# LACKLAND
## Independent School District

# Attendance Accounting Procedures Manual 2019-2020

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# 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 | Effective School Year | Revision Date |
|---|---|---|
| **Attendance Procedures Handbook** | 2019-2020 | March 2020 |

**Approved by: ___Signature on file_____          ___March 2020_____**
                   **Dr. Burnie L. Roper, Superintendent                    Date**

**Introduction**

The Student Attendance Accounting Handbook (SAAH), published annually by the Texas Education Agency, contains the attendance regulations that all school district personnel involved in the student attendance accounting process must be aware of and adhere to. No school district official has the authority, either implied or actual, to change or alter any rules, regulations, or reporting requirements specified in the handbook. The SAAH is available on the TEA website at:
http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student__Attendance_Accounting_Handbook/

According to the SAAH (and state law), *every Texas school district is required to adopt an attendance accounting system, whether manual or automated, that includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. District staff must report attendance information through the Public Education Information Management System (PEIMS) to the Texas Education Agency (TEA). The TEA uses the attendance data to determine the allocation of Foundation School Program (FSP) funds to the district.*

Every school district is also required to maintain a procedures manual that provides specific, detailed information on the district's attendance accounting system. The procedure manual must include the following information:
- how and when teachers are to take official attendance
- how attendance is entered into the attendance accounting system
- which position(s) is/are responsible for the coding of special programs (such as career and technical, special education, Pregnancy Related Services, etc.)
- how changes to special programs are to be documented
- how student membership is to be reconciled between the teacher rosters and the attendance accounting database
- how your district will maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year
- what backup systems are in place to protect the attendance accounting records
- which position is responsible for the maintenance and security of the attendance accounting records

This procedures manual contains guidance regarding the attendance accounting processes at Lackland ISD. The procedures can change at any time and shall be superceded by any changes in the Student Attendance Accounting Handbook. Excerpts from the SAAH are contained throughout this procedures manual. For more information, employees may refer to the Student Attendance Handbook, posted on the TEA Website at www.tea.texas.gov.

*The standardized attendance accounting system = SAAH*

*The standardized reporting system = PEIMS*

# Overview

## Purpose:

The purpose of this manual is to:
- set forth data quality standards
- establish standard enrollment, withdrawal, and PEIMS coding procedures for the Lackland ISD
- establish standard attendance accounting procedures for the School District
- inform of the legal requirements related to attendance accounting and recording leavers

## Recent Changes:

Changes to the procedures for 2019-2020 are highlighted in yellow. HB3 and SAAH Version 2 changes are incorporated in this update.

Additional changes will be added throughout the 2019-2020 school year due to the substantial legislative changes contained in House Bill 3, especially as they relate to the Special Program allotments.

**Refer to Supplemental Materials Section for adjustments to 2019-2020 School Year due to the COVID-19 pandemic.**

## Forms:

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

## References:
- [Student Attendance Accounting Handbook](#) (SAAH), *Texas Education Agency*
- [Texas Student Data System (TSDS)](#), *Texas Education Agency*
- Lackland ISD Student-Parent Handbook
- Lackland ISD School Board Policy

The Lackland ISD Board of Trustees approved a District of Innovation Plan on March 28, 2017. The plan is in effect from 2017-2022.

Changes have been made within these procedures to reflect provisions of the plan. Exemptions (related to attendance accounting) include:

- First Day of Instruction (no earlier than the 2nd Monday of August)
- Seven hour school day – Define a "school day" as at least seven hours and 420 minutes of instruction
- Minimum attendance for class credit or final grade – students will not be penalized if they miss class in excess of the 90% rule.

**General Information**

**Attendance, Admission and Enrollment**

Student attendance, admission and enrollment are governed by state law. Each of these areas is addressed within these procedures.

**Compulsory Attendance**

According to state law (TEC 25.085), those children at least 6 years of age (as of September 1) of the applicable school year and those who have not yet reached their 19th birthday are required to attend school, unless the student is exempt under state law (TEC 25.086). This state law also applies to students below the age for compulsory attendance during any period that the student is voluntarily enrolled in prekindergarten or kindergarten. Likewise, a student who voluntarily enrolls in or attends school after the student's 18th birthday is required to attend each school day for the entire period the program of instruction for which the student is enrolled is offered.

Exemptions in the state compulsory attendance law include:

- Expelled students – only applies if the school district does not participate in a JJAEP.
- 16 and 17-year old students enrolled in a GED course
- Excused absences – these absences are not counted when determining the number of absences that trigger a referral or complaint for failure to comply with the compulsory attendance requirement.

The district has designated the following position(s) to serve in the capacity of a School Attendance Officer.

Assistant Principal

State law (TEC 25.091 and 25.095) list the duties of the School Attendance Officer. The duties are noted below (for non-peace officers):

- Investigate each case of a violation of the compulsory attendance requirements
- Enforce compulsory school attendance requirements by: 1) applying truancy prevention measures, and 2) if the prevention measures fail, referring the student and parent to the appropriate court
- Monitor school attendance compliance by each student investigated by the officer
- Make home visits or otherwise contact the parent of a student that is in violation of the requirements. The officer may enter a student's residence only with permission of the parent or owner of the residence.
- At the request of a parent, to escort a student from any location to the school campus to ensure the student's compliance with compulsory school attendance requirements.

- If the officer is notified that by a court-order that the student must be taken into custody, the officer shall contact the appropriate police department.

According to state law (TEC 25.0951a), the officer must file a complaint or referral for 10 or more unexcused absences within a six (6) month period, **within 10 school days** from the date of the student's 10th absence.

In an effort to comply with the state law regarding compulsory school attendance, the School Attendance Officer shall, with the assistance of the Attendance Clerk, follow the procedure outlined below:

- Notify parents at the beginning of the school year regarding the attendance requirement (included in the Student Handbook)
- Monitor excessive absences on a weekly basis. According to state law, **tardies are generally not considered absences** for the purposes of compulsory attendance enforcement.
- Notify the parent of a student with more than 3 unexcused absences with a written letter stating that the student has excessive absences which may result in a referral to the appropriate court after the 10th unexcused absence. [Warning Notices: TEC 25.095]
- Take appropriate referral action after a student has reached the 10th unexcused absence in a six (6) month period.
  - *"An offense under this section may be prosecuted in a justice court of any precinct in the county in which the individual resides or in which the school is located or in municipal court in the municipality in which the individual resides or in which the school is located." TEC 25.094(b)*
  - *Campuses file cases at the San Antonio Municipal Court, 401 S. Frio, San Antonio, TX 78207*

**Attendance for Credit (90% Rule)**

State law (TEC 25.092 and 11.158) contains a provision of law commonly referred to as "the 90 percent rule", which applies to a student in any grade level from kindergarten through grade 12. Generally, to receive credit or a final grade for a class, a student must be in attendance for at least 90 percent of the days the class if offered. A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit of a final grade if the student completes a plan approved by the principal that provides for the student to meet the instructional requirements of the class.

**Note. The District has an exemption from this requirement in the District of Innovation Plan from 2017-2022.**

The Board of Trustees is required to appoint one or more attendance committees to hear petitions from students who earn class credit or a final grade through a plan approved by the principal. An attendance committee may give class credit or a final grade due to extenuating circumstances.

The Board of Trustees is also required to adopt policies establishing alternative ways for such students to make up work or regain credit or a final grade lost because of absences. Board Policy FEC Local includes the alternate ways for students to regain credit. A copy of the policy is available on the district website at: www.lacklandisd.net

The list of Board-approved **Attendance Committee Members** for the current school year as included in the Appendix section. The School Attendance Officer shall serve as the Chair of the committee.

**Student Admission**

According to state law (TEC 25.001), a student, who is at least five (5) years of age and less than 21 on September 1st of a school year is entitled to admission to a school district. There are some exceptions to the age of 21 rule for special education students.

A student's entitlement to be admitted to the Lackland Independent School District is established if the student meets one or more of the bases for admission included in state law. In addition, a school district *may choose* to accept, as transfers, students who are entitled to enroll in the school district. However, all transfer agreements are limited to annual agreement**. Lackland ISD has chosen to admit students to the district subject to rules and procedures established in Board Policy FDA Local.** A copy of policy FDA Local can be located on the district's website at: www.lacklandisd.net.

The ten (10) bases for admission include:

1. Student and *either* parent reside in the school district.
2. Student lives in Texas and the parent resides in the district or the parent is a joint managing conservator, sole managing conservator, or possessory conservator of the student as verified by an order of the court.
3. Student and the student's "guardian or other person having lawful control of the student under a court order" reside within the school district.
4. Student who is under 18 years of age establishes a residence for the purpose of attending the public schools apart from the student's parent, guardian or other person having lawful control. The exclusions for this basis should be carefully reviewed and evaluated by the campus principal prior to admitting a student under this basis.
5. Student is "homeless" as defined by federal law. **All admission requests under this basis shall be referred to the district's Homeless Liaison, the Assistant Superintendent Curriculum and Instruction.**
6. Student is a foreign exchange student and the student is placed with a host family that resides in the school district under a nationally recognized foreign exchange program.

7. Student is residing at a residential facility located in the school district. **There are no residential facilities within the Lackland ISD boundaries.**
8. Student is over 18 years of age and resides in the school district.
9. Student who resides in Texas (not in school district) but a grandparent resides in the school district and the grandparent provides a substantial amount of after-school care for the student as determined by the Board of Trustees. **All admission requests under this basis shall be referred to the Superintendent.**
10. Student is in foster care and the foster parent resides in the district.

There are additional eligibility criteria for admission of students in the prekindergarten program:

To be eligible, a child must be **at least four years of age by September 1** of the current school year and meet at least one of the criteria listed below. A district may offer (but not required) a three-year-old program to eligible children and the same criteria would apply. **[NOTE. Lackland ISD does not offer a three-year old program.]**

Age is always calculated as of September 1 of the current school year (for the purposes of establishing eligibility).
1. Be unable to speak and comprehend the English language
2. Be educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program
3. Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
4. Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
5. Be the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
6. Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code;
7. Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004).

The TEA Pre-Kindergarten webpage (https://tea.texas.gov/ece/eligibility.aspx) includes additional information related to requirements and documents needed for each group of students.

**Student Enrollment**

Each campus shall ensure that appropriate measures are taken to verify, on enrollment, that a student is entitled to enroll in the district under the TEC, §25.001. **The required records**

**are 1) birth certificate or other proof of identify, 2) the child's records from the school most recently attended, and 3) immunization records. These are the only records statutorily required for enrollment.**

The district also requires the following records for enrollment:

- Student Residency Questionnaire Form, as appropriate
- Proof of residency such as Housing Lease
- Social Security number for PEIMS purposes*

*Note: A student shall not be denied enrollment pending receipt of these records.

If the student's entitlement is contingent on the residency of a person, examples of methods of verifying residency include JBSA Lackland housing lease information or verifying with designated district personnel that the applicable residence is within the boundaries of the school district. Residency is not defined by an address on a driver's license, a signature on a lease, or the address on a utility bill. These are indicators that may expedite verifying residency, but the absence of such indicators is not conclusive that the student is not a resident. The traditional basic residence criteria are living in the district and having the present intention to remain there. **A student who does not reside in Texas is not entitled to enroll in a Texas public school** under the TEC, §25.001, on the basis of another person's residency, including the residency of the student's parent or grandparent.

On a student's enrollment in the district, each campus should make a bona fide effort to secure all records and required documentation pertaining to the student from the previous district and/or the parent or other person with legal control of the student under a court order, if applicable. A list of required documentation and other enrollment requirements, such as discrepancies in student names, failure to receive school records, homeless students, and immunizations, are included in Section 3 of the SAAH.

**Student Eligibility for Attendance**

The appropriate eligibility code must be recorded for each student upon enrollment in the district. Documentation to support the ADA Eligibility Code shall be filed and retained for audit purposes. A summary of the eligibility codes is noted below:

- Eligibility Code 0    Student is not eligible for state funding (attends less than 2 hours of instruction each school day or the student has met all graduation requirement). Note. Use of an eligibility code "0" must be approved by the campus principal, Assistant Superintendent for C&I and Superintendent.
- Eligibility Code 1    Student is eligible for full-day attendance (receives at least 4 hours of instruction each school day)
- Eligibility Code 2    Student is eligible for half-day attendance (receives at least two, but less than 4 hours of instruction each school day).
- Eligibility Code 3    Student is a non-resident of the district, is legally

transferred into the district, and is provided instruction for at least 4 hours. Note. Use of this code requires that the nonresident student have an approved transfer on file. Without an approved transfer, the student is ineligible for state funding.

- Eligibility Code 4    Student is not eligible for ADA but is provided at least 4 hours of instruction each school day (underage and overage students are the most common)
- Eligibility Code 5    Student is not eligible for ADA but is provided at least 2 but less than 4 hours of instruction each school day.
- Eligibility Code 6    Student is a non-resident of the district, is legally transferred into the district, and is provided at least 2 hours, but not more than 4 hours of instruction each school day. Note. Use of this code requires that the nonresident student have an approved transfer on file. Without an approved transfer, the student is ineligible for state funding.
- Eligibility Code 7    Student is eligible for participation, enrolled in, and provided instruction in an alternative attendance program, such as OFSDP or HSEP. **Note. Not in use at LISD.**
- Eligibility Code 8    Student is ineligible for participation, enrolled in, and provided instruction in an alternative attendance program, such as OFSDP or HSEP, but is enrolled and provided instruction in the program. **Note. Not in use at LISD**.

> Note: All PK students should be coded with an Eligibility Code of 2 or 6 (half-day), as appropriate. If a PK student is eligible for (and attends) PK and ECSE for ½ day under each program, then the appropriate code would be an Eligibility Code of 1 or 3 (full-day), as appropriate.

**State Funding**

Average Daily Attendance (ADA) is primarily used to calculate Tier I funding, while Weighted Average Daily Attendance (WADA) is used to calculate Tier II funding and wealth equalization recapture. Both are defined by the state as noted below:

ADA – is the number of students in average daily attendance, or the sum of attendance for each day of the minimum number of days of instruction as described under the TEC 25.081(a), divided by the number of days of instruction.

WADA – is the weighted average daily attendance figure used in several state funding formulas to calculate the amount of state and local funds a district is entitled to.

Section 13 Appendix of the SAAH includes definitions and examples of ADA and State Funding.

The Foundation School Program (FSP) has a system of weighting that delivers additional funding for services to students with certain characteristics. The regular program has a weight of 1.0 and this entitlement provides the bulk of non-categorical costs for general operation. Career and technology education and special education have full-time equivalent (FTE) replacement weights. Other programs such as Bilingual/ESL, Gifted and Talented, Compensatory Education and Pregnancy Related Services have add-on weights.

> Note: Every student in attendance (at the official time of attendance) earns regular program funding. If the student is enrolled in a special program and all special program requirements have been met, the student will earn additional state funding.

TEA's School Finance Topics (one-page descriptions) provide additional information related to state funding calculations. These resources are available at: https://tea.texas.gov/Finance_and_Grants/State_Funding/Manuals/School_Finance_Topics_-_One_Page_Descriptions/. **A copy of the ADA and WADA and Weighted Student Funding are included in the Exhibit Section.**

**Funding Eligibility**

To be eligible to generate FSP funding for attendance, a student must:
- Be scheduled and provided instruction at least two hours (half-day attendance) or at least four hours (full-day attendance) each day (referred to as the two-hour and four-hour rule)
- Be eligible for, enrolled in, and scheduled and provided instruction in an alternative attendance accounting program (such as OFSDP)
- Participate in a work-based learning opportunities for at least two hours (half-day attendance) or four hours (full-day attendance).

The following table explains more fully the requirements a student must meet to be eligible to generate ADA and FSP funding.

**Two-through-four hour rule eligibility chart:**

| Included | Not Included |
|---|---|
| Instruction | Study Hall |
| In-class breakfast | Sign ins |
| Breakfast and lunch (Pre-K only) | Repeated courses (if a student has already received credit for that course) |
| Recess | |
| Work-based learner | |
| Study program for state assessments (if the student has met all graduation requirements). | |

**Age Eligibility for Attendance**

Students must meet the age eligibility to attend Texas public schools for FSP funding. The SAAH, Section 3.2.3 includes a table with the age requirements for students.

If the school year starts before the student's birthday, the student is eligible to attend school for the entire year as long as he or she will be required age on or before September 1st. Documentation to support the Age Eligibility shall be filed and retained for audit purposes.

Of special note is the section related to a child of a military family. The SAAH states that: *A child of a military family who moves to your district from another state that is a member state of the Interstate Compact on Educational Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, that he or she was enrolled in in that other state regardless of the child's age. Also, a child of a military family who moves to your district from another state that is a member of the compact and who has satisfactorily completed the prerequisite grade level in that other state is entitled to enroll in the next highest grade level, regardless of age. These children would meet minimum age eligibility requirements for generating ADA, provided applicable.*

> Note: Clarification was received from TEA as noted below: A military dependent who is 4 years old and enrolled in Kindergarten is eligible for ADA purposes if the 4 year old successfully completed Prekindergarten in the previous location and the student would have been eligible to attend Kindergarten at age 4 if the student had continued to reside in the previous location.

> Note: If a student does not meet the minimum age eligibility and is not eligible for the purposes of funding (eligibility code 4), the campus principal, Assistant Superintendent and Superintendent shall review and determine whether to approve the enrollment of the student. The CFO shall receive notification upon enrollment of all non-eligible students for the purpose of state funding calculations. **NOTE. Non-eligible students do not earn state funding.**

**Withdrawal from School**

Each campus shall withdraw a student from the attendance accounting system on the date that the campus becomes aware that the student is no longer a member of the district. With proof of enrollment in a different campus, retroactive withdrawals are permitted to the day a student enrolls in a different campus. All attendance records must be updated to reflect the change in withdrawal date.

