

The background of the slide is a photograph of a modern school interior. It shows a wide staircase with metal railings, where several students are walking. Large windows on the right side of the hallway provide a view of green trees outside. The overall atmosphere is bright and active.

# Student Attendance Accounting Handbook

Joe Herrera, Financial Compliance

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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 proposed version of the 2022-2023 SAAH has been added to the table below. The comment period for the proposed SAAH is from June 24, 2022 to July 25, 2022. Public comments can be sent to: <https://form.jotform.com/210613401561138>. The webpage will be updated with the final adopted version of the document after the completion of the comment period.

SAAH	PDF Version	Change Document	PDF Version
2022-2023 Handbook, Proposed	PDF, 4,543 KB	2022-2023 Change Document	PDF, 869 KB
2021-2022 Handbook, Adopted	PDF, 4,493 KB	2021-2022 Change Document	PDF, 1,032 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: Why and How

**Statutory Citations Relating to Amendment to 19 TAC Chapter 129, Student Attendance,  
Subchapter AA, Commissioner's Rules, §129.1025, Adoption by Reference: Student  
Attendance  
Accounting Handbook**

# SAAH by Section: 1-13

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## 2023-2024 Updates



## SAAH Section 3.2.1.5 and 3.2.1.6 ADA Codes 4 and 5

**a nonresident student who is charged tuition for the purposes of reducing local revenue**



# SAAH Section 3.2.1.5.3 ADA Codes 4

## *Other:*

- nonresident students who have not been transferred into your district
- students who reside outside the boundaries of the state of Texas
- students served by a juvenile justice alternative education program (JJAEP) on the basis of an expulsion under the TEC, 37.007(a), (d), or (e), unless specifically authorized in writing by TEA<sup>12</sup>
- students placed in residential facilities within your district whose maintenance expenses are paid in whole or in part by another state or the United States
- students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education<sup>14</sup>
- **students ineligible for pre-K served in the pre-K classroom by a pre-K teacher for the full day**



## SAAH Section 3.2.1.6 ADA Codes 5

- students enrolled only in pre-K who do not meet the pre-K eligibility requirements in Section 7 Prekindergarten (Pre-K)
- students enrolled in locally funded pre-K programs offered by your district
- students provided instruction by a JJAEP on the basis of an expulsion under the TEC, 37.007(a), (d), or (e), unless specifically authorized in writing by TEA
- students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education
- **students ineligible for pre-K served in the pre-K classroom by a pre-K teacher for ½ day**





## SAAH Section 3.2.2 Funding Eligibility

**Note: A student moved between instructional tracks cannot be counted present on the same day on each track for ADA.**

## SAAH Section 3.2.2.2.1 (HB 3803)

### Time Spent in a Course for Which the Parent Has Requested the Student Repeat the Course

If a parent requests a student repeat a course for high school credit under TEC 28.02124, the time that the student spends taking the course for a subsequent time does count towards the accumulation of attendance hours for FSP funding purposes; that is, time does count as instructional time for purposes of the two-through-four-hour rule.



## SAAH Section 3.3.1 Residency (HB 1008)

A student whose parent or guardian is an active duty member of the armed forces of the United States may establish residency for the purposes of being enrolled in a school district by providing a copy of a military order that requires the parent or guardian to transfer to a military installation in or adjacent to the district's attendance zone. Proof of residency must be provided within **90** days of the arrival date specified in the order.



