



Student Attendance Accounting Handbook

22-23 Program Proposed Highlights

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Student Attendance Accounting Handbook

State law requires that every Texas school district adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The *Student Attendance Accounting Handbook* (SAAH) contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

The final version of the adopted 2020-2021 SAAH and an updated change document has been added to the table below.

SAAH	PDF Version	Change Document	PDF Version
2020-2021 Handbook, Adopted	PDF, 5.685 KB	2020-2021 Change Document, Adopted	PDF, 622 KB
2019-2020 Handbook Version 2, Adopted	PDF, 4.238 KB	2019-2020 Change Document Version 2	PDF, 422 KB

Financial Compliance

[Financial Integrity Rating System of Texas](#)

[Student Attendance Accounting Handbook](#)

[Annual Financial and Compliance Reports \(AFRs\)](#)

[Resource Guide \(FASRG\)](#)

[School Health and Related Services](#)

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SAAH Background, What & Why

State law requires that every Texas school district adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The *Student Attendance Accounting Handbook* (SAAH) contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that [Foundation School Program](#) (FSP) funds can be correctly allocated to Texas's public schools.

SAAH by Section 1-13

- 1: Overview
- 2: Audit Requirements
 - general, system, documentation
- 3: Attendance
 - responsibilities, attendance taking, calendars
- 4: Special Education
 - ECSE
- 5: Career and Technology (CTE)
 - contact hours, documentation
- 6: Emergent Bilinguals/English Learners
- 7: Prekindergarten
- 8: Gifted/Talented
- 9: Pregnancy Related Services
- 10: AEP and Disciplinary Removals
- 11: Nontraditional Programs
 - dual credit, OFSDP
- 12: Virtual Remote and Electronic Learning
- 13: Appendix

3.6.3 TEC, §25.087(d)

- Your school district must allow a student whose absence is excused for any of the previously listed reasons—with the exception of the first five reasons, for which this paragraph does not apply—a reasonable amount of time to make up school work missed on these days. If the student satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance.⁹

3.4.2 Temporary Absences and Withdrawal

- Your district must not withdraw a student who is temporarily absent (for example, as a result of illness or suspension) but still a member of your district.

3.4.3 Students Whose Whereabouts Are Unknown

- Your district should decide the withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, according to applicable local policies. For example, local policy may state that a student is withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades seven through 12 must be reported as a school leaver on the 40203 School Leaver Extension and could be considered a dropout according to Section 2 Audit Requirements of the TSDS PEIMS Data Standards



Adopted by Public Comment

3.3.9 Infants and Toddlers ~~with Auditory~~ Who Are Deaf or Hard of Hearing or Have Visual Impairment of Both

SAAH Section 4 Special Education

4.4 ~~Withdrawal~~ Special Education Dismissal Procedures

3.7 General Education Homebound (GEH) Program

Any student who is served through the GEH program must meet the following three criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student **must have a medical condition that** is documented by a physician licensed¹ to practice in the United States. **Except in cases of medically fragile students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for GEH program eligibility.**

A student served through the GEH program at home or hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible. **In cases where students are medically able to receive more than the required minimum four hours of face to face instruction, LEAs ~~must~~ may provide additional remote instruction.** Please note that concurrent instruction is not allowed.

5.3 Enrollment Procedures

The procedures for enrolling a student in CTE courses are as follows:

1. A student enrolls in school, and ~~[the student's class schedule is determined.]~~ school personnel review the student's Personal Graduation Plan (PGP) to identify the courses necessary to complete the program(s) of study.
2. Appropriate CTE staff members review ~~[the student's schedule and determine the correct CTE code.]~~ CTE courses, as necessary, to ensure the appropriate V-code (V1, V2, V3) is connected to the courses.
3. ~~[Attendance personnel record the CTE code in the attendance accounting system.]~~ Designated CTE staff review changes in the student's schedule.
 - ~~[4. Appropriate CTE staff members review changes in the student's schedule.]~~

5.5 CTE (Contact Hours) Codes

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, or V3~~[, V4, V5, or V6]~~), based on the course service ID.

~~For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ($V1 + V1 + V1 = V3$).]~~

5.12 CTE Examples

<i>5.12.1</i>	<i>5.12.6</i>	<i>5.12.12</i>
<i>5.12.2</i>	<i>5.12.7</i>	<i>5.12.13</i>
<i>5.12.3</i>	<i>5.12.9</i>	<i>5.12.15</i>
<i>5.12.5</i>	<i>5.12.10</i>	

6.2 Identification of Emergent Bilinguals (EBs)/English Learners (ELs) and Enrollment Procedures

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. 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\(h\)](#)).

The parental approval form must contain a space for the parent's or legal guardian's signature and a space for the date the form was signed ~~[or documented approval must be obtained]~~ for written approval, or parental approval may be obtained through a documented phone conversation or email that is documented in writing and retained in accordance with [19 TAC §89.1220 \(m\)](#).



Program Proposed 22-23 SAAH Changes

Program Proposed 22-23 SAAH Changes

District Local Education Agency (LEA)

Program Proposed 22-23 SAAH Changes

3.3.8 Immunization

Except as provided by the [TEC, §38.001\(c\)](#), a student is required to be fully immunized against certain diseases.⁴⁰ However, your district may admit a student provisionally if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible.⁴¹ 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. [A student shall; however, be provisionally enrolled if they have begun the required immunization series.](#) A homeless student [or a student who is in foster care](#) ~~may~~ [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.](#)

~~pending initiation of vaccinations or receipt of vaccination documentation.~~⁴² 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.⁴³ ~~[A student who is in foster care shall be admitted for 30 days pending appropriate evidence of vaccinations.](#)~~

3.4.2 Temporary Absences and Withdrawal

- 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._

3.6.3 Requirements for a Student to be Considered Present for FSP (Funding) Purposes

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.