If a student withdraws from school **before** the "official attendance time", the withdrawal date is that day. If a student withdraws from school **after** the "official attendance time", the withdrawal date is the next school day. A student is <u>not</u> in membership on the withdrawal date.

**First Day of School & No-Show Procedures**

Each campus shall obtain accurate first day counts by requesting each teacher to certify the students that are physically present in their class on the first day of school. Students that are not present on the first day of school shall be coded as a "no-show". A Student No-Show Report (SGR1950) shall be generated by the registrar/attendance clerk and forwarded to the campus principal for review and signature of approval.

The **First Day Attendance Procedures** are included in the Appendix section.

> Note: No student is absent the first day of school/enrollment. The enrollment date is changed to the first day the student is physically present in school.

**Attendance Calendar (Refer to Supplemental Materials Section for adjustments to 2019-2020 School Year due to the COVID-19 pandemic.)**

The Attendance Calendar reflects the start and end dates for every 6-week cycle. The start and end dates for the current school year are:

**Track 1 & Track 3 (PK):**

| Cycle | Start Date | End Date | |
|-------|-----------|----------|----------|
| 1 | 08/19/2019 | 09/27/2019 | 29 days |
| 2 | 09/30/2019 | 11/01/2018 | 24 days |
| 3 | 11/04/2018 | 12/20/2018 | 29 days |
| 4 | 01/07/2020 | 02/14/2019 | 28 days |
| 5 | 02/18/2020 | 04/09/2020 | 33 days |
| 6 | 04/13/2020 | 05/22/2020 | 30 days |
| | | | 173 days |

**Note. The School Calendar for every track must be maintained for audit purposes.**

The **TxEIS Attendance Calendars** for each instructional track (including Ft. Sam Houston ISD) are in the Exhibit Section. Each instructional track must meet the required minutes and days.

**Operational & Instructional Minutes**

The school district must operate so that it provides for at least 75,600 minutes of instruction, including intermissions and recesses (school days) for students (minus any minutes waived by the TEA in writing). If the operational minutes at the end of the school year are less than 75,600 minutes, the district will lose state funding. The example below illustrates the cost of non-compliance.

Operational time is defined as "the time from the first school bell to the last school bell". An instructional day is defined as *the portion of the school day in which instruction takes place. The instructional day includes recess **and in-class breakfast.***

Section 3.8 of the SAAH contains a table with the required number of operational and/or instructional minutes for districts and charter schools to receive full funding: [Note. Excerpts from the table that apply to Lackland ISD are noted below.]

| Funding Type | Operational Minutes | Instructional Minutes | Days of Instruction | Full Funding |
|---|---|---|---|---|
| School Districts | 75,600 | | | |
| Prekinder (1/2 day) | | 32,400 | | |
| Prekinder (full day) | 75,600 | | | |
| DAEP | | 43,200 | | |
| JJAEP | | | 180 | 420 minutes per day |

If the minutes or days at the end of the school year are less than 75,600 minutes (or the requirement as noted above), the district will lose state funding. The example below illustrates the cost of non-compliance.

| | |
|---|---|
| Actual operational minutes in a school year | 73,920 |
| Percentage of minutes below required operational minutes | 2% |
| Loss in state funding (2% of FSP) | |
| FSP Funding estimate | $7,116,230 |
| **Funding Loss (2% of FSP funding)** | **$142,324** |

**The 2019-2020 School Calendar includes a total of 77,890 minutes over 173 days of instruction. Professional development waivers were requested for the 2019-2020 school year.**

**Note. The 420 minute per day rule was repealed as part of HB 2442 is effective in the 2018-2019 school year.** Early release day waivers have been eliminated as of the 2018-2019 school year.

The official start and end times for the 2019-2020 school year are noted below:

Elementary:               7:45 am (1st bell)                              3:15 Dismissal time

Stacey Jr-Sr HS:        7:40 am (1<sup>st</sup> bell) and 7:45 am tardy bell        3:15 Dismissal time

**The early release days for 2019-2020 as denoted on the School Calendar and are listed below. As of the 2018-2019 school year, early release waivers are no longer necessary.**

October 24 & 25, 2019
December 20, 2019
March 6, 2020
May 22, 2020

**Staff Development Waivers**

Effective with the 2018-2019 school year, the agency will offer a new Staff Development waiver that provides for a maximum of 2,100 total waiver minutes to use for professional development. Each district and open-enrollment charter school may choose how to apply their approved Staff Development waiver minutes each year.  For instance, schools may choose to offer early release, late start, all day staff development or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

Waiver minutes are for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2018-2019 school year, staff development waiver minutes may not be used prior to the first day of student instruction or after the last day of student instruction.

On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction.

**NOTE. The district requested professional development waivers for the 2019-2020 school year.**

Other waivers such as missed days (for health and safety) and low attendance (if the attendance the same day in the prior school year was less than 10% of the current year) shall be approved by TEA in accordance with the SAAH.

> Note: No extra funding is earned if a district is in session for more than 75,600 operational minutes, but a district does lose funding if the total operational minutes are less than the required 75,600 minutes.

**Attendance Processing Timeline**

An annual timeline with submission dates shall be posted on the Business Webpage. Campuses and departments shall comply with all timelines. The **Attendance Processing Timeline** is included in the Appendix section.

**TEA Attendance Audits**

The SAAH contains information related to the General Audit Requirements. An excerpt of this section is pasted below (in italics):

*Your district or charter school must make available and provide to the Financial Compliance Division of the TEA copies of all required attendance records **within 20 working days of the agency's written request**. Failure to provide all required attendance records (specific program[s], grant[s], or both) will result in the TEA retaining 100 percent of your district's FSP allotment for the undocumented attendance for the school year(s) for which records have been requested.*

*Upon issuance of the preliminary report, the district or charter school **has 20 working days to respond to the report**. Once the final report for all attendance reviews and investigative reports is issued, the report will not be subject to further review or response from the district or charter school.*

*Attendance will be considered undocumented if documentation of the attendance either is missing or so inadequate that a reasonable person could not conclude from the documentation that the attendance it is intended to support actually occurred. If attendance is undocumented at the days of attendance level, any special program attendance based on those days of attendance also will be considered undocumented. The adjustment to the FSP allotment for any undocumented attendance will apply to the time period for which documentation was missing or inadequate. For example, if the documentation provided to support a particular campus's daily attendance for a semester consisted only of period absence slips for certain students and no documentation was provided showing the names of students present for classes each day, the TEA would adjust the district's FSP allotment to withhold 100 percent of the funding for all students at that campus for the semester.*

There are twelve (12) student attendance audit queries used by TEA to conduct the Limited Scope Audits.

1. Duplicate Attendance
2. Student with Perfect Attendance and No Course Completion Indicator
3. Students Coded Ineligible Code "4" or "5", or not in Membership Code "0", on the Snapshot date but coded Eligible for Attendance on the End-of-Year Submission
4. Students Enrolled in Kindergarten Under Five Years Old
5. Prekindergarten Eligibility
6. Early Education Students with No Special Education Setting or Speech Therapy Only
7. Early Education Students with a Special Education Setting of Mainstream
8. Bilingual/ESL Students Eligibility Coding on the Snapshot
9. Homebound and Hospital Class School Students Earning Career & Technology Contact Hours

10. Pregnancy Related Services (PRS)
11. Students Expelled to a County JJAEP That Are Not Reported For Ineligible Attendance
12. Campuses Reporting Less than 75,600 minutes per school year

Each campus should review their respective attendance and PEIMS reports to ensure that any potential audit findings are identified and resolved prior to submission of the attendance data through the Summer PEIMS Submission.

**Definitions & Glossary**

Several common definitions and terms used in attendance accounting are included in Glossary Section of the Student Attendance Accounting Handbook (pages 268-279).

**Attendance Accounting Personnel**

The following personnel are directly and/or indirectly responsible for the collection, recording and reporting of attendance accounting information, including student eligibility, special program participation, student class schedules and grades, and other data submitted to TEA through PEIMS.

All attendance accounting personnel must comply with the *TEA Student Attendance Accounting Handbook* and *PEIMS Data Standards*.

**Classroom Teachers**
- Set up a username and password in the TxEIS system prior to the 1st day of school.
- Take attendance each day using the district's TxGradebook module. Attendance for Track 2 shall be recorded through access to the district's TxGradebook module by Fort Sam Military Co-Op teachers.
- Take attendance at the official attendance time is 9:30 am at both campuses. Note. The official attendance time is 9:30 am for students served on Track 2 at Fort Sam Houston ISD (Military Co-Op).
- Attendance must not be taken by students, classroom aides or clerks (SAAH).
- All attendance data shall be accurate and final.
- Ensure that their security password for the automated attendance system (TxGradebook) is not shared with any other employee.
- Sign and date the **Class Attendance Verification Report** at the end of each six weeks.
- Sign and date the **Teacher Membership Roster** at the end of the 1st and 4th six weeks.
- Refer to **Attendance 101 for Teachers** as a resource.

**[Note. Failure to post attendance at the "official" time may result in a loss of state revenues.]**

**Substitute Teachers**
- Take attendance at the appointed snapshot time each day. The official attendance time is 9:30 am at both campuses. Note. Attendance must not be taken by students or clerks (SAAH).
- All attendance data shall be accurate and final.
- Rosters are dated, signed and submitted to the Attendance clerk.

**Counselors**
- Be responsible for student schedule changes in the student information system (TxGradebook).
- Notify appropriate teachers, assistant principals, registrars and attendance clerks of schedule changes.

- Verify completed schedule changes. (The integrity of attendance rosters/records is compromised when scheduling changes are not maintained correctly and/or when incorrect dates are entered.)

**Attendance Clerks**

- Enter all attendance data changes in the student information system (TxEIS) on a daily basis.
- Contact parent/guardian to verify/document absence reason.
- Comply with all written campus/district attendance accounting procedures.
- Verify that all teachers have electronically posted attendance on a daily basis by generating a TxGradebook Attendance Posting Verification (SAT3800) by 9:35 am. Note. Teachers who have not posted their attendance should be contacted immediately. If a teacher fails to respond and/or post their attendance, the attendance clerk shall notify the principal or assistant principal. The SAT3800 for each school day shall be filed for audit purposes.
- Any extenuating circumstances such as fire drills, mass evacuations, etc. that occur during the "official attendance time" shall be documented for audit purposes.
- Override teacher absence code with corrected absence code based on verification and documentation such as tardy/admit slips, emails, medical notes, etc. (If no attendance office override, the teacher entry is final and reported to TEA.)
- Collect and post all absences as submitted on a Homebound Log.
- Collect and post all corrections to absences as posted by Ft Sam Military Co-Op for Track 2 students.
- Secondary: Run daily absence report to identify any "holes" in attendance posting across the day. For example, was a student posted absent 1st, 3rd and 4th periods only.
- Maintain the **Cycle Balancing Worksheet** on a daily basis and utilize the Worksheet to verify that the end-of-cycle attendance reports are accurate.
- Run attendance reports to verify daily, cycle, semester and end-of-the year attendance data. Refer to **Checklist of Attendance Reports** in the Appendix section.
- Maintain all attendance reports in chronological order.
- File all attendance notes and admit slips for the "official attendance time" by day and by six-week period for audit purposes. Note. Documentation for absences for other periods of the day should be filed separately.
- Obtain the ISS list weekly and compare to the attendance entered to verify that ISS are being posted correctly.
- Obtain the OSS list weekly and compare to the attendance entered to verify that OSS absences are being posted correctly.

- Generate daily report of student(s) who have excessive consecutive absences upon request.
- Generate and mail attendance letters for students who have accumulated excessive absences, upon request.
- Generate and retain signed copies of the **Class Attendance Verification Report** at the end of each six weeks.
- Generate and retain signed copies of the **Teacher Membership Roster** at the end of the 1st and 4th six weeks.
- Perform a reconciliation of the membership data using a **Membership Report Reconciliation Form.**
- Print attendance reports at the end of each six-week to verify the following:
    - Medical Absences: Documentation that the student attended a portion of the school day and submitted a medical note.
    - College Visit Absences: Only 11th and 12th graders should be coded as absent for a college visit. If coded as absent for this reason, there should be no more than 2 days.
    - TAPS Absences: Only 6th through 12th graders should be coded as absent for TAPS
- Generate and reconcile the Student Detail, Campus Summary, and Contact Hours Reports every six weeks. Obtain principal signatures on reports at the end of each six weeks. Submit a copy of the signed Contact Hours Report to the Finance/Payroll Specialist. **Note. These reports should be generated in a PDF format and saved on a network drive every six weeks. At the end of the school year, after reconciling all of the cycle reports with the PEIMS Summer Submission, all of these reports must be "printed" and boxed for audit purposes.**
- Run reports of students by special program (BL/ESL, GT, and Special Education) and forward the coordinator of the program for their review and approval.
- Secondary: At the end of every 6-week cycle, run a report of all courses identified as CTE funded. Forward the report to the CTE contact person (Secondary Counselor) to obtain their review and approval of the CTE courses and contact hours.
- At the end of the year, after final attendance has been entered, generate the Student Detail Report and Campus Summary report for all 6 six weeks; clerk and principal will sign signature pages. Reports must be stored in paper format.
- Serve as a backup to the Registrar.

**Registrars**
- Enter and withdraw students on the TxEIS student information system on a daily basis.
- Use the Leaver Procedures to track and report all students who leave the district. The Leaver Procedures are included in the Exhibit section.
- Ensure that student eligibility codes are accurate.

- Ensure that every non-resident student has an approved Transfer Application on file and that the appropriate eligibility code (transfer full-day 3 or transfer half-day 6) is entered in the TxEIS student information system.
- Enter all special program data received from the campus principal, counselor, or special program directors/coordinators and effective dates of such changes.
- Enter and validate all Registration, Discipline, Grade Reporting, Scheduling, and PEIMS data.
- Serve as a backup to the Attendance Clerk.

**Appraisal Secretary/Special Education Coordinator (Special Education Department)**
- Enter all **special education** program data in TxEIS as supported by ARD meeting minutes. [Note. Appraisal secretary or Case Manager should forward notification of changes to the registrar to ensure accuracy of attendance, grade reporting and scheduling information.]
- Special education coding for students shall be entered with the effective date of the change (as supported by the teacher and/or student schedule).
- Forward notification to the campus registrar and/or counselor of all special education coding changes, especially changes in student schedules.
- Meet with the campus registrars on a six-week basis to verify that all special education coding has been entered and is up-to-date before the 6-week cycle reports are generated by the attendance clerk/registrar and signed by the campus principal.

**Assistant Principal**
- Communicate with the attendance clerk when a discipline assignment results in out-of-school suspension (OSS), in-school suspension (ISS) or assignment to DAEP.
- Serve as the School Attendance Officer.
- Monitor students with excessive absences by requesting an excessive absence report from the Campus Secretary/Attendance Clerk on a weekly basis.

**Campus Principal**
- Monitor timely implementation of district/campus attendance procedures.
- Oversee the campus-wide attendance accounting data collection, recording, and reporting.
- Recommend an Attendance Committee to the Superintendent on an annual basis.
- Work cooperatively with the special program directors/coordinators in identifying students eligible for special programs and providing the coding information to the registrar/attendance clerk.
- Designate and provide training for a campus alternate attendance assistant to support the attendance process during any temporary absence of the attendance clerk.

- Monitor bell schedules and school instructional days to ensure [especially during early release, delayed start and testing days] that the state regulations related to the required instructional minutes and day are adhered to.
- Monitor the "actual" time that attendance is taken by teachers to ensure compliance with state law. NOTE. The principal shall document any non-compliance issues reported by attendance clerks.
- Any extenuating circumstances such as fire drills, mass evacuations, etc. that occur during the "official attendance time" shall be documented for audit purposes.
- Review the Campus Summary Reports and Student Detail Reports each six weeks for accuracy, including inconsistencies and/or any data totals with exceptionally high/low values.
  - Use the Principal's Guide to Understanding ADA Campus Summary Reports (included in Exhibits) to verify the accuracy of the reports.
- Sign and date the reports at the end of each six weeks and the year verifying student data. (Principal's Contact Hours Report). The principal affirms that he/she has checked, or caused to be checked, the accuracy and authenticity of the attendance data.
- As part of the checkout procedures for the attendance clerk and registrar ensure that all attendance reports have been generated, signed and forwarded to the district office for audit purposes before releasing the employee for the summer break and/or separation from the district.
- Refer to **Attendance 101 for Administrators** as a resource.

**Special Program Directors/Coordinators**
- Assist the Campus Principal in identifying students eligible for special programs and providing the coding information to the registrar.
- Ensure that the registrar is aware of any changes in a student's services and effective dates of such changes.
- Review appropriate special program data and totals for accuracy at the end of each six weeks.
- After reviewing/verifying special program data correct or accept the report via email to the registrar and/or campus principal, as appropriate.

**Finance/Payroll Specialist**
- Assist campus and department staff with student information system support
- Generate extracts and edits of attendance accounting data for submission through PEIMS
- Work cooperatively with the campuses to ensure that all required reports are generated and filed for audit purposes
- Perform random reviews of attendance data integrity and report findings to the Chief Financial Officer
- Collect and verify that both campuses have submitted Teacher Membership Rosters for the 1st and 4th six week cycles. After reviewing the accuracy of the

reports (including the teacher's signature) forward to the CFO for final review and approval (signature).

