

2022–2023 Student Attendance Accounting Handbook: Change Document

Note: This Change Document highlights changes to the text of the 2022–2023 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 2021–2022 to 2022–2023.

Note: Throughout the SAAH, the word "district" and the terms "school district" and "local district" have been replaced with the term "Local Education Agency" or "LEA." Some uses of the phrase "charter school" have also been replaced with "Local Education Agency" or "LEA." These changes are not universal and any remaining uses of "district," "school district," "local district," and "charter school" are still correct.

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Type of Change	Changes to 2022–2023 SAAH
Revision	<p style="font-size: 24pt; font-weight: bold; color: #0056b3;">2022–2023</p> <p style="font-size: 24pt; font-weight: bold; color: #0056b3;">Student Attendance Accounting Handbook:</p> <p>Texas Education Agency September 2022</p>
Revision	<p><i>2.3.1 Student Detail Reports</i></p> <p>13. the following, by six-week reporting period:</p> <ul style="list-style-type: none"> • the student’s total days membership • total days absent • total days present (in-person, remote synchronous, and remote asynchronous) • total eligible days present and total eligible minutes present for Optional Flexible School Day Program (OFSDP) or High School Equivalency Program (HSEP) students • total ineligible days present and total ineligible minutes present for OFSDP or HSEP students <p>14. the student’s total eligible days present by six-week reporting period</p> <p>15. the student’s total eligible days present and total eligible minutes present for OFSDP or HSEP students in career and technology by six-week reporting period, where applicable</p> <p>16. the student’s number of excess contact hours earned in one day, where applicable</p> <p>17. the student’s total excess contact hours by instructional setting code by six-week period, where applicable</p> <p>18. attendance data totals for all students, summarized by grade and including:</p> <ul style="list-style-type: none"> • days membership (both eligible and ineligible students) • days absent (both eligible and ineligible students) • total days present (both eligible and ineligible students) (in-person, remote synchronous, and remote asynchronous) • ineligible days present and total ineligible minutes present for OFSDP or HSEP students • eligible days present and total eligible minutes present for OFSDP or HSEP students • eligible days present for bilingual/ESL students (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language one-way program (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language two-way program (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) (in-person, remote synchronous, and remote asynchronous)

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	<ul style="list-style-type: none"> • eligible days present for PRS students (in-person, remote synchronous, and remote asynchronous) • eligible days present for special education mainstream students (in-person, remote synchronous, and remote asynchronous) • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable • eligible days early education allotment bilingual/ESL (grades kindergarten through three), if applicable • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three), if applicable • eligible days residential facility (in-person, remote synchronous, and remote asynchronous) <p>19. track total for all grades for all data required in 18 above</p> <p>20. track ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p> <p>21. total eligible days present, total eligible minutes present for OFSDP or HSEP students</p> <p>22. total contact hours for all career and technical education codes (V1–V3) by grade and a campus total for all grades, where applicable</p> <p>23. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, by grade and a campus total for all grades, where applicable</p> <p>24. 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.)</p>
Revision	<p><i>2.3.2 Campus Summary Reports</i></p> <p>5. attendance data totals for all students, summarized by grade and including:</p> <ul style="list-style-type: none"> • days membership (both eligible and ineligible students) • days absent (both eligible and ineligible students) • total days present (both eligible and ineligible students) • ineligible days present • eligible days present (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language one-way program (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language two-way program (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) (in-person, remote synchronous, and remote asynchronous) • eligible days PRS (in-person, remote synchronous, and remote asynchronous) • eligible days special education mainstream (in-person, remote synchronous, and remote asynchronous)

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	<ul style="list-style-type: none"> • eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable • eligible days early education allotment bilingual/ESL (grades kindergarten through three), if applicable • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three), if applicable • eligible days residential facility (in-person, remote synchronous, and remote asynchronous) <p>6. campus total for all grades for all data required in item 5 above</p> <p>7. total days absent reported by date for entire calendar</p> <p>8. campus ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p> <p>9. total eligible days present and total contact hours for all CTE codes (V1–V3), if applicable</p>
Revision	<p><i>2.3.3 District Summary Reports</i></p> <p>5. totals of all campus data, summarized by grade and including:</p> <ul style="list-style-type: none"> • days membership (includes eligible and ineligible students) • days absent (includes eligible and ineligible students) • total days present (includes eligible and ineligible students) • ineligible days present • eligible days present • eligible days bilingual/ESL (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language one-way program (in-person, remote synchronous, and remote asynchronous) • eligible days bilingual/ESL dual language two-way program (in-person, remote synchronous, and remote asynchronous)eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) (in-person, remote synchronous, and remote asynchronous) • eligible days PRS (in-person, remote synchronous, and remote asynchronous) • eligible days special education mainstream (in-person, remote synchronous, and remote asynchronous) • eligible days early education allotment educationally disadvantaged (grades kindergarten through three) • eligible days early education allotment bilingual/ESL (grades kindergarten through three) • eligible days early education allotment educationally disadvantaged and bilingual/ESL (grades kindergarten through three) • eligible days residential facility (in-person, remote synchronous, and remote asynchronous) <p>6. district total for all grades for all data required in item 5 above</p> <p>7. district ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)</p> <p>8. total eligible days present and total contact hours for all CTE codes (V1–V3), if applicable</p>

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Revision	<p><i>2.3.4 Reconciliation of Teacher's Roster Information and Attendance Accounting Records</i></p> <p>The reconciliation does not need to be conducted on the last day of the six-week reporting period and should take place on the same day for all campuses within an LEA. However, it should be conducted no later than the final week of the six-week period. The reconciliation should be for the official attendance period (usually second period).</p>			
Addition	<p>3.2.1.10 Code 9 Enrolled, Not In Membership Due to Virtual Learning</p> <p>Code 9 applies to a student who is enrolled in a virtual learning program but not in membership. This code applies to students who are attending a virtual program under SB15 and are not eligible to participate in the program.</p>			
Revision (new row added to chart)	<p><i>3.2.2 Funding Eligibility</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">through a remote program, but does not meet the eligibility requirements for the program,</td> <td style="width: 33%; padding: 5px;">is not eligible to generate ADA but would be eligible for certain FSP allotment funding</td> <td style="width: 33%; padding: 5px;">ADA eligibility code 9.</td> </tr> </table>	through a remote program, but does not meet the eligibility requirements for the program,	is not eligible to generate ADA but would be eligible for certain FSP allotment funding	ADA eligibility code 9.
through a remote program, but does not meet the eligibility requirements for the program,	is not eligible to generate ADA but would be eligible for certain FSP allotment funding	ADA eligibility code 9.		
Revision	<p><i>3.2.2 Funding Eligibility</i></p> <p>Also, the number of days of participation for any student in any special program cannot exceed the number of days present (in-person, remote synchronous, and remote asynchronous) for the same reporting period for the same instructional track.</p>			
Revision	<p><i>3.2.3 Age Eligibility</i></p> <p>a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(2), (3)(A), (B), or (C) or (4)(A), (B), or (C) as determined by an admission, review, and dismissal (ARD) committee and who is still in need</p>			

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	<p>of special education services¹ (This student may be served through age 21 inclusive.²)</p> <p>¹ as determined by the ARD committee per 19 TAC §89.1070(j)</p>
Revision	<p><i>3.2.3 Age Eligibility</i></p> <p>a student with disabilities who has graduated with a high school diploma under 19 TAC §89.1070(b)(1) or (f)(1) or no longer meets age eligibility under 19 TAC §89.1070(b)(3)(D) or (f)(4)(D) (This student is no longer eligible to receive services or generate ADA.)</p>
Revision	<p>3.2.3.2 Additional Information about Maximum Eligible Age</p> <p>Students with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(2), (3)(A), (B), or (C) or (4)(A), (B), or (C) as determined by an ARD committee and who are still in need of special education services³ may be served through age 21 inclusive.⁴</p> <p>Your school district may provide instruction to a student who has already graduated with a regular high school diploma. However, unless the student is returning to school⁵ after graduating under 19 TAC §89.1070(b)(2), (3)(A), (B), or (C) or (4)(A), (B), or (C) as determined by an ARD committee, the student is not eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable.</p>
Revision	<p><i>3.3.2 District of Responsibility to Secure Student Records</i></p> <p>If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required information within 10 working days, your district should report the noncompliant district to the Division of Compliance and Inquiry of TEA at (512) 463-3544.</p>

¹ as determined by the ARD committee per [19 TAC §89.1070\(f\)](#)

² [34 Code of Federal Regulations \(CFR\), §300.102\(a\)\(3\)](#)

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

⁴ [34 CFR, §300.102\(a\)\(3\)](#)

