

Sharyland Independent School District
1106 N. Shary Rd.
Mission, Texas 78572

Public Education Information Management System (PEIMS) Procedural Handbook



PEIMS
Public Education
Information Management System

Sharyland ISD PEIMS Handbook

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OVERVIEW:

PURPOSE:

This Manual is designed as a reference for all SISD personnel involved in the PEIMS process. It includes both information on daily procedures and information specific to PEIMS submission preparation. Policy information referenced in this manual comes from one of the following sources, and will be indexed to that source when referenced:

- Public Education Information Management System (PEIMS) Data Standards
- Texas Education Agency Student Attendance Accounting Handbook
- Sharyland ISD Board Policy Online
- Sharyland ISD Student / Parent Handbook

Generally, PEIMS information is public information and may be accessed by various entities. Consequently, this information may be utilized for purposes known and unknown to the school district. It is, therefore, essential and to the school district's benefit to ensure that all the information compiled and submitted with the use of this Manual be as accurate as possible.

This Manual in no way supersedes documentation published by the TEA or SISD Board-Approved Policy.

RESPONSIBILITIES:

Attendance Responsibilities:

Superintendents, principals, and teachers are responsible to their school board and to the state for maintaining accurate and current attendance records. (SAAH Section 2, TAC §129.21(a))

The District Summary Report should be generated each 6-week reporting period and reviewed by the Superintendent or the Superintendent's designee. (SAAH Section 3.1)

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 District PEIMS Coordinator and his/her supervisor must certify this documentation with their signatures. (SAAH Section 2.3.4)

The principal of each campus is responsible for reviewing his/her Campus Summary reports (6-week and semester) for completeness and accuracy. These reports should be compared to reports from the TEA, which reflect PEIMS data, to locally produced reports for reasonableness and accuracy. (SAAH Section 3.1)

The principal or superintendent affirms the propriety of student eligibility determinations, including determinations of student eligibility for particular educational programs, when he or she signs affidavits—or, in the case of a paperless attendance accounting system, when he or she indicates electronically that he or she attests to the validity of the determinations. (SAAH Section 3.1)

The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature. (SAAH Section 3.1)

The attendance personnel generating absence summaries and/or transcribing the absences or coding information into the accounting system are responsible for adhering to all laws and regulations pertaining to student attendance accounting. (SAAH Section 3.1)

Important: In no case should attendance personnel be assigned the responsibility of determining a student's coding information. Special program staff, directors, and/or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served in accordance with an individualized education program (IEP). Special program directors and/or staff are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of such changes. The attendance personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). At the end of each 6-week reporting period, special program staff should verify the Student Detail Report for any coding errors. (SAAH Section 3.1)

PEIMS Data Submission Responsibilities:

LEAs are responsible for:

- Submitting current complete, and accurate data for all record groups required for each collection;
- validating and editing data according to edit rules in the PEIMS Data Standards;
- correcting all errors found by the ESC during the data validation process in a timely manner; and
- delivering "fatal-free" corrected data on or before the due dates set by their ESCs and TEA;

(PEIMS Data Standards, 1.4)

Campus principals are responsible for reviewing all reports for their campus and validating the information. District PEIMS Coordinator is responsible for reviewing district-level content and having the appropriate data owners validate the data.

Superintendents/Chief Administrative Officers/Chief Executive Officers/Presidents of LEAs are responsible for submitting the electronic "Superintendent's Statement of Approval of Summary Report and Error Listing" (SAF) for each submission and resubmission based on the final review of the LEA's PEIMS data file. (PEIMS Data Standards, 1.4)

Other Responsibilities:

Campus PEIMS clerks are expected to run periodic Pre-PEIMS reports from Skyward to share with data owners to spot-check the validity of our data. They are not expected to participate in any coding decisions when the data is questionable, however. Data Owners are responsible for any coding of students, and should utilize appropriate documentation when making their decisions.

Campus PEIMS clerks are expected to maintain appropriate attendance and enrollment documentation. When documentation questions arise, clerks are to verify with campus administration, Data Owners, or SISD District PEIMS Coordinator.

Campus Discipline Officers are the authority on the coding of student discipline data. Campus clerks and secretaries can assist in entering data, but if a question arises they cannot make coding decisions.

Timelines:

Each campus will establish a time for processing PEIMS data. This timeline must meet the due dates established by Central Office. A district-level timeline will be posted yearly by the district PEIMS Coordinator. Currently, this timeline is available from the PEIMS Department section of the SISD District Website.

FERPA:

In accordance with the Family Educational Rights and Privacy Act 34 CFR §99.35, federal, state, and local educational authorities may access education records as part of an audit, evaluation of a state, federally supported education program or for enforcement of or compliance with the legal requirements of these programs. Thus, this provision applies to the auditors as authorized representatives of the state and local educational authorities. Auditors will maintain confidentiality of the records.

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 Attendance Accounting Handbook and in the PEIMS Data Standards. PEIMS records must be retained and subsequently destroyed in accordance with State requirements. PEIMS records must be maintained for a period of at least 7 years. Records scanned/stored within our SIS will be backed up as part of standard district electronic data backup practices, which include off-site backup.

Computer System Safeguards:

All users connected to SIS must have unique passwords and separate access to the database.

Daily backups of the data are stored in a secure location both on and off-site. After-Image transaction backups are maintained in a secure location on-site and are processed several times per hour.

End of year reports and backups as well as programs used to generate the data will be stored in the event that the reports have to be generated for audit purposes.

PID Change Requests:

All PID (Person Identification Database) change requests must be submitted via the PEIMS Student PET/PID Change Requests form in Eduphoria Formspace.

Be sure to include all documentation support your change request with the form.

All updated documentation must also be uploaded to the Portfolio area in our SIS. This will be verified against your submitted documentation and used when making the PID edit.

Just prior to PEIMS collections 1, 3, and 4 we have a small PID hold window. No changes may be made during that timeframe. Refer to the SISD PEIMS calendar for these dates.

ATTENDANCE:

Attendance Procedures:

Accurate attendance is imperative for accurate funding. Sharyland ISD's official attendance-taking time is stated in our Student Handbook and in Board Policy as being 10:00 am, or the second instructional hour of the student. For secondary campuses, this is second period. Please follow all guidelines as stated in Section 3.6 of the SAAH for collection of this information, with the following local guidelines:

- If there are any Substitute teachers on your campus, you must print an Attendance Roster for them to use when taking role.
 - The report at WS\ST\TX\RE\AT\AW (Attendance Worksheets) or equivalent will suffice for this documentation.
- Verify attendance posting via the Unrecorded Attendance and Recorded Attendance reports.
- Follow up with teachers who have failed to post attendance. Involve campus administration if necessary.
- Collect manual attendance from Subs in a timely manner, and record all absence information into Skyward.
- All attendance documentation must be filed in a location that is accessible to attendance backup personnel, and these personnel must be trained on your campus attendance documentation filing system.
- For absences that allow a student to be considered present for funding purposes, be sure to collect all documentation as specified in section 3.6.3 of the SAAH.
 - When one of these absence codes (% , 1, 2, 3, 6, E, F, G, I, M, N, O, R, S, V, or X) is used, the student must be permitted to make up any work missed.
 - All work must be completed for the day to count as a day of compulsory attendance.
- If your campus is utilizing software for accumulating Tardy information, be sure to reconcile that information with district SIS in a timely manner.