- Prepare a Superintendent Contact Hours Report for the review of the CFO and approval (signature) of the Superintendent at the end of each semester.
- Use the PEIMS Summer Submission Data Quality Checks to verify the accuracy of Attendance Data, including the Attendance Reports and Attendance Diagnostic Reports.
- At the end of the school year, prior to submission of the PEIMS Summer Submission collect all attendance reports that have been generated, signed and forwarded to the district office for audit purposes. Provide email assurance to the CFO and Superintendent that all attendance reports from TxEIS and TSDS are reconciled and that the supporting attendance reports are on file using a checklist.

**Chief Financial Officer**
- Monitor the average daily attendance (ADA) rates throughout the year to adjust the FSP revenue estimates, as appropriate
- Develop and maintain attendance accounting procedures, forms, and workflows with input from campus and department stakeholders.
- Sign and date the Teacher Membership Rosters at the end of the 1st and 4th six weeks. (as District PEIMS Coordinator)
- Review and approve the checklist of attendance reports, as prepared by the Finance/Payroll Specialist prior to approval of the PEIMS Summer Submission.

**Superintendent**
- Oversee the district-wide attendance accounting data collection, recording, and reporting.
- Sign and date the reports at the end of each cycle and semester verifying student data. (Superintendent's Contact Hours Report)
- Approve and submit the attendance accounting data through PEIMS.
- Ultimately responsible for accuracy and safekeeping of all attendance records and reports.

> Note: Effective September 1, 2013, the penalty for intentionally or knowingly submitting false PEIMS data is a third or second degree felony.

**Official Attendance Time**

The district must ensure that attendance is recorded at one particular point in time the campus has chosen for roll to be taken (snapshot). **The official attendance time shall be 9:30 am at both campuses).** **All teachers shall record student attendance at the official attendance time.** According to TEA, *original documentation may not be created after-the-fact. Original documentation that is not created at the time of attendance will not be accepted by agency auditors.*

Alternate official attendance times shall be used, as appropriate, due to the following situations:

| Activity or Event | Alternate Official Attendance Time |
|---|---|
| Delayed start of school due to health or safety (such as bad weather) – 10:00 am | 11:30 a.m. at both campuses |
| Delayed start of school due to health or safety (such as bad weather) – 9:00 am | 10:30 am at both campus |
| Early release school days | 8:55 am at Stacey Jr-Sr HS 9:30 am at the Elementary |
| Standardized achievement tests or final exams | 8:55 am at Stacey Jr-Sr HS 9:30 am at the Elementary |

Note. In the event of an emergency such as a fire drill/alarm, mass evacuation (or exercise), or other unexpected event, the teachers shall post the attendance at the soonest time possible.

**Attendance Accounting System**

The district attendance accounting system is comprised of an automated attendance system (TxGradebook) and a student information system (TxEIS). Teachers are required to post attendance on a daily basis at the official attendance time in TxGradebook. The attendance clerk shall import the automated attendance data to the student information system, TxEIS Attendance Module. All corrections to the teacher postings shall be entered in the student information system by the attendance clerk. All changes shall be supported by documentation such as office logs, list of students at board-approved activities, medical certifications, class admission slips, etc.

The Technology Department shall ensure that all state requirements for automated attendance systems related to password access, timing out due to inactivity, audit trail for posting time, and daily backup of data are adhered to at all times.

**Attendance-Taking Rules**

Each teacher or other school employee who records student attendance must certify, in writing, that all such records are true and correct to the best of his or her knowledge and that the records have been prepared in accordance with laws and regulations pertaining to

student attendance accounting by signing and dating the record of attendance within one calendar week of the attendance recorded.

General attendance-taking rules include the following:

- Teachers shall post attendance data on a daily basis at the official attendance time
- No tardies shall be posted during the official attendance period(s)
- Attendance clerks shall post attendance data corrections upon receipt of supporting documentation
- No changes to the attendance data shall be posted after 5 calendar days
- Signature stamps or pencil signatures are not acceptable
- Using a student sign-in sheet is not an acceptable method of taking attendance
- Ink must be used to make all manual entries on attendance records
- Manual entries may not be recorded using pencil, liquid correction fluid, or signature stamps
- If errors are made on an official attendance document, strike through the error, enter corrections nearby, and initial the change.

Paraprofessionals may take attendance if they meet Paraprofessional Certificate I, II or III requirements and hold the certificate.

Substitute teachers shall take attendance at the official attendance time on a paper attendance roster provided by the attendance clerk. The clerk shall enter the attendance data in the student information system (TxEIS) and retain a copy of the paper attendance roster for audit purposes.

The district locally defined posting attendance codes are noted below:

| Delete | Posting Code | Description | ADA Code | Prepost | Absence Type |
|---|---|---|---|---|---|
| | A | EXCUSED ABSENCE | ☑ | ☑ | |
| | B | DEPLOYMENT-MILITARY | ☐ | ☑ | |
| | C | COURT APPEARANCE | ☐ | ☑ | |
| | D | MENTORSHIP EXCUSED | ☐ | ☑ | |
| | E | SCH RELATED ABSENCE (UIL) | ☐ | ☑ | |
| | F | SCH RELATED ABSENCE (NON-I | ☐ | ☑ | |
| | H | VISIT HIGHER ED INSTITUTION | ☐ | ☑ | |
| | I | CITIZENSHIP PAPERWK/CEREM | ☐ | ☑ | |
| | J | ISS/AEP | ☐ | ☑ | |
| | K | ACT AS ELECTION CLERK | ☐ | ☑ | |
| | L | FOSTER CARE VISIT | ☐ | ☐ | |
| | M | MEDICALLY EXCUSED | ☐ | ☑ | |
| | N | NOT IN SCHOOL - PRESENT | ☐ | ☑ | |
| | O | OUT OF SCHOOL SUSPENSION | ☑ | ☑ | |
| | P | PRESENT | ☐ | ☐ | |
| | Q | HOMEBOUND | ☐ | ☑ | |
| | R | RELIGIOUS HOLIDAY | ☐ | ☑ | |
| | S | SCREENING - MEDICAID | ☐ | ☑ | |
| | T | TARDY | ☐ | ☐ | |
| | U | UNEXCUSED | ☑ | ☑ | |
| | V | FUNERAL/TAPS | ☐ | ☑ | |

The ADA code is used to indicate that an absence is **not** counted for ADA purposes. All absences are posted as "unexcused". After three (3) days, the absence shall be changed to "excused" by the registrar/attendance clerk in the student information system if the parent provides documentation to verify that the absence was excused.

**Requirements for a Student to be Considered Present for Funding Purposes**

According to the Student Attendance Accounting Handbook (SAAH) **for official attendance accounting purposes (funding), "excused" and "unexcused" absences do not exist.**

Students present at school at the "official attendance time" is 9:30 am at both campuses. are counted present for funding. Therefore, teachers <u>must</u> post a student "absent" at the official attendance time if the student <u>is not present in class</u> at the official attendance time. The Attendance Clerk is authorized to change the attendance of a student *if* documentation (such as an admit slip, email, doctor's note, etc.) exists to support that the student was present at school at the official attendance time.

The SAAH further states that, a student <u>not on campus</u> at the time attendance is taken may be considered in attendance for funding purposes if the student meets one of the

exceptions below and the appropriate attendance documentation if filed for audit purposes:

- Student is enrolled and attending an off-campus dual credit program
- Student is enrolled full-time in TxVSN courses
- Student is participating in an activity that is approved by the Board of Trustees and is under the direction of a professional staff member of the district or an adjunct staff member **[School Approved a Resolution Regarding Extracurricular Status of 4-H Organization on 9/18/2018]**
- Student is participating, with school board approval, in a short-term class that is provided by the TSBVI or TSD
- Student is participating in a mentorship approved by district personnel under the Distinguished Achievement Program
- Student misses school for the purpose of observing religious holy days, plus travel (1 day of travel to and 1 day of travel from the event)
- Student is enrolled in grades 6 through 12 and misses school for the purpose of sounding "Taps" at a military honors funeral held in Texas for a deceased veteran
- Student misses school for the purpose of attending a required court appearance, including travel (1 day for travel to and 1 day for travel from the court appearance). Note. A court appearance may be for criminal, civil, traffic, jury duty, subpoena, etc.
- Student is in the conservatorship of the Department of Family and Protective Services and missed school related to appropriate activities, including travel (1 day for travel to and 1 day for travel from the activity)
- Student misses school for the purpose of serving as a student early voting clerk (subject to board approval of this type of absence)
- Student misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for US citizenship, including travel (1 day for travel to and 1 day for travel from the government office)
- Student misses school for the purpose of taking part in the student's own US naturalization oath ceremony, including travel (1 day for travel to and 1 day for travel from the event)
- Student is temporarily absent due to a documented, face-to-face or telemedicine appointment for the student or the student's child that is with a health care professional licensed to practice in the US. To be considered temporarily absent, the student must begin classes or return to school on the same day as the appointment and must submit a note from the health care professional to document the appointment. Note. There is no minimum amount of time that the student must be in school on that day.
- Student is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education, limited to no more than 2 days during the junior year and 2 days during the senior year.
- Student is 17 years of age or older during his or her enrollment in high school may be excused for up to four days to pursue enlistment in a branch of the US Uniformed Armed Services or Texas Army National Guard. The maximum days

are four (4) days during high school. A student shall be required to submit verification of service. **[School Board Policy FEA Local was adopted by the Board on 9/18/2018.]**

- Student is absent to visit with a parent, stepparent or legal guardian who is an active duty member of the uniformed services and has been called to duty for, or is immediately returned from continuous deployment, of at least four (4) months outside the locality where the parent, stepparent, or guardian regularly resides. This type of absence is limited to 5 days in a school year and is must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment. A copy of the deployment orders must be obtained from the parent, stepparent or guardian to verify that the absence meets the legal requirements. The **Notification of Student Extended Absence Form** shall be completed by the parent and approved by the campus principal. A copy of the Notification of Student Extended Absence Form is included in the Appendix.

Note: Students absent for one of these qualifying event, with the proper documentation, must be allowed a reasonable amount of time to make up school work missed on these days. If the student satisfactorily completes the school work, the day of absence(s) is counted as a day of compulsory attendance.

The district may excuse the temporary absence of a student for any reason that is acceptable to the teacher, principal or superintendent in accordance with district guidelines. However, the student's excused absence will not be counted for funding purposes.

**The attendance clerk shall ensure that the appropriate absence code is posted in TxEIS.**

**Special Program Coding**

All students earn state funding (FSP) for each day in attendance. Students eligible, identified, and served in a special program, such as Special Education, Bilingual/ESL, Career Technology, etc., earn additional state funding. To claim a student for special program funding purposes, complete documentation that proves the eligibility of the student must be on file. A **List of the Special Program Coordinators** is attached in the Exhibit Section. The major roles of the special program coordinators will be to: 1) ensure that all required documentation for entry and exit from special programs is retained for audit and 2) prepare and submit the special program coding sheet (form) to the campus registrar.

Although school districts may serve any student in a special program, the only time that a student may be coded as an eligible participant in a program/setting, thereby generating special program funding, is when the student meets all the eligibility requirements and all documentation is complete and on file.

For districts to receive the maximum amount of funding for all their students, the following personnel must be aware of their individual responsibilities and must work together to assemble the required documentation at the earliest possible time: central and campus administrators, special program staff, teachers, and registrars/attendance clerks.

Guidance for each special program is contained in the SAAH. Excerpts for each of the special programs address the unique provisions for the program.

> Note: In no case shall a registrar/attendance clerk be assigned the responsibility of determining a student's special program coding. Special program staff, directors, and/or teachers should provide them with names and coding information of all students who are eligible, whose documentation is in order, and who are being served in the special program.

**Special Education - SAAH – Section 4**

All special education coding and documentation shall be in accordance with Section 4 of the Student Attendance Accounting Handbook. Staff responsible for special education coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

The workflow for collecting, recording, and reporting special education program coding is depicted in the Exhibit Section.

Special education students receiving homebound services shall be coded "present" in accordance with the SAAH homebound requirements. Specifically, the certified special education teacher that provides homebound instruction shall submit a **Homebound Attendance Roster** to the registrar/attendance clerk every week that homebound services are provided to a student.

A student who receives special education and related services in the special education homebound instructional arrangement/setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present:

| Amount of Time Served per Week | Eligible Days Present Earned per Week |
|---|---|
| 1 hour | 1 day present |
| 2 hours | 2 days present |
| 3 hours | 3 days present |
| 4 hours | 4 days present (if the week is 4-day week) |
| | 5 days present (if the week is 5-day week) |
| More than 4 hours | 4 days present (if the week is 4-day week) |
| | 5 days present (if the week is 5-day week) |

A student shall be withdrawn from the special education program when one of the following occurs:

- Student withdraws from the campus,
- The ARD determines that the student is no longer a child with a disability and therefore no longer eligible for special education, or
- The parent(s) revoke consent in writing for their student's receipt of special education services.

The special education staff shall notify the registrar/attendance clerk of the dismissal from special education, including the effective date. The registrar/attendance clerk shall post the withdrawal in the student information system (TxEIS).

The **Special Education Data Collection Form** shall be used by all special program staff to collect, record and transmit the coding information to the registrar/attendance clerk.

**Career & Technology Education (CTE) – SAAH Section 5**

All CTE coding and documentation shall be in accordance with Section 5 of the Student Attendance Accounting Handbook. Staff responsible for CTE coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to CTE.

The counselor or CTE staff shall develop the campus master schedule, to include all approved CTE courses. TEA-approved, Innovative courses, if any, shall be approved by the site-based committee and the Board to be eligible for CTE funding. All teachers assigned to teach CTE courses must be qualified and certified to teach the assigned CTE course(s).

The student's class schedule shall be the primary record that the student was enrolled and participating in a CTE course.

<mark>Eligibility for Contact Hours: Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from 19 TAC Chapter 130 or 19 TAC Chapter 126 that grants high school credit. Students in grades seven and eight are eligible for weighted funding if they are enrolled in middle school career and technical education for the disabled courses (see 5.9 Career and Technical Education for the Disabled (CTED) Courses).</mark>

The maximum number of contact hours that may be claimed for a student is six (6) contact hours. The CTE code for each course is determined by the average minutes per day in a CTE course(s). The total CTE code is calculated by adding the CTE code for each student course(s). Use the following chart to determine the CTE codes to use for coding students.

| CTE Code | Average Minutes per Day in CTE Course |
|----------|----------------------------------------|
| V1 | 45-89 minutes |
| V2 | 90-149 minutes |
| V3 | 150-180+ minutes |

Note: The average minutes per day under the district's block schedule must be computed by reviewing a complete cycle of courses, i.e. 10 days of instruction.

The workflow for collecting, recording, and reporting CTE coding is depicted on Exhibit Section.

A student shall be withdrawn from the CTE program when one of the following occurs:

- Student withdraws from the campus, or
- The student changes his/her class schedule and ceases to be enrolled in a CTE course.

The counselor or CTE staff shall notify the registrar/attendance clerk of the withdrawal from CTE eligibility, including the effective date. The counselor or CTE staff shall also notify the registrar/attendance clerk when a student schedule changes that results in a change to the CTE code. The registrar/attendance clerk shall post the withdrawal and/or change in CTE code in the student information system (TxEIS).

The **CTE Data Collection Form** shall be used by all counselor/CTE staff to collect, record and transmit the coding information to the registrar/attendance clerk.

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

All Bilingual/ESL coding and documentation shall be in accordance with Section 6 of the Student Attendance Accounting Handbook. Staff responsible for Bilingual/ESL coding

should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to Bilingual/ESL.

To be eligible for Bilingual/ESL state funding, a student in the Bilingual/ESL education program must meet the following requirements:

- Have a language other than English indicated on the Home Language Survey;
- Be considered English Language Learner (ELL) because of the student's test score fell below the cutoff scores as noted below:
    - Grades PK through 1st: scored below an oral language proficiency test (LAS Links)
    - Grades 2 through 12: scored below an oral language proficiency test, or a norm-referenced standardized test in English (reading and language arts);
- Be recommended for placement in the program by a language proficiency assessment committee (LPAC); and
- Have a record of parental approval to place the ELL student in a Bilingual or ESL education program. (Parent must sign and date a permission form.)

> Note: The district must place the student in the Bilingual/ESL program on the date the LPAC recommends placement, but may not count the student for BL/ESL state funding until the written, parent approval is received. If a parent denies the placement, the district must discontinue serving the student in this program. **The state funding is effective on the date the parent approval is received.**

The workflow for collecting, recording, and reporting Bilingual/ESL program coding is depicted in the Exhibit Section.

A student shall be withdrawn (exited) from the Bilingual/ESL program when one of the following occurs:

- Student withdraws from the campus,
- The LPAC classifies the student as English proficient, or
- The parent requests in writing to remove his or her child from the program and place the child in a regular education classroom.

The LPAC is required to conduct an annual review of the placement in the Bilingual/ESL education program. Changes, if any, shall be recorded and submitted to the registrar/attendance clerk. The initial parental approval remains in effect until the ELL student is exited from the program.

The counselor/Bilingual or ESL staff shall notify the registrar/attendance clerk of the dismissal from the Bilingual/ESL program, including the effective date. The registrar/attendance clerk shall post the withdrawal in the student information system (TxEIS).

The **Bilingual/ESL Data Collection Form** shall be used by all counselor or Bilingual/ESL staff to collect, record and transmit the coding information to the registrar/attendance clerk.