⁵ under [19 TAC §89.1070\(f\)](#)

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Revision	<p><i>3.3.5 Entry and Reentry Dates</i></p> <p>The student’s entry date is the first day the student is physically present during the official attendance accounting period on a particular campus at the attendance taking time (see 3.6.2 Time of Day for Attendance Taking). A student’s reentry date is the first day the student is physically present during the official attendance accounting period at the attendance taking time after having been withdrawn from the same campus.</p>
Revision	<p><i>3.3.7 Homeless Students</i></p> <p>You can learn more about school district responsibilities associated with homeless students on the Texas Education for Homeless Children and Youth (TEHCY) Program web page and by contacting your regional McKinney-Vento Liaison, or TEA’s technical support number at 1-800-446-3142.</p>
Revision	<p><i>3.3.8 Immunization</i></p> <p>Except as provided by the TEC, §38.001(c), a student who is not fully immunized and has not begun the required immunization must not attend school. However, a student shall be provisionally enrolled if they have begun the required immunization series. A homeless student or a student who is in foster care shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to the appropriate health provider to obtain the required vaccines.⁶ 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.⁷</p> <p>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/immunize/docs/school/E11-13255.doc.</p>
Revision	<p><i>3.4.2 Temporary Absences and Withdrawal</i></p>

⁶ [25 TAC §97.66\(b\)](#)

⁷ [25 TAC §97.69](#)

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	Your district must not withdraw a student who is temporarily absent (for example, as a result of illness, hospitalization, treatment for a mental health or substance abuse condition , or suspension) but still a member of your district.
Revision	<p><i>3.4.3 Students Whose Whereabouts Are Unknown</i></p> <p>Once withdrawn, a student in grades seven through 12 must be reported as a school leaver on the 40203 School Leaver Extension and could be considered a dropout according to the C162 Leaver Reason Code table of the TSDS PEIMS Web-Enabled Data Standards (TWEDS).</p>
Revision	<p><i>3.4.4 Information and Record Transfer</i></p> <p>For a high school student transferring from one Texas public school district or charter school to another, the following additional information is required to be sent via TREx for the student’s high school transcript:</p> <ul style="list-style-type: none"> • student’s address, including city, state, and zip code • district name • either the date the exit level requirement for Texas Assessment of Knowledge and Skills (TAKS) was met or the performance level on each end-of-course assessment and the date the performance was met for State of Texas Assessments of Academic Readiness (STAAR) • College Board College Entrance Examination Board (CEEB) campus code and ACT high school code (optional)
Revision	<p>3.5 Compulsory Attendance</p> <p>School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the TEC, §25.0915.⁸ The district also must consider the best practices for truancy prevention measures found in 19 TAC §129.1045. In addition, tardies generally are not considered absences for purposes of compulsory attendance enforcement.</p>
Deletion	<i>3.6.3 Requirements for a Student to Be Considered Present for FSP</i>

⁸ [TEC, §25.0915; 19 TAC §129.1043](#)

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	<ul style="list-style-type: none"> [is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC §74.44.]
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP</i></p> <ul style="list-style-type: none"> is absent as the result of a serious or life-threatening illness or related treatment that makes the student’s attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student’s illness and the anticipated period of the student’s absence relating to the illness or related treatment. <p>A student with a mental health or substance abuse condition who is being treated for a serious illness (TEC, §25.087(b)(3)) in an outpatient day treatment program or partial hospitalization program, under the care of a health care professional licensed, certified, or registered to practice in Texas, shall be excused for the authorized treatment period, and shall not be withdrawn from school. The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.</p>
Deletion	<p>3.8.1.4 Low-Attendance Day Waivers</p> <p>[Note: For the 2021–2022 school year only, an LEA may choose to use prior year documentation from either the 2019–2020 school year or 2020–2021 school year as follows.</p> <ul style="list-style-type: none"> — If the 2019–2020 school year attendance report is selected, use only the average of the first four six-weeks attendance reporting periods, due to the closures during fifth and sixth six weeks of the 2019–2020 school year. Use the TSDS PEIMS Superintendent’s Report of Student Attendance 2019–2020 Summer Collection report (PDM3-130-001). <p>If the 2020–2021 school year attendance report is selected, show the overall average attendance rate for the year for the district or applicable campus.]</p>
Addition	<p>3.8.1.5 Low-Attendance Waiver—Remote Conferencing</p> <p>The guidance in this subsection applies to remote conferencing only. This guidance does not apply to remote learning.</p>

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	<p>For a day when school was held and the district had at least one student present in remote conferencing (as defined in 12.3.1 Remote Conferencing—Regular Education Students and 12.3.2 Remote Conferencing—Special Education Students) but attendance was at least five percentage points below the overall average attendance rate for your district or the applicable campus for the prior year because of issues related to inclement weather, health, or safety, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.</p> <p>An application for a low-attendance day waiver for districts with students present in remote conferencing on the applicable date must be submitted using TEA’s automated waiver application system, which is available in TEAL.</p> <p>Your district must include the following three items in its application:</p> <ul style="list-style-type: none"> • documentation of low attendance for the day, including the reason for the low attendance rate • an attendance summary report for the date(s) requested in the waiver, including the number of students present in remote conferencing • the prior year’s attendance report, showing the overall average attendance rate for the year for the district or applicable campus. For a district or campus with multiple tracks, the overall average attendance rate for all tracks must be used. For a campus that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used. <p>These documents should be uploaded as attachments in the automated waiver application system.</p>
Revision	<p>3.8.1.6 Staff Development Waivers</p> <p>3.8.1.8 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes</p> <p>3.8.1.9 Waivers Related to Students Taking Dual Credit Courses at IHEs with Calendars Beginning before the Fourth Monday in August</p>
Revision	<p>3.8.1.7 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days</p> <p>If TEA grants your school district a waiver for a missed school day or a low-attendance day (a waiver approving a shortened calendar), your district should not include the day exempted as a day of membership or instruction. Treat the day as a nonschool day in your</p>

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	district’s student attendance accounting system, and report the day with a CALENDAR-WAIVER-EVENT-TYPE-CODE (E1570) in your district’s TSDS PEIMS reporting.
Revision	<p><i>3.8.3 Summer School and State Funding</i></p> <p>If a student attends additional instructional days, the school in which they are enrolled is held accountable to the 180-day requirement, regardless of if the student is attending the additional instructional days at a different campus. Additionally, the funding for additional days will go the campus in which the student is officially enrolled, even if the services are offered at a different location.</p>
Revision	<p>3.9 Data Submission</p> <p>For districts with year-round programs: If your district is registered with TEA to operate a year-round program and has one or more tracks ending later than the June 15, 2022, due date for initial TSDS PEIMS Summer submission, your district still must submit its initial TSDS PEIMS Summer submission data by that due date. Your district may delay resubmission of the TSDS PEIMS Summer submission data until August 17, 2023, 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 17, 2023. Corrections made after August 17, 2023, will be handled by the State Funding Division.</p>
Revision	<p>3.11.2 Example 2</p> <p>A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds. This student qualifies based on identification as an emergent bilingual (EB)/English learner (EL).</p>
Revision	<p>3.11.2 Example 7</p> <p>A 21-year-old special education student graduated the prior year by meeting the requirements outlined by the ARD committee in the student’s IEP. 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.⁹</p> <p><i>Since this student graduated by meeting the requirements in his IEP 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></p>

⁹ [19 TAC §89.1070\(j\)](#)

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	<p>¹ 19 TAC §89.1070(j)</p>
Revision	<p>4.2 Special Education and Eligibility</p> <p>Your district must make special education services available to the following:</p> <ul style="list-style-type: none"> • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her 22nd birthday on September 1 of the current school year and who has not received a regular high school diploma under 19 TAC §89.1070(b)(1) or §89.1070(f)(1) or (2); or • an eligible student who meets all three of the following requirements: <ul style="list-style-type: none"> ○ the student has not reached his or her 22nd birthday on September 1 of the current school year; ○ the student has received a regular high school diploma under 19 TAC §89.1070(b)(2), §89.1070(b)(3)(A), (B), or (C), or §89.1070(f)(4)(A), (B), or (C), and ○ the student is returning to school under 19 TAC §89.1070(j)
Revision	<p>4.2 Special Education and Eligibility</p> <p>Provided that they are served by appropriately certified special education staff members, students who are eligible for special education services and are provided those services by your district are eligible for special education contact hours and weighted funding. The IFSP or ARD committee determines the special education services and documents the frequency, location, and duration of those services that impact contact hours and weighted funding described within this section for a child or eligible student.</p>
Revision	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <p>The ARD committee’s timeline for adopting the student’s previous IEP or developing, adopting, and implementing a new IEP is 30 school days from the date the student is verified as being a student eligible for special education services.</p> <p>A student with a disability who has an IEP in place from a previous in-state school district and who enrolls in a new school district during the summer is not considered a transfer student.</p>