## SAAH Section 3.3.2 District Responsibility to Secure Records

**The Family Education Rights and Privacy Act (FERPA) provides, subject to conditions set forth in 34 CFR § 99.34, a school district may disclose education records, without parent consent, to another district in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment. See 34 CFR § 99.31(a)(2).**



# SAAH Section 3.4.4 (HB 3)

When a student moves from one Texas public school district or charter school to another, the student record must be transferred via TREx within 10 working days of receiving a request. The student record must include the following information at a minimum:

- Texas Unique ID
- Social Security number or state-approved alternate ID last reported through TSDS PEIMS
- first, middle, and last name and generation code, if applicable
- date of birth
- gender
- **discipline record**
- **behavioral threat assessment conducted under Section 37.115, if applicable**



## SAAH Section 3.3.6 (HB 2892 and HB 1959)

### *Student Entitlement to Attend School in a Particular District*

**Districts shall accept the transfer application of students whose parent or guardian is an active military servicemember or peace officer and requests a transfer to another campus in the currently enrolled district or to another adjoining school district.**



## ***SAAH Section 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes***

**Note: Documentation may be stored on paper or digitally but must be accessible for audit purposes regardless.**

## SAAH 3.6.3 (HB 1212)

misses school for the purpose of observing religious holy days, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

Your school district is responsible for determining what constitutes a religious holy day for purposes of excusing absences. The agency does not maintain a list of days that qualify as religious holy days for purposes of being considered in attendance for FSP purposes. However, we do provide the following guidance: To be considered a religious holy day, the day should be one generally recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination. Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings

**Note: A parent note is sufficient. LEAs may not require that the student provide documentation from a clergy member or religious leader.**





## SAAH 3.6.3 (SB 68)

is in his or her junior or senior year of high school and misses school for the purpose of visiting a professional at the professional's workplace for the purposes of career investigation to determine the student's interest in pursuing a career in the professional's field. Your district must not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying students' visits to the professional's workplace.



## SAAH 3.6.3

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.

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 or medical facility upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.

**Note: The family may also submit all of the required documentation through an LEA created form.**



# SAAH Section 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 **or psychological** reasons only.
- The student must have a current medical **or psychological** condition that is documented by a physician licensed 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.

## SAAH Section 3.7 General Education Homebound (GEH) Program

**A referral under Section 504 should be considered to determine eligibility for homebound students with a suspected disability. If the student is already eligible under Section 504, a Section 504 meeting must be held to discuss potential homebound eligibility.**

## SAAH Section 3.7.2 GEH Committee

A designated campus committee must make decisions regarding GEH placement. **For Section 504 eligible students, follow your Section 504 policies and procedures for committee membership.** Members of the committee should include, but are not limited to:

**GEH/Section 504**

# SAAH Section 3.8.1.4 Low-Attendance Waivers

An application for a low-attendance day waiver must be submitted using TEA's automated waiver application system, which is available in TEAL. Your district must include the following items in its application:

- documentation of low attendance for the day, including the reason for the low attendance rate, and
- the prior year's attendance report, showing the overall **average** attendance rate for the year for the district **(if a waiver is requested for the district)** or applicable campus **(if a waiver is requested for a campus)**. For a district or campus with multiple tracks, the overall average attendance rate for all tracks must be used. For a **new** campus **or a campus** that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.

These documents should be uploaded as attachments in the automated waiver application system.

# SAAH Section 3.8.1.5 Low-Attendance Waiver-Remote Conferencing

The guidance in this subsection applies to remote conferencing only. This guidance does not apply to remote learning.

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—Students Receiving Special Education and Related Services) 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.

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. Your district must include the following three items in its app

PC

## SAAH Section 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety

Our school district or charter school closed all campuses for one day for a health or safety reason (for example, an ice storm made roads dangerous).

**Additionally, for charter schools:** ~~In the FSP System calendar, delete one~~  
~~makeup~~ **Ensure charter school's student attendance accounting software calendar is adjusted, per policy above, prior to generating and submitting the Six-Week District Summary Attendance report in the Foundation School Program System.**