**Prekindergarten (PK) – SAAH Section 7**

All prekindergarten coding and documentation shall be in accordance with Section 7 of the Student Attendance Accounting Handbook. Staff responsible for prekindergarten coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

To be eligible for prekindergarten state funding, a student in the prekindergarten program must be 3 or 4 years of age on September 1ˢᵗ of the current school year and meet *one* of the following requirements:

- Unable to speak and comprehend the English language (documentation – Home Language Survey or OLPT);
- Educationally disadvantaged (eligible for NSLP free or reduced lunch program);
- Be homeless;
- Be the child of an active duty member of the armed forces;
- Be the child of a member of the armed forces who was injured or killed while serving on active duty; or
- Has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) following an adversary hearing.

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. A child who is five years of age on September 1 of the current school year is not eligible for enrollment in a pre-K class. [SAAH]

Prekindergarten enrollment procedures are included in the Exhibit Section. Source: TEA ECE Eligibility.

Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year.

PK classes must operate on at least a half-day basis. Students who meet the eligibility requirements for the PK program should be coded eligible half-day (ADA eligibility code 2). A student who meets the requirements for the PK program and the ECSE (Early Childhood Special Education) program and is served ½ day in PK and ½ day in ECSE should be coded to eligible full-day (ADA eligibility code 1).

> Note: The district provides a full-day PK program as a local option; however, all PK students are should be coded eligible half-day (ADA eligibility code 2 or 6 if a transfer student).

The Calendar Instructional Program Type Coding for prekindergarten students is noted below:

- 04 Half-day program for 3 year-olds and 4 year-olds that are ineligible (must meet 32,400 instructional minute requirement)
- 14 Full-day prekindergarten programs that meet the 75,800 operational minutes requirement
- 15 Prekindergarten with waiver to operate as half-day program (must meet 32,400 instructional time minute requirement)

The workflow for collecting, recording, and reporting prekindergarten program coding is depicted in the Exhibit Section.
The **Prekindergarten Data Collection Form** shall be used by all counselor or PK staff to collect, record and transmit the coding information to the registrar/attendance clerk.

## Gifted & Talented (GT) – SAAH Section 8

All Gifted & Talented program coding and documentation shall be in accordance with Section 8 of the Student Attendance Accounting Handbook. Staff responsible for Gifted & Talented program coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

Final selection of students to be served in the Gifted & Talented program must be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.

The district written policy (EHBB Local) on student identification has been approved by the board of trustees and disseminated to parents. The policy is available on the district's Website at www.lacklandisd.net.

The Gifted & Talented program is not a special program allotment as of the 2019-2020 fiscal year, the funding was rolled into the basic allotment. All documentation supporting student eligibility must be on file for every student with a Gifted & Talented indicator code of 1. The indicator code must reflect the student's services in the GT program for each 6-week reporting period. The district must also keep on file a class roster of all students who are served in the Gifted & Talented program in each school year.

The workflow for collecting, recording, and reporting Gifted & Talented program coding is depicted in the Exhibit Section.

A student shall be withdrawn (exited) from the Gifted & Talented program when one of the following occurs:

- Student withdraws from the campus,
- The district decides the student must be withdrawn from the program according to the local board-approved exit policy (EHBB Local), or
- The parent requests that the student no longer be served in the program.

The **Gifted & Talented Data Collection Form** shall be used by all counselor or GT staff to collect, record and transmit the coding information to the registrar/attendance clerk.

**Pregnancy-Related Services (PRS) – SAAH Section 9**

All PRS program coding and documentation shall be in accordance with Section 9 of the Student Attendance Accounting Handbook. Staff responsible for PRS program coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

At the present time, the district does not offer a PRS program.

**Reconciliation of Student Membership**

Student membership from the teacher's roster is to be reconciled to the attendance accounting records at the end of the first and fourth 6-week reporting periods. The reconciliation is to verify that all students are reported on attendance records and that "no show" students have been posted to the attendance accounting system. The **Membership Report Reconciliation Procedures** shall be used to reconcile the Teacher Membership Report and Cycle Balancing Worksheets.

The **Teacher Membership Report (SAT0670 at Elementary and SAT0671 at Secondary)** for 2nd period shall be used before the end of the first and fourth 6-week reporting periods to show the total number of students in membership in each teacher's class during the official attendance period. On the date indicated on "Attendance Timeline" of the 1st and 4th six-week cycle, the attendance clerk shall print and distribute the 2nd period Teacher Membership Reports. Each teacher shall sign the Membership Report for their 2nd period respective class(es).

The total number of students in membership shall be reconciled (by the attendance clerk) to the total number of students listed in attendance accounting records, i.e. the **Campus Recap Report (SAT1000)**. The signed Teacher Membership Reports and Campus Recap shall be signed by each campus principal and forwarded to the Finance/Payroll Specialist for reconciliation with the **District Recap Report (SAT1100)**. After reconciliation, the reports shall be forwarded to the district PEIMS coordinator (Chief Financial Officer) for final review and signature. The reports shall be filed for audit purposes with the 1st and 4th six-week attendance records.

The workflow for reconciling the teacher's roster information and attendance accounting records is depicted in the Exhibit Section.

**Required Documentation (Reports)**

The student attendance data asked for an audit must be organized into three distinct data sets: the Student Detail Report, the Campus Summary Report(s), and the District Summary Report. A **List of TxEIS Attendance Reports** is included in the Exhibit section.

The attendance clerk shall generate Student Detail Reports and Campus Summary Reports for **each** 6-week reporting period.

The data totals for all **Student Detail Reports (SAT0600)** must add up to respective totals on the **Campus Summary Report (SAT0900)**. Likewise, data totals for all **Campus Summary Reports** must add up to respective totals on the **District Summary Report (SAT0900)**. For schools offering multiple tracks, student detail must be summarized by individual tracks.

After the attendance clerk has reconciled and signed the Student Detail and Campus Summary reports, the reports shall be forwarded to the campus principal for review and signature of approval. The campus principal shall review both reports for reasonableness. A copy of the signed Campus Summary report shall be forwarded to the Finance/Payroll Specialist. The reports must be retained for audit purposes for five (5) years.

The Finance/Payroll Specialist shall reconcile the individual Campus Summary Reports with the District Summary Report. The District Summary Report shall be forwarded to the superintendent for review and signature of approval.

> Note: The Finance/Payroll Specialist shall generate and forward a District Attendance & Contact Hours Report (SAT0950) to the Chief Financial Officer **every 6-week period** for the purposes of monitoring ADA and state funding throughout the school year.

At the end of the school year, the Finance/Payroll Specialist shall generate and reconcile a **District Attendance & Contact Hours Report (SAT0950)** from the student information system (TxEIS) with the PEIMS Superintendent's Reports of Student Attendance (PRF7D001-005). In addition, the Comparison of Current and Prior Year Attendance (PRF7D008) must also be reviewed for reasonableness.

The final review of the reports shall be conducted by the district PEIMS coordinator (Chief Financial Officer). After review and reconciliation, the superintendent will be notified that the attendance data is ready for submission to the TEA through the summer PEIMS submission.

> Note: If any 6-week cycle reports have changed since the original submission by the campus principal to the Finance/Payroll Specialist, the reports must be printed, verified and signed by the campus principal before filing them for audit purposes.

Additional required documentation includes, but is not limited to the following:

- Grade books to support student's special program service
- Period absence reports, if used, signed and dated within one calendar week of the attendance by the teacher and/or teacher substitute

- For paperless attendance accounting systems (TxGradebook), sufficient documentation to support any changes to posted absences such as:
  - Class admit slips or other documentation to prove that the student was on campus in an administrator's or counselor's office, clinic, or with other school official at the time attendance was taken.
  - Documentation to support that the student was attending a board-approved activity accompanied by a certified teacher, signed by the person who supervised the student
  - Documentation to support that the student was at a medical appointment
  - Other exceptions as listed in the SAAH, Section 2.3.5 Additional Required Documentation.
- Copies of the student's class schedule if the student had a program change, including the dates of entry or withdrawal from the program
- Copies of any approved waivers that affect funding (such as staff development, low attendance and missed school days due to extenuating circumstances.)
- Copy of the "official" school calendar (including days of instruction, bad weather days, holidays, and each 6-week reporting period clearly identified)
- Documentation that indicates the meaning of all locally designed codes in the attendance system

Checklists of required reports at the end of each cycle, semester and school year are included in the Exhibit Section.

**Retention, Maintenance, and Security of Records**

All attendance records must be provided to the TEA Financial Audits Division within 20 working days upon request; therefore, it is essential that all attendance records for the entire school year be retained and maintained in a secure environment for the entire five-year (5-year) retention period.

Attendance will be considered undocumented if documentation of the attendance either is missing or is so inadequate that a reasonable person could not conclude from the documentation that the attendance it is intended to support actually occurred. If attendance is undocumented at the days of attendance level, any special program attendance based on those days of attendance also will be considered undocumented. The adjustment to the FSP allotment for any undocumented attendance will apply to the time period for which documentation was missing or inadequate. For example, if the documentation provided to support a particular campus' daily attendance for a semester consisted only of period absence slips for certain students and no documentation was provided showing the names of students present for classes each day, the TEA would adjust the district's FSP allotment to withhold **100%** of the funding for all students at that campus for the semester.

All attendance records listed as **Required Documentation** shall be boxed up at the end of each school year and forwarded to the district' Records Center for archival purposes. The Chief Financial Officer (District Records Management Officer) shall ensure that the

records are collected, stored and archived in the Records Center. A checklist of all Required Documentation shall accompany the attendance records from each campus. A copy of the checklist is included in the Exhibit Section.

The student information system (TxEIS) and automated attendance system (TxGradebook) will be maintained in working order throughout the school year and during the subsequent five-year retention period. The Technology Department shall backup all data from both systems on a daily basis. The daily backups shall be stored at an off-site facility. An additional backup shall be maintained through an Interlocal Agreement with the Education Service Center, Region 20 at their facility. On at least an annual basis, the Technology Department shall test the data recovery plan. In addition, backups shall also be performed prior to update functions such as "move-to-grade".

## Data Quality Requirements

## Data Entry Guidelines

Attendance/PEIMS personnel must be trained in entering, changing, and deleting data from the student software. All entries, changes, and deletions require supporting documentation. Any changes made to original documentation must be initialed and dated by the person making the change.

Coding decisions are **NOT** made by the Attendance/PEIMS clerk. <u>Coding decisions shall be made by the counselor, special programs personnel, or principal.</u>

## Importance of Accurate Attendance Reporting

"*Superintendents, principals, and teachers are responsible to their school boards and to the state to maintain accurate, current attendance records.***"** TAC §129.21(a**)**

All students must meet the requirements for **membership** in the District as well as in special programs as defined in Section III of the Student Attendance Accounting Handbook, before they are eligible for Foundation School Program (FSP) funds for attendance and special programs**.**

The only time a student may be coded as an eligible participant in a program/setting, thereby generating state funding, is when that student meets *all* of the eligibility requirements and *all* documentation is complete and on file. This documentation is auditable.

**"Incomplete or inaccurate data will result in attendance not being allowed." Non-allowable attendance will result in the revocation of funds."**

<u>**How Attendance is Monitored**</u>

The campus Attendance/PEIMS clerk shall monitor the attendance period for each teacher by printing the Attendance Time stamp in Gradebook to ensure all teachers have submitted attendance at the official attendance time. The PEIMS clerk is responsible for making any changes to the attendance record as needed after submission by the teacher (i.e. students returning to school with doctor's notes).

At the end of each day a **Daily Attendance Summary (SAT400)** shall be printed. Only the Attendance/PEIMS clerk will make changes to the attendance record and will maintain proper documentation in order to make that change.

## Data Quality Requirements

**Eight Requirements for Data Quality are Established by the Texas Education Agency**

**1. Security**
Data is protected against unauthorized access to elements, records, or files

**2. Availability**
Data is present and ready for use

**3. Integrity**
The extent to which data rules are followed

**4. Accuracy**
The extent to which a data value is close to the real value

**5. Completeness**
Suggests having sufficient, but not more than the necessary data or information

**6. Clarity**
Data is readily understood and not open to more than one interpretation

**7. Consistency**
The same results are yielded at a particular time, different times, and longitudinally

**8. Timeliness**
Reflects a time that is appropriate for a particular activity or use

**Additionally, Campuses are required to have:**

- Regular management review of the system
- Written quality procedures
- Effective use of procedures
- Verification and process or data quality

- Well defined roles within the system
- Continuous improvement in data quality
- Criteria of acceptability
- Quality records
- A school organizational chart

## COMPUTER SYSTEM SAFEGUARDS

All users connected to the TxEIS Student Information System must have unique passwords and separate access to the database and adhere to the Acceptable Use Policies of the district.

Teachers must ensure the security of their work station housing student attendance data. Under no circumstances should teacher IDs and passwords be posted or shared. Under no circumstances should students be allowed to view or input attendance. Teachers should login to TxGradebook, submit attendance, and log out of the attendance software during each class period.

# Backup System and Secondary Sources

The *Student Attendance Accounting Handbook* indicates that —"it is advisable to print and retain paper copies for audit purposes in lieu of exercising the option to store the data electronically."

Lackland ISD mandates that paper copies of attendance recordkeeping be kept in one of the following forms in order to maintain and verify attendance:
- Print out submitted attendance daily
- Maintain a hard-copy grade book with daily attendance marked
- Homeroom Roster Report

Additionally, data is backed-up on the server daily and maintained in case of technical failure. At the end of the school year, the databases are saved as well as maintained on the server. There are steps in place to ensure that historical data will continue to be able to run with current hardware/software.

## STORAGE OF RECORDS
Records must be stored in a manner that assures they will be readily accessible in order to meet audit requirements. Campus staff will use the documentation standards as outlined in the procedure manual and in the Student Attendance Accounting Handbook (SAAH) to ensure that all required records are generated, maintained and forwarded to the district office for storage. Attendance accounting records must be maintained for a period of 5 years after the completion of the school year.

**Storage During the School Year:**
Campuses shall generate and store all attendance records in a secured file cabinet and/or in PDF format on a network drive. The LISD Attendance Checklist and these attendance procedures provide guidance related to the required attendance records and supporting documentation.

Individual files by student, by day or by week must include the following attendance documentation for the official attendance time. [Note. Attendance documentation for non-official attendance times should be filed in separate files.]

- Parent notes
- Physician and medical notes
- Tardy slips
- Extended absence forms
- Office sign-in sheets with time-in and time-out (signed by a certified staff member such as campus administration, counselors, nurse, librarian, etc.
- Teacher notes with corrections to attendance posting
- Documentation from other professional staff related to the student's presence in an alternate setting for speech, PT, OT, or other services.

**Storage After the School Year:**
In accordance with the SAAH, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. *"The Superintendent of schools is responsible for the safekeeping of all attendance records and reports". TAC 129.21(d)*

The superintendent has determined that the properly certified attendance records and reports for the school year shall be filed at the central, secured location (LISD Records Center). The Finance/Payroll Specialist shall be responsible for collecting and verifying all attendance records at the end of each school year. A master list of all attendance records shall be prepared and forwarded to the CFO for verification no later than July 1st each fiscal year. [Note. The move-to-grade process for each campus shall not be processed until it has been verified that all attendance reports required for audit are properly certified and stored at the designated facility.]

After the required retention period (5 years after the end of the school year), the CFO shall arrange for the proper destruction of the records.

**Exhibits**

**Calendars & Timelines**
1. School Calendar – 2019-2020
2. TxEIS Attendance Calendars (Elementary, Secondary and Fort Sam Houston ISD)
3. Attendance Processing Timeline – 2019-2020

**Exhibits/Resources/Procedures**
1. Absences Allowed for FSP Funding
2. ADA and Funding
3. Attendance 101 for Teachers
4. Attendance 101 for Administrators
5. Attendance Committee Members
6. Cycle Balancing Worksheet
7. First Day Attendance Procedures
8. List of Coordinators – 2019-2020
9. Membership Report Reconciliation Procedures
     a. Membership Report Reconciliation Form
10. Principal's Guide to Understanding ADA Campus Summary Reports

**Report Checklists**
1. Attendance Checklist of Attendance Reports
2. End-of-Six Weeks List of TxEIS Attendance Reports

**Forms**
1. Home Language Survey Form
2. Homebound Roster
3. Notification of Student Extended Absence form
4. Office Attendance Reconciliation Form
5. PK Registration Form
6. Religious/Holy Absence Request form
7. Special Program Identification, Coding and Workflows
     a. Career & Technology (CTE)
     b. Bilingual/ESL
     c. Gifted/Talented
     d. Special Education
8. Student in Attendance in a Non-Classroom Setting
9. Student Residency Questionnaire
10. Withdrawal Leaver Tracking Form

**TEA Resources**
1. TEA Attendance, Admissions and Enrollment Letter for 2019-2020
2. SAAH Homebound Chart
3. SAAH Full text on TEA Webpage
4. Prekindergarten Enrollment Procedures

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# LACKLAND INDEPENDENT SCHOOL DISTRICT
## 2019-2020 School Calendar

2460 Kenly Ave.
San Antonio, Texas 78236
www.lacklandisd.net

(210) 357-5000
(210) 357-5050 (Fax)

## Legend

| | |
|---|---|
| Staff Development/Student Holiday | |
| Prep Day/Student Holiday | |
| School Holiday | |
| Reporting Period Begins | |
| Reporting Period Ends | |
| STAAR/TAKS/EOC/Testing Days | |
| Early Release 12:30pm | |
| Progress Reports | |
| Student Report Cards | |
| School Board Meeting | |
| Final Report Elem 5-22 and Sec 5-29 | |
| Tchr Dv 8/12-13;8/16;10/14;11/25-26;2/17 | |
| Tche Dev (cont)...5/27-29 | |
| Tchr Prep Days.........8/14-15,1/6,5/26 | |
| Faculty/Staff Begin........8/12/19 | |
| Faculty/Staff End.........5/29/20 | |
| Students Begin 8/19/19   End 5/22/20 | |

### Grading Periods
1st (Aug 19 - Oct 16 )............... 41 Days
2nd (Oct 17 - Dec 20 )............... 41 Days
3rd (Jan 7 - Mar 6 )................ 42 Days
4th (March 16 - May 22)........... 49 Days
Total Instructional....77890 minutes (173 days)
Preparation......................... 4 days
Staff Development.................. 10 days
Total .............................. 187 days

### Student/Staff Holidays
Labor Day (Students and Staff)....... Sep 2
Columbus Day (Students Only)........Oct 14
Veterans Day (Students and Staff)..... Nov 11
Thanksgiving (Students and Staff).. Nov 25-29
Winter Break (Students) ........Dec 23 - Jan 6
Winter Break (Staff)............Dec 23 - Jan 3
M.L.King Jr. Day (Students and Staff) .... Jan 20
Holiday (Students Only)............... Feb 17
Spring Break (Students and Staff)...March 9-13
Holiday (Students and Staff) ........ Apr 10
Holiday (Staff Only)............... May 25
Senior Graduation ................... May 22

*Board dates are proposed.