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	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).
Revision	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <p>2. Specifically, your district must provide a FAPE to the student, including services comparable to those described in the student’s IEP from the previous district, until the ARD committee:</p> <ul style="list-style-type: none"> • determines that an evaluation is necessary. A FIE must be completed within the timelines established by 19 TAC §89.1011(c) and (e), and your district must meet the requirements in 34 CFR, §300.323(f)(2), if appropriate within 30 calendar days from the date of the completion of the evaluation report. <li style="text-align: center;">OR • determines that an evaluation is not necessary and completes the requirements outlined in 34 CFR, §300.323(f)(2), within 30 school days from the date the student is verified as being a student eligible for special education services. <p>A student with a disability who has an IEP in place from a previous in-state school district and who enrolls in a new school district during the summer is not considered a transfer student.</p>
Addition	<p>4.3.3.2 Summer Enrollment Procedures</p> <p>A student with a disability who has an IEP in place from a previous in- or out-of-state school district and who enrolls in a new school district during the summer is not considered a transfer student for the purposes of 19 TAC §89.1050(j) or 34 CFR, §300.323(e) or (f). For these students, the new school district must implement the IEP from the previous school district in full on the first day of class of the new school year or must convene an ARD committee meeting during the summer to revise the student's IEP for implementation on the first day of class of the new school year.</p>
Revision	<p><i>4.7.1 Code 00 - No Instructional Setting (Speech Therapy)</i></p> <p>Instructional Setting Code 00: Information Specific to TSDS PEIMS 41163 Student Special Education Program Association Extension The TSDS PEIMS 41163 Student Special Education Program Association Extension allows for only one instructional setting code to be reported for a student.</p>

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Revision	<p><i>4.7.10 Code 40 - Special Education Mainstream</i></p> <p>Examples of special education and related services provided to a student in the general education instructional setting include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications or accommodations, special materials or equipment, consultation with the student and his or her general classroom teacher(s) or other general or special education service providers, staff development, and reduction of ratio of students to instructional staff members.</p>
Revision	<p>4.7.10.1 Requirements</p> <p>Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, 40 – Special Education Mainstream funding must not be generated. In order to report this instructional arrangement, document the details of the specially designed instruction that is being provided in the student’s IEP. This documentation should describe the direct, indirect, consultive, or other support services that constitute special education services being provided to the student by certified special education personnel. See 4.18.4 Code 40 - Mainstream Examples.</p>
Revision	<p><i>4.7.15 Code 50 - Residential Nonpublic School</i></p> <p>This instructional setting code is used for a student who is provided special education and related services through a contractual agreement with an approved residential nonpublic school.¹⁰ A student is placed in a residential nonpublic school through the ARD committee process. This instructional setting code does not generate ADA or contact hours. A residential nonpublic school student should be reported with an ADA eligibility code of 0 – Enrolled, Not in Membership.</p> <p>For more information, see the TEA Special Education Funding page at http://www.tea.state.tx.us/index2.aspx?id=2147493439&menu_id=934&menu_id2=941.</p>
Revision	<p><i>4.7.15 Code 60 - Nonpublic Day School</i></p>

¹⁰ [19 TAC §89.1005\(c\)\(8\)](#); [34 CFR, §300.146](#) and [§300.147](#). A list of approved nonpublic schools can be accessed at <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-in-nonpublic-and-off-campus-programs>.

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	<p>This instructional setting code is used for a student who is provided special education and related services through a contractual agreement with an approved nonpublic day school.¹¹ A student is placed in a nonpublic day school through the ARD committee process. This instructional setting code does not generate ADA or contact hours. A nonpublic day school student should be reported with an ADA eligibility code of 0 – Enrolled, Not in Membership.</p> <p>For more information, see the TEA Nonpublic Day and Residential Placement Notification and Application page at http://www.tea.state.tx.us/index2.aspx?id=2147497536.</p>
Revision (one cell of chart)	<p>4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm</p> <p>Student graduated by meeting requirements of 19 TAC §89.1070(b)(2), (3)(A), (B), or (C), or (4)(A), (B), or (C) and returned under 19 TAC §89.1070(j)—Graduation type codes 04–06, 18-20, 35, 54-56</p>
Revision	<p>4.14 Exiting an Emergent Bilingual (EB)/English Learner (EL) Student Who Is Receiving Special Education Services Within a Bilingual Education or an English as a Second Language (ESL) Program</p> <p>See 6.8.2 Reclassification Procedures and Criteria for EB Students Receiving Special Education Services for information on transferring an EB student/EL who is receiving special education services within a bilingual education or ESL program.</p> <p>Note: As a result of Senate Bill 2066 in the 2021 legislative session, the term “emergent bilingual student” replaces the term “limited English proficient (LEP) student” used in the TEC, Chapter 29, Subchapter B. This also resulted in a change to the term “English learner (EL)” used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. An emergent bilingual student is in the process of acquiring English and has another language as the student's primary or home language. In PEIMS, the terms of “emergent bilingual (EB)” and “English learner (EL)” are bridged as EB/EL, and the data element names may still indicate the use of LEP in some places during the transition. It is important to note that “English learner” is still used in federal regulations and guidance.</p>

¹¹ [19 TAC §89.1005\(c\)\(8\)](#); [34 CFR, §300.146](#) and [§300.147](#). A list of approved nonpublic schools can be accessed at <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-in-nonpublic-and-off-campus-programs>.

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Type of Change	Changes to 2022–2023 SAAH
Revision	<p><i>4.18.4 Code 40 - Mainstream Examples</i></p> <p>Example 2: A student attends all general education classes. A dyslexia instructor, who has required training as outlined in <i>The Dyslexia Handbook</i>, provides the student standard protocol dyslexia instruction in a general education setting. Certified special education personnel are involved in the implementation of the student’s IEP through the provision of direct and/or support services to the student. Standard protocol dyslexia instruction is identified on the student's IEP as specially designed instruction necessary to enable the student to appropriately progress in the general education curriculum, appropriately advance in achieving the goals set out in the student’s IEP, or both.</p> <p><i>The instructional setting code for this student is 40 - Mainstream.</i></p> <p>Example 3:</p> <p>Example 4:</p> <p>Example 5:</p> <p>Example 6:</p>
Revision	<p><i>5.2.1 Eligibility of Students for Funding</i></p> <p>Students in grades six through 12 are eligible to be served in CTE programs.</p> <p>Eligibility for Contact Hours: Students in grades seven through 12 are eligible for CTE contact hours when enrolled in approved CTE courses for high school credit.</p>
Revision	<p><i>5.2.2 Eligibility of Courses for Funding</i></p> <p>With the approval of the local board of trustees or governing board, LEAs may offer any state-approved innovative course for state elective credit.</p>
Revision	<p><i>5.2.2 Eligibility of Courses for Funding</i></p>

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	<p>Funding students enrolled in a Pathways in Technology Early College High School (P-TECH)</p> <p>Students enrolled on TEA-designated P-TECH campuses will generate \$50 for each student in ADA (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the TSDS PEIMS P-TECH-INDICATOR-CODE (E1612). Students coded with the indicator 1 in PEIMS submission 3 will be funded.</p> <p>Funding students enrolled in a New Tech Network (NTN) school</p> <p>Students enrolled on campuses that have an active agreement with the NTN will generate \$50 for each student in ADA (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed on the Texas Education Data Standards website. Campuses report the students enrolled on NTN campus in PEIMS submissions 1 and 3 using the PEIMS NEW-TECH-INDICATOR-CODE (E1647). Students coded with the indicator 1 in PEIMS submission 3 will be funded.</p>
Revision	<p>5.3 Enrollment Procedures</p> <p>Important: A student enrolled in a CTE course for the entire semester must be reported on the TSDS PEIMS 40110 Student Section Association to be reported for CTE contact hours on the TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension record for student attendance and weighted funding.</p>
Revision	<p>5.4 Withdrawal Procedures</p> <p>To reiterate, an LEA may place a student in a disciplinary setting for up to and including five consecutive days and continue to claim CTE contact hours even though no CTE services are provided to the student. A student may earn state graduation credit for a CTE course if the student continues to work on the course even though direct CTE instruction by a certified CTE teacher is not provided during periods of disciplinary removal.</p>
Revision	<p>5.5 CTE (Contact Hour) Codes</p> <p>CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, or V3), based on the course service ID for attendance accounting purposes. A course service ID is used to calculate contact hours and tiered funding per the TEC, §48.106. Tiered funding is calculated based on the course service ID and the days the student was eligible, present, and enrolled in a CTE course. (See TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing that record.)</p>

