

A photograph of a school hallway with a large blue semi-transparent overlay. In the background, several students are walking on a set of stairs. Large windows on the right side of the hallway offer a view of trees and a building 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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[f](#) [t](#) [v](#) [m](#) [i](#)

# SAAH: Why and How

**TEC 48.004**

**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

- 1: Overview
- 2: Audit Requirements
  - general, system, documentation
- 3: Attendance
  - responsibilities, attendance taking, caler
- 4: Special Education
  - ECSE
- 5: Career and Technology (CTE)
  - contact hours, documentation
- 6: Emergent Bilinguals/English Learne
- 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 / Glossary

A high-angle photograph of a classroom activity. Several students are gathered around a wooden table, using tablets and colorful manipulatives. One student in the foreground is holding a tablet displaying a grid-based application. Another student is pointing at a tablet. The table is covered with various trays and boxes containing colorful blocks and beads. A white banner with blue text is overlaid on the center of the image.

# 2025-2026 Updates

# SAAH Section 1.6 How to Use This Handbook

## SB 569

Disciplinary removals	removals.
Section 11 Nontraditional Programs	<b>Nontraditional Programs</b> <u>discusses</u> education programs that have alternative methods of funding or are provided in alternative settings.
Section 12 Virtual, Remote, and Electronic Instruction	<b>Virtual, Remote, and Electronic Instruction</b> discusses Texas Virtual School Network (TXVSN) programs and courses, other online courses, <b>virtual and hybrid instruction</b> , remote instruction, and self-paced computer courses.
Section 13 Appendix	The <b>Appendix</b> section explains how ADA is calculated and provides information on weighting of ADA.
Glossary	The <b>Glossary</b> section defines terms used in the handbook.

# SAAH Section 2.3.1 Student Detail Report

7. all identification data elements for the student:
  - legal first, middle, and last name
  - generation code, where applicable
  - **gender sex code**
  - date of birth
  - age as of September 1
  - Texas Unique ID
  - Social Security number or state-assigned alternative ID number
  - ethnic group
  - first and last name of parent or guardian with whom the student resides
  - address of parent or guardian with whom the student resides, including the street number, route number, or PO box number; city; zip code; and campus ID of residence for nonresident students

# SAAH Section 3.2.1.3 Code 2 Eligibility for Half-Day Attendance

## 3.2.1.3 Code 2 Eligible for Half-Day Attendance

Code 2 indicates that a student is eligible to generate half-day attendance. Code 2 applies to all students entitled to enroll under the [TEC, §25.001](#), who are scheduled for and provided instruction at least two hours but fewer than four hours each school day for the purposes of ADA. These students include pre-K students who meet the eligibility requirements in [Section 7 Prekindergarten \(Pre-K\)](#) (see [7.5 Eligible Days Present and ADA Eligibility](#)). Additionally, districts providing a full-day pre-K program to eligible four year olds would need to provide 75,600 operational minutes ~~unless they have received a waiver from the agency.~~

## SAAH Section 3.2.2.6 Funding Eligibility for Students Awarded a Diploma Outside of the United States

If a student has been awarded a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. However, a student who holds a diploma from a country outside of the United States may be eligible to enroll and generate ADA for funding purposes in a Texas public school if the district has determined that the diploma does not meet the minimum requirements for a Texas high school diploma. ~~A student may also be entitled to receive special education services through age 21 if the student has a disability and the district determines the student would have met the Texas criteria to continue the receipt of special education services after having been awarded a diploma.~~ Districts must evaluate out of country transcripts carefully. These students must still meet eligibility requirements for funding.

