2021–2022 Student Attendance Accounting Handbook:
Change Document

Note: This Change Document highlights changes to the text of the 2021–2022 Student Attendance Accounting Handbook (SAAH). All changes to the SAAH text are in **bold**. Deletions to the SAAH text are in ~~strikethrough~~. Additional plain text from the SAAH is included to better understand the context of the changes.

Note: All relevant dates have been updated from 2020–2021 to 2021–2022.

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Type of Change	Changes to 2021–2022 SAAH
Revision	**2021–2022** Student Attendance Accounting Handbook: Texas Education Agency **October 2021**
Revision	State Board of Education **REBECCA BELL-METEREAU** **San Marcos** District 5 **WILL HICKMAN** Houston District 6 **AUDREY YOUNG** **Apple Springs** District 8 PAM LITTLE **Vice Chair** Fairview District 12 **JAY JOHNSON** **Pampa** District 15
Revision	Section 1 Overview [1] TEC, §48.008(b) [1] TEC, §48.008(a)

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Revision	**1.1 Student Attendance and FSP Funding** Note: An inherent difference exists between being permitted to serve a student in a particular program and being entitled to funding for the service provided to the student. For example, depending on local policy, your school district may **serve any** student **in any** capacity or setting as long as serving the student does not interfere with the education of funding-eligible students.
Revision	**1.1 Student Attendance and FSP Funding** [1]**TEC, §48.008**
Revision	**Section 2 Audit Requirements** [1] as authorized by the **TEC, §§48.270**, 44.008, and 44.010
Revision	*2.2.3 Paperless Attendance Accounting Systems* If your district uses a system that is **almost** entirely functional without the use of paper documents (for example, a system in which the teacher enters absences directly into the system without the use of paper period absence reports), then this system must meet the additional standards established in this subsection, or your district must generate and retain paper copies of attendance reports and records.
Revision	*2.3.1 Student Detail Reports* 11. the student's: • ADA eligibility code (Section 3 General Attendance Requirements) • special education instructional setting code (Section 4 Special Education) • **speech therapy indicator code (Section 4 Special Education)** • **bilingual program type code and English as a Second Language (ESL) program type code (Section 6 Bilingual/English as a Second Language (ESL))** • gifted/talented indicator code (Section 8 Gifted/Talented) • PRS code (Section 9 Pregnancy-Related Services (PRS)), where applicable
Revision	*2.3.1 Student Detail Reports* 18. attendance data totals for all students, summarized by grade and including: • eligible days bilingual/ESL dual language two-way program (Non **EL-EB/English Proficient**)
Revision	*2.3.2 Campus Summary Reports*

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	5. attendance data totals for all students, summarized by grade and including: • eligible days bilingual/ESL dual language two-way program (Non **EL-EB/English Proficient**)
Revision	*2.3.3 District Summary Reports* 5. totals of all campus data, summarized by grade and including: • eligible days bilingual/ESL dual language two-way program (Non **EL-EB/English Proficient**)
Addition	*2.3.5 Additional Required Documentation* **20. board-approved local policy that defines the instruction methods (i.e., synchronous, asynchronous, or a combination of both) (This local policy should include the official attendance times for synchronous instruction. Additionally, if the board policy indicates approval for asynchronous method, the LEA must create an asynchronous instructional plan.)** **21. documentation of a student's instructional schedule, whether synchronous or asynchronous, that includes the minimum amount of instructional time to meet the two-through-four rule**
Revision	3.1 Responsibility [1] 19 TAC §129.21(d); **TEC, §48.270**
Deletion	3.2.1.4 Code 3 Eligible Transfer Student Full Day ~~Charter schools are only approved to serve students in the geographic boundary authorized in the charter school's charter agreement, unless the student is a child of an employee of the school and regardless of whether the child resides in the geographic boundary served by the school. Reporting a student with ADA eligibility code 3 would demonstrate that the charter school is serving students outside of its approved geographic boundary and may constitute a material violation of the charter. A charter school should not use ADA eligibility code 3.~~
Revision	3.2.2.2 **Time Spent in Course for Which Student Has Already Received Credit**

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	If a student repeats a course for which the student has already received credit, the time that the student spends taking the course for a subsequent time does not count toward the accumulation of attendance hours for FSP funding **purposes unless the course is being repeated due to a student's parent electing for the student to repeat a course from the 2020–2021 school year under the provisions of the TEC, §28.02124(a-1). Note: This TEC provision will expire on September 1, 2022.**
Revision	3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in **TSDS** PEIMS (E1612); or students who have not met the assessment requirements for graduation.
Revision	*3.2.3 Age Eligibility* [1] **TEC, §48.003** [1] **TEC, §48.003** [1] under the TEC, §29.259, **§48.003**
Revision	3.2.3.1 Additional Information about Minimum Eligible Age [1] **TEC, §48.003(c)** [1] **TEC, §48.003(d)**
Deletion	3.3 Enrollment Procedures and Requirements ~~A charter school may enroll a child of an employee of the school regardless of whether the child resides in the geographic boundary served by the school under the TEC, §12.117(d).~~
Revision	*3.3.3 Documentation of Identity and Age*

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	[1] As provided for by the Texas Health and Safety Code, §191.0046. A child's parent or guardian may request this statement free of charge from Texas Vital Statistics, a division of the Texas Department of State Health Services. To request this statement, the parent or guardian should c**ontact Registrar@dshs.texas.gov and request an application for School Certificate (VS 140-3). Please note, this statement of birth is not considered a legal substitute for a certified copy of a birth certificate and may only be used for school purposes.**
Revision	*3.3.9 Infants and Toddlers **Who Are Deaf or Hard of Hearing or Have** Visual Impairments or Both* Infants and toddlers birth through two years of age who **are deaf or hard of hearing or have** visual impairments or both and an individualized family services plan indicating a need for services by the district must be enrolled in the local district or regional day school program for the deaf (RDSPD).
Addition	*3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes* To serve as a student election clerk or student early voting clerk, a student must: o be **eligible** to serve as an election clerk under the Texas Election Code, §32.051(c);
Addition	*3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes* A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student: • **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.** • **misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit. The student must be enrolled in high school and 15 years of age or older. Your district may not excuse the student for more than one day of school during the period the student is enrolled in high school for each purpose (obtaining a driver's license and obtaining a learner license). Your district must verify the student's visit to the driver's license office in accordance with the procedures adopted by your district.**

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Revision	*3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District* For example, a three-year-old special education student's only service is speech therapy for 30 minutes each week. Your district is not required to record attendance for this speech therapy student since he does not receive at least two hours of instruction per day, but your district must report demographic and special program information for the student. Your district should report demographic and special program information for all students served in the district through TSDS PEIMS **Fall submission.**
Revision	## 3.7 General Education Homebound (GEH) Program Any student who is served through the GEH program must meet the following three criteria: • The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive. • The student is confined at home or hospital bedside for medical reasons only. • The student **must have a medical condition that** is documented by a physician licensed[1] to practice in the United States. **Except in cases of medically fragile students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for GEH program eligibility.** A student served through the GEH program at home or hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible. I**n cases where students are medically able to receive more than the required minimum four hours of face to face instruction, LEAs may provide additional remote instruction. Please note that concurrent instruction is not allowed.**
Revision	*3.7.2 GEH Committee* The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home or hospital bedside. If instruction is to be provided at home or hospital bedside, the GEH committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and, if possible, should be provided instruction in all other courses in which the student is enrolled. **Supplementing in-person homebound instruction with virtual instruction is encouraged for students in**

[1] Access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout Section 3.7, "licensed" means licensed to practice in the United States.

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	GEH programs where medically appropriate. Virtual instruction provided to students in GEH programs cannot be provided by a teacher concurrently instructing students in person.
Addition	## 3.8 Calendar **Note: To include tutorial time that occurs before or after school in your operational minute calculation, the campus would need to remain open and available to all students who wish to receive the additional instruction and instruction must be provided to all students who remain on campus. If you provide transportation, you must ensure that before- and/or after-school transportation options are available to students who wish to participate in the tutorial instruction. Planning extracurriculars, including athletics, during this time is prohibited because it would restrict access to the tutorial time for those participants.**
Revision	## 3.8 Calendar Note: Since school districts and charter schools–as part of **the TSDS PEIMS Summer submission**–do not report their calendars to TEA until after the school year is complete, districts may not realize they are subject to a funding reduction until time has expired to correct their calendars. Therefore, ensure that you have the required number of minutes/days built into your school board-approved calendar. Charter schools operating before January 1, 2015, are not subject to the 75,600-minute requirement. However, charter schools operating before January 1, 2015, must provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and complying with their charter contract terms regarding student instruction time. Also, districts or charter schools operating under the provisions in the **TEC , §48.005(i-l),**[2] are eligible to receive full ADA funding in accordance with the operational and/or instructional minutes listed. [1] **TEC, §48.005(i-l)**
Revision	3.8.1.4 Low-Attendance Day Waivers These documents **should** be uploaded as attachments in the automated waiver application system.

[2] TEC, §48.005(i-l)

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<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>Note: For the 2021-2022 school year only, an LEA may choose to use prior year documentation from either the 2019–2020 school year or 2020–2021 school year as follows.
If the 2019–2020 school year attendance report is selected, use only the average of the first four six-weeks attendance reporting periods, due to the closures during fifth and sixth six weeks of the 2019–2020 school year. Use the TSDS PEIMS Superintendent’s Report of Student Attendance 2019–2020 Summer Collection report (PDM3-130-001).
If the 2020–2021 school year attendance report is selected, show the overall average attendance rate for the year for the district or applicable campus.</td></tr>
<tr><td>Revision</td><td>3.8.2 Closures for Bad Weather or Other Issues of Health and Safety

<table><tr><th>Situation</th><th>Agency Policy</th></tr><tr><td>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).</td><td>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, use one of your district’s or charter school’s scheduled makeup days to make up the missed day or add minutes to your instructional days to make up the minutes. Show the day that schools were closed as a holiday or other nonschool day in your district’s or charter school’s student attendance accounting software calendar so that the day is not reported to TSDS PEIMS.
Additionally, for charter schools: In the FSP System calendar, delete one makeup day so that it becomes a school day, and add the day that schools were closed as a “missed school day” in the list of nonschool days. Note that your school’s student attendance accounting software calendar should reconcile with your school’s FSP System calendar.</td></tr></table></td></tr>
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	Our school district or charter school closed all campuses for **two days for** a health or safety reason (for example, an ice storm made roads dangerous).	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use your district's or charter school's two scheduled **makeup days to** make up the missed days or add minutes to your instructional days to make up the minutes. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, delete the two makeup days so that they become school days, and add the days that schools were closed as "missed school days" in the list of nonschool days. Note that your school's student attendance accounting software calendar should reconcile with your school's FSP System calendar.	

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	Our school district or charter school closed all campuses for **two days for** a health or safety reason. One of the scheduled makeup day dates has passed.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use the scheduled makeup **day that** has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. Choose a new second makeup day to make up the other missed day. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, delete the one makeup day that has not yet passed so that it becomes a school day, and add the day that schools were closed as a "missed school day" in the list of nonschool days. Rename the makeup day that has passed as an "other" nonschool day. Add a school day by either deleting a nonschool day that has not passed so that it becomes a school day or adding a day to the end of the last reporting period. Note that your school's student attendance accounting software calendar should reconcile with your school's FSP System calendar.	

