

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 trees outside. The overall atmosphere is bright and active.

# Student Attendance Accounting Handbook

Joe Herrera, Financial Compliance

# SAAH Website

Popular ApplicationsAskTEDECOS for EducatorsGrant OpportunitiesSecure ApplicationsTEAL LoginTSDS

TEATexas Education Agency®

SearchSearch tea.texas.gov

A - Z IndexContactEmploymentSign Up for UpdatesTEA Correspondence

About TEATexas SchoolsAcademicsFinance & GrantsReports & DataStudent AssessmentTexas Educators

Home / Finance & Grants / Financial Compliance

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

Contact Information

Joe Herrera (512) 463-7708 or [joe.herrera@tea.texas.gov](mailto:joe.herrera@tea.texas.gov)

Padmaja Sathyanarayan (512) 475-2012 or [padmaja.sathyanarayan@tea.texas.gov](mailto:padmaja.sathyanarayan@tea.texas.gov)

Financial Compliance Division

Phone: (512) 463-9095

Fax: (512) 463-1777

Email: [attendance@tea.texas.gov](mailto:attendance@tea.texas.gov)

# 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: Why and How - 2

## Chapter 129. Student Attendance


### Subchapter AA. Commissioner's Rules

#### **§129.1025. Adoption by Reference: Student Attendance Accounting Handbook.**

- (a) The student attendance accounting guidelines and procedures established by the commissioner of education under §129.21 of this title (relating to Requirements for Student Attendance Accounting for State Funding Purposes) and the Texas Education Code, §48.004, to be used by school districts and charter schools to maintain records and make reports on student attendance and student participation in special programs will be published annually.
- (b) The standard procedures that school districts and charter schools must use to maintain records and make reports on student attendance and student participation in special programs for school year 2022-2023 are described in the official Texas Education Agency (TEA) publication *2022-2023 Student Attendance Accounting Handbook*, dated October 2022 which is adopted by this reference as the agency's official rule. A copy of the *2022-2023 Student Attendance Accounting Handbook*, dated October 2022, is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701. In addition, the publication can be accessed from the TEA official website. The commissioner will amend the *2022-2023 Student Attendance Accounting Handbook*, dated October 2022, and this subsection adopting it by reference, as needed.
- (c) Data from previous school years will continue to be subject to the student attendance accounting handbook as the handbook existed in those years.

# 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

A photograph of three students at a wooden table. One student on the left is wearing a green shirt. A student in the center is holding a tablet displaying a colorful grid pattern. Another student on the right is wearing a white shirt and glasses, smiling. The table is covered with various colorful blocks and a black tray containing a grid of colored dots. A semi-transparent white banner with the text "PROPOSED 2023-2024 Updates" is overlaid on the image.

# **PROPOSED** 2023-2024 Updates

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

## 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 3.6.3 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 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.

**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 3.8.2 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

revenue

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 30 **calendar** 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 4.3.3.2 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 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.**

revenue

## 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 are required to be a minimum of 45 minutes in length for a total of 8,100 minutes per school year.** ~~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 - 2

**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 are required to be a minimum of 45 minutes in length for a total of 8,100 minutes per school year.**

# 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 5.6 Computing Contact Hours - 2

**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 and minimum of 8,100 minutes per school year)**, such as a course calendar; and...

## CTE Examples

# 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.

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's~~ is 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 - 2

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 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: 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'.**

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

## SAAH: 13 Glossary - 2

**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.**

## SAAH: 13 Glossary - 3

**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.

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?

# SAAH Staff

## Joe Herrera

- (512) 463-7708
- [joe.herrera@tea.texas.gov](mailto:joe.herrera@tea.texas.gov)

## Padmaja “Pija” Sathyanarayan

- (512) 475-2012
- [padmaja.sathyanarayan@tea.texas.gov](mailto:padmaja.sathyanarayan@tea.texas.gov)

[Attendance@tea.texas.gov](mailto:Attendance@tea.texas.gov)

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

A group of diverse young children are sitting on a blue carpeted floor, arranged in a circle. They are holding and looking at various papers and books. The children are wearing colorful clothing, including a yellow shirt, a red shirt, a purple shirt, and a blue shirt. The scene is brightly lit, and the children appear to be engaged in a collaborative activity.

**Thank you!**