# SAAH Section 3.8.3 Summer School and State Funding

Situation	Agency Policy
<b>Students Attend a 35-Day Summer Program at Their Enrolled Campus</b>  Campus A conducts 175 days of instruction for all enrolled students and 25 percent of students attend a 35-day summer program (five required days in addition to additional instructional days).	Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA. Campus A also receives funding for the additional days.
<b>Students Attend a 35-Day Summer Program at a Different Campus</b>  Campus A conducts 175 days of instruction for all students and 25 percent of their students attend a 35-day summer program at Campus B (five required days in addition to additional instructional days)	Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA.  Campus A would also receive the funding for the additional days since the students' enrollment campus does not change even though they are attending Campus B.
<b>Students Unenroll and Attend a Summer Program at a Different Campus</b>  Campus A conducts 175 days of instruction for all students and 25 percent of students unenroll from Campus A and enroll in Campus B to attend a 35-day summer program (five required days in addition to additional instructional days).	Campus A's ADA has no negative impact. Campus B receives the additional ADA from the five required days and the additional instructional days for the newly enrolled students.

## ***SAAH Section 4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services***

When a student moves from one district to another within the state in the same school year and either the parents **or previous district verifies** that the student **had an IEP that was in effect in the previous district**, your district must meet the requirements of 34 CFR, §300.323, regarding the provision of special education services. 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 does either of the following:

- adopts the student's IEP from the previous district **or**
- develops, adopts, and implements a new IEP.

The ARD committee's timeline for adopting the student's previous IEP or developing, adopting, and implementing a new IEP is **20 school** days from the date the student is verified as being a student eligible for special education services. **Verification means the new district has received a copy of the student's IEP that was in effect in the previous district.**



## ***SAAH Section 4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services***

When a student transfers from a school district in another state in the same school year and the parents or previous district verifies that the student had an IEP that was in effect in the previous district, the new school district must meet the requirements of [34 CFR, §300.323\(f\)](#), regarding the provision of special education services. 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:

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 **20 school** days from the date of the completion of the evaluation report.

OR

determines that an evaluation is not necessary and completes the requirements outlined in [34 CFR, 300.323\(f\)\(2\)](#), within 20 school days from the date the student is verified as being a student eligible for special education services.

A yellow starburst graphic with a black outline, containing the letters "PC" in black.

PC

## SAAH Section 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 **registers** in a new school district during the summer is not considered a transfer student for the purposes of 34 CFR, §300.323(e) or (f). For these students, **if the parents or in- or out-of-state district verifies before the new school year begins that the student had an IEP that was in effect in the previous district**, 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. **If the student's eligibility for special education and related services cannot be verified before the start of the new school year, then the timelines for a student who transfers during the school year from an in-state or out-of-state district described above will apply. If the new district wishes to convene an ARD meeting to consider revision to the student's IEP before the beginning of the school year, the new district must determine whether the parent will agree to waive the five-school day notice. If the parent agrees, the new district must make every reasonable effort to hold the ARD meeting prior to the first day of the new school year. Verification means the new district has received a copy of the student's IEP that was in effect in the previous district.**

## SAAH Section 4.7.2 Code 01 Homebound

To be placed in the special education homebound instructional setting, a student aged six years or older must meet the following four criteria:

- The student is eligible for special education and related services as determined by an ARD committee.
- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill and the local district policy allows for such.
- The student is confined at home or hospital bedside for medical **or psychological** reasons only .
- The student must have a medical **or psychological** condition that is documented by a physician licensed to practice in the United States.

## SAAH Section 4.18.4 Codes 40 – Mainstream Examples

**Example 2:** A student attends all general education classes. A dyslexia instructor, who has required training as outlined in The Dyslexia Handbook, 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.