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	<p>To determine the CTE V-code to assign to [a student for contact hours, your district must first determine the code to assign to each the CTE course, LEA personnel must use the following chart] to determine the CTE code to assign to each CTE course.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">CTE Course’s Average Minutes per Day</th> <th style="text-align: center;">CTE Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">45–89</td> <td style="text-align: center;">V1</td> </tr> <tr> <td style="text-align: center;">90–134</td> <td style="text-align: center;">V2</td> </tr> <tr> <td style="text-align: center;">135–180+</td> <td style="text-align: center;">V3</td> </tr> </tbody> </table> <p>Each CTE course must be reviewed separately to determine the average minutes per day students attend that course in a 10 school day period. Three contact hours (V3) is the maximum your district may claim for a single course.</p>	CTE Course’s Average Minutes per Day	CTE Code	45–89	V1	90–134	V2	135–180+	V3
CTE Course’s Average Minutes per Day	CTE Code								
45–89	V1								
90–134	V2								
135–180+	V3								
Revision	<p><i>5.5.1 Special Instructions for Districts Operating Block Schedules</i></p> <p>If an LEA operates block schedules in which class periods are not in equal length increments, use the chart above to determine the CTE V-code to assign to each CTE course.</p> <p>Each CTE course must be reviewed separately to determine the average minutes per day students attend that course over a 10 day school period. Average minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even numbered days of the month, LEA personnel must review a two-week cycle. (One week, the course will meet on Monday, Wednesday, and Friday, and the next week, the course will meet on Tuesday and Thursday.) LEA personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle.</p> <p>Once LEA personnel have determined average minutes, they assign the applicable code to each CTE course. They then assign all students attending that CTE course the corresponding CTE code.</p> <p>For students who are enrolled in more than one CTE course, each course is assigned a separate code. CTE codes cannot be combined due to varying course weights as a result of tiered funding.</p>								
Revision	<p><i>5.6 Computing Contact Hours</i></p> <p>No matter what CTE V-code is assigned to a CTE course, LEA personnel must record the total number of eligible days present for the student in that CTE course with the course's V-code for each six-week reporting period in the Student Detail Report. When computing</p>								

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	<p>the Campus Summary Report (2.3.2 Campus Summary Reports), LEA personnel must determine the CTE V-code to assign to a student's CTE course separately based on the CTE course's average minutes per day over a 10 school day period. (See the chart in 5.5. CTE (Contact Hour) Codes.) LEA personnel multiply the number of eligible days present for each student in each CTE course code by the corresponding V-code contact hour multiplier to derive contact hours. Each CTE V-code has a different contact hour multiplier.</p> <p>Use the following chart when computing CTE contact hours.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">CTE Code</th> <th style="text-align: center;">Contact Hour Multiplier</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">V1</td> <td style="text-align: center;">1.00</td> </tr> <tr> <td style="text-align: center;">V2</td> <td style="text-align: center;">2.00</td> </tr> <tr> <td style="text-align: center;">V3</td> <td style="text-align: center;">3.00</td> </tr> </tbody> </table> <p>CTE Weighted Funding Tiers (Calculated by TEA)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">Tier 1</td> <td style="text-align: center;">*Not in a program of study</td> <td style="text-align: center;">Weight = 1.1</td> </tr> <tr> <td style="text-align: center;">Tier 2</td> <td style="text-align: center;">*Level 1 and Level 2 CTE Course</td> <td style="text-align: center;">Weight = 1.28</td> </tr> <tr> <td style="text-align: center;">Tier 3</td> <td style="text-align: center;">*Level 3 and Level 4 CTE Course</td> <td style="text-align: center;">Weight = 1.47</td> </tr> </tbody> </table> <p>*Course level provided in the CTE Lookup – Table. Link: TSDS Calculation Tech Tips (Select 2021 -2022 Source Data)</p> <p>The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by course CTE V-code, by six-week reporting period.</p>	CTE Code	Contact Hour Multiplier	V1	1.00	V2	2.00	V3	3.00	Tier 1	*Not in a program of study	Weight = 1.1	Tier 2	*Level 1 and Level 2 CTE Course	Weight = 1.28	Tier 3	*Level 3 and Level 4 CTE Course	Weight = 1.47
CTE Code	Contact Hour Multiplier																	
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Revision	<p>5.12.1 Example 1</p> <p>Student A is enrolled in one 60-minute per day CTE course.</p> <p><i>The CTE V-code for Student A is automatically generated from the LEA's list of courses and corresponding V codes as V1 in the attendance accounting system (one 60-minute class = V1).</i></p> <p>Student B is enrolled in one 120-minute per day CTE course.</p> <p><i>The CTE V-code for Student B is automatically generated as V2 in the attendance accounting system (one 120-minute class = V2).</i></p>																	

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	<p>Student C is enrolled in one 180-minute per day CTE course.</p> <p><i>The CTE V-code for Student C is automatically generated as V3 in the attendance accounting system (one 180-minute class = V3).</i></p> <p>Student D is enrolled in three 60-minute per day CTE courses.</p> <p><i>The CTE V-codes for Student D are automatically generated as V1, V1, and V1. Each course generates a V code based on the number of minutes the class meets.</i></p> <p>5.12.2 Example 2</p> <p>A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and Principles of Applied Engineering for 45 minutes per day for the second semester.</p> <p><i>The CTE V-code for this student is automatically generated as V1 in the attendance accounting system for both semesters because each course is taught in a 45- to 89-minute class period.</i></p> <p>5.12.3 Example 3</p> <p>A student is enrolled in Principles of Health Science for 55 minutes per day and Medical Terminology for 55 minutes per day for the first semester and Medical Microbiology for 55 minutes per day for the second semester.</p> <p><i>The CTE V-codes for this student are automatically generated in the attendance accounting system as V1 for each course for the first semester and V1 for the second semester.</i></p> <p>5.12.5 Example 5</p> <p>A student is enrolled in Child Guidance for 174 minutes per day and Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day.</p> <p><i>The CTE V-code for this student is automatically generated in the attendance accounting system as V3 for Child Guidance and V1 for Community Service in the first semester and V3 for the second semester. The student is coded as V3 for the second semester because Child Guidance is taught for 174 minutes per day.</i></p>

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	<p>5.12.6 Example 6</p> <p>A student in a Career Preparation course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation course during fourth period.</p> <p><i>The CTE V-code for this student is automatically generated as V3 for the entire school year in the attendance accounting system because the student attends the one-hour Career Preparation CTE class period and works an average of at least 15 hours a week. Note: Refer to the table in 5.5. CTE (Contact Hour) Codes for the CTE Course’s Average Minutes Per Day and corresponding CTE Codes.</i></p>
	<p>5.12.7 Example 7</p> <p>A student wants to take Business Information Management I; however, this course is not offered at the student’s home LEA. The student’s home LEA contracts with a nearby LEA for the student to attend the nearby LEA’s Business Information Management I course, which is taught for a one-hour course period.</p> <p><i>The CTE V-code for this student is automatically generated by the home district as V1 in the attendance accounting system (see 5.9 Contracting with Other Entities to Provide CTE Instruction).</i></p>
	<p>5.12.9 Example 9</p> <p>A student enrolls in Interior Design I, a one-hour CTE course, on the first day of school. After two weeks in the course, the student decides to take Health Science Theory/Health Science Clinical, a two-hour CTE course, instead of Interior Design I.</p> <p><i>The CTE V-code for this student is automatically generated as V1 in the attendance accounting system for the first two weeks of school and V2 for the remainder of the semester. The student is coded as V1 for the first two weeks because the student is enrolled in a one-hour CTE class period. The student is coded as V2 for the remainder of the semester because the student is enrolled in a CTE course that is taught for two one-hour class periods. An LEA should maintain documentation of the student’s schedule change.</i></p>
	<p>5.12.10 Example 10</p> <p>A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even numbered days of the month.</p> <p><i>The CTE V-code for this student is automatically generated in the attendance accounting system as V1. To illustrate, the student receives 450 minutes of instruction in Advanced Animal Science over a two-week period. One week, the course meets on Monday, Wednesday, and</i></p>