## **SAAH Section 3.2.2.7 Funding Eligibility for Students Who Received Special Education Services and Were Awarded a Diploma in Another State or Outside of the United States**

**A student may be entitled to receive special education services through age 21 if the student has a disability and the district determines the student would have met the Texas criteria to continue the receipt of special education services after having been awarded a diploma in another state or outside of the United States. The district must evaluate the transcript carefully, and the student must still meet eligibility requirements for funding.**

## SAAH 3.3.3 Documentation of Identity and Age

**A certified copy of the child's birth certificate is preferred whenever available but** any of the documents in the following list is acceptable for proof of identity and age:

- birth certificate
- statement of the child's date of birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services<sup>37</sup>
- driver's license
- passport
- school ID card, records, or report card
- military ID
- hospital birth record
- adoption record
- church baptismal record
- any other legal document that establishes identity

## SAAH 3.3.5 Entry and Reentry Dates

**A student is not eligible for ADA if the student has been assigned OSS for the first day of school. See [10.6.3 Out-of-School Suspension \(OSS\)](#).**

## *SAAH 3.3.9 Infants and Toddlers Who Are Deaf or Hard of Hearing or Have Visual Impairments or Both*

Districts **generally** do not need proof of age or identity or current immunization records. Infants and toddlers receiving services under an IFSP, which is through the early childhood intervention (ECI) program coordinated by the Texas Health and Human Services Commission (HHSC), **and the ECI program has already verified proof of age and identity. Further, these children** generally do not receive services at an actual school building; therefore, immunization records are not needed until the child transitions to IDEA Part B (school-age) services at age three or older. If an infant or toddler is attending a school-based program, the family will have to present the same enrollment documentation as is expected for any child who is attending school.

## SAAH 3.4.4 Information and Record Transfer

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:<sup>57</sup>

- Texas Unique ID
- Social Security number or state-approved alternative ID last reported through TSDS PEIMS
- first, middle, and last name and generation code, if applicable
- date of birth
- **gender sex**
- ethnicity and race
- current grade level
- immunization information<sup>58</sup>
- disciplinary record,<sup>59</sup> including any incomplete disciplinary action<sup>60</sup>
- behavioral threat assessment conducted under the [TEC, §37.115](#), if applicable<sup>61</sup>
- receipt of special education services and individualized education program, if applicable
- **receipt of protections under Section 504 and Section 504 plan, if applicable**
- if a language other than English is identified, the original copy of the home language survey
- initial/end-of-year Language Proficiency Assessment Committee (LPAC) documentation, if applicable
- parental permission/denial forms for bilingual education, **including bilingual and English as a second language (ESL) services**, if applicable

## SAAH 3.8.1.1 Makeup Days

**Note: Beginning with the 2026-2027 school year, your adopted district calendar must include additional minutes or bad weather makeup days to account for at least two bad weather or other missed school days related to health and safety concerns.**

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

<p>Our school district or charter school has decided to close <b>some or</b> all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for at least four instructional hours (240 minutes).</p>	<p>If campuses will close before the official attendance-taking time, record attendance before the closure. This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>
<p>Our school district or charter school has decided to close <b>some or</b> all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes), and the official attendance-taking time has passed.</p>	<p>This day will remain as an instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened school day.</p>
<p>Our school district or charter school has decided to close <b>some or</b> all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes) and will be closed before the official attendance-taking time<sup>3.8</sup>.</p>	<p>This day will become a non-instructional day, and the SIS calendar must be updated to reflect the day as non-instructional. The LEA should <b>locally</b> track the minutes that they actually served on this day for auditing purposes.</p> <p>Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.</p>

## Section 3 Examples

# SAAH Section 4.1 Responsibility

## 4.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all special education coding questions should be directed.

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**If you have any questions for the Department of Special Education staff, please contact them at [sped@tea.texas.gov](mailto:sped@tea.texas.gov).**

# SAAH Section 4.2 Special Education and Eligibility

For teacher certification requirements, see [4.17 Teacher Requirements](#). For information specific to infants and toddlers receiving special education services, see [4.10 Special Education Services for Infants and Toddlers](#). For information specific to students who are three through five years of age (**not in kindergarten**) and receiving special education services, see [4.9 Early Childhood Special Education \(ECSE\) Services](#).