## AUGUST
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## SEPTEMBER
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## OCTOBER
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## DECEMBER
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## JANUARY
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## FEBRUARY
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## JUNE
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## JULY
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| 26 | 27 | 28 | 29 | 30 | 31 | |

Board Approved: March 6, 2018

# LISD 2019/2020 Attendance Processing Timeline

| | |
|---|---|
| Official Attendance Time | Elementary : 9:30 am<br>Secondary : 9:30 am |
| | |
| August 19 | Establish 1st Day Procedures |
| August 12-16 | Teachers create user names and password to access TxEIS (TxGradebook) for attendance posting<br>Run SAT0300 and verify information |
| August 19 | Disable txGradebook for Attendance posting<br>Obtain accurate first day (manual) counts.  Print list of "No Shows" and follow up with written/oral inquires of students whereabouts. |
| August 20 | Enable txGradebook for teacher attendance posting. |
| Every day | Print SAT0400 Daily Attendance Summary & SAT0500* Campus Attendance Summary for campus records |
| August 26 | *Print SAT1400 First Day Principals rpt.* – should be complete and signed by campus Principal<br>*Print SGR0650 Reports for Special Programs* – information is prepared and distributed to the appropriate professional staff member for coding and/or un-coding |
| September 3 | *Print SRG2200 – Student No Show Report*<br>Principal confirms that the first day counts are accurate and that all No Show students are listed on the No Show Certification list.  Forward Report to PEIMS Specialist |
| September 4 | 1st Enrollment Event run.  File submissions begin on or before the third week of school and every week after that when there is enrollment or with drawl events. PEIMS Specialist |
| Every 6 week attendance period (See End of Six Week Cycle Reports) | 1. Review of student attendance and special programs posting<br>2. Verification and generation of all TxEIS attendance reports (refer to attendance check list)<br>3. Print List of withdrawn students and compare to Leaver Tracking forms. **(There must be a tracking form (documentation) for every withdrawn student)**<br>4. A copy of the Contact Hour report, (SAT0900) signed by Principal, is submitted to PEIMS Specialist within (1) one week of period ending along with **Cycle Balancing sheet**.  SAT0600 is to be saved as PDF<br>NOTE:  **NO CHANGES SHOULD BE MADE IN ATTENDANCE CYCLE ONCE REPORT IS SIGNED AND SUBMITTED TO PEIMS SPECIALIST.** Otherwise report will need to be re-run |
| **September 24 Membership Reconciliation** | 1st Six weeks Attendance Cycle (SAT0670*-Elementary; SAT0671* – Secondary)<br>Print and distribute Teacher Membership roster for review and signature. **Must be conducted on this day.** Forward the signed, reconciled report for the campus to the PEIMS Specialist before the cycle ends. |
| September 27 | **End of 1st Six Weeks Attendance cycle** |
| Oct 4 | **SAT0900*** – Campus/District Summary report due to PEIMS Specialist – Reconciled and signed by Campus Principal. Save as PDF/print **SAT0600*** and keep for campus records. |
| November 1 | **End of 2nd Six Weeks Attendance Cycle** |
| November 15 | **SAT0900*** – Campus/District Summary report due to PEIMS Specialist – Reconciled and signed by Campus Principal. Save as PDF/Print **SAT0600*** and keep for campus records |
| December 20 | **End of 3rd Six Weeks Attendance Cycle          (Tr2-21st)** |
| January 10 | **SAT0900*** – Campus/District Summary report due to PEIMS Specialist – Reconciled and signed by Campus Principal. Print **SAT0600*** and keep for campus records |
| **February 11 Membership Reconciliation** | 4th Six Weeks Attendance Cycle (SAT0670*-Elementary; SAT0671*– Secondary)<br>Print and distribute Teacher Membership roster for review and signature. **Must be conducted on this day.** Forward the signed, reconciled report for the campus to the PEIMS Specialist before the cycle ends. |
| February 14 | **End of 4th Six Weeks Attendance cycle** |
| February 21 | **SAT0900*** – Campus/District Summary report due to PEIMS Specialist – Reconciled and signed by Campus Principal. Print **SAT0600*** for campus records |
| April 09 | **End of 5th Six Week Attendance Cycle** |
| April 17 | **SAT0900*** – Campus/District Summary report due to PEIMS Specialist – Reconciled and signed by Campus Principal. Print **SAT0600*** for campus records |
| May 22 | **End of 6th Six week Attendance Cycle** |
| May 29 | **SAT0900*** – Campus/District Summary report due to PEIMS Specialist – Reconciled and signed by Campus Principal. Print **SAT0600*** for campus records |
| June 4 | Verify all TxEIS Contact Hour reports match PEIMS/TSDS extracted reports. (**Summer Submission)<br>Prepare all End of year reports for archiving, including all auditable documents such as attendance posting reports, attendance notes, daily sign in sheets, etc. All Attendance records should be boxed and prepared for transport to the District Records Center. |
| June 8-11 | MTGR/End of year check list to be completed, signed and returned to PEIMS Specialist by June 12th |

Rev. 7/2019

*Auditable reports that must be run and kept for 5 years          **PDM3-130-001

# LACKLAND ISD
## SUMMARY OF ABSENCES ALLOWABLE FOR FSP FUNDING PURPOSES

| Type of Absence | Maximum No. of Days | Travel "to" Days | Travel "from" days | Comments | Documentation |
|---|---|---|---|---|---|
| **Military-related absence** – visit with parent or legal guardian who is active military in US Services – called to duty, on leave or returning to duty or is immediately returned from continuous deployment of at least 4 months outside the home locality. | 5 days | | | An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the return from deployment. | Extended absences form signed by parent with supporting information in relation to deployment. |
| **Naturalization** – misses school for the purpose of taking part in the student's own US naturalization oath ceremony | 1 | 1 | | | |
| **Off-Campus Activity** – student is participating in an activity and is under the direction of a professional or paraprofessional district staff member, or adjunct staff member (TRS eligible and holds at least a BA degree). | | | | Board approved required. | |
| **Religious absence** – misses school for the purpose of observing religious holy days. | 1 | 1 | | Religious absence should meet TEA guidelines. | |
| **TAPS** – missing school for the purpose of sounding TAPS at a military honors funeral (grades 6 – 12 only) | | | | Funeral must be held in Texas for a deceased veteran. | |
| **TSBVI or TSD** – student is participating in short-term class with Texas School for the Blind and Visually Impaired (TSBVI) or Texas School for the Deaf (TSD) at a location other than the student's campus | | | | Local School Board approval required. No travel dates allowed for FSP funding. | |
| **TxVSN Course** – student is enrolled in TxVSN course | | | | If the student attends any part of the day, the attendance shall be recorded while on campus | |
| **Work-Based Learning Off-Campus** – student is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day | | | | If the student attends any part of the day, the attendance shall be recorded while on campus | |

Refer to the SAAH: 3.6.3 Requirements for a Student to Be Considered Present for FSP Funding Purposes for detailed requirements related to these absences. This summary chart was compiled for use as a Quick Reference Guide. The detailed descriptions, requirements and documentation are available in TEA's SAAH.

# LACKLAND ISD
## SUMMARY OF ABSENCES ALLOWABLE FOR FSP FUNDING PURPOSES

| Type of Absence | Maximum No. of Days | Travel "to" Days | Travel "from" days | Comments | Documentation |
|---|---|---|---|---|---|
| **Citizenship** – misses school for the purpose of appearing at a governmental office to complete paperwork connected to student's application for US citizenship | 1 | 1 | 1 | | |
| **Conservatorship** – is in the conservatorship of the DFPS and misses school | 1 | 1 | 1 | If activity is court-ordered, cannot be scheduled after school hours or activity is under a service plan. | |
| **Court appearance** – misses school for the purpose of attending a required court appearance | | 1 | 1 | Deemed to be required if the law (federal or state) mandates the student's presence in a criminal, civil or traffic matter. | Pleading or other court document filed with court, notice from court clerk, jury summons, subpoena, etc. |
| **DAP Mentorship** – student is participating in a mentorship approved by district personnel to serve as one or more of the advanced measured needed to complete the Distinguished Achievement Program (DAP) | | | | | |
| **Dual-Credit Off-Campus** – student is enrolled and attending off-campus dual credit program and is not scheduled to be on campus during any part of the school day | | | | If the student attends any part of the day, the attendance shall be recorded while on campus | |
| **Election/Voting clerk** – misses school to serve as student early voting clerk or election clerk | 2 | 1 | 1 | Board policy required. | Maximum of 2 days excludes the travel days, if any. |
| **Enlistment** – Pursuing enlistment in branch of the US Services or National Guard (17 years and older only) | 4 days | | | Board policy required. Procedure to verify student is pursing enlistment required. | Documentation to support the visit(s). |
| **Higher Education visit** – visiting higher education institution (grades 11th and 12th only) | 6 in 11th 6 in 12th | | | Board policy is required. Procedures to verify visits is required. | Documentation to support the visit(s). |
| **Medical absence**- temporarily absent because of a documented appointment | | | | Face-to-face or telemedicine appointment with health care professional. Student must be in attendance part of the same day as the appointment. | Note from health care professional. |

# Lackland ISD Average Daily Attendance & Funding

**Introduction:**

The district's goal is to achieve the highest ADA (percentage of attendance) every six week cycle and overall for the school year to maximize state funding. The *number of days of instruction* in a school year **and** the *number of days in a six-week cycle* impact the percentage of attendance.

**Number of days of instruction example with 8 days absent:**

172 days present out of 180 days of instruction = 95.56%
162 days present out of 170 days of instruction = 95.29%

**Number of days in a six-week cycle example with 4 days absent in a high and low six-week cycle:**

| Days Present | Days of Instruction | ADA | Days Present | Days of Instruction | ADA |
|---|---|---|---|---|---|
| 28 | 29 | 96.55% | 28 | 29 | 96.55% |
| 27 | 28 | 96.43% | 27 | 28 | 96.43% |
| 19 | 23 | 82.61% | 22 | 23 | 95.65% |
| 31 | 32 | 96.88% | 28 | 32 | 87.50% |
| 28 | 29 | 96.55% | 28 | 29 | 96.55% |
| 29 | 29 | 100.00% | 29 | 29 | 100.00% |
| 162 | 170 | 95.29% | 162 | 170 | 95.29% |

**TEA's ADA Formula:**

*ADA:* ADA is the average attendance of students for the school year. It is calculated by dividing the number of days attended by students in a six-week period by the number of days taught in the six-week period. The results for all six-week periods in a track are then summed, divided by six, and rounded to three decimal places.

ADA =

| | |
|---|---|
| (Total days present in 1st six weeks) | ÷ (days taught for 1st six weeks) |
| (Total days present in 2nd six weeks) | ÷ (days taught for 2nd six weeks) |
| (Total days present in 3rd six weeks) | ÷ (days taught for 3rd six weeks) |
| (Total days present in 4th six weeks) | ÷ (days taught for 4th six weeks) |
| (Total days present in 5th six weeks) | ÷ (days taught for 5th six weeks) |
| + (Total days present in 6th six weeks) | ÷ (days taught for 6th six weeks) |
| Result | |

Result ÷ 6 = ADA

ADA will be reduced in districts and charter schools that fail to meet the required number of minutes per TEC §25.081 based on applying the proportion of the number of minutes they were short to the calculation of ADA. Example: If the district or charter school only reports 95 % of the required 75,600 (including intermissions and recesses) minutes, they will only receive 95% of funding.

Source: SAAH, Appendix 13

**Lackland ISD's Prior Year ADA:**

| Cycle | Percentage |
|---|---|
| Cycle 1 | 97.5% |
| Cycle 2 | 95.9% |
| Cycle 3 | 96.7% |
| Cycle 4 | 96.4% |
| Cycle 5 | 96.1% |
| Cycle 6 | 96.2% |
| **Overall Average** | **96.4%** |

Source: Summer 2017 PEIMS Data

**Potential Strategies:**

- **Build six-week cycles with an even number of days of instruction.**
- **Build six-week cycles with the higher number of days during the lowest ADA months (historical).**
- **Strive to maintain a high attendance percentage during the shortest six-week cycles.**

> **The number of days of instruction in each six-week cycle matter!**

# ATTENDANCE 101 forTeachers 2019-2020

## Student Attendance Accounting Handbook (TEA)

The *Student Attendance Accounting Handbook* (handbook) contains the official attendance accounting rules and regulations for all public school districts in Texas. **This handbook is the official standard of required information for all attendance accounting systems.**

District personnel must create the original documentation of attendance at the time of attendance. <u>Original documentation must not be created after the fact.</u> Original documentation that is not created at the time of attendance will not be accepted by agency auditors. **If auditors determine that original documentation was not created at the time of the attendance it is intended to support, the TEA will retain 100% of your district's FSP allotment for the inappropriately documented attendance for the school year(s) for which records have been requested.**

<u>The **teacher** who initially records an absence is responsible for the accuracy</u> of the report and attests to the validity of the data with his or her signature—or, in the case of a paperless attendance accounting system, with his or her entry of those data using the teacher's logon with a distinct secret password.

The Student Attendance Accounting Handbook (SAAH) is posted on the TEA website.

## Attendance Accounting Procedures Manual (Lackland ISD)

According to the SAAH (and state law), every Texas school district is required to adopt an attendance accounting system, whether manual or automated, that includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. The TEA uses the attendance data to determine the allocation of Foundation School Program (FSP) funds to the district.

### 1st Day Procedures

Each campus shall obtain accurate first day counts by requesting each teacher to certify the students that are physically present in their class on the first day of school. Students that are not present on the first day of school shall be coded as a "no-show".

### Official Attendance Time

The district must ensure that attendance is taken during the second or fifth instructional hour of the day or its equivalent at "one particular point in time or snapshot". **<u>The official attendance time shall be 9:30 a.m. at the Elementary and 9:30 a.m. at the Secondary.</u> All teachers shall record student attendance at the official attendance time. The automated attendance accounting system records the time attendance was taken as an electronic log for audit purposes.**

**The Lackland ISD Attendance Accounting Procedures Manual contains General Attendance Taking Rules. The Lackland ISD Attendance Accounting Procedures Manual is posted on the Business Department webpage under Resources.**

# Lackland ISD
# Attendance 101 For Administrators

Official Attendance Time is a 'point in time' the campus has chosen to take attendance snapshot, Elementary snapshot is 9:30 am and Secondary is 9:30 am.

**Official Attendance is not a 'period'.** Typically, a 'period' is referenced because it denotes the period that was occurring during the official attendance time.

Once attendance time has been selected, a campus may not change it during the school year (*except for State Assessment days*).

19 TAC §129.21(i)

## Who Takes Attendance?

Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance conducted and completed by the classroom teacher. Attendance may not be taken by students, class-room aides, or clerks. Using a "sign-in" sheet to record attendance is not acceptable.

## Excused or Unexcused? That is the question.

For official attendance accounting purposes, "excused" and "unexcused" absences do not exist. Students are either present or absent.
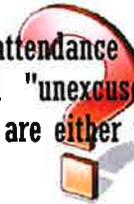
19 TAC §129.21(i)(3)

## Final Exam Days:

If standardized achievement tests or final exams are administered during the time designated for attendance taking, staff should record absences just before, during, or immediately after the exam.

## Principal's Contact Hours Report:

The campus principal shall affirm that he/she has verified the accuracy and authenticity of the 6-week and semester reports. The campus principal shall ensure that all auditable attendance reports have been generated and stored to support the Principal's Contact Hours Report. Note. Failure to maintain the auditable documentation may result in a substantial loss of state funds.

# LACKLAND ISD
## 1ˢᵀ DAY ATTENDANCE PROCEDURES
## 2019-2020

## Steps Prior to the First Day of School:

Run **SAT0300** Attendance Proof list and verify: Age, DOB, Control number, Grade Level, and Instructional Setting code prior to First Day.

Ensure that the Attendance option in Gradebook is **disabled** so that teachers cannot access Attendance until after the 1ˢᵗ day rosters have been reconciled.

