed LEAs to apply for waivers to continue offering virtual options for the 2023–2024 and 2024–2025 school years. The eligibility requirements to apply for the waiver are listed below. LEAs must have: • operated a full-time, online school under the TEC, §29.9091, in 2022– 2023 or • been TEA virtual accelerator participants in 2022-2023. Additionally, LEAs must also meet the following requirements: • an accountability rating of C or higher, and • an accredited status. If an eligible student participates in a recognized TXVSN online school and meets the requirements for enrollment in a Texas school district or charter school, the student is eligible to generate FSP funding. FSP funding is adjusted for a student that does not successfully complete the TXVSN online school program. A student is considered to have met attendance requirements based upon successful completion of a TXVSN online school program. A student who has successfully completed the grade level or course is eligible to receive any weighted funding for which the student is eligible. (Please refer to 19 TAC §70.1017 for further information.) For enrollment in grades kindergarten through eight to count toward ADA eligibility status, a student must successfully complete the program. Successful completion is defined as completion of the TXVSN program and demonstrated academic proficiency with passing grades sufficient for promotion to the next grade level. State funding (ADA and FSP) is adjusted in the following school year for students who do not successfully complete the TXVSN program.

³⁷ Both the TEC, §29.9091, and the TEC, §48.0071, expired on September 1, 2023.

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	For course enrollments in grades nine through 12 to count toward ADA eligibility, a student must successfully complete the course. Successful completion is defined as completion of the course and demonstrated proficiency with a passing grade sufficient to earn credit for the semester course. For more details on funding, as well as ADA eligibility codes, and the classification of full-day and half-day attendance for TXVSN online school students, please refer to 12.2.2 Texas Virtual School Network (TXVSN). More detailed information regarding the TXVSN waiver option can be found in the TXVSN Extended Learning Options FAQ, available on the TXVSN website. ³⁷ Both the TEC, §29.9091, and the TEC, §48.0071, expired on September 1, 2023.
12.3.2 Revision	<i>12.3.2 Remote or Hybrid Dropout Recovery Program</i> Eligible students may participate in courses offered through an approved remote or hybrid dropout recovery education program under the TEC, §29.081 (e-1) or (e-2), if they are enrolled in a Texas public school district or open-enrollment charter school. For the purpose of this section, remote means the primary instructional delivery method is online, allowing students to engage in learning activities remotely. These students are eligible to generate FSP funding. For more information, see 11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program.
12.3.3 Revision	<i>12.3.3 Remote Instruction</i> For the purposes of this subsection, remote instruction means synchronous 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.

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	Except for the methods mentioned above and distance learning classes, remote or virtual instruction is generally not eligible for funding and ADA generation. However, the remainder of subsection describes procedures for submitting requests for waivers of those rules and policies, and information on how the agency will evaluate those requests. In addition to submitting a waiver request, any <u>charter school</u> wishing to provide remote instruction for students (other than distance learning while a student is in attendance at a regular school campus) must submit a nonexpansion amendment request to the commissioner of education and <u>receive commissioner approval before submitting the waiver request for possible implementation of remote instruction</u>. Changing the instructional program would be a substantive amendment request in accordance with 19 TAC §100.1035(c).
12.3.3.1 Revision	12.3.3.1 Remote Conferencing—Regular Education Students Your district can submit a request for a waiver using the Remote Conferencing and Remote Homebound Waiver in TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in question 2 of the General Questions section: • 19 TAC §129.1025 and • 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.)
12.3.3.2 Revision	12.3.3.2 Remote Conferencing—Students Receiving Special Education and Related Services Your district can submit a request for a waiver using the Remote Conferencing and Remote Homebound Waiver in TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in question 2 of the General Questions section: • 19 TAC §129.1025 and • 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.)
12.3.3.3 Revision	12.3.3.3 Remote Homebound Instruction—Regular Education Students

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	Your district can submit a request for a waiver using the Remote Conferencing and Remote Homebound Waiver in TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite one of the following applicable requirement(s) in question 2 of the General Questions section: - the requirement that a homebound teacher serves a student in person at the student’s home or hospital bedside in order for FSP funding to be generated, as required by 3.7.3 GEH Funding Chart (note that due to character limits, citing “In person instruction per SAAH 3.7.3 Funding Chart” is sufficient) or 9.10 Confinement and Earning Eligible Days Present of the handbook, which is adopted annually through 19 TAC §129.1025 (note that due to character limits, citing “In person instruction per SAAH 9.10” is sufficient).
12.3.3.4 Revision	12.3.3.4 Remote Homebound Instruction—Students Receiving Special Education and Related Services Your district can submit a request for a waiver using the Remote Conferencing and Remote Homebound Waiver in TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in question 2 of the General Questions 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 (note that due to character limits, citing “In person instruction per SAAH 4.7.2.5” is sufficient). A waiver must be submitted for each individual student.
12.3.4 Revision	<i>12.3.4 Distance Learning</i>
12.4 Revision	12.4 On-Campus Online Courses This subsection addresses time spent in an online course that is provided <u>on a student’s campus</u> and is <u>not</u> provided through the TXVSN, a school with a TXVSN waiver, or an approved remote or hybrid dropout recovery program. For information on funding eligibility of courses provided through the TXVSN, see 12.2 Texas Virtual School Network (TXVSN). For information on remote instruction, including