Alternate Attendance Procedures:

In the event that the district Superintendent delays the start of school as outlined in section 3.6.2.1 of the SAAH, if at all possible district officials will send guidance as to the alternate attendance-taking time for campuses. Be sure to document the circumstances for the alternate attendance-taking time, and the time that your campus took official attendance. Should district officials send notification, please retain a copy of this for campus documentation.

Attendance Procedures for First Three Days of Class:

Attendance must be taken manually during the first three days of school using the Custom Report titled "Manual Attendance Roster Form", or an equivalent document. This document must have space for teachers to record the Enrollment date of each child in their class, as well as space to enter any new students not on the roster. Teacher may not mark a child Absent until they have Enrolled. A class count needs to be made by each teacher on these first three days, and that count must be written down on the roster document.

These roster documents will be used as documentation for the No Show process.

Special Attendance Procedures for JHS Campuses:

In the rare case where a child arrives during the passing period between 2nd and 3rd period, such that the child was absent for all of 2nd period, but in attendance prior to our attendance snapshot time of 10:00 am (Student/Parent Handbook and Board Policy), it is appropriate to use the 4 (Late-Arrival, Unexcused) and \$ (Late-Arrival, Excused) attendance codes for 2nd period. These codes will assure that funding for this child is properly reported. Documentation for the use of these codes should be filed with campus

attendance documentation.

Attendance Documentation:

Campuses are required to maintain all attendance documentation. Documentation for attendance codes used to document allowed absences under section 3.6.3 of the SAAH and FEB(LEGAL) must meet all requirements as outlined in the SAAH. If a child does not produce documentation by the 3rd day after their return from absence, the absence must be counted as unexcused (SISD Student/Parent Handbook). Certain absence types are limited in number by Board Policy FEA(LOCAL). This documentation will be audited periodically by district personnel. All attendance documentation needs to be maintained for a period of seven (7) years.

Funding and Compulsory Education Attendance Differences:

As per section 3.6.3 of the SAAH, for official attendance accounting purposes, “excused” and “unexcused” absences do not exist. Students present at the official attendance-taking time are counted present for funding purposes. Note that having students sign in is not an acceptable method of taking attendance. With the exception of any reason listed in section 3.6.3 of the SAAH, students who are absent at the official attendance-taking time are counted absent for funding purposes.

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. Documentation from an electronic, radio-frequency, “smart card,” or similar tracking system that indicates only whether a student monitoring device was on campus at a particular time is not acceptable documentation unless supported with documentation that the student was with a campus official.

If a child is not in attendance, unless the excuse is permitted under section 3.6.3 of the SAAH, a nonfunded attendance code must be used. SISD attendance codes are available on the District website, in the PEIMS Department area. If questions on the use of these codes arise, contact the district PEIMS Coordinator for guidance.

Secondary campuses must go through all attendance procedures for all periods for purposes of compulsory education requirements, but only the second (2nd) period attendance will be submitted to the TEA for purposes of student attendance funding.

For purposes of Compulsory Education, refer to Board Policy and Student/Parent Handbook for attendance procedures and excused/unexcused absences.

Internal Attendance Auditing Procedures:

Campus attendance documentation is audited periodically by the district PEIMS Coordinator. These internal audits are requested by the Executive Director for Finance or the Chief Financial Officer, and all findings are reported directly to that office. At the conclusion of each documentation audit, campus administration will be notified of any deficiencies identified and if necessary, absence (non-funded) records will be added in the SIS for absences that lack appropriate documentation.

Elementary campuses are required to provide:

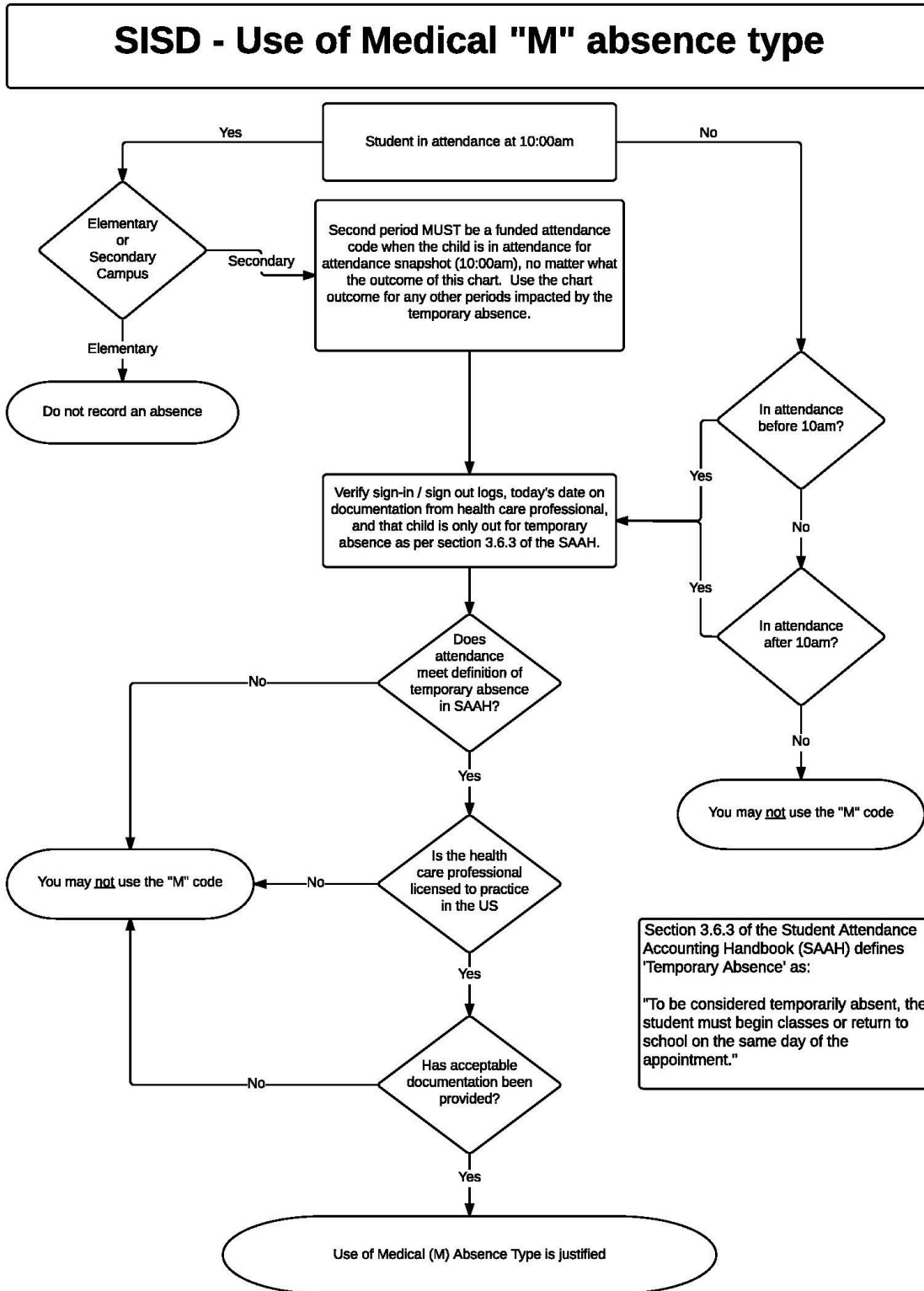
- Day Summary Report
- All absence and late arrival documentation
- All campus sign in and sign out logs
- Copies of any attendance slips issued by the office
- Documentation to support any record updates/deletes performed by campus Attendance Operators.
- Substitute teacher rosters
- Campus teacher attendance roster
- Recorded and Unrecorded posting report for 2nd period
- Logs to support any child on campus, but not in class attendance during the attendance snapshot time (Nurse Visit logs, etc.)