## 4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services

2. The ARD committee provides the student's **instructional setting code and speech therapy indicator code** (coding information) and effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.

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

8. The ARD committee provides the student's coding information, **any changes in the coding information**, and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.

9. District personnel record the coding information, any changes in coding information, **the effective date of services in the attendance accounting system, and the effective date of the changes.**

~~10. The ARD committee provides any changes in the student's coding information and the effective date to appropriate district personnel (for example, attendance personnel or PEIMS clerks) as soon as possible.~~

~~11. District personnel record any necessary changes in codes in the attendance accounting system along with the effective date of the changes.~~

# SAAH Section 4.4 Special Education Dismissal Process

A student is dismissed from special education and related services when the ARD committee determines the student is no longer **eligible for special education services because he or she (1) no longer meets the eligibility criteria for special education services as described in 34 CFR, §300.306, as determined by a reevaluation conducted by the ARD committee, (2) graduates, meeting 19 TAC §89.1070(b)(1), (3) meets maximum age eligibility (the end of the school year in which a student turns 22), or (4) the student's parent or adult student chooses to end the provision of services or revokes consent in writing for the student's receipt of special education services.**

After **student is dismissed from special education and related services**, the district must provide the student's parent with prior written notice that it proposes to change the student's eligibility **determination. The district** must provide prior written notice at least five school days before special education services will be discontinued, unless the parent agrees otherwise.<sup>114</sup> A school must not discontinue services until prior written notice has been provided. The ARD committee must provide the effective date of the special education and related services dismissal to appropriate district personnel as soon as possible, and district personnel must record the effective date of the special education and related services dismissal in the attendance accounting system. **The effective date, which is stated in the IEP, the prior written notice, or both, is the date that special education and related services end.**

# SAAH Section 4.7.2.4 Early Childhood Special Education (ECSE) and Homebound Services

## ADA Eligibility Coding for Students Receiving ECSE Services in the Homebound Instructional Setting

Amount of Time Served in Membership per Week	ADA Eligibility Code
fewer than two hours per week	0 - enrolled, not in membership
at least two hours but fewer than four hours per week	2 - eligible for half-day attendance
at least four hours per week	1 -eligible for full-day attendance

**Note:** The ADA eligibility coding information in the preceding chart does not apply to students **aged six years in kindergarten (5 years old on or before September 1)** or older. A student **aged six years or older in kindergarten or older** who is served in the homebound instructional setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional setting.

# SAAH Section 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting

This subsection provides a description of each instructional setting and the numeric code that is used to report that setting in the local attendance accounting system and TSDS PEIMS. (See code descriptor table C035, TSDS PEIMS Data Standards, available at <https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards>.) Please note that recent changes to commissioner rules related to instructional arrangements at 19 TAC §89.1005 have been incorporated into this document. There may be a lag between updating the descriptions in the TSDS PEIMS Data Standards; your district should use this document as the source of updated descriptions until those edits are made.

Student Detail Reports must contain an instructional setting code for any student receiving special education and related services. A student may be funded for only one instructional setting for special education at any given time, with the exception of a student who receives services through an instructional setting other than 00 and also receives speech therapy. Speech therapy may be combined with any other instructional setting.<sup>116</sup>

## ***SAAH Section 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting***

This instructional setting code is used for children **three through five years of age (not in kindergarten)** who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. **A student for whom this instructional setting is used does not receive any special education and related services in a regular early childhood setting or spend any part of the instructional day in a regular early childhood setting.** If a student receives any amount of special education and related services in a regular early childhood setting or spends any part of the instructional day in a regular early childhood setting, this instructional setting code is not applicable. For a coding example, see [4.18.7 Code 45 - Full-Time Early Childhood Special Education Setting \(FT ECSE\) Example](#).

# SAAH Section 4.9.4 ECSE Services and Kindergarten Programs

An eligible student who receives special education services and attends a full-day kindergarten program is eligible for a full day of attendance (ADA eligibility code 1). The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.