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	Our school district or charter school closed all campuses for **two days for** a health or safety reason. Both scheduled makeup day dates have passed.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, choose two new **makeup days to** make up the missed days. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. Additionally, for charter schools: In the FSP System calendar, add the days that schools were closed as "missed school days" in the list of nonschool days. Rename the makeup days as "other" nonschool days. Add two school days by either deleting nonschool days that have not passed so that they become school days or adding days to the end of the last reporting period. Note that your school's student attendance accounting software calendar should reconcile with your school's FSP System calendar.	
	Our school district or charter school closed all campuses for **one day for** a health or safety reason. We have a scheduled makeup day left in our calendar; however, we would like to use a different day to make up the missed day.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, TEA advises using the already scheduled makeup day. However, if your school district or charter school chooses to select a different makeup day, be aware that your district or charter school must not request a low-attendance day waiver for that makeup day. (TEA will not grant a low-attendance day waiver for any makeup day.)	

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	Our school district or charter school closed all campuses for more than **two days for** a health or safety reason.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use your district's or charter school's two scheduled **makeup days to** make up the first two missed days. (See preceding rows for how to report days in the student attendance accounting system, FSP System calendar, or both, and for information on what to do if one or both makeup days have already passed.) Your district or charter school may apply for a waiver for the missed school days beyond the first two missed days. See 3.8.1.2 Makeup Days for more information.	
	Our school district or charter school closed some, but not all, campuses for **one day or** more for a health or safety reason (for example, flooding that affected only part of the district or charter school area).	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, the school district or charter school must request missed school day waivers for those campuses. Exception for certain charter schools: If the charter school is one with campuses that are in different regions of the state, each campus that closed must make up the missed day or days following the procedures described in the preceding rows, as if all campuses were closed. For a charter school with campuses in different regions of the state, TEA evaluates each campus separately for purposes of determining whether missed days must be made up and whether waivers will be granted.	

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	Our school district or charter school delayed the start of the school day for two hours (120 minutes) for a health or safety reason.	District or charter school campuses may use an alternative attendance-taking time for the day. See 3.6.2.1 Attendance Taking and Delayed Start of School Day for instructions and requirements. **The Student Information System (SIS) calendar must be updated to reflect the actual length of the shortened school day.**	
	Our school district or charter school has decided to close 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).	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.**	
	Our school district or charter school has decided to close 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.	**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.**	
	Our school district or charter school has decided to close 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.	**This day will become a non-instructional day, and the SIS calendar must be updated to reflect the actual length of the shortened day.** 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.	

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<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>
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<tr><td>Our school district or charter school operates an OFYP. Our district or charter school closed all campuses for more than two days for a health or safety reason. Must we make up all the days that campuses were closed?</td><td>For school districts: Your district, like any district, is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your district must make up those days/minutes.
For charter schools: Your charter school is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your charter school’s FSP funding will be reduced. (FSP funding will not be reduced if the additional minutes missed are made up.)</td></tr>
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<tr><td>Revision</td><td>
3.8.3 Summer School and State Funding
Summer school programs (programs that provide for school days beyond the 75,600 minutes that make up the state funding year) are not eligible for state funding except for specific programs authorized by statute. One program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year provides extended school year (ESY) services for certain students receiving special education services. See 4.13 Extended School Year (ESY) Services for more information.

Beginning in the 2020–2021 school year, an additional instructional days incentive became available to district or charter school campuses that offer up to an additional 30 days of half-day instruction for students enrolled in pre-K through fifth grade. In order to be eligible for the incentive for the additional 30 days, a district or charter school campus has to meet the regular year minimum operational and instructional minutes requirements and provide at least 180 days of instruction, not including waivers. Participating campuses receive half-day funding for students attending each additional day. Similar to 3.2.1.3 Code 2 requirements, additional days must provide a minimum of two hours of instruction for students. If all the criteria are met for the additional days of incentive funding, a school district or charter school that is entitled to both the incentive and funding for a campus under the TEC, §48.252, may receive only the incentive
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	or the funding for the campus under the TEC, §48.252, whichever would result in the greater amount of funding. Additional days funding **started on** September 1, 2020. See the TEC, §48.0051, for more information. **The Additional Days School Year (ADSY) program allows for additional half-day funding for each school day beyond the 180 days, up to 210 days. See 11.5 Additional Days School Year (ADSY) and the ADSY web page for more information.** If a student is in membership for additional days beyond the 75,600 minutes, including intermissions and recesses, that make up the state funding year, the attendance that exceeds the 75,600 minutes will not generate state funding other than the exceptions noted above, assuming eligibility requirements have been met such as providing a 180-day calendar for Additional Days School Year funding. For the purposes of calculating state funding, the state funding calendar year begins the fourth Monday in August unless a district uses a year-round system or is a District of Innovation that changes its start date. Situations sometimes occur in which a student who has been served in one public school throughout the school year moves to another public school that is operating a calendar track during the summer. To account for situations in which school calendars do not align, up to 77,700 minutes of state funding will be allowed for individual students. However, no public school will be funded in excess of a 180-day calendar except for the schools that meet all the criteria for the additional days incentive funding that **became** available starting in the 2020–2021 school year. The criteria are defined in the TEC, §48.0051.
Revision	## 3.9 Data Submission For districts with year-round programs: If your district is registered with TEA to operate a year-round program and has one or more tracks ending later than the June **16, 2022, due date for initial TSDS PEIMS Summer submission,** your district still must submit its initial **TSDS PEIMS Summer submission** data by that due date. Your district may delay resubmission of **the TSDS PEIMS Summer submission** data until August **18, 2022,** or two weeks after the completion of the latest year-round track, whichever comes first. **In no case will any resubmission be processed after August 18, 2022.** Corrections made after August **18, 2022**, will be handled by the State Funding Division.
Revision	### 3.11.2 Example 2 A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds. This student qualifies based on identification as **an English learner (EL)/emergent bilingual (EB).** Additionally, the ARD committee identifies this student as a special education student and places the student in a self-contained ECSE classroom for a three-hour afternoon session.

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Revision	3.11.23 Example 23 [1] **TEC, §48.003(c)**
Revision	## 4.2 Special Education and Eligibility Your district must make special education services available to the following: • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her 22nd birthday on September 1 of the current school year and who has not received a regular high school diploma **under 19 TAC §89.1070(b)(1) or §89.1070(f)(1) or (2)**; or • an eligible student who meets all three of the following requirements: ○ the student has not reached his or her 22nd birthday on September 1 of the current school year; ○ the student has received a regular high school diploma under **19 TAC §89.1070(b)(2), §89.1070(b)(3)(A), (B), or (C), §89.1070(f)(3), or §89.1070(f)(4)(A), (B), or (C),** and ○ the student is returning to school under **19 TAC §89.1070(h).** Your district also must make special education services available to an infant or toddler (a child age two years or younger) who has a visual **impairment or is deaf or hard of hearing** and whom an IFSP committee has determined to be eligible for special education services.[3] [3] Under the TEC, §29.003, a free appropriate public education (FAPE) must be available from birth to students **with visual impairments or who are deaf or hard of hearing.**
Revision	*4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services* The enrollment procedures for a student in your district who was not previously receiving special education services are as follows: 1. Upon completion of a full individual and initial evaluation (FIE), an ARD committee meets**, if the ARD committee finds the student eligible,** and develops the student's IEP that includes the appropriate educational placement for implementing the student's IEP.

[3] Under the TEC, §29.003, a free appropriate public education (FAPE) must be available from birth to students with visual impairments or who are deaf or hard of hearing.

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Revision	*4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Who Was Not Previously Receiving Special Education Services* 2. When a student transfers from a school district in another state in the same school year and the parents verify that the student was receiving special education services in the previous school district or the previous school district verifies in writing or by telephone that the student was receiving special education services, 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 30 calendar days from the date of the completion of the evaluation report.
Revision	## 4.4 **Special Education Dismissal** Procedure A student is **dismissed from special education and related services** when the ARD committee determines the student is no longer a child with a disability and, therefore, no longer eligible for special education services. A student is also **no longer eligible for special education and related services** if the student's parent revokes consent in writing for the student's receipt of special education services.[4] After the ARD committee determines that a student is no longer a child with a disability, the district must provide the student's parent with prior written notice that it proposes to change the student's eligibility determination. A district must also provide the parent with prior written notice upon receipt of the parent's written revocation of consent for the continued provision of special education services. The district must provide prior written notice at least five school days before special education services will be discontinued, unless the parent agrees otherwise.[5] 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**.**

[4] 34 CFR, §300.9(c)(3); 34 CFR, §300.300(b)(4)
[5] 34 CFR, §300.300(b)(4) and §300.503; 19 TAC §89.1050(h)

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Type of Change	Changes to 2021–2022 SAAH
Revision	*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.[6] • The student is confined at home or hospital bedside for medical reasons only. • The student **must have a current** medical condition[7] **that is** documented by a physician licensed[8] to practice in the United States. **[7] Except in cases of severely immuno-compromised students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for special education homebound program eligibility.**
Revision	*4.7.2 Code 01 - Homebound* [1] **19 TAC §89.1005(c)(2)(A)** [1] **19 TAC §89.1005(c)(2)(A)** [1] **19 TAC §89.1005(c)(2)(B)**
Revision	4.7.2.1 Homebound Notes The teacher serving a student at home or hospital bedside ("homebound teacher") while the student is in the special education homebound setting must be a certified special education teacher. **Supplementing in-person homebound instruction with virtual instruction is encouraged for students in special education homebound programs where medically appropriate and to the extent that such instruction is consistent with students' individualized education programs. Virtual instruction provided to students in special education homebound programs cannot be provided by a teacher concurrently instructing students in person.**

[6] 19 TAC §89.1005(c)(2)(A)
[7] Except in cases of severely immuno-compromised students, potential medical conditions or concerns that students may develop medical conditions do not constitute grounds for special education homebound program eligibility.
[8] Access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout subsection 4.7.2 and other parts of Section 4 related to the homebound instructional arrangement/setting and the licensure of physicians, "licensed" means licensed to practice in the United States.

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Type of Change	Changes to 2021–2022 SAAH
Revision	4.7.2.3 Homebound Services for Infants or Toddlers **Who Are Deaf or Hard of Hearing or Have** Visual Impairments or Both Infants and toddlers (children from birth through two years of age) **who are deaf or hard of hearing or have** visual impairments or both may receive homebound instruction as determined by the IFSP team. See 4.10.1 Infants Receiving Visual Impairment Services, Orientation and Mobility (O&M) Services, or Both and 4.10.2 Infants **Receiving Deaf or Hard of Hearing** Services for detailed information.
Revision	*4.7.3 Code 02 – Hospital Class* [1] **19 TAC §89.1005(c)(3)**
Revision	*4.7.4 Code 08 – Vocational Adjustment Class (VAC)* [1] **19 TAC §89.1005(c)(9)**
Revision	*4.7.5 Code 30 – State Supported Living Centers* [1] **19 TAC §89.1005(c)(11)**
Revision	*4.7.10 Code 40 – Special Education Mainstream* [1] **19 TAC §89.1005(c)(1)**
Revision	*4.7.11 Code 41 or 42 – Resource Room/Services* [1] **19 TAC §89.1005(c)(5)**
Revision	*4.7.12 Code 43 or 44 – Self-Contained, Mild/Moderate/Severe, Regular Campus* [1] **19 TAC §89.1005(c)(6)**

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Type of Change	Changes to 2021–2022 SAAH
Revision	*4.7.15 Code 50 – Residential Nonpublic School* [1] **19 TAC §89.1005(c)(8);** 34 CFR, §300.146 and §300.147. A list of approved nonpublic schools can be accessed at **https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-in-nonpublic-and-off-campus-programs.**
Revision	*4.7.16 Code 60 – Nonpublic Day School* [1] **19 TAC §89.1005(c)(8);** 34 CFR, §300.146 and §300.147. A list of approved nonpublic schools can be accessed at **https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-in-nonpublic-and-off-campus-programs.**
Revision	*4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, or 89 – Residential Care and Treatment Facility (Not School District Resident)* [1] **19 TAC §89.1005(c)(10)**
Revision	*4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 –Off Home Campus* [1] **19 TAC §89.1005(c)(7)(A)** [1] **19 TAC §89.1005(c)(7)(B)** [1] **19 TAC §89.1005(c)(7)(C)**
Revision	4.8.1.1 Indicator Code 1 – Speech Therapy [1] **19 TAC §89.1005(c)(4)**
Addition	*4.9.3 ECSE Services and Pre-K Programs* **A student who is not eligible for pre-k may be served in the pre-K classroom if the ARD committee determines that this is the appropriate setting based on the student's IEP.**
Revision	*4.9.3 ECSE Services and Pre-K Programs* [1] Special education services, as explained in **19 TAC §89.1005(c)(1),** may include indirect, and/or consultative services by a special education teacher. See Coding Chart 1: ECSE Services and Pre-K for ADA eligibility.

