



LACKLAND
Independent School District

2018-2019

Impact Aid Handbook (Serving JBSA)



LACKLAND ISD ADMINISTRATIVE REVIEW & APPROVAL OF PROCEDURES, HANDBOOKS AND MANUALS

In accordance with Board Policy BP (Local), the Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District.

The Superintendent or designee shall ensure that administrative regulations are kept up to date and are consistent with Board policy. The Superintendent or designee shall resolve any discrepancies among conflicting administrative regulations. In case of conflict between administrative regulations and policy, policy shall prevail.

Administrative regulations are subject to Board review but shall not be adopted by the Board. The Superintendent shall review and approve all procedures, handbooks and manuals.

Handbook/Manual	School Year	Revision Date
Impact Aid Manual	2018-2019	August 2018

Approved by: Signature on file
Dr. Burnie L. Roper, Superintendent

8/14/2018
Date

Overview

Purpose:

The purpose of this manual is to:

- set forth data quality standards for the preparation and submission of the annual Impact Aid Application to the US Department of Education Impact Aid Department
- establish standard coding procedures for Impact Aid data
- establish operating procedures for the preparation of the Impact Aid Application
- provide resources related to the USDE Impact Aid regulatory guidance

Recent Changes:

Changes and/or updates to the procedures for 2018-2019 are highlighted in yellow.

Forms:

All district forms and documents are highlighted in blue. TxEIS attendance reports are highlighted in green.

References:

- Application resources can be accessed at:
<http://www2.ed.gov/programs/8003/applicant.html>.
- Email address for the USDE Impact Aid department: impact.aid@ed.gov
- Department of Education's electronic application system, at: www.G5.gov
- DOE Impact Aid Program has an on-line SECTION 8003 PAYMENT CALCULATION ESTIMATE WORKSHEET is available at:
<http://www2.ed.gov/programs/8003/calculator/edlite-calculator.html>.
- 2 CFR Part 200 (EDGAR) - [UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS](#).

Background

Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. The Impact Aid law (**now Title VII of the Every Student Succeeds Act (ESSA)**) provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.

Lackland ISD is a coterminous school district which means that the boundaries of the school district are the same as the boundaries of Lackland Air Force Base (Joint Base San Antonio – Lackland). All of the federal property is exempt from local property taxes; therefore, Lackland ISD is eligible to apply for Impact Aid funding directly through the Department of Education Impact Aid Program. Generally, the Impact Aid funds (except for funds for Children with Disabilities or Construction) may be used to support the general operations of the district since they are basically in lieu of property taxes.

The district receives Impact Aid funds under two provisions of the **Every Student Succeeds Act (ESSA), Section 7003 and 7007.**

Basic Support Payments (Section 7003(b))

Basic Support Payments help local school districts that educate federally connected children. These may be the children of members of the uniformed services, children who reside on Indian lands, children who reside on Federal property or in federally subsidized low-rent housing, and children whose parents work on Federal Property. In general, to be eligible for assistance a local school district must educate at least 400 such children in average daily attendance, or the federally connected children must make up at least 3 percent of the school district's total average daily attendance. Heavily Impacted Districts that enroll certain percentages of federally connected children and meet other specific statutory criteria, receive increased formula payments under Section 7003(b)(2).

Children With Disabilities Payments (Section 7003(d))

Payments for Children with Disabilities provide additional assistance to school districts that educate federally connected children who are eligible for services under the Individuals with Disabilities Act (IDEA). These payments are in addition to Basic Support Payments and IDEA funds provided on behalf of these children. A school district that receives these funds **MUST** use them for the increased costs of educating federally connected children with disabilities.

Construction Grants (Section 7007)

Construction Grants go to local school districts that educate high percentages of certain federally connected children — both children living on Indian lands and children of members of the uniformed services. These grants help pay for the construction and repair of school buildings. Section 7007(a) provides formula grants to the local school districts based on the number of eligible federally connected children they educate. Section 7007(a) was funded in fiscal year 2016. Section 7007(b) provides competitive grants for emergency repairs and modernization.

Purpose

To ensure a systematic process to apply for, record and expend Impact Aid funds.

Impact Aid Application

An Impact Aid Application shall be completed and filed each fiscal year by the deadline established by the Department of Education (DOE) Impact Aid Program (IAP). The deadline is typically January 31st of each year. The application completed in one fiscal year generates the funding in the following fiscal year, with the exception of the Heavily Impacted funding (which will be discussed in another section). Applications submitted late (after the deadline) will incur a 10% penalty in funding. Applications submitted **more than 60 days** after the deadline **will not** be eligible for funding in the next fiscal year.

An application is timely filed if the IAP receives the entire application package by the deadline. All of the following must be received by the deadline:

1. The electronic application, submitted on-line via G5 e-Application, the Department of Education's electronic application system
2. The signed cover page of the application, uploaded as a pdf file in the G5 system, submitted by fax or as an e-mail attachment
3. The signed Impact Aid Program assurances and certifications page of the application, uploaded as a pdf file in the G5 system, submitted by fax or as an e-mail attachment
4. *Only for those applicants that submit data for military installation housing undergoing renovation or rebuilding:* Upload the "Housing Undergoing Renovation or Rebuilding - Housing Official Contact Information" form.
5. Heavily Impacted Tax Rate Certification Form, as applicable to the district. (Uploaded under the Project Narrative section.)

If an amendment is necessary, the district shall use the G5 e-Application website to modify and update an Impact Aid application **until June 30th**. The guidelines noted above shall also apply to the *timely filing* of an amendment.

The application instructions and forms are generally published and made available by the DOE in November or December of each fiscal year. Application resources can be accessed at: <http://www2.ed.gov/programs/8003/applicant.html>. Applications must be submitted electronically through the G5 system, the Department of Education's electronic application system, at: www.G5.gov.

Technical assistance with the application is available through the G5 Hotline at 1-888-336-8930 and Programmatic assistance is available through the DOE Impact Aid Program at 1-202-260-3858 or impact.aid@ed.gov. The toll-free fax number is 1-866-799-1272.

Each state is assigned an Impact Aid Analyst. The analysts for the state of Texas are noted below:

- 7003 Operations: Kisha Spruill – kisha.spruill@ed.gov or 1-202-260-2292
- Property: Nyonu Akamefula – nyonu.akameful@ed.gov 1-202-260-2410
- Payments: Melissa Torchon – Melissa.torchon@ed.gov, 1-202-260-0732
- 7002 Operations: Michael Thomas – michael.thomas@ed.gov , 1-202-205-0316
- Program Director: Marilyn Hall – Marilyn.hall@ed.gov or 1-202-260-3858

The State Educational Agency (Texas Education Agency) contact is noted below:

Mrs. Didi Garcia
Division of Federal and State Education Policy
Texas Education Agency
1701 North Congress
Austin, Texas 78701
512-463-9414
512-463-9560 FAX

The application represents student data as of a specific "survey date". The survey date can be any district-selected date no earlier than **the 4th day of the start of school** and no later than **January 31st**. All student eligibility data shall be as of the survey date.

The application consists of documents and tables as noted below:

- Cover Page (must be signed by the Superintendent)
- Assurances (Must be signed by the Superintendent)
- Tables (one of more of Tables 1 through 5
 - Table 1 – Children with Disabilities who reside on federal property

- Table 2 – Children with Disabilities who do not reside on federal property
 - Table 3 – Children who reside on federal property
 - Table 4 – Children who reside on federal property
 - Table 5 – Children who do not reside on federal property
- Table 6 – Enrollment and Average Daily Attendance
- Table 7 – Revenue and expenditures for Children with Disabilities (if Tables 1 or Table 2)
- Table 8 – Children who attend school in a DOE-owned buildings (if applicable)
- Table 10 – Construction fund balance, revenue received, construction expenditures and the general condition of facilities (if construction 7007 funds were received)
- Heavily Impacted Tax Rate Certification Form (if applying for heavily impacted funds)
- Housing Undergoing Renovation or Rebuilding (if applicable)

Preparing to Apply for Impact Aid Funding

The district has designated the following administrators as Impact Aid officials.