An eligible student who receives special education services in addition to attending a half-day kindergarten program is also eligible for a full day of attendance (ADA eligibility code 1) if the student is scheduled for and receives at least four hours of instruction and services. The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.

If a kindergarten student who receives special education services turns six years of age during the school year, the PPCD indicator (SpecialEducationProgramService) for that student should be changed from 19 to 0 on the date that the student turns six. Also, note that a student who is six years old on or before the October fall snapshot date must not have an instructional setting code of 45—Full-time Early Childhood Special Education Setting. An instructional setting code change from 45—Full-time Early Childhood to 44—Self-Contained, Mild/Moderate/Severe, Regular Campus due to the student turning six during the school year as required for student attendance and accounting purposes does not constitute a change in placement described in 34 CFR, §300.116.

For coding examples, see the chart on the following page. Each row that shows a “current age” age of five shows the coding that should be used for a kindergarten student while the student is five years of age. Each row that shows a “current age” age of six shows the coding that should be used for a kindergarten student beginning on the date the student turns six years of age.

## SAAH Section 4.9.4 ECSE Services and Kindergarten Programs

ECSE services are special education services provided to children aged three through five years, not in kindergarten. Kindergarten students (students aged 5 on or before September 1) are not eligible for ECSE services. In other words, once a child is enrolled in kindergarten, he or she is no longer considered to be receiving ECSE services.

The ECSE indicator should not be used for a kindergarten student. The ECSE indicator (SPEDProgramSvc 19) for that student should be changed from 1 to 0 prior to entry into kindergarten. Also, note that a student who is in kindergarten must not have an instructional setting code of 45 - Full-time Early Childhood Special Education Setting. See [4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting](#).

# SAAH Section 4.9.4 ECSE Services and Kindergarten Programs

Coding Chart 2: Kindergarten and Special Education Services								
	Age 09/01	Current Age	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count
<b>A kindergarten student eligible for special education services who is:</b>								
attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom	5	5	1 full-day or 2 half-day	40	K	1	0	3
attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom		6	1 full-day or 2 half-day	40	K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day			1 full-day or 2 half-day		K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 21% of the day					K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% but less than 50% of the day				42	K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 50% but less than 60% of the day					K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day			2 half-day		K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day		6	1 full-day or 2 half-day		K	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	5	1 full-day or 2 half-day	44	K	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	6	1 full-day or 2 half-day	44	K	0	0	3
served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.) <sup>1</sup>	5	5	1 full-day or 2 half-day	45	K	1	0	3
served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.)	5	6	1 full-day or 2 half-day	44	K	0	0	3

## SAAH Section 4.17 Teacher Requirements

~~Since the beginning of the 2016–2017 school year, schools and teachers only need to meet state requirements for certification. The federal term “highly qualified teacher status” no longer applies. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.~~

**Teachers must meet state requirements for certification, as established by the State Board for Educator Certification.**

## 4.18 Examples

# SAAH Section 5.1 Responsibility

## 5.1 Responsibility

In the spaces below, provide the name and phone number of the LEA personnel to whom all CTE coding questions should be directed.

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**If you have any questions for the CTE staff, please contact them at [CTE@tea.texas.gov](mailto:CTE@tea.texas.gov).**

# SAAH Section 5.2 Eligibility and Eligible Days Present

3. An LEA must maintain documentation showing ~~the average~~ **a minimum of 45** minutes per day for each CTE course, as specified in [5.10 Documentation](#) (see [5.6 Computing Contact Hours](#)).



# SAAH Section 5.2.2 Eligibility of Courses for Funding

**Note: An LEA may not receive state weighted funding for CTE courses a student has previously taken and passed.**

# SAAH Section 6.1 Responsibility

## 6.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all bilingual and ESL program coding questions should be directed.