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Type of Change	Changes to 2021–2022 SAAH
Revision	*4.9.3 ECSE Services and Pre-K Programs* [3] The pre-K and special education teachers must be teaching concurrently for the entire half day if student is to be eligible for half-day attendance or for the entire day if student is to be eligible for full-day attendance. **See 4.7.10.1.1 Requirements Related to Teachers Providing Special Education Instruction in General Education Settings.**
Revision (to text under Coding Chart I)	*4.9.3 ECSE Services and Pre-K Programs* [2] **Ineligible pre-K students may be served in the pre-K classroom if the ARD committee deems it appropriate and space is available. However, eligible pre-K students should not be denied enrollment due to an ineligible pre-K student's enrollment.**
Revision	4.10 Special Education Services for Infants and Toddlers Infants and toddlers (children ages two or younger) who have visual impairments **or are deaf or hard of hearing** or both and who are served by your district are eligible for special education services[9] and are eligible to generate ADA. [8]Under the TEC, §29.003, a FAPE must be available from birth to students with visual impairments or **who are deaf or hard of hearing**.
Revision	*4.10.2 Infants Receiving **Deaf or Hard of Hearing** Services* All infants (birth through two years of age) receiving **deaf or hard of hearing** services at home or in day care should be reported with the information shown in the following table:
Revision	*4.10.2 Infants Receiving Deaf or Hard of Hearing Services* All infants receiving **deaf or hard of hearing** services in your school district or in nondistrict centers should be reported with the information shown in the following table:
Revision (line on chart)	4.12 Coding Chart: Services for Students with Disabilities—Exceptions to the Norm District or RDSPD **Deaf or Hard of Hearing** Services

[9] Under the TEC, §29.003, a FAPE must be available from birth to students with visual or auditory impairments.

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Type of Change	Changes to 2021–2022 SAAH
Revision	## 4.13 Extended School Year (ESY) Services [1] **TEC, §48.102(j)**; 19 TAC §89.1065
Revision	## 4.14 Exiting **an English Learner (EL)/Emergent Bilingual (EB)** Student Who Is Receiving Special Education Services from a Bilingual Education or English as a Second Language (ESL) Program See 6.8.2 Reclassification Procedures and Criteria for ELs Receiving Special Education Services for information on transferring **an EL/EB** student who is receiving special education services out of a bilingual education or ESL program. **Note: As a result of Senate Bill 2066 in the 2021 legislative session, the term "emergent bilingual student" replaces the term "limited English proficient (LEP) student" used in the TEC, Chapter 29, Subchapter B. This also resulted in a change to the term "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. An emergent bilingual student is in the process of acquiring English and has another language as the student's primary or home language. As PEIMS is revised to reflect these changes, the terms of "emergent bilingual (EB)" and "English learner (EL)" may be bridged as EB/EL, and the data element names may still indicate the use of LEP during the transition. It is important to note that "English learner" is still used in federal regulations and guidance.**
Deletion	*5.2.2 Eligibility of Courses for Funding* **[~~Funding students enrolled in advanced CTE Courses~~]** [~~A district is eligible to receive funding in the amount of $50 for each student FTE enrolled in two or more advanced CTE courses, identified as Level 3 or Level 4 in a statewide CTE program of study, for a total of three or more credits.~~]
Revision	## 5.3 Enrollment Procedures The procedures for enrolling a student in CTE courses are as follows: 1. A student enrolls in school, and **school personnel review the student's Personal Graduation Plan (PGP) to identify the courses necessary to complete the program(s) of study.**

<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>
2. Appropriate CTE staff members review CTE courses, as necessary, to ensure the appropriate V-code (V1, V2, V3) is connected to the courses.

3. Designated CTE staff review changes in the student's schedule.

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 your district operates on a block schedule, CTE staff members may need to review student schedules more often, depending on the type of block schedule.

Attendance staff members should record the effective date of any change in a student's CTE courses in the attendance accounting system. The effective date is the date the student's schedule changed.
</td></tr>
<tr><td>Revision</td><td>
<h2>5.5 CTE (Contact Hour) Codes</h2>
A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, or V3), based on the course service ID. A student's CTE code is used to calculate contact hours and tiered funding per the TEC, §48.106. Tiered funding is calculated based on the course service ID and the days the student was eligible, present, and enrolled in for an approved Program of Study (POS). (See TSDS Web-Enabled Data Standards [TWEDS] for instructions on completing that record.)

To determine the CTE code to assign to a student for contact hours, your district must first determine the code to assign to each CTE course. Use the following chart to determine the CTE code to assign to each CTE course.

<table>
<tr><th>CTE Course's Average Minutes per Day</th><th>CTE Code</th></tr>
<tr><td>45–89</td><td>V1</td></tr>
<tr><td>90–134</td><td>V2</td></tr>
<tr><td>135–180+</td><td>V3</td></tr>
</table>

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours is the maximum your district may claim for a single course.

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.
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<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
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<tr><td>Revision</td><td>

5.6 Computing Contact Hours

CTE Weighted Funding Tiers (Calculated by TEA)

Tier 1	***Not in a program of study**	**Weight = 1.1**
Tier 2	***Level 1 and Level 2 CTE Course**	**Weight = 1.28**
Tier 3	***Level 3 and Level 4 CTE Course**	**Weight = 1.47**

***Course level provided in the CTE Lookup – Table. Link: TSDS Calculation Tech Tips (Select 2020 -2021 Source Data)**

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by career and technical code, by six-week reporting period.

Total CTE contact hours = eligible CTE days × contact hour multiplier.

Note: Report contact hours by student ID and each individual CTE course ID.

</td></tr>
<tr><td>Revision</td><td>

5.7.1 Career Preparation Eligibility Requirements

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 **class period** per day (average)	10 hours per week (average)	2	V2
1 **class period** per day (average)	15 hours per week (average)	3	V3

</td></tr>
<tr><td>Revision</td><td>

5.7.2 Practicum Course Eligibility Requirements

Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)	Units of Credit	CTE Code
2 **class periods** per day (average)	2	V2
3 **class periods** per day (average)	3	V3

</td></tr>
</table>

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Type of Change	Changes to 2021–2022 SAAH
Revision	## 5.12 Examples 5.12.1 Example 1 Student A is enrolled in one 60-minute per day CTE course. ***The CTE code for Student A is automatically generated from the school district list of courses and corresponding V codes as V1 in the attendance accounting system (one 60-minute class = V1).*** Student B is enrolled in one 120-minute per day CTE course. *The CTE code for Student B is **automatically generated** as V2 in the attendance accounting system (one 120-minute class = V2).* Student **C** is enrolled in one 180-minute per day CTE course. *The CTE code for Student **C** is **automatically generated** as V3 in the attendance accounting system (one 180-minute class = V3).* **Student D is enrolled in three 60-minute per day CTE courses.** ***The CTE codes for Student D are automatically generated as V1, V1, and V1. Each course generates a V code based on the number of minutes the class meets.*** 5.12.2 Example 2 A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and Principles of Applied Engineering for 45 minutes per day for the second semester. *The CTE code for this student is **automatically generated** as V1 in the attendance accounting system for both semesters because each course is taught in a 45- to 89-minute class period.* 5.12.3 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.

Type of Change	Changes to 2021–2022 SAAH
	*The CTE **codes** for this student are **automatically generated** in the attendance accounting system as **V1 and V1** for the first semester and V1 for the second semester.* 5.12.5 Example 5 A student is enrolled in Child Guidance for 174 minutes per day and Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day. *The CTE code for this student is **automatically generated** in the attendance accounting system as **V3 and V1** for the first semester and V3 for the second semester. The student is coded as V3 for the second semester because Child Guidance is taught for 174 minutes per day.* 5.12.6 Example 6 A student in a Career Preparation course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation course during fourth period. *The CTE code for this student is **automatically generated** as V3 for the entire school year in the attendance accounting system because the student attends the one-hour Career Preparation CTE class period and works an average of at least 15 hours a week. Note: Refer to the table in 5.5 CTE (Contact Hour) Codes for the CTE Course's Average Minutes Per Day and corresponding CTE Codes.* 5.12.7 Example 7 A student wants to take Business Information Management I; however, this course is not offered at the student's home district. The student's home district contracts with a nearby district for the student to attend the nearby district's Business Information Management I course, which is taught for a one-hour course period. ***The student's V code is automatically generated by the home district** as V1 in the attendance accounting system (see 5.9 Contracting with Other Entities to Provide CTE Instruction).* 5.12.9 Example 9 A student enrolls in Interior Design I, a one-hour CTE course, on the first day of school. After two weeks in the course, the student decides to take Health Science Theory/Health Science Clinical, a two-hour CTE course, instead of Interior Design I.

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Type of Change	Changes to 2021–2022 SAAH
	*The CTE code for this student is **automatically generated** as V1 in the attendance accounting system for the first two weeks of school and V2 for the remainder of the semester. The student is coded as V1 for the first two weeks because the student is enrolled in **a** one-hour CTE class period. The student is coded as V2 for the remainder of the semester because the student is enrolled in **a** CTE course that is taught for two one-hour class periods. Your district should maintain documentation of the student's schedule change.* 5.12.10 Example 10 A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even numbered days of the month. *The CTE code for this student is **automatically generated** in the attendance accounting system as V1. To illustrate, the student receives 450 minutes of instruction in Advanced Animal Science over a two-week period. One week, the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week, the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction. This is the same amount of classroom time (7.5 hours) that a student would receive on a traditional schedule (45 minutes each school day).* 5.12.12 Example 12 A student is enrolled in three hours of high school credit courses, including a one-hour CTE course. The student is also enrolled in a two-hour CTE course that is provided by a college and meets all secondary and postsecondary TAC requirements for dual credit courses. ***The school** district receives one CTE contact hour for the high school CTE course **(V1)** plus two contact hours for the approved CTE college course taught for dual credit **(V2)**. The high school student is also eligible to be counted by the community college for state funding for postsecondary programs. **The district** is eligible for full ADA funding for the student provided there is a written dual credit agreement with the college. See the following:* • *3.2.4 Dual Credit (High School and College or University)* • *11.3 College Credit Programs* • *19 TAC Part 1, Chapter 4, Subchapter D* • *19 TAC Part 2, Chapter 74, Subchapter C* To be eligible for contact hour funding, the content of the college course must correspond to the content of a secondary CTE course approved by the State Board of Education or approved as an innovative course by TEA **and the LEA**. Instruction must include 100 percent of the TEKS in the equivalent high school course plus advanced academic instruction beyond or in greater depth than prescribed by the high school course TEKS.