## August 19, 2019 – First Day Documents

> A. **Secondary campus** use **SGR0400** Class List or **SGR0900** Class Rolls as an attendance sheet on the first day of school. **SAT1365** can also be used.
>
> B. **Elementary campus** use the **SAT1365** Class Attendance Roster run by Control Number.
>
> C. Distribute *First Day Attendance Instructions for Teachers* along with class lists/roster to teachers.
>
> D. The *Students in Transit Form* shall be distributed to all offices such as Principal, Counselor, Nurse, etc. This form shall be used during the official attendance time in any non-teaching location where students are waiting to move into a classroom.

## August 19, 2019 - First Day of School

All staff on a campus must realize that the first day count is an important process for the school district. The first day provides administrators with the tools they need to make budgeting and staffing decisions. A clean first day count makes the registrar's job easier for the remainder of the year. It is important that the campus administrator in charge of first day make all the necessary staff assignments to achieve a quick first day count.

**The district official attendance time (Elementary 9:30 am and Secondary 9:30 am) shall be used as the cut-off time for new enrollments. If a student was <u>not</u> present somewhere on campus during the official count, he/she cannot be enrolled (added to the membership count) until the next day.**

## Assign Staff to direct students where to go.
Some students will have lost their schedules and will not know where to go, and others will show up without pre-registering.
## Assign Staff to a "holding location".
The *Students in Transit Form* should be used by any non-teaching location where there are students such as the nurse's office or counselor's office. No student should be allowed to leave these locations until the first day numbers have been collected.
## Assign staff to collect the attendance documents for the count.
This person will go to each class and collect the class roll and/or the teachers' roster. The counts on these documents should match the number of students in the room. If not, the teacher must reconcile the difference at that time. These documents will be returned to the attendance clerk.

## August 19, 2019 - FIRST Day Steps:

## Distribute reports printed for attendance.

1. On the first day of school, **each teacher** should:
   **A. Mark "NS" next to students" name to indicate "no show" in that class. (Prior students)**
   B. Write the names of any additional students in the classroom at the bottom of the list.
   C. Write the total number of students in the classroom at the bottom of the list.
   D. **Sign, date and write the time on the list <u>in ink</u>.** (Black or Blue only)

**All counts shall be the official attendance time (Elementary @ 9:30 am and Secondary @ 9:30 am).** All students must be counted where they are (classroom, office, cafeteria, library, nurse's clinic, etc). All students should be in a classroom or designated location with a school official. There should be no students in the halls or restrooms at this time.

**This is a physical headcount. Do not worry about where the student should be at this time. Count him/her where the student stands.**

> **NOTE:** It is important that the first's day enrollment be verified as correct by grade level totals and individual names.

2. After all attendance documents (class lists, etc.) have been collected, compare lists to verify "no show" students are **not** listed as present on another list (i.e. Students In Transit Form). If a "no show" student is found on another list, correct the student's "no show" status. Check the students' schedule and make any necessary corrections.

3. After corrections have been made, note adjusted totals on the teacher's class attendance lists. Calculate the grand total of students for day one using the corrected totals marked on the teacher's class attendance lists.

4. As soon as possible after verifying class lists, withdraw students as "no shows" as indicated by the teachers on attendance documents:
   A. Withdrawal date must be the same day as the first day of school.
   B. Withdrawal reason will be a code of 44, which means "no show".

5. Print the following reports for verification:

   A. Registration Report **SRG2200**, Student No Show Report.
   B. Attendance Report **SAT1400**, Schedule of Age/Grade Distribution. (Select option to print the First Day Principal's Report) The total in the TOTAL column on line A2 should agree with the total number of bodies in the corrected counts found in step above. Numbers in line B should receive extreme scrutiny.
   C. Daily Attendance Summary, **SAT0400** (Select to print the From and To dates for the first day of school). Add the numbers on line 10 of each grade level page and the grand total should equal the corrected counts **found in step 3 above**. Be sure to scrutinize any student count in lines 14 through 18.

6. Make necessary corrections to student demographic information and/or withdrawal records to reconcile membership totals. Reprint reports as necessary. The number of students on the reports in step #5 above must be identical to the grand total figure in step #3 above.

7. File day one reports in step #5 for auditors.

8. Enable Attendance in txGradebook for attendance on the **2nd day @ Elementary and 3rd day at Secondary.**

**REMEMBER: NO ADA ABSENCES ARE POSTED ON THE FIRST DAY OF SCHOOL!**
**Limit the number of schedule changes during the first two days of school to emergency situations.**
*NOTE: Before attendance is posted for the first time for the school year, it is critical that ALL "No Show" students have been withdrawn and that enrollment has been verified as correct by grade level totals and names.*

**Rev. 8/04/2017**

# 1ST DAY ATTENDANCE PROCEDURES
## TEACHERS
### 2019-2020

1.  Take attendance in INK using the roster or class list given to you by the campus office.

2.  If a student is in the class but NOT ON the class list, ADD the student's name at the bottom of the list.

3.  If a student is on the class list but not physically in the class room, mark "**NS**" next to the student's name.

4.  No students will be marked absent on the first day of school.

5.  Sign the class list in **blue or black ink only**. (No colored ink or pencil)

6.  Teachers responsible for attendance accounting period should:

    a.  Count the number of students in the class room
    b.  Write the number of students in your class room on the bottom of the list
    c.  Verify that your head count matches the number shown on the class list (after taking into consideration the names added and NS)
    d.  Do Not let students leave the class room until the official count is complete for the whole campus.

7.  Make sure any marks made in error have been corrected and the list is accurate before the class list is collected by the office. All corrections are marked through and initialed - (no white out)

If you have any questions, contact the front office.

## Thank you

8/04/2017

**STACEY JR/SR HIGH SCHOOL**
**STUDENTS IN TRANSIT FORM**

LOCATION:_____
STAFF MEMBER IN CHARGE:_____

**STUDENTS PRESENT DURING OFFICIAL ATTENDANCE HOUR – FIRST DAY**

| STUDENT NAME (PLEASE PRINT) | DOB | GRADE | STU ID# | SS# |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |

Total Students Present:_____

Staff Member:_____     Date: _____     Time: _____

# LACKLAND ELEMENTARY SCHOOL
## STUDENTS IN TRANSIT FORM

**LOCATION:**_____

**STAFF MEMBER IN CHARGE:**_____

## STUDENTS PRESENT DURING OFFICIAL ATTENDANCE HOUR – FIRST DAY

| STUDENT NAME (PLEASE PRINT) | DOB | GRADE | STU ID# | SS# |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |

Total Students Present:_____

Staff Member:_____     Date: _____     Time: _____

## *2.3.4 Reconciliation of Teacher's Roster Information and Attendance Accounting Records*

Student membership from the teacher's roster is to be reconciled to the attendance accounting records at the end of the first and fourth 6-week reporting periods. The reconciliation is to verify that all students are reported on attendance records and that "no show" students have been purged from the attendance accounting system. District personnel are to develop a form to be used at the end of the first and fourth 6-week reporting periods to show the total number of students in membership in each teacher's class during the official attendance period. The total number of students in membership is to be reconciled to the total number of students listed in attendance accounting records. **The district PEIMS coordinator and his or her supervisor must certify this document with their signatures.** If your district uses a paperless attendance accounting system, the electronic equivalent of a signature page (for example, a feature that allows certifiers to indicate their certification of data electronically) is acceptable in lieu of a paper signature page.

The reconciliation *does not need to be conducted on the last day of the 6-week reporting period. However, it should be conducted no later than **the final week of the 6-week period.*** The reconciliation should be for the official attendance period (usually second period).

The above is taken from the **Student Attendance Accounting Handbook**.  We are required to reconcile membership twice a year; 1st & 4th six weeks.  Dates will be on Attendance & PEIMS Timeline.
Please follow the procedures below.

1. In TxEIS run reports SAT670 (Elementary) and SAT0671 (HS) Teacher Cycle Attendance Membership Roster . Distribute Teacher Rosters for verification and signature.

2. All rosters are to be returned to the campus PEIMS Attendance clerk. Attendance clerk will reconcile the information on the *Office Attendance Reconciliation* form:  Verify count with "Cycle Balancing Worksheet".  If there is a difference in the teacher count and the count on worksheet, list only discrepancies and reasons – then make necessary corrections.  Attach form as documentation for corrections in reconciliation process. (If all Enrollment, Withdrawals, Attendance, etc.  are kept current daily, we should not have any discrepancies)

3. Once forms have been reviewed and reconciled, obtain your campus Administrator's Signature and send to the Finance/Payroll Specialist.  Keep a copy on file at your campus.

If you have any questions, please contact the PEIMS Specialist.

** NOTE: Cycle Balancing worksheet will be emailed to you.

# LACKLAND ISD
## MEMBERSHIP REPORT RECONCILIATION FORM
### 2019-2020

[ ] Lackland Elementary      [ ] Stacey MS/HS      Check Six Week period   [ ] **1ST**    [ ] **4TH**

Date Reconciled _____ Campus      BY: _____

Attendance/PEIMS Clerk

**Match the Teacher Cycle Attendance Membership Roster to the Cycle Balancing Worksheet – list only discrepancies and reasons – then make necessary corrections. Attach this form as documentation for corrections in reconciliation process.**

| Teacher Name | Grade | Teacher Count | Cycle Balance Count | Difference +/- | Reason for difference |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

The [ ] SAT0670 [ ] SAT0671   Reconciled to the Cycle Balancing Worksheet with No discrepancies.

I hereby affirm that the information appearing on this form is based on data in the attendance accounting records and has been updated accordingly. All information for Membership Reconciliation is true and correct to the best of my knowledge.

| | | |
|---|---|---|
| Attendance/PEIMS Clerk Signature: | | Date: |
| Principal Signature: | | Date: |

8/2017 dms

# Lackland ISD
# Attendance Checklist
## 2019-2020

| ✔ | FREQUENCY | RESPONSIBLE | DESCRIPTION | TxEIS Report |
|---|---|---|---|---|
| | Daily | Attendance Clerk | Import absences from TxGradebook Make corrections to teacher posting as supported by admit slips, office logs, etc. | |
| | Daily | Attendance Clerk | Print Absence Transaction List to verify absence posting | SAT0000 |
| | Daily | Attendance Clerk | Print Daily Attendance Summary  and Campus Attendance Summary to verify entries/withdrawals and absences | **SAT0400\*** **SAT0500\*** |
| | Daily | Registrars | Enter demographic/ special program data for new students as provided by principal/special programs coordinator. Sample Reports: PK/Elem Student Special Program List Student Special Program Listing | SRG0650 SRG0600 |
| | Daily | Registrars | Enroll and Withdraw students as supported by source documents.  Remember to withdraw students next day if the student is in attendance during the official attendance accounting period: | |
| | End of Every Cycle and End of the Year | Attendance Clerks | Daily Register/Weekly Summary Principal's Contact Hr Report File above listed reports by name & six weeks. The reports should be saved as PDF files enabling them to be stored electronically in separate folders and reprinted at a later date. | **SAT0600\*** **SAT0900\*** **Copy to PEIMS SP** |
| | End of every Semester and End of year | PEIMS Specialist | District Attendance & Contact Hr Report The report must be reconciled with campus reports and forwarded to the Superintendent for signature | SAT0950 SAT0920 |
| | | Registrars | Verify all entry and withdrawal dates are correct  with the Entry Withdrawal Summary Verify demographic and special program data | SAT1700 |
| | | Attendance Clerks | File all attendance supporting documentation (as noted in Attendance Procedures (pages 19-20) | |
| | Before End of 1st & 4th Cycle | Attendance Clerks | Membership Roster by Control(elementary) Membership Roster by Period(secondary The reports must be forwarded to the District PEIMS Coordinator for signature. | **SAT0670\*** **SAT0671\*** |
| | End of the Year | Attendance Clerks, Registrars, and PEIMS Specialist | Reconcile all 6-week reports with PEIMS Summer Data, make corrections as necessary and regenerate all auditable attendance reports. Print all reports and forward to the Records Center for archival. | |

**BOLD\* reports are auditable reports that must be generated and maintained for 5 years.**

# End of Six Week Cycle Reports

At the end of each Six Week attendance cycle (6) the following reports are to be run and verified.  Reports SAT0900 & 0600 are to be reconciled with the "Cycle Balancing Spread Sheet".

- SAT0900 – Campus/District Summary Report (**auditable**): <u>Attendance Clerk</u> *copy to PEIMS Specialist with Signatures*

- SAT0600 – Student Detail Report (**auditable**):  <u>Attendance Clerk</u> <u>save as PDF file</u>

- SAT1700 - Entry/Withdrawal Summary:  <u>Registrar</u>

- SAT0300 - Attendance Proof List:  <u>Attendance Clerk</u>

- SAT0920 – Campus/District Summary Report (**auditable**): <u>*PEIMS Specialist*</u>

- SAT1600 - Daily Attendance Report II: <u>Attendance Clerk</u>

- SRG1200 - Student Status Changes By Program Registration Report: <u>Registrar</u>

If any changes are made to attendance after the reports have been run, they will need to be re-run and signed again. At the end of the *<u>Summer Submission, TSDS reports</u> & TxEIS reports will be reconciled. Any discrepancies will have to be corrected and <u>reports re-run for signatures</u>.

## 2019-2020 Six Weeks

| Cycle | Start Date | End Date | # Days | |
|-------|-----------|----------|--------|---|
| 1 | 08/19/2019 | 09/27/2019 | 29 | |
| 2 | 09/30/2019 | 11/01/2019 | 24 | |
| 3 | 11/04/2019 | 12/20/2019 | 29 | |
| 4 | 01/07/2020 | 02/14/2020 | 28 | |
| 5 | 02/18/2020 | 04/09/2020 | 33 | |
| 6 | 04/13/2020 | 05/22/2020 | 30 | 173 Instructional Days |
| | | | | 77,890 Minutes |

*PDM3-130-001

**TEXAS EDUCATION AGENCY**
**DIVISION OF BILINGUAL EDUCATION**

**LACKLAND INDEPENDENT SCHOOL DISTRICT**

**HOME LANGUAGE SURVEY**
**GRADES K-8**

Name of child:_____

Campus:_____Lackland Elementary_____Grade:_____

TO BE FILLED IN BY PARENT OR GUARDIAN:

1. What language is spoken in your home most of the time?_____

2. What language does your child speak most of the time?_____

_____
Signature of Parent or Guardian

_____
Date

*****************************************************************************************

**CUESTIONARIO DE IDIOMA HOGARENO**

**LACKLAND INDEPENDENT SCHOOL DISRICT**

**ESTADO DE TEXAS**
**GRADOS K-8**

Nombre el Nino (a):_____

Escuela:_____Lackland Elementary_____Grado:_____

DEBE DE COMPLETARSE POR PADRE O GUARDIAN:

1. Cual es el idioma que mas se habla en su hogar?_____

2. Cual es el idioma ques mas ?_____

_____
Firma del Padre o Guardian

_____
Fecha

# Lackland ISD – Homebound Certification Form

**General Education Homebound (GEH) Program Instructions:**

During the period of confinement, a student receiving GEH services must receive instruction in all *core academic subject area courses*. 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 4 weeks. The weeks **need not** be consecutive. The student is confined at home or hospital bedside for medical reasons only.

Student Name: _____     Id # _____

Grade Level: _____     Homeroom/Advisory Teacher: _____

Effective Date: _____     Anticipated End Date: _____

Reason for Homebound: _____

Week Start Date (Sunday): _____     Week End Date (Saturday): _____

| Day of Week | Date of Service | Start Time | End Time | Number of Hours | Homebound Teacher Signature* |
|---|---|---|---|---|---|
| Sunday | | | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Total for Week | | | | | |

**I certify that the student received instruction in all core academic subject area courses.**

---------------------------------------------------------------------------------------------

**Attendance/Registrar Use Only**

Instructions: Post attendance based on the eligible days present earned per week. Circle the total number of hours and post the absence(s) as appropriate. File this form for audit purposes.

Total Hrs:
| | | |
|---|---|---|
| 1 | 1 Day Present | Student is absent all other school days in the week |
| 2 | 2 days Present | Student is absent all other school days in the week |
| 3 | 3 days Present | Student is absent all other school days in the week |
| 4+ | 4 or 5 days Present | In a 4-day week, the student is not absent any days |
| | | In a 5-day week, the student is not absent any days |

Attendance/Registrar: _____     Date Posted: _____

# Lackland ISD – Homebound Certification Form

**Special Education Homebound Program Instructions:**

To be placed in the special education homebound instructional arrangement/setting, a student aged 6 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 4 weeks (the weeks need not be consecutive). The student is confined at home or hospital bedside for medical reasons only. A student's IFSP or ARD committee determines the amount of services to be provided to the student in this instructional arrangement/setting.

Student Name: _____     Id # _____

Grade Level: _____     Homeroom/Advisory Teacher: _____

Effective Date: _____     Anticipated End Date: _____

Reason for Homebound: _____

Week Start Date (Sunday): _____     Week End Date (Saturday): _____

| Day of Week | Date of Service | Start Time | End Time | Number of Hours | Homebound Teacher Signature* |
|---|---|---|---|---|---|
| Sunday | | | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Total for Week | | | | | |

**\*I certify that the student received instruction in accordance with his/her ARD or IFSP.**

-------------------------------------------------------------------------------------------------

### Attendance/Registrar Use Only

Instructions: Post attendance based on the eligible days present earned per week. Circle the total number of hours and post the absence(s) as appropriate. File this form for audit purposes.

| Total Hrs: | 1 | 1 Day Present | Student is absent all other school days in the week |
|---|---|---|---|
| | 2 | 2 days Present | Student is absent all other school days in the week |
| | 3 | 3 days Present | Student is absent all other school days in the week |
| | 4+ | 4 or 5 days Present | In a 4-day week, the student is not absent any days |
| | | | In a 5-day week, the student is not absent any days |

Attendance/Registrar: _____     Date Posted: _____

# Lackland ISD
# Notification of Student Extended absence

Note:  An extended absence is an absence for 3 or more consecutive days.