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	<p><i>Friday, for a total of 270 minutes. The following week, the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction. This is the same amount of classroom time (7.5 hours) that a student would receive on a traditional schedule (45 minutes each school day).</i></p> <p>5.12.14 Example 14 An eighth grade student is enrolled in a Principles of Law, Public Safety, Corrections, and Security course.</p> <p><i>Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course for high school credit from Chapter 127, Subchapter B, or Chapter 130 of the TEKS or an approved CTE innovative course. (See TSDS TEDS for instructions on completing the TSDS PEIMS 40100 Student Extension for CTE students.)</i></p>
Revision	<h3 style="color: #0056b3;">Section 6 Bilingual/English as a Second Language (ESL)</h3> <p>An emergent bilingual student is in the process of acquiring English and has another language as the student's primary or home language. In PEIMS, the terms “emergent bilingual (EB)” and “English learner (EL)” are bridged as EB/EL, and the data element names may still indicate the use of LEP in some places during the transition. It is important to note that “English learner” is still used in federal regulations and guidance.</p> <p>The terms “exit,” as used in this section, is interchangeable with the term “transfer,” used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms “reclassification” and “exit” in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process for emergent bilingual (EB) students who have met criteria to be identified as non-LEP/English Proficient (EP), and “exit” describes the process for reclassified students to no longer participate in a bilingual or ESL program.</p> <p>Within this section, the term "parent" includes the parent or legal guardian of the student in accordance with the TEC, §29.052. Also, the term “district” includes all school districts, open-enrollment charter schools, and districts of innovation.</p>
Revision	<h3 style="color: #0056b3;">6.2 Identification of Emergent Bilingual (EB) Students</h3> <p>The procedures below must be completed within the first four calendar weeks of a student’s initial enrollment in a Texas public school.</p>

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	<p>1. Upon initial enrollment in a Texas public school, a student’s parent completes a home language survey (HLS), indicating the language used in the home most of the time and the language used by the student most of the time (see 6.10.1 Home Language Survey Requirements). Students in grades nine through 12 may complete the home language survey themselves. In cases where a parent indicates more than one language in response to question 1 and/or question 2 of the HLS, it is the district’s responsibility to contact the parent and explain to the parent that the question is asking which language is used <u>most</u> of the time and seek clarification in a language the parent understands. If the parent is physically present, the parent can document the change on the HLS. If the parent is being contacted via a phone call, a school staff member can document the parent’s response on the HLS.</p> <p>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.</p> <p>If a language other than English is indicated on any of the required questions on the survey, the district must assess the student for English language proficiency using the state-approved assessment. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program.</p> <p>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)).</p> <p style="padding-left: 40px;">Important: A student will be identified as emergent bilingual if the student’s ability in English is so limited or the student’s disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)).</p> <p>3. The language proficiency assessment committee (LPAC) convenes to identify the student as emergent bilingual or as English proficient, based on the results of the English language proficiency assessment, and recommends placement of the identified emergent bilingual student in either the bilingual or ESL education program, in accordance with 19 TAC §89.1205 (a) and (c). However, district personnel do not yet assign the student a bilingual or ESL program type code in the attendance accounting system.</p> <p>4. The LPAC must give written notice to the student’s parents informing them that the student has been classified as emergent bilingual and requesting documented parental approval to place the student in the required bilingual or ESL education program.</p>

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	<p>The notice must include information about the benefits of the bilingual or ESL education program for which the student has been recommended and state that it is an integral part of the school program (19 TAC §89.1220(h)).</p> <p>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 notification form, through a documented phone conversation, or through an email that is retained in accordance with 19 TAC §89.1220 (m).</p>
Revision	<p><i>6.2.1 Students Transferring from within Texas</i></p> <p>This subsection explains the procedures for verifying emergent bilingual student identification status and enrolling a student in the bilingual or ESL education program who has transferred from another Texas public school.</p> <p>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.</p> <ol style="list-style-type: none"> 1. District personnel shall obtain the student records from the sending district, including the home language survey (HLS) and supporting LPAC documentation.
Revision	<p>6.3 Documentation</p> <p>To be eligible for participation in the bilingual or ESL education program, a student must meet the following requirements:</p> <ul style="list-style-type: none"> • have a language other than English indicated on the HLS • be identified as an emergent bilingual student based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)): <ul style="list-style-type: none"> ○ in pre-K 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 indicating 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 indicating English proficiency • be recommended for placement in the required program by a language proficiency assessment committee (LPAC) • have a record of parental approval to place the emergent bilingual student in a bilingual or ESL education program

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	<p>Each emergent bilingual student must be served according to the following guidelines. On a student’s initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the EB student. The LPAC must: designate, subject to parental approval, the initial instructional placement of each EB student in the required bilingual or ESL program; classify the student’s level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each EB student; determine whether reclassification criteria has been met at the end of the year only; and recommend the student’s exit from the bilingual or ESL education program, as appropriate, upon reclassification at the end of the year only.</p>
Revision	<p><i>6.3.1 Students Participating in the Bilingual or ESL Education Program but Do Not Generate BEA Funding</i></p> <p>The following students may participate in a district’s bilingual or ESL education program with parental approval. However, these students are not eligible for bilingual education allotment (BEA) funding.</p> <ul style="list-style-type: none"> • Students who do not meet identification criteria to be considered emergent bilingual (non-EB students) participating in a one-way dual language immersion, a transitional bilingual education, 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 education, or an ESL program.
Revision	<p><i>6.3.3 Requirement to Serve Eligible Students</i></p> <p>A district must place a student in a bilingual or ESL education program as soon as the district identifies the student as emergent bilingual and recommends program placement based on the identification and placement process outlined in 6.3 Program Placement/Eligibility. Recommended program placement still occurs if parental approval is pending; however, the district may only count the student for the BEA after parental approval has been obtained and all necessary documentation has been received.</p>
Revision	<p><i>6.4 Program Services: Bilingual and ESL Education Services a District Is Required to Provide</i></p> <ul style="list-style-type: none"> • If the district is not required to provide a bilingual education 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.

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	Note: Emergent bilingual students who successfully complete English for speakers of other languages (ESOL) I and ESOL II may satisfy the English I and English II graduation requirement(s).
Revision	<p>6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding</p> <p>Bilingual Education Programs: For a district to claim eligible days present <u>for BEA</u> funding, a district must show that its bilingual education program meets at least one of the three following state requirements, as applicable.¹²</p> <ol style="list-style-type: none"> 1. An emergent bilingual student is served in a bilingual education program model per the requirements in 19 TAC 89.1210(c), including instruction delivered by appropriately certified teacher(s). The four state-approved bilingual education program models include: transitional bilingual education early exit, transitional bilingual education late exit, dual language immersion one-way, and dual language immersion two-way. The appropriate bilingual education program type code should be recorded for each student served in a bilingual program. 2. An emergent bilingual student is served in a temporary alternative language program approved by TEA under an exception to the bilingual education program. A TEA-approved exception remains valid for the current school year only (the TEC, §29.061; 19 TAC §89.1207). The appropriate alternative language program type code should be recorded for each student served in a temporary alternative language program under a bilingual education exception. 3. A student who is a non-EB student or formerly identified emergent bilingual student who has been reclassified as English proficient and is participating in a two-way dual language immersion program. <p>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.¹³</p> <ol style="list-style-type: none"> 1. An emergent bilingual 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 pull-out and ESL content-based. In high school, the ESL program must be consistent with graduation requirements.¹⁴ The appropriate ESL program type code should be recorded for each student served in an ESL program.

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

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

¹⁴ under [19 TAC Chapter 74](#)

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	<p>2. An emergent bilingual student is served in a temporary alternative language program approved by TEA under a waiver to the ESL program. A TEA-approved waiver remains valid for the current year only.¹⁵ The appropriate alternative language program type code should be recorded for each student served in a temporary alternative language program under an ESL waiver.</p> <p>Note: Emergent bilingual students served through an alternative language program do generate BEA funds at the basic allotment for emergent bilingual students (0.1).</p> <p>¹² 19 TAC §89.1210; 19 TAC §89.1205</p>												
Revision	<h3 style="color: #4F81BD;">6.6 Program Services: Teacher Certification Requirements</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Bilingual Education Programs</th> <th>Teacher Certification Requirement</th> </tr> </thead> <tbody> <tr> <td>transitional bilingual/early exit</td> <td rowspan="2">teacher(s) certified in grade level/content area and in bilingual education</td> </tr> <tr> <td>transitional bilingual/late exit</td> </tr> <tr> <td>dual language immersion/one way</td> <td rowspan="2">teacher(s) certified in grade level/content area and in bilingual education; or within a language allocation plan of 50% instructional minutes in each language, the teacher certified in bilingual education (instructing in the program’s partner language) is paired with a teacher certified in bilingual education or ESL (instructing the English component)</td> </tr> <tr> <td>dual language immersion/two way</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">ESL Programs</th> <th>Teacher Certification Requirement</th> </tr> </thead> <tbody> <tr> <td>ESL/content-based</td> <td>Emergent bilingual students receive all content area instruction, including English language arts and reading (ELAR), mathematics, science, and social studies, by teacher(s) certified in ESL and the appropriate grade level and content area.</td> </tr> </tbody> </table>	Bilingual Education Programs	Teacher Certification Requirement	transitional bilingual/early exit	teacher(s) certified in grade level/content area and in bilingual education	transitional bilingual/late exit	dual language immersion/one way	teacher(s) certified in grade level/content area and in bilingual education; or within a language allocation plan of 50% instructional minutes in each language, the teacher certified in bilingual education (instructing in the program’s partner language) is paired with a teacher certified in bilingual education or ESL (instructing the English component)	dual language immersion/two way	ESL Programs	Teacher Certification Requirement	ESL/content-based	Emergent bilingual students receive all content area instruction, including English language arts and reading (ELAR), mathematics, science, and social studies, by teacher(s) certified in ESL and the appropriate grade level and content area.
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¹⁵ [TEC, §29.061; 19 TAC §89.1207](#)