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Type of Change	Changes to 2021–2022 SAAH
	5.12.13 Example 13 If a PRS student is receiving CEHI services during the postpartum period and the student is also enrolled in a CTE course, how is the CTE time to be reported? *A PRS student receiving CEHI services is to remain enrolled in CTE courses during the period of time that she is receiving CEHI services. However, unless a certified CTE teacher is serving the student and providing the same type and level of CTE instruction the student received at school,* ***the LEA*** *must report the student in the summer submission as ineligible for weighted CTE funding for the period of time that the student is receiving CEHI services. If this situation occurs during the fall snapshot,* ***the*** *district still must report the student on the applicable CTE TSDS PEIMS records.* 5.12.14 Example 14 Is an eighth grade student who is enrolled in a Principles of Law, Public Safety, Corrections, and Security course eligible to generate contact hour funding? *Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course* ***for high school credit*** *from Chapter 130 or Chapter 127, Subchapter B, of the TEKS. (See TSDS TEDS for instructions on completing the TSDS PEIMS 40100 Student Extension for CTE students.)*
Deletion	## Section 6 Bilingual/English as a Second Language ~~[The term "limited English proficient (LEP) student" is interchangeable with the terms "English learner (EL)," used in 19 TAC Chapter 89, Subchapter BB, and "student of limited English proficiency," used in the TEC, Chapter 29, Subchapter B. As such, language in the coding of these students will now bridge these terms to be LEP/EL.]~~
Addition	## Section 6 Bilingual/English as a Second Language **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. As PEIMS is revised to reflect these changes, the terms of "emergent bilingual (EB)" and "English learner (EL)" may be bridged as EB/EL, and the data element names may still indicate the use of LEP during the transition. It is important to note that "English learner" is still used in federal regulations and guidance.**

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Type of Change	Changes to 2021–2022 SAAH
Revision	## Section 6 Bilingual/English as a Second Language The terms "exit," as used in this section, is interchangeable with the term "transfer," used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms "reclassification" and "exit" in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process for **emergent bilinguals (EBs)** who have met criteria to be identified as non-LEP/English Proficient (EP), and "exit" describes the process for reclassified students to no longer participate in a bilingual or ESL program.
Revision	## 6.2 Identification of **Emergent Bilinguals (EBs)/**English Learners (ELs) **and** Enrollment Procedures
Revision	## 6.2 Identification of Emergent Bilinguals/English Learners (ELs) and Enrollment Procedures This subsection explains the procedures for identifying a student as **emergent bilingual** and enrolling the **student** in the bilingual or ESL education program for the first time in a Texas public school.
Revision	## 6.2 Identification of English Learners (ELs)/Enrollment Procedures Upon enrollment in a Texas public school, a student's parent completes a home language survey (HLS), indicating the language used in the home most of the time and the language used by the student most of the time (see 6.10.1 Home Language Survey Requirements). Students in grades nine through 12 may complete the home language survey themselves. In cases where a parent indicates more than one language in response to question 1 **and/or** question 2 of the HLS, it is the district's responsibility to contact the parent and explain to the parent that the question is asking which language is used most of the time and seek clarification in a language the parent understands. If the parent is physically present, the parent can document the change on the HLS. If the parent is being contacted via a phone call, a school staff member can document the parent's response on the HLS. Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency.

Type of Change	Changes to 2021–2022 SAAH
	If a language other than English is indicated on any **of the required questions on the survey,** the district must assess the student for English language proficiency. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program.
Revision	## 6.2 Identification of Emergent Bilinguals/English Learners (ELs) and Enrollment Procedures If a language other than English is indicated on **any of the required questions on the survey**, the district must assess the student for English language proficiency. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program. 2. District personnel, who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher, assess the student for English language proficiency using the state-approved English language proficiency assessment. Additionally, primary language proficiency is assessed, as appropriate, using the state-approved Spanish language proficiency assessment or informal language assessment measures for languages other than Spanish (19 TAC §89.1226(d)). Important: A student will be identified as **emergent bilingua**l if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)). 3. The language proficiency assessment committee (LPAC) convenes to identify the student as **emergent bilingual** or as English proficient, based on the results of the English language proficiency assessment, and recommends placement of the identified **emergent bilingual** 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. 4. The LPAC must give written notice to the student's parents informing them that the student has been classified as **emergent bilingual** and requesting documented parental approval to place the student in the required bilingual or ESL education program. The notice must include information about the benefits of the bilingual or ESL education program for which the student has been recommended and state that it is an integral part of the school program (19 TAC §89.1220(h)).

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Type of Change	Changes to 2021–2022 SAAH
	The parental approval form must contain a space for the parent's or legal guardian's signature and a space for the date the form was signed **for written approval, or parental approval may be obtained through a documented phone conversation or email that is documented in writing and retained** in accordance with 19 TAC §89.1220 (m).
Revision	## 6.2 Identification of Emergent Bilinguals/English Learners (ELs) and Enrollment Procedures A student may be recorded absent on the effective date of a program change. However, as with all other students who are absent, no bilingual/ESL ADA may be earned by the student for that date. To be eligible for state bilingual/ESL funding, the district must have all required documentation for each eligible student on file. **For additional information on coding for bilingual and ESL programs, see this Code Guide.**
Revision	## 6.2 Identification of Emergent Bilinguals/English Learners (ELs) and Enrollment Procedures [1] To find the appropriate codes to use, consult the program type code tables available at https://tealprod.tea.state.tx.us/TWEDS/66/283/502/0/CodeTable. Search the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search the C093 code table for parental permission codes.
Revision	### *6.2.1 Students Transferring from within Texas* This subsection explains the procedures for verifying emergent **bilingual identification** status and enrolling a student in the bilingual or ESL education program who has transferred from another Texas public school. The procedures below must be completed within the first four weeks of a student's transfer to and enrollment in a Texas public school. 1. District personnel shall obtain the student records from the sending district, including the Home Language Survey and supporting LPAC documentation. Multiple attempts to obtain records shall be documented in writing.

Type of Change	Changes to 2021–2022 SAAH
	2. If the sending district cannot find the original HLS, a new HLS should not be administered if there is sufficient LPAC documentation, such as Texas English Language Proficiency Assessment System (TELPAS) scores and/or TSDS PEIMS data, from the sending district that shows the student was identified as **emergent bilingual.** 3. The LPAC convenes to analyze the student records from the sending district, determine whether the student was previously identified as **emergent bilingual**, recommend continuation of program services, as appropriate, and ensure that documented parental approval for program participation has been obtained. 4. 4. Once documented parental approval has been confirmed by the LPAC, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code[10] in the attendance accounting system. **The date of the student's enrollment from another Texas public school is the start date for continued program services if the student has been previously identified and served in Texas.**
Revision	*6.2.1 Students Transferring from within Texas* [1] To find the appropriate codes to use, consult the program type code tables available at **https://tealprod.tea.state.tx.us/TWEDS/66/283/502/0/CodeTable**. Search the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search the C093 code table for parental permission codes.
Revision	## 6.3 Program Placement/Eligibility To be eligible **for participation in** the bilingual or ESL education program, **a student** must meet the following requirements: • have a language other than English indicated on the home language survey • be identified as **emergent bilingual** based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)): ○ in pre-K through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency ○ in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency • be recommended for placement in the program by a language proficiency assessment committee (LPAC) • have a record of parental approval to place the e**mergent bilingual student** in a bilingual or ESL education program

[10] To find the appropriate codes to use, consult the program type code tables available at https://tealprod.tea.state.tx.us/TWEDS/66/283/502/0/CodeTable. Search the C175 code table for bilingual program type codes and the C176 code table for ESL program type codes. Search the C093 code table for parental permission codes.

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Type of Change	Changes to 2021–2022 SAAH
	Each **emergent bilingual student** must be served according to the following guidelines. On a student's initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the **EB student**. The LPAC must: designate, subject to parental approval, the initial instructional placement of each **EB student** in the required bilingual and ESL program; classify the student's level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each **EB student**; determine whether reclassification criteria has been met at the end of the year only; and recommend the student's exit from the bilingual or ESL education program, as appropriate, upon reclassification at the end of the year only.
Revision	*6.3.1 Students **Participating** in the Bilingual or ESL Education Program but **Do Not Generate BEA** Funding* The following students may **participate in** a district's bilingual or ESL education program with parental approval. However, these students are not eligible for bilingual **education allotment (BEA)** funding. • Students who do not meet identification criteria to be considered **emergent bilingual** participating in **a** one-way dual language **immersion, a** transitional **bilingual education**, or **an** ESL program. • Students who have met reclassification criteria but **are continuing** in a one-way dual language **immersion, a** transitional **bilingual education**, or **an** ESL program.
Revision	*6.3.2 **Parental** Denial of Services and Eligibility of Students to Receive Bilingual/ESL Summer School Services*
Revision	*6.3.3 Requirement to Serve Eligible Students* A district must place a student in a bilingual or ESL education program as soon as the district identifies the student as **emergent bilingual** recommends program placement based on the identification and placement process outlined in 6.3 Program Placement/Eligibility.
Revision	6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding **For information on weighted BEA funding, see this Fact Sheet.**

Type of Change	Changes to 2021–2022 SAAH
	For a district to claim eligible days present for bilingual education program funding, a district must show that its bilingual education program meets at least one of the three following state requirements.[11] 1. **An emergent bilingual student** is served in a full-time bilingual instructional program by staff members certified to teach bilingual education. The amount of instruction in each language (the student's home language and English) must align with TEA guidelines specific to either transitional bilingual programs (early exit, late exit) or dual language **immersion** programs (one-way, two-way). The appropriate bilingual program type code should be recorded for each student served in a bilingual program. 2. **An emergent bilingual student** is served in an alternative language program approved by TEA under an exception to the bilingual education program. A TEA-approved exception remains valid for the current year only (the TEC, §29.061; 19 TAC §89.1207). The appropriate alternative language program type code should be recorded for each student served in an alternative language program under a bilingual education exception. 3. A student who is English proficient or a **former identified emergent bilingual who has been reclassified is** participating in a two-way dual language **immersion** program. For a district to claim eligible days present for ESL program funding, it must show that its ESL program meets one or both of the following state requirements (19 TAC §89.1205). 1. **An emergent bilingual student** is provided instruction in ESL by staff members certified to teach ESL or bilingual education. In pre-K through grade 12, teachers integrate the English Language Proficiency Standards (ELPS) using second language acquisition methods while delivering content instruction, either via pull-out or content-based ESL models. In high school, the ESL program must be consistent with graduation requirements.[12] The appropriate ESL program type code should be recorded for each student served in an ESL program. 2. **An emergent bilingual student** is served in **an alternative language** program approved by TEA under a waiver to the ESL program. A TEA-approved waiver remains valid for the current year only.[13] The appropriate alternative language program type code should be recorded for each student served in a program under an ESL waiver. **Note: Emergent bilingual students served through an alternative language program do generate BEA funds.**
Revision	6.6 Program Services: Teacher Certification Requirements

[11] 19 TAC §89.1210; 19 TAC §89.1205
[12] under 19 TAC Chapter 74
[13] TEC, §29.061; 19 TAC §89.1207

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<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>Funding is generated when a student is identified as an EB student and is being served in a bilingual, ESL, or alternative language (ALP) program with parental approval.</td></tr>
<tr><td>Revision</td><td><h2>6.6 Program Services: Teacher Certification Requirements</h2>
<table>
<tr><th>ESL Programs</th><th>Teacher Certification Requirement</th></tr>
<tr><td>ESL/content-based</td><td>Emergent bilinguals receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by teacher(s) certified in ESL and the appropriate grade level and content area.</td></tr>
<tr><td>ESL/pull-out</td><td>Emergent bilinguals receive instruction in English language arts and reading (ELAR) by an ESL certified teacher.</td></tr>
</table></td></tr>
<tr><td>Addition</td><td><h2>6.6 Program Services: Teacher Certification Requirements</h2>For more information, see this Program Model Fact Sheet and this Certification Fact Sheet.</td></tr>
<tr><td>Revision</td><td><h2>6.8 Reclassification Criteria and Exit Procedures</h2>This subsection explains the criteria for the reclassification of EB students as English proficient and outlines procedures for exiting a student from the bilingual or ESL education program.