Secondary campuses are required to provide all Elementary campus documentation as well as:

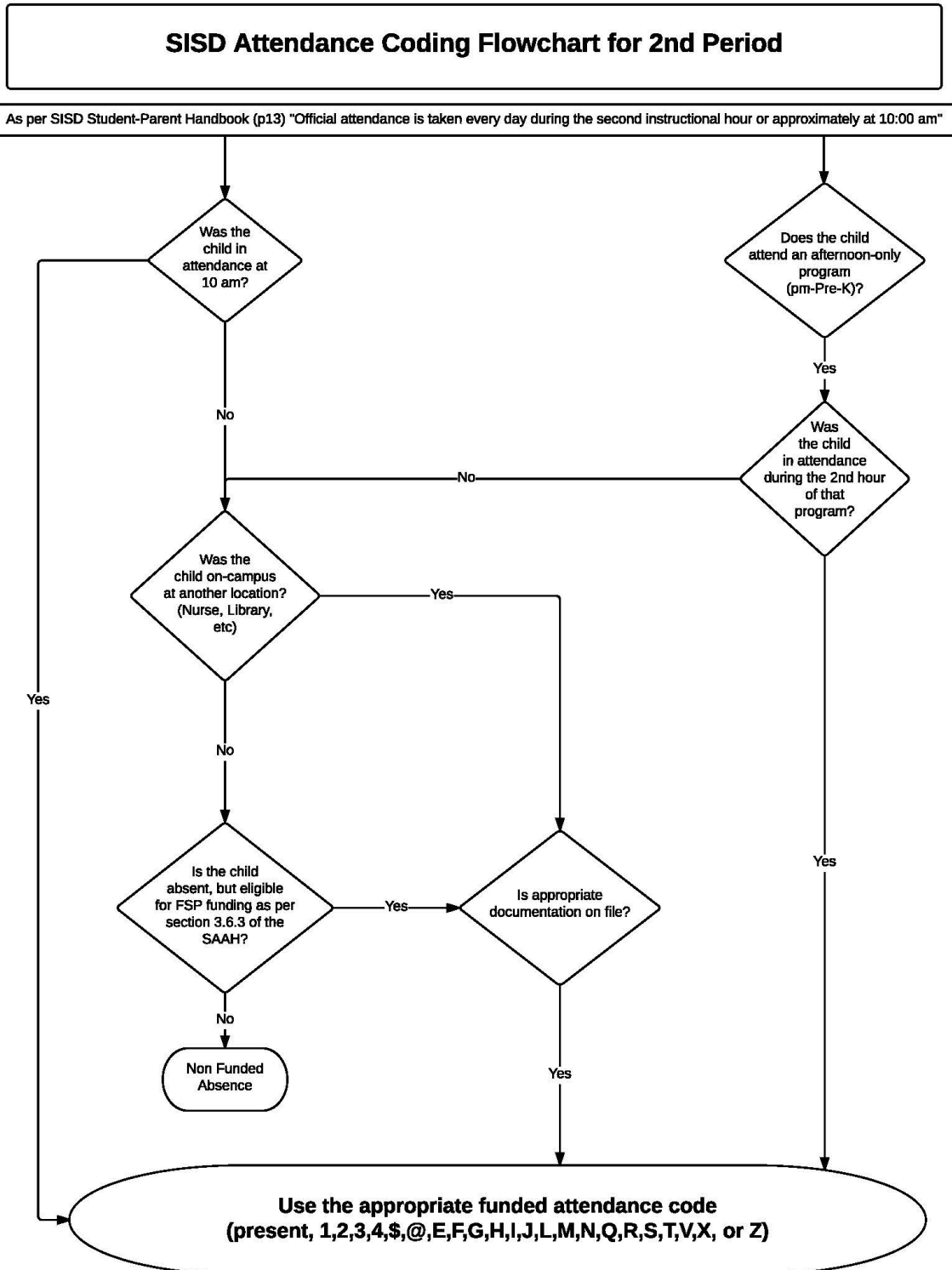
- Recorded and Unrecorded posting reports for all periods
- Reports from 3rd party Tardy tracking systems
- Logs to support ISS and DAEP attendance marks

Documentation is reviewed for accuracy and consistency, and a detailed report is presented to the Executive Director for Finance or the Chief Financial Officer at the conclusion of the data review. Results are then shared with campus administration.

Medical Absence Decision-Making Flowchart:



Second Period Attendance Coding Decision-Making Flowchart:



RECONCILIATION:

Fall and Spring Reconciliation:

Bi-Annual reconciliation of students is required under 2.3.4 of the SAAH. This process must be scheduled towards the end of the first and fourth six-week reporting period. This process verifies that all 'no show' students have been purged from the attendance accounting system, and that all current students are being accounted for in attendance.

The total number of students in membership is to be reconciled to the total number of students listed in attendance accounting records. PEIMS backup personnel must be trained on how to run these reports in the event that a clerk is absent on a reconciliation date.

Our procedure for this is as follows:

- Campus PEIMS staff reconciles class attendance rosters against a manual count roster. These numbers are verified against classroom counts in our electronic attendance system.
- Campus Principals review this data with their PEIMS staff, and sign off on the reconciled documentation.
- District PEIMS staff reviews this data, verifies that it matches data in the electronic attendance system at the district level, and signs off on the campus reconciliation paperwork.
- District reconciliation reports are presented to the Superintendent for review.