- Superintendent – Authority to Sign the Application Cover Page and Assurances
- Chief Financial Officer – Authority to prepare and submit the Application through G5 (after obtaining the signature of approval from the Superintendent)

In addition, the district has designated the following staff to collect and maintain Impact Aid data:

- Finance/Payroll Specialist – Authority to collect, tabulate and enter the Impact Aid Application data.

The district has previously applied for Impact Aid funding; therefore, it shall use the assigned DUNS and Impact Aid number on all applications and communication with the DOE Impact Aid Program.

- DUNS 080259807
- Impact Aid # 530203 (53-TX-YYYY-0203)
- Award # S041B-YYYY-5001

The district shall prepare a list of the LAFB Points of Contact on an annual basis to ensure that the installation is aware of the purpose and processes related to the Impact Aid Application. Establishing a collaborative working environment with the POCs is essential to ensure that all verification of data, such as Source Checks, are completed in a timely manner. The current year POCs are:

- Base Liaison Lori Phipps 210-671-3722

	lori.phipps@us.af.mil	
▪ Balfour Beatty Housing Official	Suzanne Farr	210-674-9366
	sfarr@bbcgrp.com	
▪ Temporary Lodging Facility (TLF)	Jesus Gil	210-675-0798
	Jesus.gil@us.af.mil	
▪ Fisher House	Sara Richardson-Paniagua	210-671-6028
	sr-fisherhouse@sbcglobal.net	
▪ Family Camp (FamCamp)	David Greene	210-671-5179
	david.green13@us.af.mil	

Student Daily Membership

In preparation to select the Survey Date, the Finance/Payroll Specialist shall monitor the daily membership for each instructional day. A **Recap of Enrollment Report** shall include every instructional day from the first day of school to the last day of school and shall be forwarded to the Chief Financial Officer on at least a weekly basis (generally Monday).

The Chief Financial Officer shall monitor the increases and decreases in enrollment to select the optimal Survey Date, i.e. the highest membership. [Note. The Survey Date cannot be during the first four (4) days of instruction, nor after January 31st in accordance with the DOE guidance, except for the 2nd survey data provisions.]

The CFO shall recommend the optimal date to the Superintendent. After the Superintendent's approval of the Survey Date, the process of distributing and collecting source checks and survey forms shall begin.

Completing the Impact Aid Application

The district shall obtain a copy of the Impact Aid Application instructions available at the DOE Impact Aid Program website: <http://www2.ed.gov/programs/8003/applicant.html>. The Chief Financial Officer shall be responsible to ensure that all district staff with Impact Aid related duties and responsibilities receives the appropriate training related to the completion of the Impact Aid Application. District staff shall take the annual USDE Impact Aid training via webinar, as appropriate.

Each of the required documents in the Impact Aid Application shall be completed in accordance with the Instructions.

The procedures related to each document are listed below:

Impact Aid Application – Cover Page

The district has applied for Impact Aid in previous years; therefore, most of the data related to the district on the cover page will be “pre-populated” (copied from the prior year application). If any of the information has changed, the Chief Financial Officer shall ensure that the data is updated on the current year application. The pre-populated data includes the following:

- DUNS number: #080259807
- Impact Aid number: #53-TX-YYYY-0203 (YYYY equals the fiscal year of the application)
- Award Number: #S041B-YYYY-5001
- District name and address: Lackland ISD, 2460 Kenly Ave, San Antonio, TX 78236
- Contact person: Rebecca Estrada, Chief Financial Officer, 210 357 5005 or Estrada.r@lacklandisd.net
- Grade Span: EE-12th grade
- Legal Classification: Public School District

Data that must be verified and entered each fiscal year includes the following:

- Membership Survey Date
- Type of data collection (source check and survey forms should be checked)
- Eligibility for Heavily Impacted Funding (should always be checked)
- Typed Name and Title of Authorized Representative (Superintendent)
- Original signature and date of signature (date must be prior to the filing deadline)

The membership survey must be taken **no earlier than the fourth school day** of the regular school year and **no later than January 31st**.

The district is allowed to select a 2nd membership survey date after January 31, but no later than May 14, and submit that data as an amendment to the initial application. The Finance/Payroll Specialist shall maintain an up-to-date **Recap of Enrollment Report** throughout the entire school year and forward to the Chief Financial Officer on a weekly basis. The Chief Financial Officer shall monitor the daily membership from the 1st day of school through at least May 14th to determine if a second survey date select be selected and an amended application filed with the DOE.

The results of the two surveys are averaged by the DOE. A second survey date shall only be selected and an amendment filed when the increase in enrollment is substantial to justify the district staff, LAFB POCs and parent’s time to complete the required paperwork. The Chief Financial Officer shall determine the related costs and benefits (additional revenue) and submit a recommendation to the Superintendent. The Superintendent shall make the final decision to select a second survey date and amend the application.

If the district conducts a second membership survey date, the amended application shall be submitted via the G5 application system no later than June 30th. As required with the initial application, a copy of any amendment must also be filed with the Texas Education Agency. [Note. The original membership survey data must remain on the Cover Page. The USDE Impact Aid office will update the 2nd membership survey date by overriding the G5 system.]

According to the DOE, the district may email, fax or upload the signed Cover Page. The district has elected to upload the signed document to the G5 application system immediately after submitting the application. **[Note. Failure to submit the Cover Page via upload, fax or email to the DOE Impact Aid Program will result in a potential loss of funds due to a late filing penalty.]**

Impact Aid Program Assurances and Certifications

The district shall enter the name and title of the authorized certifying representative, i.e. the Superintendent. The Superintendent must sign and date the printed Impact Aid Program Assurances and Certifications form on or before the filing deadline, generally January 31st.

According to the DOE, the district may email, fax or upload the signed IAP Assurances and Certification page. The district has elected to upload the signed document to the G5 application system immediately after submitting the application with the Cover Page.

General Instructions for Tables 1 through 5

According to the DOE IAP Instructions, *the district shall record the number of federally connected children associated with each property in the columns labeled **Number of Children on Survey Date**. Each student can be counted **only once**. Children with disabilities reported on tables 1 and 2 should not be included in student counts on other tables. If the district does not have children connected with a specific property in the current year, place a zero in that column.*

The district has elected to use two (2) methods to collect the number of students on the survey date: Source Checks and Survey Forms. As a coterminous school district, the preferred method to collect the number of students on the survey date is the Source Check method. Data for students that do not reside on LAFB (within the school district boundaries) shall be collected with Survey Forms.

Preparation of Student Data

On at least a weekly basis, the registrars shall extract student data to ensure that data to be used in the Impact Aid application process is current and complete. Specific data fields that are critical for the data preparation process are noted below: [Note. Missing data, if any, must be obtained and entered before the master list of student data is extracted on the Survey Date.]