1. At the end of the school year, the LPAC will determine whether an EB student has met the criteria to be reclassified as English proficient and has demonstrated readiness to participate equitably in grade-level content instruction that is delivered with no second language acquisition supports, per the TEC, §29.056(g). The English Learner Reclassification Criteria Chart can be located on the TEA Bilingual and English as a Second Language Education Programs web page.
2. Once a student has met the criteria for reclassification as English proficient, a district must notify the student’s parent of the student’s reclassification as English proficient and obtain parental approval for his or her exit from the bilingual or ESL education</td></tr>
</table>

Type of Change	Changes to 2021–2022 SAAH
	program.[14] Due to the nature of a **dual** language **immersion** program's goals, the LPAC may recommend that the English proficient student continue in the **dual** language **immersion** program with parental **approval.**
Revision	*6.8.2 Reclassification Procedures and Criteria for **EB Students** Receiving Special Education Services* Information about the process described in 19 TAC §89.1226(l–m) on reclassifying **EB students** served through special education and **EB students** with a significant cognitive disability served through special education is located on the TEA Bilingual and English as a Second Language Education Programs web page.
Revision	6.9 Monitoring of a Student Who Has Been Reclassified During the first two years after a student has met reclassification criteria, the LPAC must monitor the student's academic progress. During this time, the LEP/EL indicator codes of F and S are used to reflect the first and second years of monitoring. **(Note: As PEIMS is revised to reflect changes as a result of Senate Bill 2066 in the 2021 legislative session, the data element names may still use LEP or EL during the transition.)**
Revision	6.9 Monitoring of a Student Who Has Been Reclassified Note: After the first two years of monitoring of reclassified students, the LPAC will continue to coordinate with TSDS PEIMS for an additional two years of monitoring, as required by federal statute. During this time, the LEP/EL indicator codes of 3 and 4 are used to reflect the third and fourth years of monitoring. **Once the reclassified student has completed all four years of state and federal monitoring, he or she will be coded as Former EL/EB, code 5 in the LEP/EL indicator, for the duration of his/her schooling in Texas.**
Revision	*6.10.1 Home Language Survey Requirements* The LPAC will review all other applicable documentation on the identification and placement of a student as an **EB student** in a bilingual or ESL program and will continue language services as applicable.
Revision	*6.10.2 Home Language Survey Requirements*

[14] 19 TAC §89.1240(b)

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Type of Change	Changes to 2021–2022 SAAH
	The student's record must contain documentation of all actions impacting the **EB student**. This documentation must include the following: 1. the identification of the student as **emergent bilingual**
Revision	## 6.11 Resources For further detailed guidance, examples, and resources, see the FAQ for English Learners and LPAC located on the TEA Bilingual and English as Second Language Education Programs webpage. This resource is updated frequently by the TEA English Learner Support Division. **Additional resources for program implementation can be found on the English Learner Portal at http://www.txel.org/.**

Revision	## 7.2 Eligibility
	
	• **has** ever been in the conservatorship of the Texas DFPS (foster care) following an adversary hearing
	• **has been in foster care in another state or territory, if the child resides in this state**
	• is the child[15] of a person eligible for the Star of Texas Award such as:
	  ○ a peace officer under Texas Government Code, §3106.002
	  ○ a firefighter under Texas Government Code, §3106.003
	  ○ an emergency medical first responder under Texas Government Code, §3106.004
	
	A student is eligible for pre-K if the student was eligible to enroll in pre-K but did not attend during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten, or if the child's parent or guardian elects for the child to repeat pre-K in accordance with the TEC, §28.02124.
	
	Once a student is determined to be eligible for pre-K, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to attend for Foundation School Program benefits, with the exception described in **7.2.2. Pre-K Eligibility Based on a Student's Identification as an English Learner (EL)/Emergent Bilingual.**

Revision	*7.2.1 Pre-K Eligibility and Age*

[15] HB 357

Type of Change	Changes to 2021–2022 SAAH
	A child who is three years old is eligible for pre-K only if your district operates a three-year-old pre-K program. A child who is eligible and enrolls in a pre-K class at the age of three remains eligible for enrollment in a pre-K class for the following school year. If a child is automatically eligible for a four-year old pre-K program due to being eligible and enrolled in a three-year-old pre-K program, a district should still ensure a child is appropriately coded as economically disadvantaged or identified as **an English learner/emergent bilingual**. A child who is five years of age on September 1 of the current school year **is eligible** for enrollment in a pre-K class **if the child's parent or guardian elects for the child to repeat pre-K in accordance with the TEC, §28.02124, or if the child would have been eligible to enroll in pre-K during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten.**
Revision	*7.2.2 Pre-K Eligibility Based on a Student's **Identification as an English Learner (EL)/Emergent Bilingual (EB)*** Appropriate pre-K staff members determine that a student is eligible for pre-K based on not speaking and comprehending the English language by identifying the child as **EL/EB** following the process outlined in Section 6 Bilingual/English as a Second Language (ESL). **Note: As a result of Senate Bill 2066 in the 2021 legislative session, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the TEC, Chapter 29, Subchapter B. The term "English learner (EL)," as used in 19 TAC Chapter 89, Subchapter BB, changes as well. These terms describe the same group of Texas students. These students are in the process of acquiring English and have another language as their primary or home language. As PEIMS is revised to reflect these changes, the terms "emergent bilingual (EB)" and "English learner (EL)" may be bridged as EB/EL, and the data element names may still indicate the use of LEP during the transition. It is important to note that the term English learner is still used in federal regulations and guidance.** If a student **who** qualifies for pre-K on the basis of **identification as an English learner/emergent bilingual,** is receiving required services through the bilingual/ESL program, and then moves out of the district, the student would be qualified to attend pre-K in the new district provided that the documentation described in 7.2.2.1 Documentation Required is made available to the new district.[16] This requirement also applies to pre-K EL/EB three-year-olds who are promoted to the pre-K EL/EB four-year-old program. If a student **who** qualifies for pre-K on the basis of **being identified as EL/EB**, is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for pre-K if the student enrolls in the new district provided that the documentation described in 7.2.2.1 Documentation Required is made available to the new district.

[16] See 19 TAC §89.1225(i).

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Type of Change	Changes to 2021–2022 SAAH
	Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin this process 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. However, your district must have all the documentation described in 7.2.2.1 Documentation Required on file before claiming a student as eligible for pre-K funding on the basis of the **student's being identified as EL/EB.**

Revision	7.2.2.1 Documentation Required
	If the student is eligible for pre-K **based on the identification as an English learner/emergent bilingual,** the following documentation must be on file.
	• Home language survey. The home language survey shall be administered in English **and the home language.** For students of other language groups, the home language survey shall be translated into the home language whenever possible. The survey shall contain the following questions:[17]
	  ○ "What language is **used** in the child's home most of the time?"
	  ○ "What language does the child **use** most of the time?"
	• Proof that the student's score on the **state's** English oral language proficiency test is below the level designated for indicating English proficiency.
	• Documentation of the LPAC's identification of the student as an **English learner/emergent bilingual**.

Revision	*7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)* For a student to qualify for the NSLP, either: 1. the student is automatically eligible Children who are automatically eligible for the NSLP under criteria in federal law (42 USC, §1758) include the following: • a child who is a member of a household receiving benefits from the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families program, **State Medicaid program**, or Food Distribution Program on Indian Reservations
Revision	*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 state or territory but now reside in Texas** are eligible for free pre-K. This includes not only

[17] 19 TAC §89.1215(b)

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Type of Change	Changes to 2021–2022 SAAH
	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.
Revision	7.2.7.1 Documentation Required The Office of the Governor, Criminal Justice Division honors recipients annually in September. The resolution (certificate) awarded to an individual serves as proof of eligibility to enroll these children in free pre-K if they are age eligible. A list of past honorees may be viewed on the Criminal Justice Division—Past Honorees webpage. Honorees may also provide a letter from their local representative as documentation for eligibility. If an individual has a pre-K-aged child and has been nominated but not notified as an honoree prior to the current school year, that individual may **request that** the Early Childhood Education **Division determine** eligibility based on the nomination submitted for review to the Criminal Justice Division.
Revision	## 7.3 Enrollment Procedures Obtain proof that the student enrolling is three or four years old as of September 1 of the current school year **unless the child's parent or guardian elects for the child to repeat pre-K in accordance with the TEC, §28.02124, or if the child would have been eligible to enroll in pre-K during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten.** Any of the following documents is acceptable for proof of identity and age:
Revision	## 7.3 Enrollment Procedures [1] As provided for by the Texas Health and Safety Code, §191.0046. A child's parent or guardian may request this statement free of charge from the division of the Texas Department of State Health Services responsible for vital statistics. To request this statement, the parent or guardian should **contact Registrar@dshs.texas.gov and request an application for School Certificate (VS 140-3). Please note, this statement of birth is not considered a legal substitute for a certified copy of a birth certificate and may only be used for school purposes.**
Revision	## 7.5 Eligible Days Present and ADA Eligibility Pre-K classes for **eligible students four years old and older** must operate on a full-day basis unless the district has applied for and received a waiver. Pre-K classes for eligible three-year-olds and ineligible three- and four-year-olds may be operated as a half-day program.
Revision	## 7.5 Eligible Days Present and ADA Eligibility

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<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>
<table>
<tr><td colspan="3">ADA Eligibility Coding for Students Served in a Pre-K Classroom</td></tr>
<tr><td></td><td>Student Age</td><td>ADA Eligibility Code</td></tr>
<tr><td>A student eligible for pre-K[1] served in the pre-K classroom by a pre-K teacher for ½ day</td><td>3 or 4+</td><td>2 half-day</td></tr>
<tr><td>A student eligible for pre-K[1] served in the pre-K classroom by a pre-K teacher for the full day</td><td>3 or 4+</td><td>2 half-day</td></tr>
<tr><td>A student ineligible for pre-K[2] served in the pre-K classroom by a pre-K teacher for ½ day</td><td>3 or 4+</td><td>5 ineligible half-day</td></tr>
<tr><td>A student ineligible for pre-K[2] served in the pre-K classroom by a pre-K teacher for the full day</td><td>3 or 4+</td><td>4 ineligible full-day</td></tr>
<tr><td>A student eligible for pre-K[1] and special education (ECSE) served in the pre-K classroom by a pre-K teacher for ½ day and served in a special education setting for ½ day[3]</td><td>3 or 4+</td><td>1 eligible full-day</td></tr>
</table>
</td></tr>
<tr><td>Revision</td><td>7.6.7 Example 7
A student is served in the pre-K program for the day. The student is eligible for the pre-K program because he is identified as an English learner/emergent bilingual. The district in which the student attends pre-K has a certified bilingual teacher teaching the pre-K class.</td></tr>
<tr><td>Addition</td><td><h2>8.6 Coding of Gifted/Talented Students</h2>Your district must code a furloughed student who is taking leave from receiving services through a state-approved gifted/talented program with a gifted/talented indicator code of 0 in the Student Detail Report.</td></tr>
<tr><td>Revision</td><td><h2>Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals</h2>[1] TEC, §48.008</td></tr>
</table>

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<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td>Revision</td><td>

10.3 School Calendar Requirements and Waivers of These Requirements

[1] TEC, §48.005

</td></tr>
<tr><td>Revision</td><td>

10.6 Disciplinary Removals and Programs

ADA Eligibility of Students Served by a JJAEP

<table>
<tr><th>The student is being served by a JJAEP on the basis of:</th><th>Population of County in Which District Is Located</th><th>Is the student eligible for ADA?</th></tr>
<tr><td>a mandatory expulsion.</td><td>greater than 125,000</td><td>no, unless specifically authorized in writing by TEA (ADA code 0, 4, or 5, unless otherwise authorized)[18]</td></tr>
<tr><td>a mandatory expulsion.</td><td>less than 125,000</td><td>yes (ADA code 0, 1, or 2), unless the county has created a JJAEP approved by TJJD,[19] then use ADA code 0, 4, or 5</td></tr>
<tr><td>an expulsion other than a mandatory expulsion.</td><td>population of any size</td><td>yes (ADA code 0, 1, or 2)</td></tr>
</table>

</td></tr>
<tr><td>Revision</td><td>

11.2 General Requirements

Students are sometimes educated during nontraditional hours or days of the week or in nontraditional programs within the district, such as in OFSDPs **or off-campus by providers other than the district, such as colleges or universities.**

</td></tr>
<tr><td>Revision</td><td>

11.3 College Credit Programs

</td></tr>
</table>

[18] Funding is provided to the JJAEP by the TJJD. TEC, §37.011(h).