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**If you have any questions for the Emergent Bilingual Support Division staff, please contact them at [emergentbilingualsupport@tea.texas.gov](mailto:emergentbilingualsupport@tea.texas.gov).**

# SAAH Section 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

If multiple languages are indicated on ~~questions 1 or 2~~, **any of the three questions**, LEAs are guided to report the language other than English. If multiple languages other than English are listed, LEAs are guided to ask the parent to indicate (in writing or through documented phone conversation) which of the two non-English languages is used most of the time. This clarification should occur in a timely manner so the identification process can be completed within the four-week period. If English is indicated on questions 1 and 2 but a language other than English is indicated on question 3, LEAs are guided to report the language other than English for the student language.

Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency **and** corrections are made within two calendar weeks of the child's enrollment date.

# SAAH Section 7.1 Responsibility

## 7.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all pre-K coding questions should be directed.

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**If you have any questions for the TEA pre-K staff, please contact them via the [Early Childhood Education Support Portal](#).**

# SAAH Section 7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care

At least annually, the DFPS and Child Protective Services mail verification letters of pre-K eligibility to the parents and caregivers of eligible children. These letters serve as proof of eligibility. However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child's eligibility for pre-K services by contacting a DFPS education specialist. More information about DFPS education specialists can be found at <https://tea.texas.gov/FosterCareStudentSuccess/CPS/>. The DFPS education specialist will write and sign a letter addressed to the school district attesting to the student's eligibility for free pre-K based on having been in foster care. The parent or guardian presents this signed letter to the appropriate district personnel.

# SAAH Section 7.2.6 Pre-K Eligibility Based on a Child's Having Been in Foster Care

Department of Family and Protective Services (DFPS) Child Protective Services creates verification letters that serve as proof of pre-K eligibility. If a parent or caregiver does not have this letter, he or she may obtain evidence of a child's eligibility for pre-K services by sending the student's full name and date of birth to [prekverificationltrs@dfps.texas.gov](mailto:prekverificationltrs@dfps.texas.gov). DFPS will write and sign a letter addressed to the school district attesting to the student's eligibility for free pre-K based on having been in foster care. The parent or guardian should present this signed letter to the appropriate district personnel. If additional support is needed, contact a local DFPS education specialist. More information about DFPS education specialists can be found at <https://tea.texas.gov/FosterCareStudentSuccess/CPS/>.

## 7.6 Examples



# SAAH Section 8.1 Responsibility

## 8.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all gifted/talented coding questions should be directed.

	Gifted/Talented Contact	PEIMS Coding Contact
Name:		
Title:		
Phone Number:		
Email address:		

If you have any questions for the Gifted/Talented Education staff, please contact them at [gted@tea.texas.gov](mailto:gted@tea.texas.gov).

# More SAAH 9.1 Responsibility

## 9.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all PRS coding questions should be directed.

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**If you have any questions for the PRS staff, please contact them at [pregnancyrelatedservices@tea.texas.gov](mailto:pregnancyrelatedservices@tea.texas.gov).**

# More SAAH 10.1 Responsibility

## 10.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel to whom all AEP and discipline questions should be directed.

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**If you have any questions for the Office of Student Support staff, please contact them at [studentdisciplinesupport@tea.texas.gov](mailto:studentdisciplinesupport@tea.texas.gov).**

# SAAH Section 11.3.1.1 Student Eligibility for Dual Credit Courses

## 11.3.1.1 Student Eligibility for Dual Credit Courses<sup>204</sup>

A high school student is eligible to enroll in dual credit courses if the student **demonstrates college readiness in alignment with 19 TAC §§4.51–4.63 and 19 TAC §§4.81–4.86.**

- ~~• is not a degree-seeking student as defined in 19 TAC §4.83(9);~~
- ~~• demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as explained in 19 TAC §4.54; or~~
- ~~• demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative, as defined in 19 TAC §4.57, on relevant section(s) of an assessment instrument approved by the Texas Higher Education Coordinating Board as set forth in 19 TAC §4.56.~~

# SAAH Section 11.5.1 ADSY Program Design

Should an LEA utilizing ADSY funding file for and receive a low attendance waiver as described in [3.8.1.4 Low-Attendance Day Waivers](#), the granting of a low attendance waiver does not reduce the 180 days of instruction for ADSY purposes. As such, an ADSY waiver is not required to be filed for the same date as an approved low-attendance day waiver.