_____

**Today's Date**

_____

**Student Name**

_____

**Teacher Name**

_____

**Date of Absence**

**Student's Address** _____

**Parent's Daytime Phone Number** _____

**Reason:**

☐ Visit with parent, stepparent, or legal guardian who is an active military duty member of the uniformed services and has been called to duty, is on leave from, or is immediately returned from continuous deployment of at least 4 months outside the locality where the parent/guardian regularly resides. **Maximum of 5 days will be allowed per school year.** [Documentation to support the call to duty, leave, or return from deployment shall be submitted with the request.]

☐ Other reason: _____

_____

_____

_____

**Parent Signature**

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

*For Office Use Only*

(circle one)                                    Excused                    Unexcused

_____                    _____

Principal                                                              Date

Copies to:          Parent            Teacher            PRC            Attendance Clerk

# 2019-2020  Lackland ISD

[ ] Lackland Elementary        [ ] Stacey MS/HS

Check Six Week period  [ ]  **1ST**   [ ] **4TH**

DATE RECONCILED: _____

Campus _____    BY: _____

Attendance/PEIMS Clerk

**Match the Teacher Cycle Attendance Membership Roster to the Cycle Balancing Worksheet – list only discrepancies and reasons – then make necessary corrections. Attach this form as documentation for corrections in reconciliation process.**

| Teacher Name | Grade | Teacher Count | Cycle Balance Count | Difference +/- | Reason for difference |
|---|---|---|---|---|---|
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The [ ] SAT0670 [ ] SAT0671  Reconciled to the Cycle Balancing Worksheet with No discrepancies.

I hereby affirm that the information appearing on this form is based on data in the attendance accounting records and has been updated accordingly.  All information for Membership Reconciliation is true and correct to the best of my knowledge.

Attendance/PEIMS Clerk Signature: _____    Date: _____

# Lackland Elementary: PK Registration Application

Name of student: _____       Date of birth: _____

State legislation program provides a PK program for children who will be 4 years of age on or before September 1 if they meet one or more of the following criteria listed below.

Please check the appropriate eligibility box(es) below for which criteria applies.

- ☐ 1. The child has a parent or official guardian that is an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority. Documentation-copy of orders
- ☐ 2. The child has a parent that is a member of the Armed Forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty. Documentation-copy of status
- ☐ 3. The child is unable to speak and comprehend the English language. Documentation-completed Home Language Survey
- ☐ 4. The child is educationally disadvantaged. Documentation-completed lunch application.
- ☐ 5. The child is homeless, as defined by 42 U.S.C. Section 11302. Documentation-completed McKinney Vento form
- ☐ 6. The child has ever been in the conservatorship (foster care) of the Department of Family and Protective Services (DFPS), as well as children in a conservatorship as a result of an adversary hearing held as provided by Section 262.01, Family Code;
- ☐ 7. The child is of a person eligible for the STAR of Texas Award as a peace officer (3106.002), firefighter (3106.0023), or emergency medical first responder (3106.004)

I certify that all of the information provided on this form is true and correct and that all income is reported, if needed. I understand that this information is being given for the receipt of federal funds; that school officials may verify the information on this application; and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws. The prekindergarten program is not mandatory. However, if your child qualifies and is enrolled in the program, he/she must attend school regularly.

_____       _____       _____

Parent/Guardian Printed Name       Parent/Guardian Signature       Date

# Lackland Elementary: PK Registration Application

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**TO BE COMPLETED BY SCHOOL PERSONNEL:**
**<u>MUST be signed by principal or assistant principal (TEA audited material)</u>**

\_\_\_\_ **Approved:  I verify the qualifying documentation has been reviewed and will be kept in the cumulative folder for auditing purposes. Eligibility Criteria #\_\_\_\_**

\_\_\_\_ **Not approved: The student does not qualify.**

_____     _____
Principal/Asst. Principal Signature          Date

# LACKLAND ISD
## STUDENT RELIGIOUS HOLY DAY ABSENCE REQUEST

Parent/Guardians:

Please fill out the top portion of this form. Submit one form per religious holy day. Do not include multiple holy day observances on one form.

According to the state's Student Attendance Accounting Handbook (SAAH), *travel days for which the student is considered in attendance are limited to not more than 1 day for travel to and 1 day for travel from the site where the student will observe the holy days.* The SAAH also states: *Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.* According to district procedures, any additional travel days would be considered unexcused absences for attendance accounting purposes.

Date: _____

My student (name) _____ was absent on (dates): _____.

He/She observed or participated in holy day activity _____ which is a tenet

of our faith. The holy day activity occurred on (date or dates):_____.

We had to travel to (location) _____ for this purpose.

This day was not a church retreat, camp, mission trip, or an individual religious rite (baptism, christening, bar mitzvah, etc.)

Sincerely,


_____
Signature of parent/guardian

---

*THIS SECTION FOR LISD PERSONNEL USE ONLY*

*Attendance Secretary: Research and determine if travel day(s) used and enter dates below.*
*Administrator: Sign only one of the two options below.*

Approved: _____          Date: _____
        Signature of administrator

    Travel days are: _____ and _____ (if any) *Code as R (Religious Holiday)*
    Holy Day(s) are: _____ *Code as R (Religious Holiday)*
    Other missed days are: _____ Code as U (Unexcused)

Disapproved:_____          Date: _____
        Signature of administrator

    Date(s) do not meet requirements: _____ Code as U (Unexcused)

## Lackland ISD
## Career & Technology Education (CTE) Identification Form

Student Name: _____ Student ID: _____

Campus: _____ Grade Level: _____

Date of Entry: _____ Date of Withdrawal: _____

| CTE Indicator Code (PEIMS) (Semester 1) | |
|---|---|
| 0 | Not enrolled in a CTE course |
| 1 | Enrolled in a CTE course |
| 2 | Coherent Sequence of Courses |
| 3 | Participate in Tech-Prep Program |

| CTE Services (Check all that apply) | |
|---|---|
| | Day Care CTE Support Service |
| | Transportation CTE Support Service |
| | Displaced Homemaker |
| | Single Parent/Pregnant Teen |

| CTE Indicator Code (PEIMS) (Semester 2) | |
|---|---|
| 0 | Not enrolled in a CTE course |
| 1 | Enrolled in a CTE course |
| 2 | Coherent Sequence of Courses |
| 3 | Participate in Tech-Prep Program |

**Documentation:**

The student's class schedule shall be the primary record that the student was enrolled and participating in a CTE course. Students in grades 6 through 12 are eligible to be served in CTE programs; however, only students in grades 9 through 12 are eligible for CTE contact hours (funding). The maximum number of contact hours that may be claimed for a student is six (6) contact hours.

Approvals:       _____          _____
                 **CTE Coordinator**                        **Campus Principal**


                 _____          _____
                 **Date**                                   **Date**

# Lackland ISD
## Bilingual/ESL Identification Form

**Student Name:** _____     **Student ID:** _____

**Campus:** _____  **Grade Level:** _____  **Program:** _____Bilingual  _____ ESL

**Date of Entry:** _____     **Date of Withdrawal:** _____

| Reason Code | |
|---|---|
| 33 | Record status change |
| EP | Exit from program |
| | Other (Codes 01 – 98) |

| Bilingual Code | |
|---|---|
| 2 | Transitional BL/Early Exit |
| 3 | Transitional Bilingual/Late Exit |
| 4 | Dual Language Immersion/Two-way |
| 5 | Dual Language Immersion/One-Way |

| ESL Code | |
|---|---|
| 2 | ESL Content-Based |
| 3 | ESL Pull Out |

| LEP Code | |
|---|---|
| 1 | LEP |
| F | Exited from LEP Monitored 1 |
| S | Exited from LEP Monitored 2 |

| Parent Permission Code | |
|---|---|
| 3 | Parent/Guardian Request BIL (non-LEP) |
| 7 | Parent/Guardian Did Not Respond |
| 8 | Parent/Guardian Was Not Contacted |
| A | Parent/Guardian Denied BIL, Approved ESL |
| B | Parent/Guardian Approved ESL, Not Deny BIL (PK-8) |
| C | Parent/Guardian Denied Placement in Language Program |
| D | Parent/Guardian Approved BIL Placement |
| E | Parent/Guardian Approved BIL – Not Avail, Approved ESL |
| F | Parent/Guardian Approved LPAC Plan (9-12) |
| G | Parent/Guardian Approved BIL/ESL (non-LEP student) |
| H | Requested Placement of Non-LEP student in ESL |
| J | Approved ESL Alternative Language Program |

**Years in US School:** _____

**Date of LPAC:** _____     **Date of Parent Permission:** _____

**1st Date of Service:** _____     **1st Date of Eligibility for ADA:** _____

**Approvals:**   _____          _____
                                    BL/ESL Coordinator                                   Campus Principal


_____          _____
                        Date                                                    Date

# LACKLAND ISD
## LEP/ESL IDENTIFICATION AND CODING

School Year: _____  Completed by: _____  Date: _____

| Student Name | ID # | Home Language | LEP | ESL | Parent Permission Code | Entry Date | Exit Date | Reason for Exit | Monitored F- 1st, S -2nd | Years in US Schools |
|---|---|---|---|---|---|---|---|---|---|---|
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**Note:**

**All LEP students are "at-risk" by definition. The TxEIS At Risk Indicator on At Risk Tab of TxEIS Registration system is a display only field. The at-risk indicator (on the At-Risk Tab) is set by updating the LEP Code on the Bil/ESL Tab on the Registration module.**

# Lackland ISD – Bilingual/ESL Coding Workflow

Parent Completes Home Language Survey Form at enrollment

↓

If Language is Other than English...Student is tested

↓

LPAC Conducts Meeting to Determine Placement

↓

Written notice is sent to parent(s) if placement is recommended

↓

- Parent Approves the Request & Signs and dates the Form
- Parent Denies Approval...Student is not served

↓

Student is placed in BL/ESL with certified teacher

↓

Counselor or BL/ESL Staff send program data to clerk

↓

Registrar/attendance clerk enters program data (effective date is dae of parent approval)

**Lackland ISD**
**Gifted & Talented (GT) Enrollment**

**Student Name:** _____ **Student ID:** _____

**Campus:** _____ **Grade Level:** _____

**Date of Entry:** _____ **Date of Withdrawal:** _____

| Reason Code | |
|---|---|
| 33 | Record status change |
| EP | Exit from program |
| | Other (Codes 01 – 98) |

| GT Code (Check all that apply) | |
|---|---|
| | General Intellectual Ability |
| | Creative Productive Thinking |
| | Specific Subject Matter Aptitude |
| | Leadership Ability |

**1st Date of Service:** _____ **1st Date of Eligibility for ADA:** _____

**Documentation (Such as a class roster or schedule):**
The district must keep on file a class roster of all students who are served in the Gifted & Talented program in each school year.

**Approvals:** _____ _____
                           **GT Coordinator**                     **Campus Principal**

                      _____ _____
                           **Date**                               **Date**

# LACKLAND ISD
## GIFTED AND TALENTED IDENTIFICATION AND CODING

School Year: _____    Completed by: _____    Date: _____

| Student Name | ID # | Entry Date | Exit Date | Reason | Identification Criteria | Comments |
|---|---|---|---|---|---|---|
| Sample | | | | 33 - Record Status Change | Specific Subject Matter Aptitude | |
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Student Name _____ ID# _____ SS# _____ Submitted by: _____

School _____ Grade _____ DOB _____ Date Submitted _____

## NEW ENTRY

Primary Disability # _____ Secondary Disability # _____ Tertiary Disability # _____

Effective Date _____

*IA _____ / _____ speech code ** Child Count Funding Code # _____

Multiple Disability (MD) ☐ YES ☐ NO          Adaptive PE ☐ YES ☐ NO
Medically Fragile ☐ YES ☐ NO                 Assistive Technology ☐ YES ☐ NO
Early Childhood Intervention ☐ YES ☐ NO      Adaptive Equipment ☐ YES ☐ NO
PPCD ☐ YES ☐ NO                              PPCD Location Code #: _____

## CHANGE

**FROM** Effective date _____                    **TO**

School _____ Grade _____          School _____ Grade _____

IA # _____ / _____ speech code             IA # _____ / _____ speech code

Disability # (1) _____                   Disability # (1) _____
Use # codes (2) _____                    Use # codes (2) _____
          (3) _____                                (3) _____

### ARD INFORMATION

ARD Date: _____          Current IEP/Annual Review Date: _____

Psychological Exam Date: _____          Speech Assessment Date: _____

Psychological Service _____

Enter codes for ALL services receiving or *scheduled* to receive within the effective date of ARD; write DNQ if dismissed from service

**OTHER/RELATED SERVICES** (specific codes on back)

_____ Physical Therapy              _____ School Health Services
_____ Occupational Therapy          _____ Interpreter Services
_____ Counseling                    _____ Transportation
_____ Psychological Service

_____ Other _____

## *Instructional Arrangement (IA)

**00** No instructional setting   (Code 0: No Speech, Code 1: Speech Only, Code 2: Speech with other services)
**01** Homebound
**08** Vocational Adjustment Class/Program
**40** Mainstream (including PPCD classes at the day cares)
**41** Resource Room/Services-less than 21%          S-1 period          E- 5-405 minutes/wkly
**42** Resource Room/Services-at least 21% and less than 50%
        S-2 or 3 periods daily          E-410-970 minutes/wkly
**43** Self-contained, Mild-Moderate/Severe, Reg. Campus at least 50% & no more than 60%
        S-4 periods daily          E-975-1170 minutes/wkly
**44** Self-contained, Mild/Moderate/Severe, Reg. Campus more than 60%
        S -5-8 periods daily          E-1175-1950 minutes/wkly
**45** Full-time Early Childhood Special Education Setting
**95** Off Home Campus– Self-Contained, Mild/Moderate/Severe, Regular Campus  More than 60%
**96** Off Home Campus–Separate Campus

### PEIMS Disability Codes

AI 03  Auditory Impaired (AI) –Enrolled 45 minutes per week direct
AU 10  Autistic
DB 05  Deaf Blind
ED 07  Emotionally Disturbed
LD 08  Learning Disabled
ID 06  Intellectual Disability
NC 14  Non-Categorical Early Childhood
OI 01  Orthopedically Impaired
OH 02  Other Health Impaired
SI 09  Speech Impaired
TB 13  Traumatic Brain Injury
VI 04  Visual Impaired

## DISMISSAL FROM SPECIAL EDUCATION ONLY

Effective DNQ Date: _____          Effective Withdrawal Date: _____

If Graduate, PEIMS graduation code _____

11th/12th grader in HS ☐ YES ☐ NO
Has the student met the participation requirements for sate assessment for graduation or aging out at 22 years?

## PPCD Service Location Codes

| Code | Translation |
|---|---|
| 0 | NOT APPLICABLE TO THIS STUDENT( i.e. students who do not meet PPCD reporting requirements) |
| 1 | (A1) REGULAR EARLY CHILDHOOD PGM, AT LEAST 10 HRS/WEEK |
| 3 | (C1,C2,C3) SPECIAL EDUCATION PGM, at least 50% DISABLED, IEP |
| 4 | ( B1) REGULAR EARLY CHILDHOOD PGM, LESS THAN 10 HRS/WK |
| 5 | (A2) REC PGM, >= 10 HRS/WK, MAJORITY AT OTHER LOCATION |
| 6 | (B2) REC PGM, < 10 HRS/WK, MAJORITY AT OTHER LOCATION |
| 7 | (D1) RECEIVES SPECIAL ED SERVICES AT HOME |
| 8 | (D2) RECEIVES SPECIAL ED SERVICES AT SERVICE PROVIDER |

| Code | Interpreting Services |
|---|---|
| 00 | No Interpreting Service Provided |
| 01 | Oral Transliteration |
| 02 | Cued Language Transliteration |
| 03 | Sign Language Transliteration |
| 04 | Sign Language Interpreting |
| 05 | Communication Access RealTime (CART) |
| 06 | C-Print |
| 07 | TypeWell |
| 08 | Deaf-Blind Interpreting |

| Code | **Child Count Funding Code** |
|---|---|
| 0 | Not Applicable to this Student |
| 3 | IDEA Amendments of 2004 |

| Code | Transportation |
|---|---|
| A | By Other Agency |
| D | By District |
| P | By Parent |

| Code | Psychological Service |
|---|---|
| C | Currently Receiving Service |
| E | Referred for Evaluation |
| F | Formally Received Services During Year |
| R | Recommended for Services, but Unavailable |

| Code | Counseling |
|---|---|
| C | Currently Receiving Service |
| E | Referred for Evaluation |
| F | Formally Received Services During Year |
| R | Recommended for Services, but Unavailable |

| Code | Occupational Therapy |
|---|---|
| C | Currently Receiving Service |
| E | Referred for Evaluation |
| F | Formally Received Services During Year |
| R | Recommended for Services, but Unavailable |

| Code | School Health Services |
|---|---|
| C | Currently Receiving Service |
| E | Referred for Evaluation |
| F | Formally Received Services During Year |
| R | Recommended for Services, but Unavailable |

| Code | Physical Therapy |
|---|---|
| C | Currently Receiving Service |
| E | Referred for Evaluation |
| F | Formally Received Services During Year |
| R | Recommended for Services, but Unavailable |

# LACKLAND ISD
## STUDENT IN ATTENDANCE IN A NON-CLASSROOM SETTING
## AT THE OFFICIAL ATTENDANCE TIME

Campus: _____      Date: _____

Non-Classroom Location: _____

According to the state's Student Attendance Accounting Handbook (SAAH): *Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes.* District procedures require that this form be used to record any students in a location other than their regular classroom during the official attendance time of 9:30 a.m. This form must be signed by a professional staff member, i.e. campus principal, assistant principal, counselor, librarian, nurse, etc.