- Priority-1 Parent Status – The Priority-1 parent code (local use code) of: A (active military), E (LISD employee), C (civilian on base), FM (foreign military), and R (retired military). The local code shall be coded for the **most eligible parent**. If both parents are active military, either parent may be listed as the priority-1 parent. If no parent is active military, a parent who is a civilian working on the installation shall be coded as the priority-1 parent. If neither parent meets the eligibility requirements, either parent may be coded as the priority-1 parent.
- Residence location – The residence code (East, West, Family Camp, TLF, Fisher House and Off-base) that matches the current residence shall be complete and up-to-date. At any time that a parent changes their residence address, the residence location code must be updated, too.
- Parent Military – A parent that is military active shall be entered on the Priority 1 line. The Parent Military box shall be checked if the parent is active military. At any time that the parent changes to not active military, the box must be unchecked.
 - Foreign military – check military only if the Foreign Military official is an officer on the survey date. Enlisted are not eligible for Impact Aid.
 - National Guard – check military only if the parent is active as a result of a Presidential Order on the survey date. (Must have a copy of the order).
- Branch of Service – the branch of service shall be entered for every active military parent (whether they are a priority 1 or 2 parent). The appropriate drop down box shall be selected, such as Air Force, Army, National Guard, etc.
- Rank – the military rank shall be entered for every active military parent (whether they are a priority 1 or 2 parent). The rank should be entered as either an OX (officer) or EX (enlisted) – the X is the rank number.

Note. It is critical that the residence address of the student (parent) be up-to-date at all times. The residence address is the determining factor whether a Source Check or Survey Form will be used to determine the student’s eligibility for Impact Aid and their placement on a Table on the application.

The Finance/Payroll Specialist shall generate a master list (Excel extract from TxEIS Student Information System) of all students enrolled **on the survey date**. [A template titled, Impact Aid Report” has been created in the TxEIS Registration system.] The master student list shall be sorted by residence location (local use code in TxEIS labeled Residence Location). **The Residence Location codes are: E (Balfour East), W (Balfour West), R (Family Camp), T (Temporary Lodging Facility), F (Fisher House) or O (Off-Base).**

A source check for East and West shall be prepared according to the guidelines below and forwarded to the appropriate housing official for review and approval. The list of Off-Base

student shall be used to distribute Survey Forms to the parent and/or guardian. Note. All students enrolled on the survey date must be on a source check list or should receive a survey form. Even if a student is considered to be ineligible, a survey form should be collected to verify the student's eligibility for Impact Aid.

Students who do meet the eligibility guidelines for any the Tables 1-5, shall be ineligible for Impact Aid and shall not be reported on the application, except under the total membership on Table 6.

Source Check Guidelines:

The Finance/Payroll Specialist shall include the following information on the source checks:

- Parent name (in alpha by last name order) – of the parent who is active duty, or otherwise Priority 1
- Parent's branch or military service and rank
- Residence Code
- Parent's address
- Student's name
- Student's grade level
- Student's ID number
- Student date of birth
- Student's ADA eligibility code
- Residence location (local use code in TxEIS)
- Priority-1 Parent Status (local use code in TxEIS)
- Officer code
- Student's Sp. Ed. Status (coded "1" if enrolled in Sp.Ed.) [Note. The identification of Special Education Students shall not be labeled on the Source Check to protect the student's privacy.]

Students must be reported on the Impact Aid application by property code; therefore, a Source Check shall be generated for each of the following properties:

- Balfour Beatty East (E)
- Balfour Beatty West (W)
- Temporary Lodging Facility (TLF)
- Family Camp (FamCamp)
- Fisher House

The Source Check shall be signed and certified by the following individuals on or after the survey date:

- Certification that the students are enrolled in the district on the survey date – Superintendent
 - I CERTIFY THAT on _____ (date), the students listed on the accompanying page(s) were enrolled in Lackland ISD on _____ (survey date).
- Certification that the parent is active military and resides on federal property on the survey date – LAFB Official (Housing Official and/or Base Liaison)
 - I CERTIFY THAT on _____ (date), the personnel listed on the accompanying page(s) were on active duty in the branch of service and rank indicated. In addition, the personnel resided at the address listed on _____ (survey date) which is located on JBSA Lackland, San Antonio, TX 78236.

A sample Source Check is included in the Exhibit Section.

Upon receipt of the source checks, the Finance/Payroll Specialist shall verify the housing official certification is complete and make note of any changes such as deletions or additions made by the housing official.

If the housing official verifies that a student does not reside on base, a Survey Form must be sent to the parent/guardian. The student's eligibility for Impact Aid will be determined by the Survey Form.

After the Source Checks have been verified, the number of students on the source checks should be tabulated into the following categories:

- Table 1 – Special Education student resides on base and parent is active military (including foreign military) Note. Student must be on Special Education Certification list.
- Table 3 – Student resides on base and parent works on federal property at least partially located in the school district or is active military (including foreign military)
- Table 4 – Student resides on base and parent is not employed on federal property (this may include a student residing on base whose parent is military retired)
- Ineligible – The following students are ineligible for Impact Aid.
 - A student who resides on base and is not eligible for Table 1, 3, or 4.
 - A student who resides on base but whose parent is not active military (such as a retired military member) and not a civilian working on base.
 - A student of a parent that is Foreign Military with an enlisted rank.
 - A student of a parent that is Reserve or National Guard that is not on Presidential Orders as of the survey date

Survey Form Guidelines:

By August 1st of each year, the Finance/Payroll Specialist shall prepare a draft **Impact Aid Survey Form** and forward to the Chief Financial Officer. After review by the Chief Financial Officer, the Survey Form shall be forwarded to the IAP Texas Specialist for further review and approval. [Note. The IAP has recommended an annual review of the Survey Form to ensure that it meets audit requirements.] **A sample Survey Form is included in the Exhibit Section.**

Using the master list of students by property, a survey form shall be distributed to all students who **do not reside** on JBSA Lackland property.

Upon receipt of Survey Forms from the parent(s), the Registrars and Finance/Payroll Specialist shall verify each form to ensure that it meets all of the guidelines listed below:

- Student full name, date of birth, grade level and campus name (matching the TxEIS Student System). **NOTE. Survey forms that contain more than one student name, shall be copied to ensure that each student has his/her own survey form.**
- Full address (if a parent reports that they were living on base housing on the survey date, a supplemental Source Check shall be forwarded to the appropriate housing official for verification and certification).
- One of four (4) sections must be completed:
 - US military active – name of active military member, branch and rank
 - US military retired – name of retired military member, branch and retirement date
 - Foreign Military – name of foreign military member, branch and rank
 - Civilian – name of civilian, employer name and address, federal property name and address. **Note. Lackland ISD employees shall complete the Civilian portion of the Survey Form with Employer: Lackland ISD, 2460 Kenly Ave, San Antonio, TX 78236 and Federal Property: JBSA Lackland, 1800 Truemper Rd, San Antonio, TX 78236.**
 - **NOTE. A parent may include information on more than one section. For example, one parent may be active military and the other parent a civilian and/or retired military. A survey form, with multiple sections, shall be sorted using the following priority levels: 1) active military, 2) foreign military, 3) civilian and 4) military retired.**
- Signature and date (date must be on or after the survey date-**verify the year carefully**)

After the Survey Forms have been verified, they should be sorted into 3 categories:

- Table 2 – Special Education students living off-base and parent is active military (including foreign military). Note. Student must be on Special Education Certification list.
- Table 5 – Student is living off-base and parent works on federal property or is active military (including foreign military and active National Guard with Presidential Orders)
- Ineligible - Student is living off-base and is not eligible for Table 2 or 5. Note. An ineligible student may include a student whose parent is retired military but the student is enrolled in the district under an off-base student transfer.
- **NOTE: Survey forms for on-base residents shall be filed with the appropriate table. For example, if a parent completes a survey form and they live on base, the form shall be placed with the appropriate table (Table 1, 3 or 4).**

Federal Properties Guidelines:

Federal properties that the district has reported in the past are pre-populated on Tables 1 through 5. The district may add new properties by using the drop down button on any blank row on each table to open the Property Lookup Screen.