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	distance learning in which a student physically located at his or her home campus participates in a class provided at another campus, see 12.3 Virtual Instruction Options. Time that a student spends in an online course that is not provided through the TXVSN or the other virtual instruction options in 12.3 Virtual Instruction Options and that your district provides to the student on the student’s campus may be considered classroom time for FSP funding purposes (that is, for purposes of the two-through-four-hour rule) provided that the following conditions are met:
Information on Weights Revision	Information on Weights Course codes 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.
Information on Weights 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 course code. (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. P-TECH campuses must be designated by TEA and listed in the references section of the Texas Education Standards. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS Submissions 1 and 3 using StudentCharacteristic (E3063) 07 (P-TECH). NTN campuses must be designated by TEA and listed in the references section of the Texas Education Standards. Campuses report the students enrolled on the NTN campus in TSDS PEIMS Submissions 1 and 3 using StudentCharacteristic (E3063) 08 (New Tech).
Glossary 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

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	• 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 • 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 • 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 • students who are chronically absent, as defined by the TEC, §48.009 • students who are required to attend school under the TEC, §25.085, not exempt under the TEC, §25.086, and fail to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year
Glossary 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 bilingual education were in attendance. This includes students participating in a standard bilingual education or ESL program per 19 TAC §89.1210(c) and (d) and students served through alternative methods approved by TEA under a bilingual education exception or an ESL waiver (Section 6 Bilingual/English as a Second Language (ESL)).

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Glossary Revision	Glossary early childhood special education services (ECSE) – A program that provides special education services to children with disabilities aged three through five years, not in kindergarten.
Glossary Revision	Glossary educationally disadvantaged [prekindergarten] – Term used to describe a criterion for free public prekindergarten, for a student who is eligible to participate in the NSLP established under 42 USC, §1751, et seq.
Glossary Revision	Glossary emergent bilingual (EB) student – A student identified by the Language Proficiency Assessment Committee (LPAC) who is in the process of acquiring English and has another language as the student's primary language; synonymous with English learner (EL) as used in federal regulations.
Glossary Addition	Glossary hybrid instruction – This means that students may attend some instructional minutes physically on campus while engaging virtually in a course at other times, without needing to be present on campus.
Glossary Revision	Glossary in-school suspension – A suspension in which a student is removed from his or her regular education setting to an alternative setting, usually on the student's enrolled campus (not DAEP).³⁸ The use of in-school suspension (ISS) is not subject to any time limit. A partial day of suspension counts as one day of the ISS assigned days.

³⁸ [TEC, §37.005](#)

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Glossary Revision	Glossary juvenile justice alternative education program (JJAEP) – The alternative education program that the juvenile board of a county with a population greater than 125,000³⁹ must develop subject to the approval of the TJJD; or that counties with a population of at least 72,000 but less than 125,001 may develop subject to the approval of the TJJD; or that counties with a population of less than 125,000 may choose to develop without the approval of the TJJD.⁴⁰ Students who engage in conduct that requires placement in an alternative setting according to the TEC, §37.007, may be mandated to JJAEP or placed by a discretionary decision.
Glossary Revision	Glossary military (member of armed forces) (definition applicable for pre-K eligibility requirements) – Active duty uniformed member (parent or guardian) of the US Army, Navy, Marine Corps, Air Force, Space Force, or Coast Guard who is assigned to duty stations in Texas or who is a Texan who has an eligible child residing in Texas; activated or mobilized uniformed member of the Texas National Guard (Army or Air Guard); activated or mobilized member of the Reserve components of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who is a Texas resident regardless of location of the reserve unit; uniformed service member who is missing in action (MIA); or member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is injured or killed while serving on active duty. military (member of uniformed services) (definition applicable for Interstate Compact on Educational Opportunity for Military Children) – Activity duty uniformed member of the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.⁴¹ “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, Space Force, the NOAA Commissioned Corps, and the Public Health Services Commissioned Corps.

³⁹ Under the [TEC, §37.011](#), certain counties with populations greater than 125,000 are considered to be counties with populations of 125,000 or less for purposes of JJAEP requirements.

⁴⁰ See the [TEC, §37.011](#) and [§37.012](#), for additional information.

⁴¹ pursuant to [10 USC, §1209](#) and [§1211](#)

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Glossary Revision	Glossary out-of-school suspension – A student is removed from school according to the TEC, §37.005. If the suspension causes the student to be absent at the official attendance time, the student is counted absent for attendance accounting purposes. The use of out-of-school suspension (OSS) is limited, without exception, to three school days per behavior offense incident. A partial day of suspension counts as one day of the three days allowed.
Glossary 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 English proficient and enters year 1 of monitoring as indicated in TSDS PEIMS.
Glossary Addition	Glossary virtual instruction– Instruction that is primarily delivered online, allowing students to engage in learning activities remotely. This includes synchronous and asynchronous instruction in which students and teachers are in different physical locations.
Resources Revision	Resources Every Student Succeeds Act (ESSA): https://tea.texas.gov/about-tea/laws-and-rules/essa TSDS PEIMS Data Standards: https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade 19 TAC: https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2 or https://texas-sos.appianportalsgov.com/rules-and-meetings?interface=VIEW_TAC&title=19