3.6.3 Requirements for a Student to be Considered Present for FSP (Funding) Purposes

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.

Section 4 Special Education

4.3.3.2 Summer Enrollment Procedures

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 this subsection or for 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.

Section 5 Career and Technology (CTE)

5.5 CTE (Contact Hour) Codes

~~A student who is enrolled in~~ 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 ~~student's CTE code~~ 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 for an approved Program of Study (POS)~~ CTE course. (See [TSDS Web-Enabled Data Standards](#) [TWEDS] for instructions on completing that record.)

To determine the CTE V-code to assign to ~~a student~~ CTE course for contact hours, ~~your district~~ LEA personnel must ~~first determine the code to assign to each CTE course. Use~~ the following chart: ~~to determine the CTE code to assign to each CTE course.~~

Program Proposed 22-23 SAAH Changes

5.6 Computing Contact Hours

No matter what CTE V-code is assigned to a ~~student~~CTE course, ~~district-LEA~~ personnel must record the total number of eligible days present ~~for the student in~~for that CTE course with the course's V-code code ~~for each student~~for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report ([2.3.2 Campus Summary Reports](#)), ~~district-LEA~~ personnel must determine record contact hours for each 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 ten-school day period. (See Chart in Section 5.5 CTE Contact Codes). ~~District-LEA~~ personnel multiply the number of eligible days present for a student in each CTE course code by the corresponding V-code contact hour multiplier to derive contact hours. Each CTE V-code has a different contact hour multiplier.

Use the following chart when computing CTE contact hours.

CTE Code	Contact Hour Multiplier
V1	1.00
V2	2.00
V3	3.00
V4	4.00
V5	5.00
V6	6.00

Section 5 Career and Technology (CTE)

Watch for specific guidance from CTE regarding LEAs choosing to move to a 4-day week

Section 6 Bilingual/English as a Second Language (ESL)

Within this section, the term "parent" includes the parent or legal guardian of the student in accordance with TEC, §29.052. Also, term "district" includes all local education agencies, open-enrollment charter schools, and districts of innovation.

6.2 Identification of Emergent Bilingual (EB) Students/English Learners (ELs) and Enrollment Procedures

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.

6.2 Identification of Emergent Bilingual (EB) Students/English Learners (ELs) and Enrollment Procedures

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. ~~The parental approval form must contain a space for the parent's or legal guardian's signature and a space for the date the form was signed for written approval, or parental approval may be obtained through~~ through a documented phone conversation, or through an email that is ~~documented in writing and~~ retained in accordance with [19 TAC §89.1220 \(m\)](#).

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

6.6 Program Services: Teacher Certification Requirements

6.9 Monitoring of a Student Who Has Been Reclassified

6.10.2 Other Required Documentation

Section 11 Nontraditional Programs

11.6 Optional Flexible School Day Program (OFSDP)

11.6.1 Student Eligibility

There must be an agreement in writing to the student's participation:

- 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.**

Section 9 Pregnancy-Related Services (PRS)

9.11 Returning to Campus for Support Services or Testing

A student that has been confined to the home by a medical practitioner during their prenatal or postpartum period ~~A student confined to the home~~ 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.

For a PRS student that was only receiving their normal six weeks of CEHI, since there is no medical practitioner's note required, there is no medical release requirement to return to campus for testing during this time. Only during the prenatal or extended postpartum period is a medical release required

Glossary

- **admission, review, and dismissal (ARD) committee –**

A team established by membership requirements under 19 TAC §89.1050 at each school district 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.

~~A committee that each school district or special education shared services arrangement is required to establish and that makes decisions concerning the educational program of a student referred for special education.~~ All members of the ARD committee must have the opportunity to participate in a collaborative manner in developing a student's IEP.

Glossary

bilingual/English as a second language (ESL) eligible days – A term used to describe the days that ~~bilingual or ESL~~ students participating in a bilingual education or ESL program were in attendance. ~~Your district should count only students who meet eligibility requirements and are served by staff members certified or on permit to teach bilingual education, ESL education, or both.~~ This includes students participating in a standard bilingual education or ESL program per TAC 89.1210 (c) and (d) or students who are ~~served~~ 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)).

Glossary

early education (EE) – A grade level for students through five years of age who have not been placed in prekindergarten or kindergarten.

~~These students include students receiving special education services who do not meet the two hours of instruction per day requirement for membership and students in a Head Start program that does not meet the requirements for state funds~~ See Section 3 General Attendance

Requirements and Section 4 Special Education for EE coding

~~requirements. These students also include those served by preschool program for children with disabilities teachers in a licensed child care facility working in a collaborative partnership with your school district.~~

Glossary

“gifted/talented (G/T) student” means 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 capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

Glossary

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 ~~and the amount of services~~ the student is to receive as well as the to determine the instructional setting code. ~~This information is necessary for proper coding of special education students in the attendance accounting system.~~



Questions?



Thank you!

Joe Herrera,

**Manager of Student Attendance Accounting Handbook and
SHARS**

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