The current federal properties reported on the application by the district include the following:

<u>Federal Property Code</u>	<u>Federal Property Name</u>
5357100090	Lackland AFB
5357100100	Lackland AFB, Medina Training Annex

Under the Property Type, the district shall report the same Federal Property Name if the parent works on the federal property and is not active military. The district shall use **“Uniformed Services”** as the Federal Property Type to claim children who have a parent on active duty in the uniformed services of the United States. Service members of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration and U.S. Public Health Service can all be included as Uniformed Services.

Children with a parent in the Reserves or the National Guard generally are not eligible unless the parent is on active duty on the survey date as a result of a Presidential Order. The district can claim dependents of National Guard members and Reservists who have been activated pursuant to a Presidential Executive Order 13223 of September 14, 2001, as amended, and under authority of Title 10, United States Code (U.S.C.).

The district shall use **“Accredited Foreign Military”** as the Federal Property Type to claim children in the Foreign Military category if the parent is both an accredited foreign government official and a foreign military officer. **Children of Foreign Military “enlisted” staff are not eligible.**

The district shall use the appropriate property code for civilians working on base.

Table 1 – Children with Disabilities who reside on federal property

CHILDREN WITH DISABILITIES WHO: *(1) reside on eligible Federal property and have a parent on active duty in the uniformed services of the United States; or (2) reside on eligible Federal property with a parent who is both an accredited foreign government official and a foreign military officer; or (3) reside on eligible Indian lands.*

The district shall report on Table 1 only students: 1) with an Individualized Education Program (IEP) that are signed and in effect on or before the survey date, 2) reside on base, and 3) have a parent that is:

- On active duty in the uniformed services (“B” children”); **or**
- A member of both an accredited foreign government and a foreign military officer (“A(ii)” children).

Note. If a special education student lives on base, but the parent is not active military (such as retired), the student shall be reported on Table 4. If a special education student lives on base, but the parent is a civilian, the student shall be reported on Table 3.

The Special Education Coordinator (or LSSP) shall sign a Certification of IEPs as of the Survey Date. The Certification shall be prepared by the Finance/Payroll Specialist and shall include the following information:

- Name of students with disabilities
- Grade level
- Date of birth
- Date IEP was signed

Note: Students without an IEP as of the survey date, shall not be counted on Table 1. The student shall be counted on one of the other Tables, as appropriate.

Note. Recent authorizations has included language that allows districts to count students on Table 1 if the student who is attending a school in an LEA but who is no longer living on federal property due to the deployment of both parents or legal guardians, or a parent or legal guardian having sole custody of the child. The property on which the student formerly resided should be reported as the federal property of residence. Students who continue to live on federal property after the death of a parent in the uniformed services should also be included on Table 1.

A Source Check shall be prepared for the review and approval by a LAFB housing official as listed in the Point of Contacts (POCs). If the Source Check verifies that the student's parent is active military (or Foreign Military Officer) and resides on federal property on the survey date, the student shall be counted on Table 1.

Table 1 data shall include the following:

- Column 1 Federal Property Code
- Column 2 Federal Property Official Name, Address, City, State
- Column 3 Federal Property Type (same as Name, Uniformed Services, or Accredited Foreign Military, as appropriate)
- Column 4 Number of children on the survey date

Table 2 – Children with Disabilities who do not reside on federal property

CHILDREN WITH DISABILITIES WHO DO NOT RESIDE ON FEDERAL PROPERTY BUT: (1) have a parent on active duty in the uniformed services of the United States; or (2) have a parent who is both an accredited foreign government official and a foreign military officer.

The district shall report on Table 2 only students: 1) with an Individualized Education Program (IEP) that are signed and in effect on or before the survey date, and 2) have a parent that is:

- On active duty in the uniformed services (“D(i)” children); **or**
- A member of both an accredited foreign government and a foreign military officer (“D(ii)” children).

The Special Education Coordinator (or LSSP) shall sign a Certification of IEPs as of the Survey Date. The Certification shall be prepared by the Finance/Payroll Specialist and shall include the following information:

- Name of students with disabilities
- Grade level
- Date of birth
- Date IEP was signed

Note: Students without an IEP as of the survey date, shall not be counted on Table 2. The student shall be counted on one of the other Tables, as appropriate.

If the Survey Form verifies that the student's parent is active military (or Foreign Military Officer) but **does not reside** on federal property on the survey date, the student shall be

counted on Table 2. [Note: Students who are reported on this table should be coded as a “transfer student” with an ADA eligibility code of 3 or 6 in the TxEIS Registration system.]

An off-base special education student whose parent is retired is ineligible for Impact Aid. An off-base student whose parent is a civilian shall be reported on Table 5.

Table 2 data shall include the following:

- Column 1 Federal Property Code
- Column 2 Children with disabilities with parent active military **or** Accredited Foreign Military
- Column 3 Number of children on the survey date

Table 3 – Children who reside on federal property

***CHILDREN WHO:** (1) reside on eligible Federal property with a parent employed on eligible Federal property located at least partly within the school district; or (2) reside on eligible Federal property and have a parent on active duty in the uniformed services of the United States; or (3) reside on eligible Federal property and have a parent who is both an accredited foreign government official and a foreign military officer; or (4) reside on eligible Indian lands (no parental employment required).*

An **Impact Aid Source Check** shall be prepared for the review and approval by a LAFB housing official as listed in the Point of Contacts (POCs). If the Source Check verifies that the student’s parent is active military (or Foreign Military Officer) and resides on federal property on the survey date, the student shall be counted on Table 3. Table 3 shall also include students who live on federal property and whose parent works on federal property but is not active military (or Foreign Military Officer).

The district shall report on Table 3 only students: 1) who reside on base, and 2) have a parent that is:

- On active duty in the uniformed services (“B” children”); **or**
- A member of both an accredited foreign government and a foreign military officer (“D(ii)” children), or
- Employed on an eligible federal property (“A(ii)” children).

Federal Property on Which Students Reside

- Column 1 Federal Property Code
- Column 2 Federal Property Name

Federal Property on Which Parents are Employed

- Column 3 Federal Property Code
- Column 4 Federal Property Official Name, Address, City, State (Name of federal property, Uniformed Services, or Accredited Foreign Military, as appropriate)
- Column 5 Number of students on survey date

Table 4 – Children who reside on federal property

CHILDREN WHO *reside on eligible Federal property, but whose parents are not employed on Federal property.*

An **Impact Aid Source Check** shall be prepared for the review and approval by a LAFB housing official as listed in the Point of Contacts (POCs). If the Source Check verifies that the student resides on federal property on the survey date and the parent is not employed on federal property on the survey date, the student shall be counted on Table 4. [Note: It is rare for a student to reside on LAFB without the parent working on the installation or serving in the military.] This table may include students whose parent is retired and living on federal property.

The district shall report on Table 4 only students: 1) who reside on base, but 2) whose parents are **not** employed on federal property (“F” children).

- On active duty in the uniformed services (“B” children”); **or**
- A member of both an accredited foreign government and a foreign military officer (“D(ii)” children), or
- Employed on an eligible federal property (“A(ii)” children).

Table 4 data shall include the following:

Federal Property on Which Students Reside

- Column 1 Federal Property Code
- Column 2 Federal Property Official Name, Address, City, State
- Column 3 Number of children on the survey date

Table 5 – Children who do not reside on federal property

CHILDREN WHO DO NOT RESIDE ON FEDERAL PROPERTY BUT: (1) *reside with a parent employed on Federal property; or (2) have a parent on active duty in the uniformed services of the United States; or (3) have a parent who is both an accredited foreign government official and a foreign military officer.*

A Survey Form shall be prepared and provided to the parent or guardian for their review and signature. The parent must sign and date the Survey Form on a date that is on or after the survey date. If the Survey Form is dated prior to the survey date, the student is not eligible to be counted on Table 5.