To verify membership against actual counts, campuses must be able to product the following documentation:

- Enrollment Report, listing all students enrolled on the date of reconciliation
- ADA Report, listing all students considered in membership on the date of the reconciliation
- Daily Register Report (this can be saved electronically to the PEIMS share, as long as the ADA summary sheet is included in the reconciliation reports)
- Teacher Roster documents with teacher or Principal signature and child count
- Examples:
 - Teacher Verification Report (WS\OD\AT\RE\VR\TV) ○ Attendance Worksheets (WS\SR\TX\RE\AT\AW) ○ Attendance Verification Report (WS\SR\TX\RE\AT\AV) ○ Manual Attendance Roster Form (WS\CR\RE)
- No matter which form is used, the child count MUST be recorded on the form by the teacher or Principal.
- Out of class excuses • Examples: ○ Medical Excuse ○ ISS Roster ○ DAEP Roster ○ UIL Event Roster
- Teacher Summary Document with class counts and campus totals
- Example – Homeroom count sheet
- Documentation that the counts match between the individual teacher documents and the summary worksheets. (in-balance)
- Overall Signature form containing
- Your Signature
- Principal's Signature
- Blank for PEIMS Coordinator Signature
- The signature form from the Daily Register report is a good source for a signature page. Custom campus signature forms are also acceptable.

All paperwork must be dated for the date of the reconciliation check, or must be signed off on as a discrepancy and explained.

It is recommended that you run balance sheets and counts PRIOR to the date selected for Reconciliation so that you have the ability to make your corrections ahead of time.

Be sure to involve your administration in this process so that they are aware of the date, and can assist you in teacher notifications.

Sample Timeline for week of Reconciliation:

- Monday/Tuesday
 - Run all reports to verify functionality
 - Balance counts within electronic system
 - Supply refresher training to campus backup personnel
 - Meet with campus administration to go over the process for Reconciliation
- Wednesday (scheduled day for Reconciliation)
 - Run all reports and verify date stamp
 - Distribute/collect/verify all verification lists
 - Follow procedures for Reconciliation process as outlined above
 - Counts are verified between district and campus level
- Thursday/Friday
 - District PEIMS Coordinator visits each campus to re-verify count, and audit all documentation used as part of the campus reconciliation process
 - District PEIMS Coordinator submits final packet to Superintendent

ENROLLMENT:

Enrollment Requirements:

A student must be enrolled in only one district at a time, thus eliminating duplicate PEIMS reporting for a student. Enrolling a student in a school district requires presentation of proof of the student's identity, age, and residency or other eligibility for enrollment.

Students must meet requirements for enrollment as outlined in TEC Section 25.002 and the following Board Policies:

- Admissions
 - FD(LEGAL)
 - FD(LOCAL)
- Inter-district Transfers
 - FDA(LEGAL)
 - FDA(LOCAL)
- Inter-district Transfers – Public Education Grants
 - FDAA(LEGAL)
- Intra-district Transfers and Classroom Assignments
 - FDB(LEGAL)
 - FDB(LOCAL)
- Homeless Students
 - FDC(LEGAL)
 - FDC(LOCAL)
 - District Federal Programs personnel determine Homeless Status, and this must be determined PRIOR to enrollment, as these students have rights that may allow them to continue enrollment in their prior district
- Military Dependents
 - FDD(LEGAL)
- School Safety Transfers
 - FDE(LEGAL)
 - FDE(LOCAL)

Children enrolling in Kindergarten must be 5 years of age by September 1 of the school year of enrollment.

TEC Section 25.002 is the authoritative document for determining enrollment eligibility. Board Policies give additional local requirements for admission. It is imperative that when questions arise pertaining to enrollment that these documents are referenced.

Enrollment Documentation:

The following documentation is required at the time of enrollment:

- Proof of Residence
 - Current Light Bill
 - Rental contract with receipt
 - Contract of New Home (deed of trust)
 - For Multi-Residence
 - Notarized letter from owner of home/residence along with all of the above Proof of Residency
 - Home Owner photo identification with correct address
 - Parent/Homeowner photo identification with correct address
- Birth Certificate
- Social Security Card
- Immunization Card
- Last report card
- Transcript
- Withdrawal Forms
- If this is a guardianship, notarized documents of guardianship as outlined in Board Policy FD(LOCAL) as also required.

If required documentation is not available, consult section 3.3.3 of the SAAH for guidance on necessary protocols.

Immunization:

Except as provided by TEC Section 38.001 (c), a student who is not fully immunized and has not begun the required immunization must not attend school. A homeless student may be admitted for 30 days pending initiation of vaccinations or receipt of vaccination documentation. A student who is a military dependent or any student coming from another Texas school may be enrolled for 30 days pending transfer of immunization records. The TX Department of State Health Services (DSHS) has additional information available on their website. Your campus Nurse can also provide guidance.

Special Permissions, Work Here Learn Here, and Tuition:

All enrollments that involve special permission, work here learn here, and tuition must be processed by District Student Services. Students seeking residency due to after school care by Grandparent as outlined in Section 25.001 of the TEC must also be processed by District Student Intake if any questions arise during the enrollment process. Forms for these enrollment circumstances are available on the SISD District Registration Website.

Pre-Kindergarten and Early Education:

All children seeking enrollment in these programs must meet the following requirements:

- Early Education
 - Child must be 3 years of age or younger on September 1 of the enrollment year
 - Child must be receiving Special Education services
- Pre-Kindergarten
 - Child must be 4 years of age on September 1 of the enrollment year
 - Child must meet one of the enrollment criteria as defined in Section 7.2 of the SAAH

Students enrolled in these programs may only be coded as ADA 0, 2, 4, or 5 based on their membership. Refer to the chart in section 7.5 of the SAAH for appropriate ADA eligibility. Coding decisions must be made by Campus Administration or district PEIMS Coordinator.

In the rare instance where a Pre-Kindergarten student is eligible for PK and special education (PPCD), is served in the PK classroom by a PK teacher for ½ day and is also served in the PPCD for ½ day, the child may be coded as ADA 1 (full).

Pre-Kindergarten Enrollment:

Follow all guidelines in Section 7 of the SAAH when enrolling Pre-Kindergarten (PK) students. A few highlights to keep in mind are:

- Child must be at least 4 years old by September 1 of that school year. (3-year olds may be eligible for Speech Services in the EE program)
- Child must meet all residency requirements, as well as PK eligibility requirements.