This form shall be submitted **on a daily basis** to the Attendance Secretary after the Official Attendance Time and shall be retained by the Attendance Secretary for audit purposes.

| Student Name | Id # | Grade Level | Time In | Time Out | Reason |
|---|---|---|---|---|---|
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_____
Signature – Professional Staff Member

**Future Ready**

LACKLAND INDEPENDENT SCHOOL DISTRICT

### Lackland Independent School District
### Student Residency Questionnaire 2019-2020

**The information on this form is required to meet the law known as the McKinney-Vento Act 42 U.S.C. 11434a(2), which is also known as Title X, Part C, of the No Child Left Behind Act. The answers you give will help Lackland ISD determine the services the student(s) may be eligible to receive.**

*Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. TEC Sec. 25.002(3) (d).*

Name of Student: _____   Gender: ☐ Male ☐ Female
                              Last                           First                    Middle

Birth Date: _____/_____/_____ Grade: _____ Social Security #: _____
             Month / Day / Year

Are you living at your current address because of loss of housing or financial hardship?   ☐ Yes   ☐ No

Are you an unaccompanied youth?     ☐ Yes ☐ No

**If you answered NO, *stop* here, sign the form and return the form to Lackland ISD.**

**If you answered YES to the above question, please complete the remainder of this form and return to Lackland ISD.**

Address: _____        _____        _____
                          Street                                    City                            Zip

Home Phone #:_____ Cell Phone #:_____ Other Emergency #:_____

Length of time student has lived at this address: _____

Name of school where student is enrolled or attempting to enroll: _____

Name of last school district attended: _____ Name of last school attended: _____

Please circle the number that best describes where the student is living:

1. In a home that has no electricity and/or no water.
2. In the home of a friend or relative because of loss of housing.
3. In a shelter because of no permanent housing.
4. In transitional housing that is available for a specific length of time only and is paid for by a church, charity, or other organization.
5. In a hotel or motel because of economic hardship, eviction, flood, fire, hurricane, etc..
6. In a tent, car, abandoned building, on the streets, at a campground, in a park, or other unsheltered location.
7. None of the above. Briefly describe your living situation: _____

Please describe factors that contributed to loss of housing:

Please provide the following information on school-age brothers and/or sisters of the student:

| Name of Student | Date of Birth | Grade Level | Name of School | Name of School District |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

_____        _____        _____
Signature of person completing this form         Printed Name                     Date

_____                                    _____
Relationship to Student                                                        Date

# Lackland ISD
# Student Withdrawal/Tracking Form

❏ LACKLAND ELEM        ❏ STACEY MS/HS

Student Name _____ Date of Birth _____/_____/____
                    First                              Last

Phone Number (_____) _____  Social Security Number: _____/_____/_____  Grade _____

Current Address _____  City: _____  Zip: _____

           Economic Disadvantaged: ❏ Y  ❏ N          Special Education: ❏ Y  ❏ N

*Compulsory Attendance Law (Texas Education Code, Section 25.085): A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided. Unless specifically exempted by Section 25.086 and who has not reached the child's 18th birthday shall attend school.*

I, _____ *(parent/legal guardian) am withdrawing my child from school for the following reasons and have provided the required documentation.*

| ❏ **Enrolling in another Texas Public School District (80)** | ❏ **Enrolling in Private School (81)** |
|---|---|
| | ❏ **Enrolling in a School outside of Texas (82)** |
| School District _____ | |
| School _____ | School Name _____ |
| Address _____ | City _____ State _____ Zip _____ |
| City _____ Zip _____ | Phone Number (_____) _____ |
| Phone Number (_____) _____ | Date enrolled/enrolling at new school _____ |
| *I understand that my child will be considered a dropout if not enrolled in another Texas Public School District.* | *I enrolled/enrolling my child in a Texas Private School or a School outside of Texas.* |
| Parent/Guardian Signature _____ Date _____ | Parent/Guardian Signature _____ Date _____ |
| Campus Representative _____ Date _____ | Campus Representative _____ Date _____ |
| ❏ **Home School (60)** | ❏ **GED Program** |
| *I enrolled my child in a Home School Program.* | *I enrolled my child in a GED Program.* |
| Date program began _____ | Date program began _____ Where _____ |
| Parent/Guardian Signature _____ Date _____ | Parent/Guardian Signature _____ Date _____ |
| Campus Representative _____ Date _____ | Campus Representative _____ Date _____ |

*Being aware of the Texas Compulsory Attendance Law, referenced above, I assume full responsibility for this student's education for the remainder of this school year. I also understand that all financial obligations must be cleared with the school. I further understand that if the school does not receive a request for records from the new school or notification of enrollment or completion of GED within 30 days of withdrawal, and the student is under 18, the school will report this to the courts as a truant case.*

Signature of Parent/Guardian _____  Date _____

*Forwarding Address and Telephone Number (Relative or friend who would be a contact for truancy proceedings, if needed)*

Name _____  Phone Number (_____)_____  Relationship _____

Address _____  City _____  State _____  Zip _____

## For School Use Only

Date of Withdrawal _____  Leaver Code _____  Last day in attendance_____

Request for Record Received: ❏ Y ❏ N    Date Received _____

Records sent to School _____  Date _____  Registrar/PEIMS_____

Administrator Approval _____  Date _____

8/2014 dms

**ADA Eligibility Coding for Students Receiving Preschool Program for Children With Disabilities Services in the Homebound Instructional Arrangement/Setting**

| Amount of Time Served per Week | ADA Eligibility Code |
|---|---|
| fewer than 2 hours per week | 0—enrolled, not in membership |
| at least 2 hours but fewer than 4 hours per week | 2—eligible for half-day attendance |
| at least 4 hours per week | 1—eligible for full-day attendance |

**Note:** The ADA eligibility coding information in the preceding chart does not apply to students aged 6 years or older. A student aged 6 years or older who is served in the homebound instructional arrangement/setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional arrangement/setting.

### 4.7.2.5 Homebound Funding and Homebound Documentation Requirements

A student who receives special education and related services in the special education homebound instructional arrangement/setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present:

**Homebound Funding Chart**

| Amount of Time Served per Week | Eligible Days Present Earned per Week |
|---|---|
| 1 hour | 1 day present |
| 2 hours | 2 days present |
| 3 hours | 3 days present |
| 4 hours | 4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week) |
| More than 4 hours | 4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week) |

Eligible days present are determined each week. For special education homebound purposes, a week starts Sunday and ends Saturday. Homebound service hours may not be accumulated and carried forward from one week to the next, nor may service hours be applied to a previous week.

The certified special education teachers and related service staff providing services must keep a log of the amount of time spent serving the student.

The minimum documentation required in a homebound log (the attendance record maintained by a homebound teacher or provider of related services) is the following:
- the name of the homebound teacher or related service provider,
- the student name and identification or Social Security number,
- the date that the homebound teacher or related service provider visited the homebound student, and
- the specific time period that the student was served (e.g., 10:00 a.m. until 12:00 p.m.).

# Prekindergarten Enrollment Procedures

**Eligibility for Prekindergarten**

A district is required to offer a prekindergarten program if they identify 15 or more eligible children. **To be eligible, a child must be at least four years of age by September 1 of the current school year and meet at least one of the criteria listed below.** A district may offer (but not required) a three-year-old program to eligible children and the same criteria would apply. Age is always calculated as of September 1 of the current school year (for the purposes of establishing eligibility).

- Be unable to speak and comprehend the English language
- Be educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program
- Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
- Be the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
- Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code;
- Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004).

**Documentation for Prekindergarten**

The following sections provides the requirements and documents needed for each group of students:

## English Language Learners

Students who qualify because they are unable to speak and comprehend English must have the following documentation on file:

- Home language survey: School districts must be administer the home language survey in English and Spanish; for students of other language groups, school districts must translate the home language survey into the home language whenever possible. The home language survey must contain the following questions (19 TAC §89.1215 (b))
  - What language is spoken in your home most of the time?

- o  What language does your child speak most of the time?
- Proof of a qualifying score on an approved Oral Language Proficiency Test. The school district must document the official scores in the student's records.
- Documentation of the limited proficiency assessment committee's identification of the student as an English language learner.

## Educationally Disadvantaged

Students who qualify because they are educationally disadvantaged must have income documentation on file.

Acceptable documentation for earnings (wages and salary) include:

- Current paycheck stub
- Current pay envelope
- Letter from employer stating gross wages paid and how often they are paid
- Unemployment, Worker's Compensation, or Disability payment stub

Acceptable documentation for self-employment income includes:

- Business or farming documents, such as ledger books or self-issued paycheck stub
- Last year's tax return (Self-employment)

Acceptable documentation for cash income is a letter from the employer stating wages paid and frequency.

When providing written evidence of proof of income, parents or those standing in parental relation to the student must submit documents that show income received by the household during the month before verification. The document ought to contain the name of the person standing in parental relation, and amount of income, and the date received. A pay stub with no date would be insufficient. Reported gross income is any money received on a recurring basis, including gross earned income. Specifically, gross income means all money earned before any deductions, such as income taxes, employee's social security taxes, insurance premiums, bonds, and charitable contributions.

For additional sources and examples of income documentation, refer to the Administrator's Reference Manual (ARM) (outside source) for Texas Child Nutrition Programs.

## Homeless

Students who qualify because they are homeless must fit the definition of homeless as defined by 42 U.S.C. Section 11302 and 42 U.S.C. Section 11434(a). (Refer to "FAQs" for definition of "homeless")

## Military

Students who qualify because they are the child of an active duty, injured, or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces must have the following documentation on file:

- Documentation that a district employee verified the student's US Department of Defense (DoD) photo identification for children of active duty service members. The documentation must include the printed name and signature of the person who verified the identification and the date of verification. If the student has not been issued such an ID, then documentation must be on file that a district employee verified the military member's DoD photo identification (or other DoD-issued documentation indicating that the person is an active-duty member of the military) and verified documentation showing that the student is a child of the military member. The documentation to be kept on file must include the printed name and signature of the person who verified the DoD and other documentation and the date that it was verified, as well as a photocopy of the documentation showing that the student is a child of the military member.
  **Important:** Your district should **not** make a copy of DoD identification.
- A statement of service from the installation adjutant general director of human resources for children of active members, mobilized reservists, or members of the Texas National Guard. This office would use the military personnel systems and documentation to verify that the service member is in fact on active duty in Texas or a Texas mobilized reservist. For Texas National Guard members (army or air guard), the Texas National Guard's Office of the Adjutant General may provide documentation or an official letter from a commander (at or above the lieutenant colonel or, for the navy, at the commander level) confirming active or mobilized status, which is acceptable documentation.
- *A copy of the death certificate using the service-appropriate DoD form, or a DoD form that indicates death as the reason for the separation from service, for children of service members who died or were killed. If the DoD form is not available, the family would ask the casualty assistance office of the closest casualty area command (in Texas) to provide a memorandum signed by the casualty office stating that the service member was killed in action or died while serving.*
- *A copy of Purple Heart orders or citation for children of service members or mobilized reservists or guardsmen wounded or injured in combat.*
- *A copy of the line of duty determination documentation for children of service members or mobilized reservists or guardsmen who were injured while serving active duty but were not wounded or injured in combat.*
  If this documentation is not available, a copy of an official letter from a commander (at or above the lieutenant colonel or, for the navy, at the commander level) that states that the service member was wounded or injured while on active duty is acceptable. A copy of a letter from the US Department of

**Source: https://tea.texas.gov/ece/eligibility.aspx**

Veterans Affairs indicating that the service member is eligible for disability compensation is also acceptable.

- Documentation that a service member is MIA for children of service members who are MIA.

## Department of Family and Protective Services

DFPS will mail a verification letter of prekindergarten eligibility to the parent or caregiver of students who qualify because they are, or ever have been, in the conservatorship of the Department of Family and Protective Services following an adversary hearing, as provided by Section 262.201, Family Code.

Districts must to accept the DFPS letter as proof of eligibility to enroll these children in free prekindergarten. For assistance in obtaining a letter, please contact the DFPS Education Specialist in your area for assistance or for a description of other forms of proof of eligibility.

## Child of Star of Texas Award Recipient

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 prekindergarten if they are age-eligible. A list of past honorees may be viewed on the Criminal Justice Division-Past Honorees webpage. If an individual has a prekindergarten-aged child and has been nominated, but not notified as an honoree prior to the current school year, an individual may make a request to the Office of Early Childhood Education to make an eligibility determination based on the nomination submitted for review to the Criminal Justice Division.

**Prekindergarten Enrollment Procedures**

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**Emergency School Closure**

As of March 16, 2020, Lackland ISD closed schools due to the COVID-19 pandemic for the week of March 16-20, 2020. On March 19, 2020, the district again closed schools until April 3, 2020. On March 19, 2020, Governor Abbott, issued Executive Order GA-08 related to the COVID-19 pandemic and ordered that all Texas schools be closed through April 3, 2020.

**Note. A total of 49 days in the school remained as of March 16, 2020 through the scheduled last day of school, May 22, 2020.**

**"Closed, Instructing" Type of Closure**

Lackland ISD closure falls under the TEA category of Closed, Instructing as defined by TEA:

*Those who cease normal operations, so that children no longer come to the school site at all, but are instead provided support to receive instruction at home / off-site. The staff may be doing this work while on site or remotely or in some combination.*

District teachers and the technology department prepared on March 19th and 20th and started providing virtual instruction as of Monday, March 16, 2020.

The Board of Trustees approved the 2019-2020 COVID-19 Missed School Day Waiver Attestation Statement (Closed, Providing Instruction) on March 24, 2020. The Attestation states, in part that:

*If an LEA has a school closure based on COVID-19 related concerns that cannot be accommodated by the above mechanism or other options available to the district, the district may seek additional minute waivers from the agency. Those waivers would be granted as long as the district commits to supporting students instructionally while absent from school grounds. This attestation will be required to be submitted with the waiver. The school district or charter school is responsible for providing all necessary educational resources to a student's parent/guardian and must also provide guidance on how the instruction is to be delivered to the student. Texas Education Agency (TEA) auditors may perform random audits to ensure that school districts and charter schools provided the necessary educational resources.*

Lackland ISD will apply for a Missed School Day waiver in TEAL for each day it is "Closed, Instructing", and will submit the required attestation with the waiver application. The district will document these days in the TxEIS/ASCDENDER student information system as non-instructional days, which will then be reported that way to PEIMS. Each "Closed, Instructing" day for which a Missed School Day waiver is granted will be counted in terms of total minutes

of instruction the same as it would have been if the district had been able to operate normally. The district will still report 75,600 operational minutes by using the waivers to meet the requirement.

The district's attendance taking rules as established in the Lackland ISD Attendance Procedures Handbook, were suspended as of March 16, 2020. TEA's guidance letters, documents and FAQs will be followed during the school closure.

**TEA** Texas Education Agency® **2019-20 COVID-19 MISSED SCHOOL DAY WAIVER ATTESTATION STATEMENT**

## SECTION I: Information/Requirements

If an LEA chooses to voluntarily close school and the LEA is below (or due to the closure falls below) the 75,600 operational minute requirement, the agency will provide missed school day waivers for the closed days with the requirement that the LEA provide educational supports for the off-campus education of all students.

In the event schools are closed, the current policy regarding missed school days still applies to LEAs at or above the 75,600 operational minute requirement (or 180 days for charter schools on a days calendar). Generally, the first two missed days must be made up using bad weather make up days or by using built in or additional minutes, prior to the granting of waivers, up to the 4,200 minute waiver cap, per Section 3.8.2 of the Student Attendance Accounting Handbook (SAAH).

If an LEA has a school closure based on COVID-19 related concerns that cannot be accommodated by the above mechanism or other options available to the district, the district may seek additional minute waivers from the agency. Those waivers would be granted as long as the district commits to supporting students instructionally while absent from school grounds. This attestation will be required to be submitted with the waiver.

The school district or charter school is responsible for providing all necessary educational resources to a student's parent/guardian and must also provide guidance on how the instruction is to be delivered to the student. Texas Education Agency (TEA) auditors may perform random audits to ensure that school districts and charter schools provided the necessary educational resources.

## SECTION II: Attestation Statement

_____ attests that parents/guardians are being provided with the educational resources and implementation assistance necessary to support an instructional program that will be provided off-campus to students who are absent due to concerns about the potential of illness or actual illness associated with COVID-19.

## SECTION III: Signatures

| District Name | Superintendent Name | Board President Name |
|---|---|---|
|  |  |  |

| Date | Superintendent Signature |
|---|---|
|  |  |
| I, the superintendent of schools, attest that the district will comply with the requirements of the waiver application for the 2019-20 school year if granted. | |

| Date | Board President Signature |
|---|---|
|  |  |
| I, the Board President, attest that the district will comply with the requirements of the waiver application for the 2019-20 school year if granted. | |

Attach completed attestation form to a 2019-20 Missed School Day Waiver Request in TEAL