*The instructional setting code for this student is **40 – Mainstream**.*



## SAAH Section 4.18.5 Codes 41 and 42 – Resource Room/Service Examples

**Example 4: A student attends all general classes, except for 45 minutes per day (instructional day is 360 minutes), as documented in the IEP, when the student receives dyslexia instruction from a provider of dyslexia instruction who has required training as outlined in The Dyslexia Handbook. Certified special education personnel are involved in the implementation of the student's IEP through the provision of indirect and support services to the student.**

***The instructional setting code for this student is 41 - Resource Room/Services - Less Than 21 Percent because the student receives direct, regularly scheduled special education services in a special education setting.***



# SAAH Section 5.3

## Enrollment Procedures:

- If CTE courses are added or dropped, the student's CTE V-code could change. Changes will occur most often at the beginning of a new semester. ~~If an LEA operates on a block schedule, CTE staff members may need to review student schedules more often, depending on the type of block schedule.~~ **Appropriate staff members need to review students' schedules as courses are added or dropped.**



# SAAH Section 5.5 CTE (Contact Hour) Codes

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. **To receive CTE weighted funding, course periods must be an average of at least 45 minutes a day. LEAs that include planned early release days, pep rallies, assemblies, etc. in their calendar, must ensure that the average course length for the calendar year is at least 45 minutes.** ~~In a 10 school day period.~~ Three contact hours (V3) is the maximum an LEA may claim for a single course.



## SAAH Section 5.5 CTE (Contact Hour) Codes

**Note:** Auditing of a CTE course (~~that is,~~ attending the course but not taking it for ~~state graduation~~ credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is ~~only~~ auditing a CTE course, and taking no other CTE courses for ~~state graduation~~ credit, should not have CTE eligible days present on the 42401 Special Programs Reporting Period Attendance Extension.

## SAAH Section 5.5.1 (Referring to Operating a Block Schedule)

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. **To receive CTE weighted funding, course periods must be an average of at least 45 minutes a day.**

# SAAH Section 5.6 Computing Contact Hours

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 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 **eligible school** 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.

## SAAH Section 5.7.5 Required Site Visits by Teachers

A teacher assigned to teach courses involving work-based learning experiences, both **paid** and **unpaid**, must physically visit each student training site at least six times each school year. **If a student's work-based learning experience is 100% virtual, the teacher assigned may conduct online video site visits.** The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period. Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.



## SAAH Section 5.6 Computing Contact Hours

**Note:** Eligible CTE days are the number of student instructional days in an LEA's calendar. The number of eligible CTE days varies among districts. Report contact hours by student ID and each individual CTE course ID.

## SAAH Section 5.10 Documentation

documentation showing the average minutes per day for each CTE **course (minimum of 45 minutes per class period)**, such as a course calendar; and...

## CTE Examples



## SAAH Section 5.12.1 Example 3

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.

*In the first semester, the student will be reported with the CTE course SERVICE-ID 13020200 – Principles of Health Science and the attendance data associated with V1 eligible days present. The student will also be reported with the CTE course SERVICE-ID 13020300 – Medical Terminology and the attendance data associated with V1 eligible days present.*

*In the second semester, the student will only be reported with the CTE course SERVICE-ID **13020700** – Medical **Microbiology** and the attendance data associated with V1 eligible days present.*



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

~~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 “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.

## SAAH 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 the [TEC, §29.052](#). Also, the term “district” includes all school districts, public, open-enrollment charter schools, and districts of innovation.

## SAAH Section 6.2 Identification of EB Students and Enrollment Procedures

**Important:** A student will be identified as emergent bilingual if the student t t'sis not English proficient ~~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\(g\)](#)).

# SAAH Section 6.2 Identification of EB Students and Enrollment Procedures

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 **until parental consent is received**.

# SAAH Section 6

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

**6.6 Program Services: Teacher Certification Requirements**

**6.8 Reclassification Criteria and Exit Procedures**

***6.10.2 Other Required Documentation***

## SAAH Section 7.2. Eligibility

A district must verify a student's eligibility for pre-K in order to receive funding in the pre-K program. Districts must have the verification document as well as any required documentation on file for their records. **Districts may begin the process to verify eligibility on or after April 1 of each year. Once a child is determined to be eligible, they remain eligible without reverification prior to the next school year. While verification of eligibility which includes collection of documentation for any of the eligibility criteria listed below may not begin until April 1 of each year, districts may begin communications about prekindergarten programs and begin collecting preliminary registration information such as student and parent contact information on January 1 of each year. Documentation related to prekindergarten eligibility and verification may not be collected until April 1 of each year.**



## SAAH Section 7.2.6

### ***Pre-K Eligibility Based on a Child's Having Been in Foster Care***

Students who are in or who have ever been in the conservatorship of the Texas DFPS (that is, in foster care) following an adversary hearing or were in foster care in another **US** state or territory but now reside in Texas are eligible for free pre-K. This includes not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.