PK Eligibility Requirements, as per Section 7.2 of the SAAH

1. Child is unable to speak and comprehend the English language
 - a. As per 7.2.2 - Many districts preregister PK students to determine and plan for the size of the next school year's PK program. However, your district must have all the documentation described in 7.2.2.1 on file before claiming a student as eligible for PK funding on the basis of the student's being LEP. Starting on the first day of school, your district has up to 20 school days¹⁸⁸ to complete this documentation; however, as stated before, your district may not claim a student as eligible for PK funding until this documentation is on file.
2. Child is educationally disadvantaged (eligible to participate in the National School Lunch Program)
3. Child is homeless
4. Is the child of 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
5. Is the child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty
6. Child has ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (foster care) following an advisory hearing

7. has been in foster care in another state or territory, if the child resides in this state

8. Is the child of a person eligible for the Star of Texas Award such as:

- a peace officer under Texas Government Code, §3106.002
- a firefighter under Texas Government Code, §3106.003
- an emergency medical first responder under Texas Government Code, §3106.004

A student is eligible for pre-K if the student was eligible to enroll in pre-K but did not attend during the previous school year under the TEC, §29.153(b), and the child has not yet enrolled in kindergarten, or if the child's parent or guardian elects for the child to repeat pre-K in accordance with the TEC, §28.02124.

- Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to attend for Foundation School Program benefits, with the exception described in 7.2.2.
- Pre-Kindergarten **eligible** students are typically ADA 2 (Half-Day). **Ineligible students are ADA 4 (ineligible full day)**
- PK and kindergarten students are subject to compulsory school attendance while they are enrolled in school. On enrollment in PK or kindergarten, a child must attend school.⁶⁴ However, if a child has not reached mandatory compulsory attendance age (6 years old as of September 1 of the current school year) the child's parent or guardian may withdraw the student from school, and the child will not be in violation of compulsory attendance. (Section 3.5 of SAAH)

Student Names:

TEC §25.0021 states that a Texas public school student must be identified by his or her legal surname. Legal name is obtained from the birth certificate. The name entered matches the birth certificate exactly as shown. "Double" last names on the birth certificate are recorded exactly as shown. Each name on the birth certificate appears in one of the PEIMS name fields. If the birth certificate name cannot be understood completely, the parent is asked to clarify. If the first or last name is not indicated on a student's birth certificate, then the parent(s) provides a first or last name to be used for PEIMS reporting purposes. If the parent does not provide a name, then the school district uses "none". The name chosen by the parent is used consistently while the child is enrolled in Texas public schools. If a student is also an employee of the district, then staff naming rules must apply.

If a birth certificate is not obtainable, the name entered matches an alternate document. Acceptable alternate documents include: driver's license; passport; school identification card, record, or report card; military identification; hospital birth record; adoption record; church baptismal record; court-ordered legal name change documentation; or any other legal document that establishes identity. (Section 3.3.3 of SAAH)

Student Date of Birth:

To avoid confusion about the layout of a child's date of birth (MM/DD/YYYY or DD/MM/YYYY), when the day of birth is not 13-31, always verify the month of birth with the parent.

Example – MX Birth Certificate lists 03/04/2000. While most documents would have this April, in some cases, the US date would be used, and this would be a March date.

Prior Enrollment History:

All students must complete the School History Data form. Use this form as a starting point for tracking down records in TREx and/or our-of-state FAX transmission.

Student Records Transmission:

Texas Records Exchange (TREx) is the only valid means of transmitting and receiving student data for Texas schools. For out of state schools, FAX transmission and/or encrypted email may be utilized for records retrieval. Never send student data "in-the-clear" via email.

Complete the Laserfiche TREx form once records have been received.

Special Circumstances:

Procedures for enrolling transfer students, cross-zoned students, guardianships, multi-family dwelling enrollments, and homeless students are found in Sharyland ISD Board Policy. Transfer students, cross zoned students, homeless, and special-case enrollments will require paperwork from central administration. All forms are available on [Laserfiche](#). This paperwork should be scanned and stored in the student Portfolio area of our student information system, as well as a copy kept in the student Permanent Folder along with other enrollment documentation.

WITHDRAWALS:

Withdrawal Procedures:

The following procedure will be used by every campus to record leavers/movers:

- Students who withdraw during the school year:
 - Completion of an exit review with the student's parents/guardians, or the adult student conducted by an authorized designated Staff member. During the interview all pertinent information as it relates to any new educational setting and contact information should be obtained.
 - Completion of a withdrawal form recording the reason for the student's leaving and as much future contact as possible. The withdrawal form must be **signed by both parent/guardian or adult student and school personnel designated as authorized** to do so at the time of withdrawal. Adult students include students who are 19 years old or older, students of any age who are married, and students who have established a separate residence from their parents or guardians. Documentation on the withdrawal form must be complete, signed in ink and dated. The documentation standards in the following sections are to be strictly adhered to. Every campus will use the Student Withdrawal/Record Transfer Form generated by Skyward (Student, Reports, State Reports, Texas, Attendance-Student Withdrawal/Record Transfer Form)
 - Correct assignment of leaver codes is critical. Any ambiguity in coding questions should be referred to the Principal.
 - If the Principal is unable to resolve the coding issue the question will be referred to the district's PEIMS Coordinator for resolution.
 - Designated personnel should begin written or oral inquiry to confirm a leaver's enrollment in another educational setting should acceptable documentation not be received **within 10 days** following the departure of a student whose stated intent was to enroll in another district. PID Enrollment Track (PET) is the best source of information available for student moving between school districts within Texas.
 - Secondary campuses must collect a signed affidavit of enrollment from the receiving district. This documentation will serve as backup documentation to the PET system.
- Students who do not withdraw, but quit attending school:
 - Withdraw the student in accordance with District policy.
 - Local Policy FEA-Withdrawal for Nonattendance states:
 - "The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:
- The student has been absent ten consecutive school days.

- Repeated efforts by the attendance officer and/or principal to locate the student has been unsuccessful.”
- (Note: A person who voluntarily enrolls in school or voluntarily attends school after the person’s 19th birthday shall attend school each school day for the entire period the program of instruction is offered. The District may revoke for the remainder of the school year the enrollment of a person who has more than five unexcused absences in a semester. A person whose enrollment is revoked for exceeding this limit may be considered an unauthorized person on school grounds for the purposes of Education Code 37.107 regarding trespassing.
- Complete a withdrawal form in the same manner as above.
- Make every effort to determine the whereabouts of the student. Designated personnel should begin written and oral inquiry to confirm a leaver enrollment in another educational setting (use PET)
- If the student’s whereabouts cannot be ascertained, this student will be recorded as a dropout.
- All graduates including those who graduated early during the school year and summer graduates:
 - These students graduation status must be documented on their AAR record. The cumulative record must have a graduation seal, the graduate type plan, TATK/STAAR results and sufficient credits.
 - Designated personnel must review the additional PEIMS data elements for those leavers (special education indicator, economic disadvantaged, graduation date, and college entry.)
- Students who fail to return at the beginning of next school year:
 - “No Show” students must be deactivated in the student attendance accounting system no later than September 1 of the school year and certified by the principal. No shows are those students who attended all last year but fail to return for the next school year. Most districts are used to using this terminology. It does NOT help you determine the leaver code. For instance, if a student attended the last day last year, most software systems will “roll” the student to the next school year. If on the first day the student does not appear, he will be a “no show”.
 - Designated personnel should make every attempt to locate these students and assign an appropriate leaver code. If the student’s whereabouts cannot be ascertained, this student will be recorded as dropout (*LEAVER-REASON-CODE 98-Other reason unknown, only after obtaining permission from the districts PEIMS coordinator.*)
 - Refer to the PEIMS Data Standards regarding record types, status codes and leaver codes applications.