If the **Impact Aid Survey Form** verifies that the student **does not reside** on federal property on the survey date **but the parent is employed on federal property or active military (or Foreign Military Officer)**, the student shall be counted on Table 5. [Note: Students who are reported on this table should be coded as a “transfer student” with an ADA eligibility code of 3 or 6 in the TxEIS Registration system.]

Lackland ISD employees whose child(ren) attend the district under an off-base student transfer shall complete a Survey Form. Because the parent works on federal property, the student(s) should be reported on Table 5 as civilians working on federal property.

The district shall report on Table 5 only students: 1) who do not reside on base, but 2) whose parents:

- Are employed on federal property (“G” children), **or**
- On active duty in the uniformed services (“D(i)” children”); **or**
- A member of both an accredited foreign government and a foreign military officer (“D(ii)” children).

Table 5 data shall include the following:

Federal Property on Which Parents are Employed

- Column 1 Federal Property Code
- Column 2 Federal Property Official Name, Address, City, State (Name of federal property, Uniformed Services, or Accredited Foreign Military, as appropriate)
- Column 3 Number of children on the survey date

Table 6 – Enrollment and Average Daily Attendance

To obtain the total district membership as of the survey date, the Finance/Payroll Specialist shall generate a master list of all students enrolled on the survey date in Excel. The master list must be supported by the Recap by District report (TxEIS Student Information System). In addition, the Finance/Payroll Specialist shall obtain documentation to support any tuition-in or

tuition-out students for the current school year. [Note. Lackland ISD does not have any students in attendance under a tuition agreement.]

The district shall report the total membership in the current year and the preceding year (will be pre-populated in the application). The total membership for the current year is generated as noted below:

- A. Students enrolled in district on the survey date
- B. Students for which the district receives tuition from parents, other districts, Federal programs other than Impact Aid, or other sources if such payments constitute a substantial portion of the children's educational cost.
- C. Subtotal of students enrolled (after deducting "tuition-in" students)
- D. Students for which the district pays other LEAs or other educational entities the cost of free public education (tuition out).
- E. Total membership including the 'tuition out' students. [Note. The tuition out students may include students served by another district in services such as Deaf Education, Visually Impaired, etc.]

In addition, the Finance/Payroll Specialist shall:

- generate the **Superintendent's Contact Hour Report** for the previous school year (PEIMS Data – Submission 3),
- obtain a roster of *free* summer school attendance for the prior year, and
- obtain a copy of the district's academic calendar for the prior year.

The district shall report the average daily attendance for the preceding year. The total ADA for the previous year is generated as noted below:

- A. Average daily attendance (ADA) for the entire prior year. **Note. Texas now has a Negotiated Rate attendance rate. It is optional to report the actual attendance rate using the district's attendance data.** The **Superintendent's Contact Hour Report**, as reported through PEIMS, shall be used to determine the ADA. **NOTE: Since the PK program is funded by the State at only ½ of the ADA, the total PK ADA for the entire year should be doubled for Impact Aid purposes.]** Tuition-out ADA shall be added and tuition-in ADA excluded from this count. Note. The Near-Final or Final Summary of Finances for the prior year shall be used to reconcile and support the ADA.
- B. The summer school ADA for the previous summer shall be reported for summer school that was provided free of charge. The PEIMS Extended Year Submission report shall be used to determine the Summer School ADA. The district shall enter the hours of summer school attendance for the preceding school year based on the total number of students and the number of hours each student attended the free summer school. [Note. The

summer school attendance shall include children with disabilities that attended a program such as Extended Year Services or other placement in accordance with their IEP.]

- C. Number of days in the regular school year – this is typically 170-175 instructional days but should be verified by the previous school year’s academic calendar. Keep a copy of the School Calendar for audit purposes.]

The total number of federally-connected students is pre-populated from Tables 1 -5. The difference, if any, between the total membership and the total number of federally-connected students should be the Ineligible students.

Table 7 – Revenue and expenditures for Children with Disabilities

If the district claimed children with disabilities on the prior year application, Table 7 must be completed and submitted with the Application. The district shall report the Children with Disabilities (CWD) revenue and expenditure data for the preceding fiscal year.

Note. The additional expenditures for federally-connected, children with disabilities shall be at least equal to the amount of the district’s section 7003(d) payment (CWD payment).

The Chief Financial Officer shall generate a General Ledger Inquiry for all Special Education revenue and expenditures for the prior school year. The finance data shall be reported as noted below:

- Line 1 All Special Education expenditures (Program Intent Code 23 and 33) as reflected on the finance general ledger on a General Ledger inquiry for the prior fiscal year.
- Line 2 All State Revenue (Object Codes 5811 and 5812) as reflected on the District’s Summary of Finance (SoF) for the preceding fiscal year.
- Line 3 All State Revenue specifically for Special Education (Program Intent Code 23) as reflected on the SoF for the preceding fiscal year.
- Line 4 All IDEA-B revenue for the prior year as reflected on the Shared Services Arrangement data in the Annual Financial Audit. [Note. The district participates in the Special Education Military Co-Op with Ft. Sam Houston ISD (fiscal agent) and Randolph Field ISD.]
- Line 5 All other Federal Revenue such as SHARS or Medicaid. [Note. The district does not participate, nor receives revenue, for either of these programs.]
- Line 6 Total membership enrolled and eligible as a Child with Disabilities (Special Education program) as certified by the appropriate Special

Education administrator as of the survey date. **[Note. This total membership should include both federal connected and not federally connected students.]**

Table 8 – Children who attend school in a DOE-owned buildings

This table shall be submitted by the district to report to the DOE the total number of students attending school in a building that is owned by the Department of Education. This table should include all children of members of the U.S. uniformed services included in Tables 1, 2, 3 and 5 who were attending school on the survey date in a school building owned by the U.S. Department of Education.

Student counts from this table will be used in the calculations of payments under section 7007(a), Formula Construction payments.

The district is currently operating several DOE-owned facilities as noted below:

- Building 8220 Elementary Cafeteria and Special Education offices
- Building 8218E 1st grade and special programs (Art)
- Building 8222 Elementary Gym

The Finance/Payroll Specialist shall, using the students on Tables 1, 2, 3 and 5 whose parents are members of the US uniformed services, calculate the following student counts:

- Column 1 Name of School Building
- Column 2 Total Number of Children Enrolled in a DOE-owned building on the survey date
- Column 3 Number of U.S. Uniformed Services Children Reported on Table 1 or 3 Who Attended This School on Survey Date
- Column 4 Number of U.S. Uniformed Services Children Reported on Table 2 or 5 Who Attended This School on Survey Date

Table 10 – Construction fund balance, revenue received, construction expenditures and the general condition of facilities

Table 10 shall be completed and submitted with the Application. Construction 7007 funds, if any, received by the district during the prior fiscal year shall be reported on the application. A general ledger from the prior year shall be generated to verify the 7007 construction revenue.

The district shall report revenues and expenditures for all construction related activities. The Chief Financial Officer shall generate a General Ledger of all Capital Outlay fund groups (Fund

69X) to include revenues and expenditures for the prior fiscal year. In addition, a General Ledger shall be generated to obtain the total fund balance available for construction purposes. [Note. The fund balance as reported on the Annual Financial Audit shall be reported on this Table.]