[19] If the JJAEP is approved by the TJJD, funding is provided by the TJJD. General Appropriations Act, Article V, TJJD Rider 13.

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<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>
College Credit Programs
<table>
<tr><th>College Credit Option</th><th>Definition</th><th>College Credit (at Texas PS[20] Institutions)</th><th>Eligibility for Foundation School Funds</th><th>District Expense</th><th>Student Expense</th><th>Other Considerations</th></tr>
<tr><td>Advanced Placement (AP)
TEC, §§28.052–28.058,
19 TAC §74.29</td><td>College Board–approved courses designed to prepare students to be successful on AP exams</td><td>Determined by PS institution; dependent on student's score on AP exam(s); awarded on registration in PS institution</td><td>Eligible</td><td>District may choose to purchase a College Board membership, to acquire additional teacher training, to take responsibility for exam fees beyond what the state provides, etc.</td><td>Any exam fees not provided by the state or district.
Note: Unless it is offered for free, a student must not be required to take an exam.</td><td>Districts must not use the AP trademark or AP PEIMS codes (service IDs) to designate courses unless they have completed the AP course audit process and received approval from the College Board.

Districts must not use the Pre-AP trademark to designate advanced courses unless they are under contract with the College Board.</td></tr>
<tr><td>International Baccalaureate (IB)
TEC, §§28.052–28.058,
19 TAC §74.29</td><td>IBO[21]-approved courses taught in an authorized IB school</td><td>Determined by PS institution; dependent on student's score on IB exam(s); awarded on registration in PS institution; guaranteed to equal at least 24 credit hours with completed IB diploma at Texas public PS institutions</td><td>Eligible</td><td>IBO-required fees, training, and materials</td><td>Any exam fees not provided by the state or district
Note: Unless it is offered for free, a student must not be required to take an exam.</td><td>Districts must not use the IB trademark or IB PEIMS codes (service IDs) to designate courses unless they are authorized by the IBO.</td></tr>
</table>
</td></tr>
<tr><td>Revision</td><td>11.3.1 Dual Credit (High School and College or University) Program

The Texas Higher Education Coordinating Board (THECB) shall develop and implement a pilot program under which a licensed hospital (bill requires one hospital located in a county that borders the United States and Mexico that has population of at least 700,000 and not more than 800,000) may offer dual credit courses to high school students enrolled in a school district in partnership with the district.</td></tr>
<tr><td>Revision</td><td>11.3.1.1 Student Eligibility for Dual Credit Courses

Minimum Passing Standards to Demonstrate College Readiness
Students must meet applicable eligibility requirements for ONE of the listed assessments to meet Texas Success Initiative Assessment (TSIA) Criteria
(19 TAC §4.54 and §4.57).</td></tr>
</table>

[20] postsecondary
[21] International Baccalaureate Organization

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Type of Change	Changes to 2021–2022 SAAH

		To Qualify for Math Courses		To Qualify for English Courses*				
	Assessment	Math/ Algebra	Combined/ Composite	ELA/Reading Skills	Objective Writing/ Sentence Skills	Writing/ Essay	Evidenced Based Reading & Writing (EBRW)	Combined/ Composite
Academic Courses	**ACT**	**19**	**23**	**19**	**-**	**-**		**23**
	SAT	**530**					**480**	
	STAAR EOC Algebra II	**4000**						
	STAAR EOC English III			4000				
	TSIA (prior to 1/11/2021)	350	-	351	**>=340 with Essay 4-8 OR <340 + Diagnostic Levels 4-6 with Essay 5-8**			
	TSIA 2.0 (after 1/11/2021)	**=>950 OR < 950 and Diagnostic Level 6**		**=>945 with Essay 5-8 OR < 945 and Diagnostic Level 5 or 6 with Essay 5-8**				

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<table>
<tr><th>Type of Change</th><th>Changes to 2021–2022 SAAH</th></tr>
<tr><td></td><td>
Minimum Passing Standards to Demonstrate Dual Credit Eligibility
Dual credit eligibility is not a college readiness benchmark but allows qualifying students to enroll in a college-level course (by subject area[s]).
<table>
<tr><td colspan="2"></td><td colspan="2">To Qualify for Math Courses</td><td colspan="5">To Qualify for English Courses*</td></tr>
<tr><td rowspan="6">Academic Courses</td><td>Assessment</td><td>Math/ Algebra</td><td>Combined/ Composite</td><td>ELA/Reading Skills</td><td>Objective Writing/ Sentence Skills</td><td>Writing/ Essay</td><td>Evidenced Based Reading & Writing (EBRW)</td><td>Combined/ Composite</td></tr>
<tr><td>PSAT/ NMSQT[22]</td><td>510</td><td></td><td></td><td></td><td></td><td>460</td><td></td></tr>
<tr><td>PLAN</td><td>19</td><td>23</td><td>19</td><td></td><td></td><td></td><td>23</td></tr>
<tr><td>ACT ASPIRE</td><td>431</td><td></td><td>435</td><td></td><td></td><td></td><td></td></tr>
<tr><td>STAAR EOC English II</td><td></td><td></td><td>4000</td><td></td><td></td><td></td><td></td></tr>
<tr><td>STAAR EOC Algebra I and passing score in Algebra II Course</td><td>4000</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
During the 2021–2022 school year, a college may allow students to enroll in a college course with alternative measures as listed in 19 TAC §4.59, Determination of Readiness to Perform Entry-Level Freshman Coursework, and 19 TAC §4.55, Assessment and Placement, without meeting the assessment score criteria.
</td></tr>
<tr><td>Deletion</td><td>
11.3.1.1 Student Eligibility for Dural Credit Courses
• [~~A student has successfully completed a college preparatory course under the TEC, §28.014. This exemption applies only to the content area of the course and for a period of 24 months from the date of high school graduation (19 TAC §4.54). Additionally, the exemption is limited to the institution of higher education that partners with the school district in which the student completed the course; however, an institution of higher education may enter into a memorandum of understanding with a partnering institution of higher education to accept the exemption for the college preparatory course.~~]
</td></tr>
</table>

[22] Preliminary SAT/National Merit Scholarship Qualifying Test

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Change Document

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Deletion	~~[11.5 Optional Extended Year Program (OEYP)~~ ~~The Optional Extended Year Program (OEYP) will not be funded for 2021–2022. Local education agencies will not be required to report OEYP attendance. As a result, access to the OEYP Student Records section of the TSDS PEIMS will be blocked.~~]
Addition	**11.5 Additional Days School Year (ADSY)** **In June 2019, the passage of House Bill 3 (HB3) by the 86th Texas Legislature added half-day formula funding for school systems that add instructional days to any of their elementary schools starting in the 2020–2021 school year (TEC, §48.0051). Districts will generate half-day funding for each instructional day after their 180th instructional day up to their 210th instructional day. ADSY funding is available at the campus level. To be eligible for ADSY funding, a campus must meet the following requirements:** • **Serve any grade level of pre-K to 5th grade students.** • **Have a school calendar with at least 180 instructional days and add up to 30 additional days.** • **Have a school calendar with at least 75,600 operational minutes.** • **Have a certified teacher deliver at least two hours of instruction on designated ADSY days.** • **Designate ADSY days as non-compulsory separate from the traditional instructional calendar.** ***11.5.1 ADSY Program Design*** **Districts may implement an ADSY program that utilizes anywhere from one to 30 additional days and with design flexibility as long as it meets the requirements above. For example, a district may host ADSY days for a jump-start program prior to the start of school, a traditional summer program, an intersessional program placed throughout the year, or a full year redesign. ADSY days may occur at any point throughout the academic year. However, districts are not able to combine two ADSY days into one so that they can have a 15 "full instructional day" program.** **Professional development waivers do not count towards the required 180 days of instruction. If an LEA applies for and receives a missed school day waiver, the day(s) will count towards the 180-day total under the TEC, §48.0051 (c). To be eligible for a missed school day waiver, an LEA must first make up two missed days through bad weather makeup days, not solely instructional minute accumulation. Further information on missed school day waivers can be found in 3.8.1 Makeup Days and Waivers.**

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	### *11.5.2 ADSY Reporting and Funding* **Each campus, student, and teacher participating in ADSY must be reported in the Extended Year Submission (due late August) in PEIMS for a campus to receive reimbursement. Attendance rates during ADSY days are reported separately from regular year attendance and do not impact overall ADA for the associated campus.** **If a student attends additional instructional days through the ADSY program, the school in which the student is enrolled is held accountable to the 180-day requirement, even if the student is attending a different campus for the additional days. Additionally, the funding for the additional days will go the campus in which the student is officially enrolled, even if the services are offered at a different location.** **If all the criteria are met for the additional days of incentive funding, a school district or charter school that is entitled to both the incentive and the funding for a campus under the TEC, §48.252, may receive only the incentive or the funding for the campus under the TEC, §48.252, whichever would result in the greater amount of funding.** ### *11.5.3 Additional ADSY Information* **More information on ADSY can be found on the ADSY web page, including an FAQ addressing common questions for ADSY design, implementation, and logistics.**
Revision	## 12.2 Texas Virtual School Network (TXVSN) The state virtual school network includes the **TXVSN catalog** of supplemental online courses for grades nine through 12 and the full-time virtual TXVSN Online Schools (OLS) program for grades three through 12. The TXVSN provides students throughout the state with access to online courses that address all of the TEKS and meet national standards for quality online courses. The network was established by Senate Bill 1788, passed by the 80th Texas Legislature, 2007. The TEC, Chapter 30A, which established the TXVSN, does not affect the provision of distance learning courses offered under other law. The TXVSN creates an additional distance learning option for districts. Courses approved through the TXVSN review process first became available for grades nine through 12 through the **TXVSN course** catalog in January 2009. TXVSN online courses may be provided through the **TXVSN course** catalog by a TXVSN course provider. This is defined as a school district or open-enrollment charter school that meets certain eligibility requirements. Courses also may be provided by a Texas public or private

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	institution of higher education,[23] a regional education service center, or a nonprofit or private entity that meets certain eligibility requirements. A full-time virtual TXVSN OLS program may be provided only by a Texas public school district or open-enrollment charter school that meets certain eligibility requirements, has notified TEA of its intent to participate in the OLS program, and was in operation on January 1, 2013. For a list of the TXVSN online schools officially recognized by the agency, see the TXVSN OLS Campuses page at https://www.txvsn.org/OLS-Campuses or the TEA Texas Virtual School Network - Online Schools Program web page at https://tea.texas.gov/Academics/Learning_Support_and_Programs/Texas_Virtual_School_Network/Texas_Virtual_School_Network_-_Online_Schools_Program/. For more information on the TXVSN and to view the list of available courses in the **TXVSN course** catalog, visit the TXVSN website at http://www.txvsn.org/.
Revision	*12.2.1 Student Eligibility for the TXVSN* A student is eligible to enroll in a course provided by the TXVSN only if the student meets the following three criteria. 1. the student, on September 1 of the school year: a. is younger than 21 years of age or b. is younger than 26 years of age and entitled to the benefits of the FSP under the **TEC, §48.003**
Revision	12.2.1.1 Student Eligibility for Full-Time Enrollment in TXVSN Courses or Program Full-time enrollment means enrollment in four or more TXVSN high school-level courses or enrollment in a grade three through eight TXVSN OLS program offered by an officially recognized TXVSN online school.