Timeline for Establishing Leaver Reasons and Obtaining Documentation:

- Students who leave during the school year

- For students who leave during the school year, leaver reasons apply at the time of withdrawal, and documentation should be obtained at that time. For example, for students who are withdrawn by Child Protective Services (CPS), *LEAVER-REASONCODE 66*, documentation would be obtained when the student is removed.
- Students who fail to return in the fall
 - For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window. The school-start window is the period of time between the first day of school and the last Friday in September. Districts should use the *LEAVER-REASON-CODE* that most appropriately describes the student's whereabouts during the school-start window. For example, to use *LEAVER-REASONCODE 60* student withdrew from/left school for home schooling, a district would establish that a student was being home schooled at some point during the school-start window. The district could obtain the documentation to support the leaver code at any time up until the PEIMS Submission 1 resubmission date.
- Students who were attending and were withdrawn under *LEAVER-REASON-CODE 83* when the district discovered that the student was not entitled to public school enrollment in the district.
 - *LEAVER-REASON-CODE 83*, not entitled to public school enrollment in the district, applies to students who are attending and are withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not entitled to enrollment in the district because the student was not a resident of the district or was not entitled under other provisions of TEC §25.001 or as a transfer student. It is not for a student who was a resident and stops attending because he/she has moved out of the district.
 - This code is also used for those rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption. Leaver reasons for *LEAVER-REASON-CODE 83* apply at the time of withdrawal and documentation showing due process supporting the withdrawal should be obtained at that time.

Documentation:

Documentation must be signed and dated by an authorized representative of the district. The district should have a written policy stating who can act as an authorized representative for purposes of signing withdrawal forms and other leaver reason documentation.

Withdrawal documentation should also be signed for the student by a:

- parent, or
- guardian, or
- responsible adult as recorded in school records, such as a foster parent or a probation officer, or
- qualified student. A qualified student is one who, at the time he/she stops attending school:
 - is married, or
 - is 18 years or older, or
 - has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student

An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. Written documentation of oral statements made in person or by telephone by the parent/guardian or qualified student is acceptable documentation in some situations if it is signed and dated by the district representative.

- Evaluation of documentation.
 - Merits of leaver documentation are assessed at the time the documentation is requested during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. These guidelines describe the most common types of documentation the investigator would expect to find supporting use of each leaver reason code. Other documentation that represents good business practice and shows a good faith effort on the part of the district to properly report leaver status will be evaluated on a case-by-case basis.
- Completeness of documentation.
 - Withdrawal documentation shall be considered incomplete without a date, signature(s), and destination. Documentation will not be deemed insufficient when information is missing because the parent or parents refuse to provide information requested by the district. A district should document at the time of the conversation that the information was requested, and the parent refused to provide it. Appropriate documentation of a parent refusal to provide information includes the date, content of conversation, name of person with whom the conversation was conducted, and the signature of the school official verifying the conversation.
- Changing LEAVER-REASON-CODEs.
 - Once a district meets the documentation standard that supports the leaver reason code used, the district is not required to obtain additional information on the student. Local policy will determine if an existing leaver reason code is updated for a student when additional information is received. The policy should be clearly stated in the district's published guidelines on leaver procedures. For example, if a district *assigned LEAVERREASON-CODE 60* student withdrew from/left school for home schooling for a student and later received a request for transcript information from a private school for the same student, the district may change the *LEAVER-REASON-CODE* to 81 enroll in a Texas private school but is not obligated to.
- **IN NO CASE SHOULD THE PEIMS CLERK /PERSONNEL BE ASSIGNED THE RESPONSIBILITY OF DETERMINING ANY STUDENT CODING INFORMATION.**
 - Responsible authorized representatives are the Campus Principal, Assistant Principals and Counselors
- Current Leaver/Mover codes are listed on the SISD Leaver Codes document, available from the SISD District Website in the PEIMS Department area.

No Shows:

A student is considered to be a 'no show' if they do not show up at your campus for a particular school year. Skyward classifies No-Shows three ways, and handles them as follows when you use the 'NoShow' button. *Note: If your campus prefers to use manual methods to classify No Show students to assist with TREx reporting, you still must achieve the same end result as using the Skyward automatic no-show utility.*

- Student has attended your campus, but did not show up for current year.
 - Enter an enrollment record set for 8/1 and 8/2 of current year, coded as 44 (No Show)
 - Adjust the last Withdrawal record of the prior year accordingly.

Skyward will extract the final Withdrawal record from the prior school year when building 203 records. These are the records that you need to audit for your Dropout/Leaver records. Refer to Appendix D of the PEIMS Data standards for required documentation.

Skyward Protocol for Coding Fall PEIMS 203 Record:

Only the most current previous school year Withdrawal record is reported for the PEIMS 203 record.

- The current school year No Show record is ignored when reporting for PEIMS 203.
 - In the year that the child No Showed, it is skipped because it is the current School Year
 - The following year, it is skipped because it is outside of our Calendar
- Example:
 - Joe Student attended through the last day of school in School Year 2014, but did not return for School Year 2015. We cannot determine his current whereabouts, and after consulting with campus administration and the District PEIMS Coordinator, it is determined that the child must be reported for the PEIMS 203 record as *LEAVERREASON-CODE 98*.
 - Create a No Show record in School Year 2015 with dates of 8/1/2014 and 8/2/2014 for the Entry/Withdrawal. Use local *LEAVER-REASON-CODE 44* (No Show) as the withdrawal code.
 - Edit the final Withdrawal record from School Year 2014. The Withdrawal code will probably be YE. Change that Withdrawal code to *LEAVER-REASON-CODE 98* and enter the appropriate comments.
- If the child is transferring to your campus (incoming 7th or 9th grade student), you must edit the Withdrawal record at the previous campus.

Verifying GED Status of Individual:

The TEA maintains a database of all students that complete a GED prior to August 31st of the current year. Students listed in this database should not be reported on a PEIMS 203 record. Use *LEAVERREASON-CODE 31* as the Withdrawal code for these students and keep the printout from the GED database as your documentation. Currently, this site is:

<https://tealprod.tea.state.tx.us/Tea.TXChse.Web/Public/CertificateSearch.aspx>

Accountability and Dropouts:

For state accountability, only *LEAVER-REASON-CODE 98* counts towards dropout percentages. For Federal Accountability purposes, *LEAVER-REASON-CODE 88* (Court-ordered to a GED program, has not earned a GED) and *LEAVER-REASON-CODE 89* (Incarcerated in state jail or federal penitentiary as an adult) also count as dropouts.