- Line 1. – Opening balance for all construction funds (Opening fund balance of all Fund 69X accounts for the prior fiscal year as reflected on the Annual Financial Audit.)
- Line 2. – Report all section 7007 receipts (Object Code 5941) received in the preceding fiscal year as reflected on an Impact Aid Voucher(s).
- Line 3. – Report any other revenues received that may be used for construction purposes. (Interest or other income realized in Fund 69X accounts.)
- Line 4. – Report transfers into this fund. (Object Codes 79XX posted in Fund 69X accounts.)
- Line 5. – Report transfers out of this fund. (Object Codes 89XX posted in Fund 69X accounts.)
- Line 6. – Use this line to account for all non-construction-related expenditures (e.g., equipment, instructional materials) expensed in Fund 69X accounts.
- Line 7. – Report total expenditures for construction-related activities, including: the preparation of drawings and specification for school facilities; erecting, building, acquiring, altering, remodeling, repairing or extending school facilities; and inspecting and supervising the construction of school facilities. (Generally Object Code 6629, but may include other 66XX expense codes in Fund 69X accounts.)
- Line 8. –The district has no debt service expenditures
- Line 9. – The system will calculate the total on Line 9. This calculated amount should match the district's Closing (or Ending) Fund Balance in all Construction Accounts (Fund Codes 69X) as reflected on the Annual Financial Audit.

The district shall rate the overall condition of the facilities. The Chief Financial Officer shall choose one of the ratings that best describes the overall condition of the facilities.

Housing Undergoing Renovation or Rebuilding

This is an optional table that may be submitted by the district if housing on the military installation is temporary unavailable for occupancy because it is undergoing renovation or rebuilding. The Impact Aid Program uses this information to determine whether some number of children who do not reside in these units may be categorized as though they reside on a military installation in calculating the payments for the application.

The Chief Financial Officer shall contact the housing official(s) on an annual basis during the preparation of the Impact Aid application. If a housing official verifies that some housing is not available due to renovation or rebuilding, this schedule must be submitted with the application. The schedule should include the following information for the housing official(s):

- First and last name
- Official title
- Military installation
- Contact information: email address, phone number and fax number

Heavily Impacted Tax Rate Certification

Lackland ISD meets the requirements for Heavily Impacted funding. The Chief Financial Officer shall coordinate the completion of the certification form with the State Impact Aid Coordinator at the Texas Education Agency. The completed and signed form shall be uploaded with the Impact Aid Application.

The State Impact Aid Coordinator at TEA is noted below:

Mrs. Didi Garcia
Division of Federal and State Education Policy
Texas Education Agency
1701 North Congress
Austin, Texas 78701
512-463-9414
512-463-9560 FAX

Submitting the Impact Aid Application

Applications must be submitted electronically through the G5 system, the Department of Education's electronic application system, at: www.G5.gov by the deadline established each year by the Department of Education Impact Aid Program (generally January 31st).

The Chief Financial Officer shall start the application process upon notification from the Department of Education that the application cycle is open.

The **Impact Aid Application Pre-Submission Checklist** shall be used to verify application data such as:

- Foreign Military – verify that rank is an Officer on the survey date

- Reserve or National Guard – verify that Presidential Orders are on file and were in effect on the survey date
- Survey forms – verify signature and date, especially the year
- Retired military – living on base are reported on Table 4
- Retired military – living off base are ineligible
- Off-base students – verify that the students are coded as “transfer students” in TxEIS with an ADA Eligibility Code of 3 or 6
- Special Education – Verify that all students claimed as eligible for Impact Aid are on the Special Education Certification List (signed by a Special Education administrator or LSSP).

The Finance/Payroll Specialist and/or the Chief Financial Officer shall enter all Tables on the G5 application system. Each table shall be saved as “complete” when the data is finalized and ready for submission to the DOE. The Superintendent shall review the entire Application (either on-line through the G5 system or a paper copy of the Application).

The Chief Financial Officer shall print the Cover Page and Assurances and forward to the Superintendent for his review and signature. After receipt of the signed documents, the Chief Financial Officer shall electronically submit the district’s Application through the G5 system. In addition, the Chief Financial Officer shall scan the two signed documents (Cover Page and Assurances) and upload the documents through the G5 system immediately after submitting the application.

An original copy of the Application with the signed documents (originals) shall be forwarded to the Finance/Payroll Specialist for filing purposes. The original application and all source documentation, as noted below, shall be filed for audit purposes.

- Original Source Checks
- Original Survey Forms
- Original IEP Certification
- Recap of Student Membership (TxEIS)
- Master list (Excel) of all students and their eligibility status (Table #)
- Superintendent’s Contact Hour Report for prior school year (PEIMS Report)
- Summer School roster of students and attendance for prior year (PEIMS Report)
- Tuition-in and Tuition-out student documentation, as applicable
- General Ledger reports to support actual revenue and expenditures (Special Education)
- Annual Financial Audit schedules to support Construction Fund Balance
- Summary of Finance reports to support state revenues and student ADA

The Finance/Payroll Specialist shall maintain copies of all Impact Aid Application documentation for a period of 7 years (DOE requirement – 3 years after the last payment of a fiscal year which is typically 4 years).

The Finance/Payroll Specialist shall file a copy of the Impact Aid Application (with signatures) to the Texas Education Agency via email or fax in accordance with the application instructions. In addition, the Finance/Payroll Specialist shall forward a copy of the Impact Aid Application with the NAFIS office.

Calculating the Impact Aid Revenue

The DOE Impact Aid Program has an on-line SECTION 8003 PAYMENT CALCULATION ESTIMATE WORKSHEET is available at: <http://www2.ed.gov/programs/8003/calculator/edlite-calculator.html>.

Recording the Impact Aid Revenue

The district shall record all current fiscal year 7003 Impact Aid revenue in the General Fund (Fund 199) with an object code of 5941. All revenues realized by the district shall be reported on the district's Schedule of Federal Awards (SEFA) for audit purposes. The Impact Aid revenue reported on the SEFA must match the total realized revenue on the district's General Ledger. All Impact Aid revenue shall be coded [Fund, Object, and Sub-Object] by the Chief Financial Officer and posted to the general ledger by the Finance/Payroll Coordinator. The Chief Financial Officer shall prepare the SEFA on an annual basis. [Note. Sub-objects are used to record prior year application revenues for audit reporting purposes (SEFA).]

Impact Aid revenue received under 7007 for construction shall be realized in a Capital Projects fund (69X) with an Object Code of 5941. All construction expenditures for the prior year shall be reported on the district's Schedule of Federal Awards (SEFA) for audit purposes. The Impact Aid revenue reported on the SEFA must match the total realized revenue on the district's General Ledger. [Note. The district shall record all 7007 revenues to object 5941 regardless of whether the funds were spent in the current fiscal year – the unused revenues shall not be recorded as deferred revenues since there no time restraints on the use of the funds.]

Note. All Impact Aid Revenue for a prior fiscal year shall be recorded in Fund 199 with Object Code 5941 and a sub-object that reflects the Impact Aid fiscal year. For example, Impact Aid for fiscal year 2018 would be recorded in 199-00-5941-18-000-F-00000 [F denotes fiscal year]. The SEFA shall include the Impact Aid revenue received by Impact Aid fiscal year and Award Number.

The DOE Impact Aid Office sends an Impact Aid Voucher near the time of the direct-deposit of Impact Aid funds. At times, the funds arrive at the depository bank prior to the receipt of the Impact Aid Voucher.

The Chief Financial Officer shall, using the Impact Aid Application student counts, calculate the anticipated Impact Aid revenue for each fiscal year. In addition, the Chief Financial Officer shall track all Impact Aid revenue received by fiscal year, including the remaining amounts due from the Department of Education Impact Aid Program.