[23] as defined by 20 USC, §1001

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	A student is eligible for full-time enrollment in TXVSN courses or in a TXVSN OLS program only if the **student** • **meets criteria #1 and #2 in 12.2.1 Student Eligibility for the TXVSN;** • **is otherwise eligible to enroll in a public school in this state; and** • **and also meets one of the following four criteria.** 1. The student was enrolled in a public school in this state in the preceding school year. 2. The student is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year. 3. The student has been placed in substitute care[24] in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year. 4. The student **meets the following requirements:** i. is a dependent of a member of the United States military ii. was previously enrolled in high school in this state iii. no longer resides in this state as a result of a military deployment or transfer
Revision	*12.2.2 TXVSN FSP Funding and Attendance Accounting* If an eligible student participates in a course offered through the TXVSN **course catalog** or in an officially recognized TXVSN OLS program and meets the requirements for enrollment in a Texas school district or charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom generates FSP funding.
Revision	12.2.2.1 Courses for Grades Nine through 12 A total of no more than three semester courses taken through the **TXVSN course catalog** may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year.

[24] Per the Texas Family Code, §263.001(a)(4), "substitute care" means the placement of a child who is in the conservatorship of the Texas DFPS or an authorized agency in care outside the child's home. The term includes foster care, institutional care, adoption, placement with a relative of the child, or commitment to the TJJD.

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Addition	*12.2.3 Additional TXVSN Requirements and Information* **A student taking a course offered through the TXVSN course catalog or an officially recognized TXVSN OLS program is considered to be enrolled in a TXVSN course or OLS program when he or she begins receiving instruction and actively engages in instructional activities in a TXVSN subject area or course.** **A student taking a course offered through the TXVSN course catalog or an officially recognized TXVSN OLS program is considered to be, and must be reported as, withdrawn from the TXVSN course or OLS program when the student is no longer actively participating in the TXVSN course or program.**
Revision	*12.2.4 Examples* Example 4 A student who is scheduled for and receiving instruction in traditional classes for 50 minutes each day and is enrolled in four **TXVSN catalog** courses for grades nine through 12 is reported with an ADA eligibility code of 2 - Eligible for Half-Day Attendance because each TXVSN course is considered to be 60 minutes of daily classroom time. However, only a maximum of three **TXVSN course** catalog courses (180 minutes) may apply in any one semester toward ADA eligibility.
Revision	12.3 Remote Instruction That Is Not Delivered through the TXVSN Under current agency rules and policies, remote instruction that is not delivered through the TXVSN is **not** eligible for state funding and generation of ADA, except for classes taken through distance learning while a student is in attendance at a regular school campus. **However, this subsection describes procedures for submitting requests for waivers of those rules and policies, and information on how the agency will evaluate those requests.**
Revision	12.3 Remote Instruction That Is Not Delivered through the TXVSN For the purposes of this subsection, remote instruction means instruction provided through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing, live audio/video streaming, or a robot that allows for virtual interaction between student and teacher. The

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	technology must allow for both real-time, two-way audio and real-time, two-way video interaction. **The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.**
Revision	*12.3.1 Remote Conferencing—Regular Education Students* In this subsubsection, remote conferencing means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided **by a teacher** on the student's campus.
Revision	*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 count** that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, **provided certain requirements are met.** **These two requirements must be met:** • The student is unable to attend school because of a temporary medical condition.[25] • **The total amount of remote conferencing instruction does not exceed more than 20 instructional days over the entirety of the school year.** **In addition, one of the following requirements also must be met:** • The student's temporary medical 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.** • **The student has a positive test result for a communicable condition listed in 25 TAC §97.7.** • **The student has been identified as having been in close contact with COVID-19.** **If the documented temporary medical condition persists longer than 20 instructional days over the entirety of the school year or a 504 committee determines that remote instruction is needed for more that 20 days, a waiver request must be submitted for an extension**

[25] Pregnancy, in and of itself, is not considered a medical condition. See 12.3.3. Remote Homebound Instruction—Regular Education Students for information on remote PRS compensatory education home instruction.

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	of remote conferencing beyond the allowable cumulative 20 instructional day period. The waiver request must include an explanation of the circumstances. **(For example, a child was in close contact with COVID-19 more than twice over the course of the year, and the family opted to follow the stay-at-home recommendations each time.)** Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. **Students participating through remote conferencing will generate attendance in the following ways:** • **Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive.** • **Students in grades six to twelve must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive.** **Additionally, attendance will be generated** based on whether the student is virtually "present" at the official attendance-taking time. **The student's attendance must be marked Remote Synchronous - Present in the LEA's local student management system. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.** **Remote conferencing students** will generate attendance according to the two-through-four-hour rule and based on whether the student is virtually "present" at the official attendance-taking time.
Revision	*12.3.1 Remote Conferencing—Regular 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. In submitting a waiver request **to extend remote conferencing instruction beyond the allowable 20 instructional days over the entirety of the school year,** explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding.

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Revision	*12.3.2 Remote Conferencing—Special Education Students* In this subsubsection, remote conferencing means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided **by a teacher** on the student's campus or 2) in which a student at an on- or off-campus location receives instruction or special education services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote instruction from an appropriately credentialed individual who is not on the student's campus. **The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.**
Revision	*12.3.2 Remote Conferencing—Special Education Students* If your school district provides instruction through remote conferencing to a special education student for all or part of the school day, your district **may count** that instruction as classroom time for FSP funding purposes, including in the calculation of contact hours. To do so, the following conditions must be met: • The student's ARD committee must have determined, in a manner consistent with state and federal law,[26] that the remote instruction to be provided **is required for the provision of a Free and Appropriate Public Education (FAPE).** • The ARD committee must have documented that determination in the student's individualized education program. • **The total amount of remote conferencing instruction does not exceed more than 20 instructional days over the entirety of the school year.** Note: If a student's ARD committee determines that instruction through remote conferencing is **required for the provision of FAPE,** that determination does not necessarily mean that the student's instructional setting code will change with the provision of the instruction through remote conferencing. The student's instructional setting code may stay the same if the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional setting code to use for the student, the ARD committee should consider the type of instruction and services being provided instead of the physical location of the student. **Please also note that any change resulting in a change in placement for a student served by special education requires the ARD committee to meet to address the change in placement and document it in the student's IEP, generally within 10 school days.** **If the ARD committee determines that remote conferencing should be needed for longer than 20 instructional days over the entirety of the school year, a waiver request must be submitted for an extension of remote conferencing beyond the allowable cumulative 20 instructional day period. The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-**

[26] including provisions related to least-restrictive environment (LRE) and FAPE requirements

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	case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. Any waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis. **Students participating through remote conferencing will generate attendance in the following ways:** • **Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive.** • **Students in grades six to twelve must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive.** **Additionally, attendance will be generated if the student is** virtually "present" at the official attendance-taking time if the student is scheduled to be off-campus at that time. **The student's attendance must be marked Remote Synchronous - Present in the LEA's local student management system.** **Both on-campus instructional time and remote conferencing instructional time can be included when calculating two-through-four-hour rule eligibility provided the remote instruction is provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.**
Addition	*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. In submitting a waiver request to extend remote conferencing instruction beyond the allowable 20 instructional days over the entirety of the school year, explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding.**
Revision	*12.3.3 Remote Homebound Instruction—Regular Education Students* Your district can submit a request for a general waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in item 3 of the General Waivers section: the requirement that a

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	homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by 3.7.3 GEH Funding Chart or 9.10 Confinement and Earning Eligible Days Present of the handbook, which is adopted annually through 19 TAC §129.1025. **These waivers will only be granted in extremely severe medical circumstances, and a waiver must be submitted for each individual student.**
Revision	*12.3.4 Remote Homebound Instruction—Special Education Students* Your district can submit a request for a general waiver using TEA's automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirement in item 3 of the General Waivers section: the requirement that a homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by 4.7.2.5 Homebound Funding and Homebound Documentation Requirements of the handbook, which is adopted annually through 19 TAC §129.1025. **These waivers will only be granted in extremely severe medical circumstances, and a waiver must be submitted for each individual student.**
Revision	## 12.4 On-Campus Online Courses Not Provided through the TXVSN Time spent in a CTE **course provided** on a student's campus may be considered for purposes of computing a student's CTE contact hours provided that the following conditions are met: • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC Chapter 231, must be present in the room in which the student is taking the course to answer questions and otherwise assist the student. • As with any other CTE **course, the** student must be regularly scheduled for and attending the online course; that is, the course must not be designed to operate on a "drop-in" basis. •
Revision	## 12.5 Self-Paced Computer Courses Time spent in a CTE self-paced computer **course may** be considered for purposes of computing a student's CTE contact hours provided that the following conditions are met: • For the duration of the course, a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC Chapter 231, must be present in the room in which the student is taking the course to answer questions and otherwise assist the student.

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	• As with any other **course, the** student must be regularly scheduled for and attending the self-paced course; that is, the course must not be designed to operate on a drop-in basis.
Revision	## 12.5 Self-Paced Computer Courses [1] The requirement that a teacher be appropriately qualified/certified does not apply to an open-enrollment charter school unless the school's charter states that a CTE **course must** be taught by a qualified/certified CTE or technology applications teacher.
Addition	## 12.6 Virtual Instruction (Local Remote Learning Programs under the TEC, §29.9091, or as Modified by the TEC, §48.007(c)) ### *12.6.1 Methods of Virtual Instruction* **Virtual instruction may take one of the following three forms.** **The first form is remote synchronous instruction. The method of instruction involves two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone.** **The second form is remote asynchronous instruction. This method of instruction involves instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students.** **The third form is a combination of both synchronous and asynchronous instruction.** **A board-approved local policy will determine the instruction methods (i.e., synchronous, asynchronous, or a combination of both). The local policy should include the official attendance times for synchronous instruction. Additionally, if the board policy indicates approval for asynchronous method, the LEA must create an asynchronous instructional plan (described more fully below) and it must be publicly posted on the LEA's website.**

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	No matter which of these methods of instruction is used, all instruction must address the required curriculum per the TEC, §28.002, and meet the needs of students in special population/intervention groups. ***12.6.2 Student Eligibility for ADA Funding*** **12.6.2.1 Eligibility Based on the Preceding School Year** **Each of the following three conditions must be met if the student was a virtual student during the preceding school year. A student is considered to have been a virtual student during the preceding year if 50 percent or more of their instructional days were attended remotely (i.e., marked either Remote Synchronous - Present or Remote Asynchronous - Present for that day) compared to the total number of instructional days offered for the school year. The three conditions are:** • **The student achieved satisfactory performance or higher on each STAAR assessment taken during the preceding school year.** • **The student earned a C or higher in each of the foundation curriculum courses under the TEC, §28.002, (i.e., mathematics, science, English language arts and reading, and social studies) taken virtually or remotely during the preceding school year. (Note: End-of-year course grades for all foundation curriculum courses for which a student received 50 percent or more of their instructional days via remote instruction must be considered under this criterion.)** • **The student had 10 percent or fewer unexcused absences during the preceding school year in total for all instructional methods offered (i.e., on-campus, remote synchronous and remote asynchronous).** **If a student was not a virtual student during the preceding school year (i.e., less than 50 percent of the student's instructional days were attended remotely), the student is eligible to receive ADA funding for virtual instruction for the current school year regardless of the three conditions noted above.** **The restriction on funding based on the prior year criteria only applies to remote instruction funding. Students served on campus are eligible to earn average daily attendance for the current year even if that student does not meet the conditions for enrollment in a virtual course listed above.** **12.6.2.2 Eligibility Based on the Current School Year** **For the purposes of determining if a student continues to be eligible for ADA funding in a remote setting within the current school year, the student may no longer be counted for virtual ADA funding once the student has 10 or more unexcused absences in a six-month period in the current school year while enrolled in remote instruction. Once this threshold is reached, the student may continue to receive instruction remotely but will not generate ADA funding. If the student returns to on-campus instruction, the student will continue to be eligible to generate ADA funding.**