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	ESL/pull-out	Emergent bilingual students receive instruction in at least ELAR by an ESL certified teacher.
Revision	<p>6.7 Program Services: Eligible Days Present</p> <p>This subsection describes the procedure for reporting bilingual/ESL eligible days present in the attendance accounting system. District personnel must do the following:</p> <ul style="list-style-type: none"> • Identify each student who is participating in the bilingual education program, ESL program, or alternative language program (ALP), and is eligible for funding, according to 6.3 Program Placement/Eligibility, with the appropriate bilingual, ESL, or ALP type code¹⁶ in the attendance accounting system. • Record the total number of eligible bilingual/ESL days present for each six-week reporting period in the Student Detail Report for every student eligible for the program. • At the end of each six-week reporting period, compute a Campus Summary Report (see Section 2 Audit Requirements). Personnel must summarize the total eligible bilingual/ESL days present, for every student in the program, by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district. The Campus Summary Report must include the total eligible bilingual/ESL days present for each grade level on that campus, the total eligible bilingual/ESL days present for all grades, and the campus bilingual/ESL ADA. • At the end of each six-week reporting period, compute a District Summary Report (see Section 2 Audit Requirements). Personnel add the information from all Campus Summary Reports for each track in the district to comprise the District Summary Report for each track. This report must include eligible bilingual/ESL days present for each grade level in the district, the total eligible bilingual/ESL days present for all grades, and the district’s bilingual/ESL ADA. 	
Revision	<p>6.7.1 Eligible Days Present and Students Placed in a Disciplinary Setting</p> <p>Bilingual or ESL education program eligible days present must not be claimed when a student participating in a bilingual or ESL education 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 education program services are not provided by a bilingual or ESL education program teacher. After five consecutive days without participation in the bilingual or ESL education program, district personnel should remove the student’s days from the TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension for bilingual education or ESL program eligible days present effective the first day of placement in the disciplinary setting.</p>	

¹⁶ To find the appropriate code to use, consult the program type code tables available at the following link: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/. Search for the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes.

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Revision	<p>6.8 Reclassification Criteria and Exit Procedures</p> <p>The Emergent Bilingual Student/English Learner Reclassification Criteria Chart can be located on the TEA Bilingual and English as a Second Language Education Programs web page.</p>
Revision	<p><i>6.8.1 Effective Date of Campus/District Withdrawal</i></p> <p>For a student who has been classified by the LPAC as English proficient at the end of the school year, the first day of the following school year is considered to be the effective date of change. District personnel record the effective date in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward, unless the student continues to participate in a two-way dual language immersion program.</p>
Revision	<p><i>6.8.2 Reclassification Procedures and Criteria for EB Students Receiving Special Education Services</i></p> <p>Information about the process described in 19 TAC §89.1226(l–m) on reclassifying EB students served through special education and EB students with a significant cognitive disability served through special education is located on the TEA Guidance Related to ARD Committee and LPAC Collaboration web page.</p>
Revision	<p>6.9 Reclassification Criteria and Exit Procedures</p> <p>During the first two years after a former emergent bilingual student has met reclassification criteria as English proficient, the LPAC must monitor the student’s academic progress. During this time, the Emergent Bilingual Indicator Codes of F and S are used to reflect the first and second years of monitoring.</p>
Revision	<p>6.9 Reclassification Criteria and Exit Procedures</p> <p>Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with TSDS PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the Emergent Bilingual Indicator Codes of 3 and 4 are used to reflect the third and fourth years of monitoring. Once the reclassified student has completed all four years of state and</p>

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	federal monitoring, he or she will be coded as Former EB/EL student, code 5 in the Emergent Bilingual Indicator , for the duration of his/her schooling in Texas.
Revision	<p>6.10 Documentation</p> <p>For a district to claim bilingual/ESL eligible days present for BEA funding, documentation must be complete.</p>
Revision	<p><i>6.10.1 Home Language Survey (HLS) Requirements</i></p> <p>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 career.</p> <p>A district should not administer the HLS to a student for whom a survey has previously been completed in another Texas public school. Every effort should be made to obtain the original HLS. If the original HLS cannot be obtained, document all attempts. The LPAC will review all other applicable documentation on the identification and placement of a student as an emergent bilingual student in a bilingual or ESL program and will continue language services, as applicable.</p> <p>A parent signature is required on the HLS for students in pre-K through grade eight. For students in grades nine through 12, the HLS can be signed by the student or by his/her parent. Electronic parent signatures are permissible.</p>
Revision	<p><i>6.10.2 Other Required Documentation</i></p> <p>The student’s record must contain documentation of all actions impacting the emergent bilingual student. This documentation must include the following:¹⁷</p> <ol style="list-style-type: none"> 1. the identification of the student as emergent bilingual 2. the designation of the student’s level of language proficiency 3. the recommendation of program placement 4. parental approval of entry or placement into the program 5. parental denial, if applicable 6. the dates of entry into, and placement within, the program

¹⁷ [19 TAC §89.1220\(l\)](#)

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	<ol style="list-style-type: none"> 7. documentation of state assessment participation decisions, any designated supports provided, and the justification for these decisions¹⁸ 8. additional linguistic accommodations provided to the student 9. documentation of the student’s eligibility to use the special provision for the end-of-course exam for English I/ESOL I, if applicable 10. the date of reclassification as English proficient by the LPAC and parental notification of reclassification and approval of the student’s exit from the program, if applicable
Revision	<p><i>6.10.3 Quality Control</i></p> <p>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 coding is correct.</p>
Revision	<p>6.11 Resources</p> <p>For further detailed guidance, examples, and resources, see the FAQ for LPAC and Emergent Bilingual Students/English Learners located on the TEA Bilingual and English as Second Language Education Programs webpage</p>
Revision	<p><i>7.2.4 Pre-K Eligibility Based on Homelessness</i></p> <p>Many districts preregister pre-K students to determine and plan for the size of the next school year’s pre-K program. However, homeless students must be verified annually.</p>
Revision	<p>Section 9 Pregnancy-Related Services</p> <p>A student who is pregnant should be coded with an at-risk indicator code on the 40100 Student Extension and 40110 Student Program Extension.</p>

¹⁸ in accordance with [19 TAC Chapter 101, Subchapter AA](#), Commissioner’s Rules Concerning the Participation of English Language Learners in State Assessments

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Revision	<p>9.11 Returning to Campus for Support Services or Testing</p> <p>A student who has been confined to the home by a medical practitioner during their prenatal or postpartum period may be allowed to return to campus and remain coded PRS to receive temporary, limited support services (see the introduction to Section 9 Pregnancy-Related Services (PRS) for a list of examples of support services) or take required state assessments.</p> <p>The time spent on campus receiving temporary, limited support services or taking required state assessments must not count as any part of the number of hours served as CEHI for eligible days present.</p> <p>A student receiving CEHI who returns to campus to receive temporary, limited support services or take required state assessments must have a medical release from a licensed¹⁹ medical practitioner to do so. For a PRS student who only receives the normal six weeks of CEHI, no medical release is required to return to campus for testing during this period because a medical practitioner’s note is not required. A medical release is required only during the prenatal and extended postpartum periods.</p>
Revision	<p>9.15 Documentation</p> <p>when the prenatal or extended postpartum CEHI student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation by a licensed medical practitioner granting permission for the student to be on campus for the temporary, limited services (see 9.11 Returning to Campus for Support Services or Testing)</p>
Revision	<p>9.2.3 PRS and the Life Skills Program for Student Parents</p> <p>The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2022–2023 school year.</p>
Revision	<p>Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals</p>

¹⁹ Access the Texas Medical Board’s searchable database of licensed physicians at https://public.tmb.state.tx.us/HCP_Search/SearchInput.aspx.