Impact Aid revenue shall not be realized until it is received from the DOE Impact Aid Program. Although, the revenue is measurable to an extent based on the anticipated LOT percentage, the actual amount to be received is generally not received within 60 days after the end of the district's fiscal year. **[Note. Impact Aid revenue is generally not fully received until four (4) years after the end of a fiscal year.]**

The Chief Financial Officer shall maintain copies of all Impact Aid Vouchers for a period of 7 years (DOE requirement – 3 years after the last payment of a fiscal year which is typically 4 years).

Expenditures with Impact Aid Revenue

Impact Aid revenue, although coded as federal revenue (5941), is in lieu of local property tax revenue. The revenue may be used as noted below.

Guidance from the DOE Impact Aid Program states that:

Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements. Most recipients use these funds for current expenditures, but recipients may use the funds for other purposes such as capital expenditures. Some Impact Aid funds must be used for specific purposes. All payments are distributed by wire transfer directly to the bank accounts of school districts.

School districts use Impact Aid for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for Children with Disabilities must be used for the extra costs of educating these children.

The district shall comply with the required financial and compliance audits in accordance with the 2 CFR Part 200 - [UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS](#). The district receives in excess of

\$750,000 in Impact Aid funds each fiscal year; therefore, the district's Impact Aid Application and General Operating (Fund 199) expenditures will be considered a Major Fund and will be subject to a Single Audit (as randomly selected by the district's external audit firm).

The Chief Financial Officer shall be responsible for complying with all requests for data related to the Single Audit.

Appendix 1 – Tables and Categories

<i>How is the student federally connected?</i>					<i>Where is the student counted?</i>	
STUDENT	PARENT	CATEGORY	WEIGHT		GENERAL EDUCATION STUDENTS	SPECIAL EDUCATION STUDENTS (NOT GIFTED)
Resides on Federal property	Civilian who works on federal property in the LEA	A(i)	1.00	→	Table 3	
Resides on Federal property	Foreign military officer and accredited foreign gov't official	A(ii)	1.00	→	Table 3	Table 1
Resides on Federal property	Is in U.S. uniformed service	B	1.00	→	Table 3	Table 1
Resides on Indian Lands		C	1.25	→	Table 3	Table 1
Does not reside on Federal property	Is in U.S. uniformed service	D(i)	0.20	→	Table 5	Table 2
Does not reside on Federal property	Foreign military officer and accredited foreign gov't official	D(ii)	0.20	→	Table 5	Table 2
Resides in Low Rent Housing	Does not work on Federal property	E	0.10	→	Table 4	
Resides on Federal property	Civilian who does not work on Federal property	F	0.05	→	Table 4	
Does not reside on Federal property	Works on Federal property in same county as LEA	G(i)	0.05	→	Table 5	
Does not reside on Federal property	Works on Federal property in same state as LEA	G(ii)	0.05	→	Table 5	

DEMO TAB 2 – Local Use Codes
Balfour Beatty Base Housing
Street Names - Lackland AFB/Medina Base

	EAST (code E)	WEST (code W)
All Streets	BBC Lackland 78236	BBC Medina 78227
Blake Rd	<u>Airman Scott Village</u>	<u>Frank Tejada West</u>
Brad Clemmons Dr	Bullard Dr	Clay Loop
Brian McElroy (NH)	Erwin Circle	Maysey Dr
Bullard Dr	Harlow ST	Tejada Dr
Chapman Circle	Kisling Ct	Vosler Loop
Clay Loop	Mathies Ct	
Daniel Miller Ct		
Elizabeth Loncki Dr	<u>Frank Tejada East</u>	<u>Other Resident Codes</u>
Erwin Circle	Blake Rd	Off Base (code O)
Fairchild St	Chapman Circle	TLF (code T)
Fegan Loop	Fegan Loop	Fam Camp (code R)
Harlow St	Lavene Loop	Fisher House (code F)
Jason Nathan Dr	Warner Circle	
Jason Norton Ct		
Kisling Ct	<u>Lemay Estates</u>	
Lavene Loop	Yount Circle	<u>Priority-1 Parent Status</u>
Leebernard CHavis	Lemay Ct	A Active Military
Lemay Ct		R Retired
Mathies Ct	<u>North Skeet</u>	C Civilian
Maysey Dr	Brad Clemmons Dr	F Foreign Military
Raymond Losano Dr	Brian McElroy Dr	E Employee
Ryan Balmer Ct	Daniel Miller Ct	Y/N OFFICER
Scott Sather Dr	Jason Nathan Dr	
Tejada Dr	Leebernard Chavis Ct	
Timothy Bowles Ln	Ryan Balmer Ct	
Timothy Weiner Dr	Scott Sather DR	
Vosler Loop	Timothy Bowles Ln	
Warner Circle	Timothy Weiner Dr	
Yount Circle		
	<u>Airman Scott Village II</u>	
	Elizabeth Loncki Dr	
	Fairchild St	
	Jason Norton Ct	
	Raymond Losano Dr	

When registering students, here's A few additional coding to help us this year with Impact Aid :

1. If parent is **"Civilian"**, living on Base, and works on base, under contact/occupation enter where they work (BX, commissary, Burger King, etc). If they DO NOT work on base, enter NONE. This will make it easy to identify.
2. **Foreign Military** must be an Officer to qualify for IA, so if they are **NOT** an Officer code **"N"** for Not Officer in Local Use/Demo 2 ("Y" for Officer)
3. **National Guard** – must be Active duty – we need to have a copy of their Executive Orders and code as **"A"**. If they are not "Active" code as **"C"** (civilian) in Local Use/Priority Parent.

Impact Aid Program Glossary

Program.	Section 8003	Date	June 7, 2013
<u>A</u> <u>B</u> <u>C</u> <u>E</u> <u>F</u> <u>G</u> <u>I</u> <u>L</u> <u>M</u> <u>N</u> <u>O</u> <u>P</u> <u>R</u> <u>S</u> <u>T</u> <u>U</u> <u>W</u>			

Term.	Acronym	Definition
Appropriation		The amount of funds Impact Aid grant programs receive for a fiscal year. Congress determines this amount for each fiscal year in an appropriations bill.
Armed Forces		Army, Navy, Air Force, Marine Corps., and Coast Guard
Average Daily Attendance	ADA	The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.
Average Daily Membership	ADM	The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The ADM for groups of schools having varying lengths of terms is the average of the ADMs obtained for the individual schools.
Average Per-Pupil Expenditures	APPE	The total current expenditures for all LEAs in the in the state divided by the total number of children in average daily attendance for all LEAs in the state
Basic Support Payments	BSP	Payments made under Section 8003(b) of the Impact Aid statute
Bureau of Indian Education (school or district)	BIE	School or district that is directly funded by the Bureau of Indian Education (formerly Bureau of Indian Affairs), U.S. Department of the Interior.
Charter School		A publicly funded school that, in accordance with an enabling statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school, or it may previously have been a traditional public or private school. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is typically reviewed every 3 to 5 years and can be revoked if guidelines on curriculum and management are not followed or standards are not met. Charter schools provide free public elementary and/or secondary education and can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. See also Public school.
Children With Disabilities	CWD	For the purposes of Impact Aid, a child with an Individualized Educational Plan in effect on the survey date. This only applies to children under Impact Aid law in the following sections 8003(b)(1)(A)(ii), 8003(b)(1)(B), 8003(b)(1)(C); 8003(b)(1)(D)(i), and 8003(b)(1)(D)(ii)
Construction		The preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; inspecting and supervising the construction of school facilities; and debt service for such activities.
Continuing Resolution	CR	A type of bill wherein Congress authorizes Federal funds at a certain percentage of the prior fiscal year's appropriation through a given period of time. Congress uses continuing resolutions when it fails to pass an appropriations bill prior to the start of a given fiscal year.