# SAAH Section 9 Pregnancy-Related Services (PRS)

Your district may choose to offer a PRS program. **If your district chooses to offer a PRS program, the district must offer CEHI services as part of that program.** Your district may offer CEHI only or both CEHI and other support services. However, your district must not code any student as PRS in the attendance accounting system unless CEHI is one of the services provided by the district's PRS program.

**Note: Students may also be eligible for Section 504 services (regardless of your LEA having a PRS program) due to a suspected disability relating to pregnancy such as having gestational diabetes. In this case, a referral to Section 504 would be required.**

# ~~SAAH Section 9.2.3 PRS and the Life Skills Program for Student Parents~~

~~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.~~



## SAAH: 11.5.1 ADSY Program Design

**Additionally, LEAs are eligible for up to five days of ADSY waivers for missed instructional days throughout the year outside of the missed school day waiver system. These waivers will apply solely to meet the ADSY 180 day requirement. LEAs will need to submit evidence of a board-approved 180 day calendar in fall of each year in order to be eligible for the ADSY waivers. ADSY waivers should be submitted through the traditional waiver system and marked as 'Other'.**

# SAAH: 11.6 Optional Flexible School Day Program (OFSDP)

Typical OFSDP instructional arrangements include the following:

- weekend or night classes
- extended day classes
- classes offered throughout the year
- flexible schedules
- credit recovery classes **to regain credit for courses lost due to attendance requirements** (Your district may offer these classes during the summer recess for students who have not earned a full ADA during the school year. A student cannot earn more than the equivalent of one ADA in a year.)
- a dropout recovery program in which courses are conducted **in person at a campus, remotely, or through a hybrid of in-person and remote instruction**

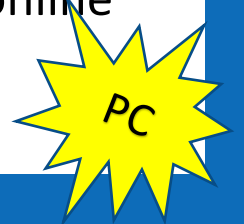


# SAAH: 11.6.4 (SB 1647)

## *Attendance Accounting and FSP Funding for OFSDP Participation through a **Remote or Hybrid** Dropout Recovery Education Program*

Eligible students may participate in courses offered through an approved **remote or hybrid** dropout recovery education program if they are enrolled in a Texas public school district or **open-enrollment** charter school with an approved OFSDP. These students are eligible to generate FSP funding.

Enrollment in courses for grades nine through 12 taken through a **remote or hybrid** dropout recovery education program at a district with an approved OFSDP may apply toward ADA eligibility status. For a **remote or hybrid** dropout recovery education program course for grades nine through 12 to count toward ADA eligibility status, the student must successfully complete the course regardless of if the student is physically present at the school or not while taking the online course. Successful completion is defined as earning credit for the online semester course.



# SAAH: 11.6.4 (SB 1647)

Among other provisions, remote or hybrid dropout recovery education programs are specifically required to:

- include as part of its curriculum credentials, certifications, and other course offerings that relates directly to employment in the state;
- employ faculty and administrators with baccalaureate or advanced degrees;
- provide an academic coach or local advocate for each student;
- use an individual learning plan to monitor each student's progress, including tracking the number of minutes the student is receiving instruction online;
- provide a monthly report to the student's school district or open-enrollment charter school regarding the student's progress;
- perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
- operate an in-person student engagement center at a location suitable for high school students; and



# SAAH: 11.6.4 (SB 1647)

## A dropout recovery education program:

- may be operated only by an entity that is accredited by the agency or a regional accrediting agency;
- must offer or provide referrals for mental health services to student enrolled in the program; and
- may not market directly to students enrolled in a traditional education program.