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	<p>Important for open-enrollment charter schools: Many of Section 10’s requirements are based on statutory requirements in the TEC, Chapter 37. Open-enrollment charter schools are subject to fewer provisions of the TEC, Chapter 37.</p> <p>[¹See 19 TAC §89.1053.]</p>
Revision	<p>10.6.3 Out-of-School Suspension (OSS)</p> <p>A principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under the TEC, §37.001, as conduct for which a student may be suspended.²⁰ A student in a grade level below grade three or who is homeless may not be given OSS unless engagement of a conduct that relates to the TEC, §37.005, occurs.</p>
Revision (change to College Credit chart; Dual Credit row; Other Considerations column)	<p>11.3 College Credit</p> <p>If a student has already earned HS credit for a course, the student may not earn credit for that course again unless explicitly permitted in the TEKS for the course. While dual credit for local credit courses is allowed in accordance with THECB requirements, the most beneficial dual credit opportunities will allow students to earn state credits toward HS graduation.</p>
Revision (change to College Credit chart; Early College High School row; College Credit Option column)	<p>11.3 College Credit</p> <p>Early College High School TEC, §29.908, and 19 TAC §§4.151 and §102.1091</p>
Revision	<p>11.3.1.1 Student Eligibility for Dual Credit Courses</p>

²⁰ [TEC, §37.005\(a\)](#)

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	During the 2022–2023 school year, a college may allow students to enroll in a college course with alternative measures as listed in 19 TAC §4.59, Determination of Readiness to Perform Entry-Level Freshman Coursework , and 19 TAC §4.55, Assessment and Placement , without meeting the assessment score criteria.
Revision	<h3>11.6 Optional Flexible School Day Program</h3> <p>One goal of the program is to target those students who are unable to attend school in a traditional setting. This could include students who must seek employment to support their family, provide child care during traditional school hours, or are involved in a TEA-designated ECHS, P-TECH, or ICIA that is designed to complement a traditional college schedule. Under these circumstances, the students might be able to attend school only during evening hours or for a couple of hours during the day. Another goal of the program is to offer students who are at risk of being denied credit for classes because of failure to meet attendance requirements the opportunity to recover that credit.</p>
Revision	<h3>11.6 Optional Flexible School Day Program</h3> <p>Districts must not charge tuition for participation in an OFSDP, including for participation in classes offered during the summer recess.</p>
Revision	<h4>11.6.1 Student Eligibility</h4> <p>A student in any grade level is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if the student is:</p> <ul style="list-style-type: none"> • at risk of dropping out of school, as defined by the TEC, §29.081, • attending a campus implementing an approved innovative campus plan, • attending a TEA-designated ECHS (as defined by the TEC, §29.908), P-TECH, or ICIA, • attending a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2), or • not meeting attendance requirements under the TEC, §25.092, resulting in denied credit for one or more classes in which the student has been enrolled. <p>There must be an agreement in writing to the student's participation:</p> <ul style="list-style-type: none"> • by the student, if the student is over 18 years of age; or • by the student and the student's parent, or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

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	<p>Districts may also implement a study program for seniors who have completed the required course work but need additional tutoring to assist them in passing required state assessments so they may graduate and obtain their high school diploma.</p>
Revision	<p><i>11.6.2 OFSDP Attendance and Funding</i></p> <p>OFSDP requires a teacher of record to record the actual number of student instructional minutes on any given day. The teacher must verify and sign the attendance records</p>
Revision	<p><i>11.6.2 OFSDP Attendance and Funding</i></p> <p>OFSDP requires a teacher of record to record the actual number of student instructional minutes on any given day. The teacher must verify and sign the attendance records</p>
Revision	<p><i>11.6.3 Participation in the OFSDP and the Regular Attendance Program</i></p> <p>In other words, a student must not:</p> <ul style="list-style-type: none"> • accumulate minutes through the OFSDP and the regular attendance program on the same day, • have the same attendance time or minutes reported simultaneously through the OFSDP and the regular attendance program, or • have the same attendance time or minutes reported simultaneously through TSDS PEIMS.
Revision	<p><i>11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program</i></p> <p>Eligible students may participate in courses offered through an approved online dropout recovery education program if they are enrolled in a Texas public school district or charter school with an approved OFSDP. These students are eligible to generate FSP funding.</p>
Revision	<p><i>11.6.4 Attendance Accounting and FSP Funding for OFSDP Participation through an Online Dropout Recovery Education Program</i></p>

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	For an eligible OFSDP student completing OFSDP courses for credit recovery through an online dropout recovery education program, funding is limited to the attendance necessary for the student to recover class credit.
Revision	<h3 style="color: #4F81BD;">11.7 Optional Flexible School Day Program</h3> <p>To provide additional school days for an OFYP, with the approval of the commissioner, your school district may:</p> <ul style="list-style-type: none"> • provide for at least 71,400 minutes for students who are not at risk and at least 75,600 minutes, including intermissions and recesses, for students who are at risk during the regular school year;
Revision	<h3 style="color: #4F81BD;">12.2 Texas Virtual School Network (TXVSN)</h3> <p>For a list of the TXVSN online schools officially recognized by the agency, see the TXVSN OLS Campuses page at https://www.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/.</p>
Revision	<h4 style="color: #4F81BD;"><i>12.3.1 Remote Conferencing—Regular Education Students</i></h4> <p>If the documented temporary medical condition persists longer than 20 instructional days over the entirety of the school year or a 504 committee determines that remote instruction is needed for more than 20 days, a waiver request must be submitted for an extension of remote conferencing beyond the allowable cumulative 20 instructional day period. The waiver request must include an explanation of the circumstances. (For example, a child was in close contact with COVID-19 more than twice over the course of the year, and the family opted to follow the stay-at-home recommendations each time).</p> <p>Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. Supporting documentation submitted with the waiver must also be submitted for each student on a case-by-case basis but must not contain identifiable information. This documentation must be retained by the LEA locally for audit purposes.</p>
Revision	<h4 style="color: #4F81BD;"><i>12.3.1 Remote Conferencing—Regular Education Students</i></h4>

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	<p>Additionally, attendance will be generated based on whether the student is virtually “present” at the official attendance-taking time. The student’s attendance must be marked Remote Synchronous - Present in the LEA’s local student management system. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time. Note: A student who is served through remote conferencing and who is at a grade level at which state standardized assessments are to be administered is not eligible to generate attendance on state standardized assessment days.</p>
Revision	<p><i>12.3.1 Remote Conferencing—Regular Education Students</i></p> <p>A district can submit a request for a general “Other” waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, cite 19 TAC §129.21 and 19 TAC §129.1025.</p> <p>A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. In submitting a waiver request to extend remote conferencing instruction beyond the allowable 20 instructional days over the entirety of the school year, explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding. Funding for days extended beyond the 20 days may be claimed beginning on the date the waiver is approved.</p>
Revision	<p><i>12.3.2 Remote Conferencing—Special Education Students</i></p> <p>A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons.</p> <p>Students participating through remote conferencing will generate attendance in the following ways:</p>
Revision	<p><i>12.3.2 Remote Conferencing—Special Education Students</i></p> <p>Additionally, attendance will be generated if the student is virtually “present” at the official attendance-taking time if the student is scheduled to be off-campus at that time. The student’s attendance must be marked Remote Synchronous - Present in the LEA’s local</p>

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	student management system. Note: A student who is served through remote conferencing and who is at a grade level at which state standardized assessments are to be administered will not be eligible to generate attendance on state standardized assessment days.
Revision	<p><i>12.3.2 Remote Conferencing—Special Education Students</i></p> <p>A district can submit a request for a general “Other” waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code of the Texas Administrative Code that the district or campus wishes to wave.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, cite 19 TAC §129.21 and 19 TAC §129.1025.</p> <p>A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. In submitting a waiver request to extend remote conferencing instruction beyond the allowable 20 instructional days over the entirety of the school year, explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding. Funding for days extended beyond the 20 days may be claimed beginning on the date the waiver is approved.</p>
Revision	<p><i>12.3.3 Remote Homebound Instruction—Regular Education Students</i></p> <p>Your district can submit a request for a general “Other” waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite one of the following applicable requirement(s) in item 3 of the General Waivers section:</p> <ul style="list-style-type: none"> • the requirement that a homebound teacher serves a student in person at the student’s home or hospital bedside in order for FSP funding to be generated, as required by 3.7.3 GEH Funding Chart or • 9.10 Confinement and Earning Eligible Days Present of the handbook, which is adopted annually through 19 TAC §129.1025. <p>These waivers will only be granted in extremely severe medical circumstances, and a waiver must be submitted for each individual student.</p>
Revision	<p><i>12.3.4 Remote Homebound Instruction—Special Education Students</i></p>