**The ADSY waiver will follow the same weather, health, and safety waiver approval guidelines as the missed school day (MSD) waiver. This means that the ADSY waiver will not be granted for closures due to other circumstances (e.g., election days). LEAs are encouraged to plan their academic calendars accordingly to avoid the need for such waivers and plan for makeup instructional days as needed.**

# SAAH Section 11.10 Off-campus Programs

A board of trustees of a school district or a governing body of a charter holder may adopt a policy that allows a student to participate in an off-campus instructional program, including learning pods offered by public school systems.

## ***11.10.1 Participation Requirements***

For a school district or an open-enrollment charter school to receive FSP funding for a student participating in an off-campus program, the district or charter school must have documentation of an agreement between the district or charter school and the entity as authorized under the TEC, §11.157, and the TEC, §48.007.

The school district or charter is responsible for ensuring the off-campus program approved under this section complies with any requirements to which the school district or charter school is subject.

# SAAH Section 11.10 Off-campus Programs

## ***11.10.2 Attendance Accounting***

Funding eligibility for a student participating in an off-campus program includes time instructed in the off-campus program. A campus may choose an alternate attendance taking time for a group of students that is scheduled to be off campus during the regular attendance taking time. The alternate attendance taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance taking time (for example, for the semester or for the duration of employment). Unless otherwise permitted by TEA, this alternate attendance taking time may not be changed once it is selected for a particular group of students. If attendance is taken at an off-campus location, the school district must ensure that attendance is taken in accordance with this handbook.

# Public Comments

Dual Credit Enrollment

Student Office Aide Courses

Makeup Days and Calendar Minutes

Limit on OSS Days

Clarification on Emergent Bilingual Reclassification

PK Eligibly-Teachers (HB 2)

Student Threat Assessments sent via TREx

ADSY Clarification

R-PEP Rule

Attendance Funding Released Time (Religious) Course (SB 1049)

Life-Threatening Illness District Adopted Form (HB 367)

# Public Comments

Temporary Funded Absence for Mental Health Appointments

Life-Threatening Illness Clarification

TXVSN Repeal and Replaced with Virtual Learning (SB 569)

Emergent Bilingual Funding (SB 2185)

Foreign Military Enrollment (2757)

PK Eligibility-Teachers (HB 2)




Remote Homebound Waivers

# ESC Training Visits




## August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	<b>X</b>	ESC 4 JH	ESC 4 JH	23
24	25	<b>X</b>	ESC 5 JH	28	29	30
31						

## September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	TEA CLOSED	<b>X</b>	ESC 10	ESC 10 JH	ESC 10 JH	6
7	The	16,17,18	Texas	Desert	Tour	13
14	<b>X</b>	ESC 6	<b>X</b>	ESC 3	19	20
21	ESC 20				26	27
28	ESC 13	<b>X</b>				

## October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			ESC 9		3	4
5	<b>X</b>	ESC 7	ESC 4 JH	ESC 12	10	11
12	13		<b>X</b>	ESC 1	<b>X</b>	18
19	<b>X</b>	ESC 14	<b>X</b>	ESC 2	24	25
26	27	28	<b>X</b>	ESC 8		

 TASBO Fundamentals and Academy

 TSUG

 OnDataSuite

JJ: Justin Jons

JH: Joe Herrera

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 a group of young children. The children 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 across the middle of the image.

**Questions?**

# SAAH Staff

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

A photograph of a diverse group of young children sitting on a colorful patterned rug in a classroom. They are engaged in a learning activity, with some holding papers and looking towards the center. The children are wearing various colored shirts, including yellow, red, purple, and blue. A semi-transparent white banner is overlaid across the middle of the image, containing the text 'Thank you!' in blue.

**Thank you!**