Impact Aid Program Glossary

[A](#) [B](#) [C](#) [E](#) [F](#) [G](#) [I](#) [L](#) [M](#) [N](#) [O](#) [P](#) [R](#) [S](#) [T](#) [U](#) [W](#)

Term.	Acronym	Definition
Elementary and Secondary Education Act	ESEA	The law that authorizes Impact Aid and has been amended by the No Child Left Behind Act.
Enrollment		The number of students registered in a given school unit at a given time, generally in the fall of a school year.
Federal Property		Real property that is not subject to taxation by any State or any political subdivision of a State due to Federal agreement, law, or policy
Fiscal Year	FY	The federal fiscal year runs from October 1 – September 30.
Free Public Education		Elementary and secondary education (as defined by State law) provided at the public expense, under public supervision and direction, and without tuition charge; the term does NOT include any education provided beyond grade 12.
Full LOT		The payment amount prorated for the impact of the federal activity on a local educational agency.
Generally Comparable Districts	GCD	Districts that are grouped by 1) grade span/legal classification; 2) grade span/legal classification and size; 3) grade span/legal classification and location; OR 4) grade span/legal classification, size, and location. The State Educational Agency calculates a Local Contribution Rate for each subgroup with at least 10 or more LEAs. The Impact Aid Program uses the higher of the GCD, half the national local contribution rate, half the State average local contribution rate, or the local contribution percentage as the district's Local Contribution Rate.
Indian Lands		Real property held in trust or restricted status; real property conveyed under the Alaska Native Settlement Claims Act to an Native individual, group, village or regional corporation; public land owned by the Federal government for the sole use and benefit of Indians or Indian tribes; or property used for low rent housing on any eligible Indian land
Individualized Educational Plan	IEP	A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B). Each plan includes a (1) statement of the child's present levels of educational performance, (2) statement of measurable annual goals, including academic and functional goals, (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, description of benchmarks or short term objectives; (4) statement of the special education and related services and supplementary aids and services; and (5) statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district wide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

Impact Aid Program Glossary

[A](#) [B](#) [C](#) [E](#) [F](#) [G](#) [I](#) [L](#) [M](#) [N](#) [O](#) [P](#) [R](#) [S](#) [T](#) [U](#) [W](#)

Term.	Acronym	Definition
Individuals with Disabilities Act	IDEA	IDEA is a federal law requiring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.8 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA, Part B.
Learning Opportunity Threshold	LOT	The membership percentage plus the total current expenditure percentage. The LOT% is used to prorate payments based on the level of federal activity in the LEA.
Local Contribution Percentage	LCP	The percentage of current expenditures in the State derived from local and intermediate sources, as reported to and verified by the National Center for Education Statistics
Local Contribution Rate	LCR	The estimated local share of the cost of elementary and secondary education
Local Educational Agency	LEA	A board of education or other legally constituted local school authority having administrative control and direction of free public education in a county, township, independent school district, or other school district; and includes any State agency that operates and maintains facilities for providing a free public education
LOT Percent Paid		The Section 8003 payment proration based on the annual appropriation for Impact Aid.
Low Rent Housing	LRH	Housing funded under the Housing Act of 1937 and located on Federal property
Maximum Basic Support	Max BSP	The amount an LEA would receive if the Impact Aid Program was fully funded.
Membership		The unduplicated count of students on the roll of the local education agency on the survey date; students who withdrew from school as of the survey date are removed from the count. Unless otherwise specified, membership includes all students in pre-kindergarten through grade 12.
Modernization		Repair, renovation, alteration, or construction, including the concurrent installation of equipment; and the complete or partial replacement of an existing school facility, but only if such replacement is less expensive and more cost-effective than repair, renovation, or alteration of the school facility.
No Child Left Behind Act	NCLB	The law that authorized Impact Aid in 2001 and amended the Elementary and Secondary Education Act
Outlying Areas		Includes American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

Impact Aid Program Glossary

[A](#) [B](#) [C](#) [E](#) [F](#) [G](#) [I](#) [L](#) [M](#) [N](#) [O](#) [P](#) [R](#) [S](#) [T](#) [U](#) [W](#)

Term.	Acronym	Definition
Parent employed on federal property		An employee of the federal government who reports to work on, or whose place of work is located on, federal property. A person who is not employed by the federal government but who spends more than 50 percent of his or her working time on federal property (whether as an employee or self-employed) when engaged in farming, grazing, lumbering, mining or other operations that are authorized by the federal government, through a lease or other arrangement, to be carried out entirely or partly on federal property.
Parent-Pupil Survey		The parent-pupil survey form is used to count the membership of its federally connected children, which must be counted as of the survey date. The applicant shall conduct a parent-pupil survey by providing a form to a parent of each pupil enrolled in the LEA to substantiate the pupil's place of residence and the parent's place of employment.
Prekindergarten	Pre-K	Preprimary education for children, typically ages 3–4, who have not yet entered kindergarten. It may offer a program of general education or special education. For Impact Aid purposes does not include Head Start.
Prorated LOT		The Full LOT multiplied by the Lot Percent Paid, resulting in an Impact Aid payment that accounts for the amount of the Impact Aid appropriation for that fiscal year.
Public School		A school that provides educational services for at least one of grades K–12 (or comparable ungraded levels), has one or more teachers to give instruction, has an assigned administrator, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Education-funded schools operated by local public school districts. See also Special education school, Vocational school, Alternative school, Charter school, and Traditional public school.
Revenues		All funds received from external sources, net of refunds and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts "in kind" are excluded, as are funds received from the issuance of debt, liquidation of investments, or non-routine sale of property.
School Facility		Includes classroom and related facilities, as well as equipment, machinery, and utilities necessary or appropriate for school purposes.
Source Check Form		An applicant may count the membership of its federally connected children by using a source check to substantiate a pupil's place of residence or parent's place of employment on the survey date. A source check is a form provided to the following people: To a parent's employer, who identifies the place of employment of a parent of a pupil claimed; To a housing official, who indicates the residence of each pupil claimed; To a tribal official, who states that each pupil claimed resides on Indian lands over which that tribal official has jurisdiction.
State Educational Agency	SEA	An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.
State Revenues		Include both direct funds from state governments and funds in lieu of taxation. Revenues in lieu of taxes are paid to compensate a school district for nontaxable state institutions or facilities within the district's boundary.

Impact Aid Program Glossary

[A](#) [B](#) [C](#) [E](#) [F](#) [G](#) [I](#) [L](#) [M](#) [N](#) [O](#) [P](#) [R](#) [S](#) [T](#) [U](#) [W](#)

Term.	Acronym	Definition
Tax Base		The collective value of sales, assets, and income components against which a tax is levied.
Total Current Expenditures	TCE	All expenditures for free public education, including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities, but does not include expenditures for community services, capital outlay, and debt service, or any expenditures made from funds awarded under part A of title I and title VI. The determination of whether an expenditure for the replacement of equipment is considered a current expenditure or a capital outlay shall be determined in accordance with generally accepted accounting principles as determined by the State.
Tuition		The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.
Uniformed Services		Active duty members of the Army, Navy, Air Force, Marine Corps, and Coast Guard or reserve forces called to active duty by Presidential order, or members of the Indian Health Services, and Public Health Service.
Weighted Student Units	WSU	Children in average daily attendance multiplied by the categorical weights in the law. These units are multiplied by the Local Contribution Rate to determine an LEA's Maximum Basic Support Payment.