## SAAH: 11.6.4 (SB 1647)

A student who successfully completes a course offered through a dropout recovery program will be included in the computation of the district's or school's average daily attendance for funding purposes. For a student who successfully completes a remote course offered through the program, the student will be included in the computation of the district's or school's average daily attendance with an attendance rate equal to:

1. the district's or school's average attendance rate for students successfully completing a course offered in person; or
2. if the district or school does not offer courses in person, then the statewide average attendance rate for students successfully completing a course offered in person will be applied.





## SAAH: 11.6.4 (SB 1647)

TEA determines a student's ultimate ADA eligibility status for a semester based on the student successfully completing each **remote or hybrid** dropout recovery education program semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a **remote or hybrid dropout** recovery education program course, TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.



## SAAH: 12.3.1 Remote Conferencing-Regular Education Students

If your school district provides instruction through remote conferencing to a regular education student, your district may, **with the approval of a waiver request**, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, ~~provided the total amount of remote conferencing instruction does not exceed more than 20 instructional days over the entirety of the school year.~~ **the following** requirements are met:

- The student is unable to attend school because of a temporary medical or psychological condition
- The student's temporary medical or psychological condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a hospital.



## SAAH: 12.3.2 Remote Conferencing-Special Education Students

If your school district provides instruction through remote conferencing to a regular education student, your district may, **with the approval of a waiver request**, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, ~~provided the total amount of remote conferencing instruction does not exceed more that 20 instructional days over the entirety of the school year.~~ **the following** requirements are met:

- The student's ARD committee must have determined, in a manner consistent with state and federal law, that the remote instruction to be provided is required for the provision of a FAPE.
- The ARD committee must have documented that determination in the student's individualized education program.

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## SAAH: 12.3.2 Remote Conferencing-Special Education Students

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. If the waiver is approved, funding for **remote conferencing for students receiving special education services may be retroactively claimed on the date services begin in remote conferencing in accordance with the ARD committee determination** and proof of an approved waiver must be available for audit.



**Career Cluster** – One of the **14** Career Clusters around which CTE is organized. Further information can be found at <http://tea.texas.gov/cte/>.

**migratory child - The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months—**

- 1. as a migratory agricultural worker or a migratory fisher; or**
- 2. with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.**

**military (member of uniformed services) (definition applicable for Interstate Compact on Educational Opportunity for Military Children) – Retired and** activity duty uniformed member of the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders **or retired**. “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, the NOAA Commissioned Corps, and the Public Health Services Commissioned Corps.

**original entry date** – The initial date that a student is physically **or virtually** present **at the official attendance time**. Original entry dates apply to both regular school and special programs.



# SAAH: 13 Glossary

**peace officer** - has the meaning assigned by Section 1701.001, Occupations Code, which is defined as a person elected, employed, or appointed as a peace officer under Article 2.12, Code of Criminal Procedure, or other law. The designated list of who meets the definition as a peace officer can be found [here: Code of Criminal Procedure Chapter 2. General Duties of Officers \(Texas.gov\)](#)



**servicemember - means an active-duty member of the armed forces of the United States, a reserve component of the armed forces of the United States, or the Texas National Guard on active-duty orders under the appropriate authority.**



A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to three young students. The students are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves in the background. A semi-transparent white banner with the word "Questions?" in blue text is overlaid on the center of the image.

Questions?

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[Student Attendance Accounting Handbook | Texas Education Agency](#)

A group of diverse elementary school students are sitting on a blue carpeted floor, working together on a large project. They are looking at a large sheet of paper spread out in front of them. Some students are holding markers or pencils, and others are pointing at the paper. The students are wearing various colored shirts, including yellow, red, white, purple, and orange. The background is a plain, light-colored wall.

**Thank you!**