Withdrawal Location Tracking:

Once a new district of enrollment has been confirmed, that information must be entered in the Withdrawal Code 2 area of the Entry/Withdrawal tab. If a district is not listed in the choices, contact the district PEIMS Coordinator to have an addition made.

SPECIAL POPULATIONS:

Guidelines for Special Populations:

All coding decisions for Special Populations must be made by the appropriate Data Owner. Please refer to the SAAH should any questions arise.

At Risk:

At-Risk coding is to be maintained and supervised by the At-Risk contact on your campus. Should a student be identified as At-Risk, please verify that the At-Risk detail report is attached to the Special Populations form when filed annually in the Perm Record.

Skyward carries over At-Risk information from one year to the next, so it is imperative that your campus At-Risk contact review this data prior to Fall Snapshot and make whatever corrections are necessary.

Skyward does not report the At-Risk detail from the At-Risk tab area for PEIMS. Instead, it reports the At-Risk indicator (0 or 1) as specified on the TX/NCLB / Other PEIMS area. Please be sure to run the "PEIMS At-Risk Audit" report (WS\CR\RE) to verify that these two areas are in-sync prior to snapshot.

At Risk Detail Reference: (from TEC 29.081)

1. was not advanced from one grade level to the next for one or more school years;
2. if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548.

Emergent Bilingual / ESL:

All coding decisions for these students must be made by the appropriate Counselor and LPAC committee at your campus. Section 6 of the SAAH gives guidelines for Bilingual/ESL, as well as required documentation. Please verify the following areas when inputting data for these individuals:

- PEIMS data is collected from the following tabs:
 - Special Prgms / EB/Bil/ESL (WS\ST\TB\SP\TB\EB)
 - TX/NCLB / Other PEIMS
- Home Language code must be filled in the profile tab. The Home Language on the 'Family' is used for other purposes. The Home Language on the profile codes for PEIMS.
- Verify that your start date is the approved start date from the LPAC committee. This date does not have to be (and usually will not be) the date of enrollment.
- Verify that you have the appropriate At-Risk coding set. The At-Risk date should match the date on this record.
- Enter all other details as specified from the LPAC paperwork.

Immigrant:

Coding is entered under Special Prgms / Imm Status tab (WS\ST\TB\SP\TB\IM). If multiple records exist, please be sure to tally both records, as the SAAH does not require for the three academic years to be consecutive.

Recent Immigrant Criteria: (from SAAH, 3.3.1)

1. Is the student 3-21 years of age?
2. Was the student born outside of the United States?
3. Has the Student attended a US school for 3 full academic years?

Note: The 3 years do not need to be consecutive

Note: A US Department of Defense school that is not located within the fifty states or the District of Columbia is not considered a US school.

Note: Title III of No Child Left Behind states that students from Puerto Rico are not eligible for Immigrant status.

Gifted and Talented:

Coding is entered under Special Prgms / Gifted tab (WS\ST\TB\SP\TB\GI). Date of program enrollment is specified on the Special Programs form by your GT Counselor.

Skyward carries over these records to each new school year. Please be sure to audit this information prior to Snapshot to update for any changes or sabbaticals.

A student cannot be coded as G/T while enrolled at JJAEP (108911003). If you have a child expelled to JJAEP, please be sure to exit the child from GT when withdrawing from your campus.

Section 8 of the SAAH has eligibility guidelines for Gifted and Talented students.

Migrant:

Coding is entered under Special Prgms / Migrant tab (WS\ST\TB\SP\TB\MG). Data will be provided from Federal Programs, as reports. These reports need to be reviewed with your campus Migrant Counselor prior to coding. Enter start date as specified on the Special Programs form.

If a child is no longer eligible to receive Migrant services, and is dropped from the program prior to their date of withdrawal, campus staff need to verify that the child is coded as 0 under Migrant identifier for Summer PEIMS. (Reporting Requirement Change – SY 2016)

Special note: For purposes of dropout/leaver reporting, as per the “Secondary School Completion and Dropouts in TX Public Schools Guide” (State Leaver Status / Not a Leaver (c)), Migrant students are treated as any other student in terms of dropout/leaver reporting. These students meet the criteria of “Not a Leaver”, but still require a leaver record to be submitted. These students will eventually be cleared for Accountability purposes.

Economically Disadvantaged:

Coding is handled via daily import/export protocols with our Food Service solution. You can verify a child’s coding by checking the Food Service tab (WS\ST\TB\FS\FS). The most recent record is what is extracted for PEIMS.

Special Education:

Special Education coding is maintained by the district Special Education department. Section 4 of the SAAH lists all of the Special Education considerations when enrolling students. Campuses need to assist the Special Education department with the following data entry:

- All Special Education students must be Student Type *SE* in the current Entry record (WS\ST\TB\EW\EW)
- If a child changes type from regular education or Section 504 education to Special Education, you must create a Status Change record.
 - o From the Entry/Withdrawal area (WS\ST\TB\EW\EW), click the Ent-Wthdrw button
 - o Withdrawal code is 33 “Status Change”
 - o Entry code reflects the values on the previous entry code, but Student Type is adjusted
- If a child changes type from Special Education to regular education or Section 504, use the same process as indicated above, but reflect the proper type code.

Title I Part A:

Verify if your campus is coded 06 (School-Wide) or 00 (Not Title I). All students reported from your campus should be the same code. Title I indicators may be verified via Pre-PEIMS reports or by using the Title I report (WS\SR\TX\RE\OT\TI).

After the PEIMS Fall Data Collection is loaded into EDIT+, verify the PRF5C044 report to double-check that you do not have any students mis-coded.

Homeless:

Coding is entered under the Special Prgms / Homeless tab (WS\ST\TB\SP\TB\HO). Notification to code a child as homeless will come from the Federal Programs department **via laserfiche**, and will be relayed to your campus Counselor. During the enrollment process, should you feel that a child may be eligible for homeless status, please have your Counselor contact Federal Programs and assist the parent/guardian in setting up an appointment.

Important – Be sure to be discrete when meeting with potential Homeless students/families. Try not to hold these discussions in the main counter/front office area.

Note – when a child is coded as “Homeless”, they need to also be coded as At-Risk indicator 12, and the PEIMS Eco status needs to be updated to “01”.

Career and Technology:

All Career and Technology Education (CTE) coding and CTE coding corrections are handled by the campus CTE Counselor and the CTE Department. Please refer to Section 5 of the SAAH for details on CTE coding elements and documentation. At the discretion of your CTE Counselor, a mass-assign utility can be run in Skyward to assign CTE 0 and 1 statuses (WS\ST\PS\UT\TM\SC). The utility does require that you select the correct PEIMS Data Submission, as well as having CTE-specific codes configured corrected on all Courses in the Course Master.