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	In an instance where a student is no longer eligible for remote ADA funding and returns to on-campus instruction, eligible remote days of attendance and associated funding generated before the 10-absence threshold was reached are unaffected by the change in the student's remote instruction eligibility status. If the LEA continues to serve such a student remotely, then the student would be ineligible to generate ADA in a remote setting after their tenth absence and would need to have their ADA eligibility code designated as ADA Code 9 - Enrolled, Not In Membership Due To Virtual Learning from that point forward. **12.6.2.3 Limits on Total Remote Participation ADA** **Except as described by the TEC, 48.0071(c), and below, an LEA that operates a local remote learning program may not enroll in the program a number of students that exceeds 10 percent of the total number of students enrolled in the LEA during the 2021–2022 or the 2022–2023 school years. Any students enrolled for at least a portion of the year in local remote instruction count toward this cap. Additionally, any student who receives remote instruction under an alternative to local remote instruction for a majority of their instructional time during the year would count toward this cap, which would include students who meet one of the following criteria:** • **The student is medically fragile.** • **The student has been placed in a remote learning setting by an ARD committee.** • **The student is receiving accommodations under Section 504.** • **The student is served via remote conferencing as described in 12.3 Remote Instruction That Is Not Delivered through the TXVSN.** • **The student is served via any other remote methods approved under this handbook, except for full-time virtual school students described in 12.2 TXVSN FSP.** **Regular program and special program ADA for remote students that exceed this 10 percent limit will be reduced from an LEA's total ADA counts in proportion by which the 10 percent limit was exceeded. LEAs can serve students over the 10 percent limit. However these students will not receive ADA funding and should be coded as ADA code 9 – Enrolled, Not in Membership Due to Virtual Learning.** **12.6.2.4 Exception to Limit on Total Remote Participation ADA: LEAs eligible under the TEC, §48.0071(c)** **LEAs eligible to provide remote learning under the TEC, §48.0071(c), may exceed the 10 percent limit on enrollment noted above. LEAs must submit a request to the agency and be approved as eligible for this exception. The waiver request must include an explanation of how the LEA advertised that its remote learning program is for students statewide. The request must also show evidence that at least 10 percent of the prior year virtual students in the program resided outside the LEA's geographic boundaries. This section applies only to the 2021–2022 and 2022–2023 school years and expires on September 1, 2023.**

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	### *12.6.3 Attendance Taking and Minutes Requirements* **In order for students to earn ADA funding, LEAs must continue to comply with the two-through-four-hour rule and provide students the minimum instruction to earn half-day or full-day funding. The information below focuses on the minimum for full-day funding; divide the requirements in half in order to earn half-day funding for eligible students.** **For both synchronous and asynchronous instruction, there are two requirements.** • **Daily attendance must be taken. Each school day, LEAs will identify students who are participating in the local remote virtual option as Remote Synchronous (RS) Eligible Days Present or Remote Asynchronous (RA) Eligible Days Present, depending on the student's instructional method. Days Present will need to be identified as days present in the RS method or days present in the RA method. Absences will not need to be distinguished between instructional methods.** • **The minimum 240 instructional minutes requirement must be met. Both synchronous and asynchronous instruction require that at least 240 instructional minutes are offered to each student each school day in order for the student to earn a full day of funding. At least 120 instructional minutes are offered to earn a half day of funding. Students enrolled in pre-K are not eligible for ADA if served via remote instruction.** **12.6.3.1 Remote Synchronous Instruction** **Requirement 1: Attendance Taking** **In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked present for that day. Students who are not logged in at the teacher's documented official attendance time are marked absent.** **For remote synchronous instruction, teachers will take and post attendance as if the student was physically present in the on-campus classroom daily. The student's camera must be turned on, and the teacher must see the student in order to mark the student present. Just as with traditional on-campus attendance, official attendance will be taken at a certain time determined by the LEA's policy. If the teacher cannot confirm that the student is physically present at the attendance taking time, the student will be marked absent under this option and generate zero funding for the day. A student who is found later to have participated synchronously or asynchronously but was not present during the official attendance taking time is still absent for funding purposes of synchronous attendance for that day.** **Requirement 2: Minimum 240 Instructional Minutes**

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	A program meets the remote synchronous method requirements for full-day funding if the daily instructional minute minimum of 240 minutes is provided through the synchronous instruction method, even if part of the day includes additional time for asynchronous activities. However, attendance must be taken during synchronous instruction at the official attendance time. The daily instructional minutes need not be consecutive. LEAs should maintain documentation of remote synchronous instruction provided to students through instructional schedules that show the number of minutes each day students are expected to engage in remote synchronous instruction. **Time students spend participating in work-based learning opportunities can continue to be included in the daily instructional minute calculation and can be considered a synchronous instruction method. Work-based learning opportunities include internships, externships, apprenticeships, and mentorships.** **This method also allows students who are taking CTE courses to continue teacher-led instruction and generate CTE funding. Special education students who are coded mainstream can receive their regular instruction and special education services through this remote synchronous instruction method as well, unless their IEPs reflect that the services must be provided on campus.** **12.6.3.2 Remote Asynchronous Instruction** **This method allows LEAs the flexibility to earn daily attendance through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction. LEAs should use this method to track attendance if students are not receiving the minimum number of synchronous instructional minutes required by the synchronous instruction method. In the asynchronous instruction method, the LEA ensures students have access to the required number of daily instructional minutes by planning for and keeping documentation of the daily attendance measure, instructional schedule and materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance.** **Requirement 1: Attendance Taking** **Measurement frequency is daily and may occur from 12:00 am to 11:59 pm every day the campus is open or in a narrower daily time window as determined by the local plan. Daily measurement options for attendance include the following:** • **daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the LEA** • **daily check in via teacher-student interactions that confirms students accessed instruction, as defined by the LEA** • **completion/turn-in of assignments from student to teacher (potentially via email or online)** **LEAs must maintain documentation to support the daily attendance a student has earned.**

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	The locally defined student attendance measure will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher and/or documentation of completion/turn in of daily assignments within the school day as defined in the local plan if it is a narrower window than the 24 hour day. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method for any day attendance occurred based on one of the above three methods by marking the student Remote Asynchronous Eligible Days Present. There is no requirement that remote asynchronous attendance must be posted in the SIS on the same day the engagement occurs. LEAs are free to develop policies and procedures that work best on their campuses. **Note: A learning management system is any electronic system used for virtual instruction that provides data that can be used to document individual student engagement as defined in this section.** **Requirement 2: Minimum 240 Instructional Minutes** **A student must be offered an equivalent of four hours (240 instructional minutes) of daily instruction to be considered full-time. The instructional time must provide students access to the equivalent of instructional minutes that a student would be engaged in over a normal school year as documented in the publicly posted asynchronous plan. The number of instructional minutes students have access to must match or exceed 240 instructional minutes of daily minimums across all subjects for kindergarten through 12th grade. LEAs must maintain documentation of the plan for asynchronous instruction which demonstrates students have access to the minimum required number of daily instructional minutes.** **Requirement 3: Publicly Posted Asynchronous Plan** **The LEA must develop an asynchronous instructional plan as documentation for meeting the minimum instructional minutes and attendance requirements. The asynchronous instructional plan must include all of the following:** • **the instructional schedule** • **a description of how students engage in instructional materials asynchronously (or through a combination of synchronous and asynchronous instruction) that demonstrates 240 instructional minutes are being provided** • **expectations for progress monitoring** • **expectations for support students will receive from a teacher** **Note: The above will likely vary by grade level and subject.** **The LEA must post the asynchronous instructional plan publicly on the LEA's website.**
Revision	Information on Weights

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	CTE—**Weight: 1.1 to 1.47;** and $50.00 for each of the following in which the student is **enrolled:** • **a** campus designated as a P-TECH school under the TEC, §29.556; or • a campus that is a member of the New Tech Network and focuses on project-based learning and work-based education. **For each FTE student in ADA in an approved CTE program in grades seven through 12, a district is entitled to the following multipliers:** • **1.1 for each FTE student in CTE courses not in an approved program of study** • **1.28 for each FTE student in levels one and two CTE courses in an approved program of study, as identified by TEA** • **1.47 for each FTE student in levels three and four CTE courses in an approved program of study, as identified by TEA**
Revision	## Information on Weights Gifted/Talented—Weight **0.07** Early Education—Weight 0.1 Funding is based on each student in ADA in kindergarten through third grade, if the student is: • educationally disadvantaged or • **identified as an English learner/emergent bilingual**, as defined by the TEC, §29.052, and is in a bilingual education or special language program under the TEC, Chapter 29, Subchapter B.
Deletion	## Glossary [~~**at risk –** At risk of dropping out of school according to state criteria defined in the TEC, §29.081(d). At-risk students include the following:~~ • ~~students who were not advanced from one grade level to the next for one or more school years~~ • ~~students in grades seven to 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester~~

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	• ~~students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, Subchapter B, and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument~~ • ~~students in pre-K, kindergarten, or grades one, two, or three who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year~~ • ~~LEP students, as defined by the TEC, §29.052, interchangeable with the term English learner (EL), as used in 19 TAC Chapter 89, Subchapter BB~~ • ~~recovered dropouts~~ • ~~pre- and postadjudicated students~~ • ~~homeless students~~ • ~~pregnant or parenting students~~ • ~~students who previously resided or currently reside in a residential placement facility in the district[27]~~] [~~[1] TEC, §29.081(d)~~]
Addition	# Glossary **at-risk – At risk of dropping out of school according to state criteria defined in the TEC, §29.081(d). At-risk students include the following:** • **students who were not advanced from one grade level to the next for one or more school years** • **students in grades seven to 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester** • **students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, Subchapter B, and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument** • **students in pre-K, kindergarten, or grades one, two, or three who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year** • **pregnant or parenting students**

[27] TEC, §29.081(d)

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	• **students who have been placed in an alternative education program in accordance with the TEC, §37.006, during the preceding or current school year** • **students who have been expelled in accordance with the TEC, §37.007, during the preceding or current school year** • **students currently on parole, probation, deferred prosecution, or other conditional release** • **recovered dropouts** • **Emergent bilingual (EB) students, as defined by the TEC, §29.052, interchangeable with the term English learner (EL), as used in 19 TAC Chapter 89, Subchapter BB** • **students in the custody or care of the Department of Family and Protective Services or have, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official** • **homeless students** • **students who previously resided in the preceding school or who currently reside in a residential placement facility in the district (see the TEC, §29.081(d))** • **students have a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by the Penal Code, §1.07**
Deletion	Glossary **[~~English learner (EL) –~~** ~~A student who is in the process of acquiring English and has another language as the primary language; synonymous with ELL and limited English proficient (LEP).~~]
Addition	Glossary **Emergent bilingual (EB) – A student who is in the process of acquiring English and has another language as the primary language; synonymous with English learner (EL) and limited English proficient (LEP).**
Revision	Glossary reclassification - The process **by which the language proficiency assessment committee determines that an English learner/emergent bilingual has met the appropriate criteria to be classified as non-EL/English Proficient and is coded as such in TSDS PEIMS. This is**

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	distinguished from the term “exit,” which describes the process for reclassified students who no longer participate in a bilingual or ESL program.