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	<p>If a waiver is granted, the affected student will generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. <u>Funding may be claimed beginning on the date the waiver is approved.</u></p> <p>Your district can submit a request for a general "<u>Other</u>" waiver using TEA’s automated waiver application system, which is available in TEAL.</p>
Revision	<h3 style="color: #0056b3;">Section 13 Appendix: Average Daily Attendance (ADA) and Funding</h3> <p>Dyslexia—Weight: 0.1 per student Funding is based on actual counts of students receiving services for dyslexia or related disorders. Students reported in TSDS PEIMS submission 3 with indicator E1650 and a dyslexia services code of 01, 02, or 03 are counted.</p>
Revision	<h3 style="color: #0056b3;">Section 13 Appendix: Average Daily Attendance (ADA) and Funding</h3> <p>CTE—Weight: 1.1 to 1.47 for eligible FTE students in approved CTE programs; and \$50 for each student in ADA enrolled in a TEA-designated P-TECH (grades 9-12) or NTN (grades 7-12) campus.</p> <p>CTE funding pays for CTE course materials and staff salaries. CTE courses are designed to enable students to gain entry-level employment in high-skill, high-wage jobs; continue their education; or do both.</p> <p>For each FTE student in ADA in an approved CTE course in grades seven through 12, a district is entitled to the following weights:</p> <ul style="list-style-type: none"> • Tier 1: 1.1 for each FTE student in CTE courses not in an approved program of study • Tier 2: 1.28 for each FTE student in level one and level two CTE courses in an approved program of study, as identified by TEA • Tier 3: 1.47 for each FTE student in level three and level four CTE courses in an approved program of study, as identified by TEA

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	<p>Course service ID and the days eligible, days taught, and the contact hour multiplier (V1-V3) reported in TSDS PEIMS submission 3 will be used to derive contact hours and CTE FTEs. (See TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing that record.)</p> <p>The following chart should be used to determine which CTE V-code to assign to a CTE course.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">CTE Course’s Average Minutes per Day</th> <th style="text-align: center;">CTE Code</th> <th style="text-align: center;">Contact Hour Multiplier</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">45–89</td> <td style="text-align: center;">V1</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">90–134</td> <td style="text-align: center;">V2</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">135–180+</td> <td style="text-align: center;">V3</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> <p>Each CTE course must be reviewed to determine the average minutes per day, over a ten-school day period, that students attend the course. Three contact hours is the maximum an LEA may claim for a single course.</p> <p>See 5.5.1 Special Instructions for Districts Operating Block Schedules and 5.6 Computing Contact Hours for more information.</p> <p>CTE FTEs are assigned to Tier Categories (Tier 1, 2, or 3) in TSDS PEIMS based on course level assignments and service ID. (Course level provided in the CTE Lookup – Table. Link: TSDS Calculation Tech Tips [Select 2021 -2022 Source Data].) Tiered funding for the CTE FTEs is based on the applicable weight for each Tier Category.</p> <p>P-TECH campuses must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the TSDS PEIMS indicator E1612. NTN campuses must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the NTN campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1647.</p>	CTE Course’s Average Minutes per Day	CTE Code	Contact Hour Multiplier	45–89	V1	1	90–134	V2	2	135–180+	V3	3
CTE Course’s Average Minutes per Day	CTE Code	Contact Hour Multiplier											
45–89	V1	1											
90–134	V2	2											
135–180+	V3	3											
Revision	<h3 style="color: #4F81BD;">Glossary</h3> <p>admission, review, and dismissal (ARD) committee – A team established by membership requirements under 19 TAC §89.1050 at each school district, open-enrollment charter school, or special education shared services arrangement that meets to determine eligibility based on a full and individual evaluation report and to develop an individualized education program (IEP) for the child, if applicable. All members of the ARD committee must have the opportunity to participate in a collaborative manner in developing a student’s IEP.</p>												

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	<p>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:</p> <ul style="list-style-type: none"> • students who were not advanced from one grade level to the next for one or more school years • students in grades seven to 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester • students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, Subchapter B, and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument • students in pre-K, kindergarten, or grades one, two, or three who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year • pregnant or parenting students • students who have been placed in an alternative education program in accordance with the TEC, §37.006, during the preceding or current school year • students who have been expelled in accordance with the TEC, §37.007, during the preceding or current school year • students currently on parole, probation, deferred prosecution, or other conditional release • recovered dropouts • Emergent bilingual (EB) students, as defined by the TEC, §29.052, interchangeable with the term English learner (EL), as used in 19 TAC Chapter 89, Subchapter BB • students in the custody or care of the Department of Family and Protective Services or have, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official • homeless students • students who previously resided in the preceding school or who currently reside in a residential placement facility in the district (see the TEC, §29.081(d)) • students have a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by the Penal Code, §1.07 • student enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under the TEC, §39.0548 • students, regardless of age, who participate in an adult education program provided under a high school diploma and industry certification charter school program under the TEC, §29.259

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	<p>bilingual/English as a second language (ESL) eligible days – A term used to describe the days that students participating in a bilingual education or ESL program 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 participating in a temporary alternative language program (ALP) approved by TEA under a bilingual education exception or an ESL waiver (Section 6 Bilingual/English as a Second Language (ESL).</p> <p>early childhood special education services (ECSE) – A program that provides special education services to children with disabilities aged three through five years. These students may have any disability recognized in Texas under IDEA-B including noncategorical early childhood (see definition). Developmental delay is not a recognized disability for children over age three in Texas. A student over age three with a disability is subject to the two hours of instruction per day rule for membership (Section 3 General Attendance Requirements and Section 4 Special Education).</p> <p>early childhood intervention (ECI) services – Services under the Individuals with Disabilities Education Act, Part C, (IDEA-C) for children with disabilities who are under age three. Once a child is three years old, he or she is ineligible for ECI services in Texas. A referral from ECI services requires your school district to evaluate the child to determine eligibility for special education services under IDEA-B. Under no circumstances is a three-year-old child eligible to continue receiving ECI services.</p> <p>early education (EE) – A grade level for students through five years of age who have not been placed in prekindergarten or kindergarten. See Section 3 General Attendance Requirements and Section 4 Special Education for EE coding requirements.</p> <p>Emergent bilingual (EB) student – A student who is in the process of acquiring English and has another language as the student's home or primary language; synonymous with English learner (EL).</p> <p>English proficient (EP) – A former emergent bilingual student who has met reclassification criteria and is no longer identified as an English learner/emergent bilingual student/English learner.</p> <p>gifted/talented (G/T) student - A child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who exhibits high performance</p>

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	<p>capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.²¹ ² TEC, §29.121</p> <p>individualized education program (IEP) – A program developed by an ARD committee for each student served in special education. The IEP should include the frequency, location, and duration of special education and related services the student is to receive to determine the instructional setting code.</p> <p>noncategorical early childhood – Term used to describe a student aged three through five years who meets the eligibility criteria for intellectual disability,²² emotional disturbance, specific learning disability, or autism.</p> <p>reclassification - The process by which the language proficiency assessment committee (LPAC) determines that an emergent bilingual/English learner has met the appropriate criteria to be classified as non-EL/English Proficient and is coded as such in TSDS PEIMS. This is distinguished from the term “exit,” which describes the process for reclassified students who no longer participate in a bilingual education or ESL program.</p>
Deletion	<p style="text-align: center;">[Texas Education Agency Telephone Numbers</p> <p>Bilingual/ESL Education (Special Populations Division)..... (512) 463 9581 CTE (Department of College, Career, and Military Prep) (512) 936 6060 Financial Compliance Division (Audit Requirements) (512) 463 9095 Gifted/Talented Education (Special Populations Division)..... (512) 463 9581 Highly Mobile and At Risk Student Program Division (512) 463 9414 Performance Reporting Division (512) 463 9704 Pregnancy Related Services (512) 463 9502 Pre-K (512) 936 2546 Chapter 37 Safe Schools..... (512) 463 9128 Special Education (Special Populations Division) (512) 463 9414 Student Attendance Accounting Handbook (Financial Compliance Division)..... (512) 463 9095 TREx Support..... (512) 463 7246]</p>
Addition	Texas Education Agency Directory

²¹ [TEC, §29.121](#)

²² The term “mental retardation” has been replaced with “intellectual disability” in this handbook per the [TEC, §7.063](#), related to use of person first respectful language in reference to individuals with disabilities. Note that this revised terminology has not been incorporated in [19 TAC Chapter 89, Subchapter AA, Commissioner’s Rules Concerning Special Education Services](#), as of the publication date of this handbook.

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	Contact information for TEA divisions and areas can be found at https://tea.texas.gov/about-tea/contact-us/tea-divisions-and-areas .