Special Coding Considerations:

Students that are enrolled in Homebound Services, Pregnancy Related Homebound Services, JJAEP, or other programs where they are not in their regular classroom setting may not be eligible for CTE funding, and must be coded as 0. Please verify students in these special situations with your CTE Counselor when concerns arise.

Sharyland ISD does not receive any Tech-Prep funding, so we will not have any students coded as “3”. If you see any students coded as CTE “3” on your audit reports, report the discrepancy to your CTE Counselor so that the child can be coded correctly.

Vocation Education Contact Hours:

Vocational Education Contact Hours are calculated automatically each day by Skyward, based on a child’s current schedule. These hours are defined for each Course in the Course Master, and are tallied based on the child’s schedule.

Students enrolled in Homebound programs, PRS, JJAEP, and DAEP placements are not eligible to accrue Voc Ed Contact hours. The utility that assigns these hours can determine DAEP placement based on the DAEP present/absent attendance codes, and will automatically withdraw a student from accruing

hours on the first day of DAEP placement. If the child is removed from DAEP placement before 5 consecutive days have passed, Skyward will reverse this status change. All other non-eligible programs require manually adding a Withdraw (W) record as-of the date of placement into that program.

Transfer Students:

Transfer students must have the correct paperwork to be permitted to register. Student Intake is responsible for working with HR and the district Superintendent to approve these requests. Verification listing will be sent to you prior to PEIMS Fall Data Collection so that you can verify that we have current paperwork on file for all Transfer students. As per FDA (LOCAL) board policy, transfer student paperwork must be completed and reapproved on a yearly basis.

The following data must be entered for Transfer Students:

- Student must be coded as ADA=3 (Eligible Transfer - full day) or ADA=6 (Eligible Transfer - half day) on the Entry Withdrawal tab (WS\ST\TB\EW\EW)
- Student must have Student Attribution code of 06 (transfer between public school systems) with date that child enrolled as Transfer Student in the Special Prgms / Stu Attr area. (WS\ST\TB\SP\TB\ST).
 - o If a child breaks enrollment, this area must be updated accordingly.
- Camus ID of Residence must be entered, as per SISD Transfer Student form in the Special Prgms / Stu Attr area. (WS\ST\TB\SP\TB\ST).

Dyslexia:

Students identified with Dyslexia or related disorders are coded in the Special Prgms / Section 504 area. (WS\ST\TB\SP\TB\SE). Use the information given to you by your 504 Coordinator to code this screen. Skyward will only pull the Disability code 02 (Dyslexia) for PEIMS.

Students receiving 504 services for dyslexia must have a Status Change recorded.

- o From the Entry/Withdrawal area (WS\ST\TB\EW\EW), click the Ent-Wthdrw button
- o Withdrawal code is 33 "Status Change"
- o Entry code reflects the values on the previous entry code, but Student Type is adjusted

Special Procedure for students receiving Special Education and Dyslexia services:

- Enter all Section 504 data, but check the box labeled "Ineligible for Section 504".
- Do not change the student type.

Dyslexia Services must be coded for every student identified with dyslexia. Note: a student with dyslexia or related disorder may be coded with multiple service codes. However, code "00" cannot be combined with other service codes or in the same school year if other service codes were provided.

Once a student has been identified as having dyslexia or a related disorder, the student will continue to be reported with the DYSLEXIA-INDICATOR-CODE until graduation. The DYSLEXIA-SERVICES-CODE may change for a student each year.

Military Connected:

Code this information from the Special Prgms / Mil. Connected tab (WS\ST\TB\SP\TB\ML).

The current version of the SAAH and PEIMS Data Standards do not give any guidance on documentation for codes 1-3. Be sure to notate your conversation with the parent confirming this status, and file that as your documentation. Remember that we cannot make any copies of military documents.

Code 4 can only be used for PK students, and must have documentation as specified in Section 7.2.5.1 of the SAAH.

Codes 1, 2, and 3 cannot be used for PK students

Foster Care:

Coding is entered from the Special Prgms / Foster Care tab (WS\ST\TB\SP\TB\FC). SISD Foster Care Liaison is the primary contact for all Foster Care-related questions and paperwork.

Special Notes:

- Code 2 can only be used for PK students.
- The general term “foster care” for education purposes includes all students in the managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS). This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS. The Texas Legislature only authorized TEA permission to collect the “foster care” status of students in Texas DFPS Managing Conservatorship. Students in foster care from other states must not be reported as foster care for PEIMS reporting purposes. (PEIMS Data Standards – E1528)
- Documentation includes ALL forms in the 2085 series, as well as the DFPS Kinship Caregiver Agreement (0695) and a court order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC)

Homebound:

All homebound services are initiated and scheduled by your campus Homebound counselor. When questions arise, the district Special Ed and 504 services department are the authoritative information source.

To receive Homebound services, a child must meet the conditions set forth in section 3.7 and/or 4.7.2 of the SAAH.

Coding is entered from the Special Prgms . Hmbnd/Hosp tab (WS\ST\TB\SP\TB\HH) for GEH, and may also need to be entered on the Special Ed / Special Ed tab (WS\ST\TB\SE\TB\SE) for an Instructional Setting of 01 (Homebound).

For purposes of attendance coding, refer to the chart in section 3.7.3 or section 4.7.2.5 of the SAAH. You must have verification of the Homebound Teacher's log prior to entering a code H (Homebound) in attendance information.

When a student receiving Homebound services is receiving services for a CTE course, the child may not receive Vocation Education contact hours unless the Homebound teacher has the proper CTE certification for that course. If a child needs to be re-classified as V0, the setting is on the Vocational Ed / Voc Ed Info tab (WS\ST\TB\VO\VI). Skyward will maintain a record of the prior V status so that you can restore the pre-Homebound status when the child returns to school.

CHECKLISTS:

Elementary – Daily Attendance Tasks:

Timeframe – prior to start of school:

- o Run substitute job report from SEMS, or retrieve report from an administrator. o Print rosters for substitute teachers and distribute Attendance Worksheets (WS\SR\TX\RE\ATAW) or equivalent.

Timeframe – 8:15 am:

- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for first period, and contact any teachers who have not posted to the Dialout class so that they can post absences prior to 8:30 am. o Begin posting any attendance documentation received this morning.

Timeframe – 8:45 am:

- o Generate the Recorded Class Attendance report (WS\OF\AT\RE\AR\DR\RC) for second period, and remind any teacher that posted this class early that they need take attendance again and re-post for the 10 am attendance snapshot. o Generate the Day Summary report (WS\OF\AT\RE\AR\DR\DS) for first period in Calling Report mode, and contact students as directed by campus administration.

Timeframe – 10:00 am:

- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for second period, and contact any teachers who have not posted to the Homeroom class so that they can post absences prior to 10:15 am.
- o Generate the Recorded Class Attendance report (WS\OF\AT\RE\AR\DR\RC) for second period, and remind any teacher that posted this class prior to 9:45 am that they need to take attendance again, and re-post for the 10 am attendance snapshot.
- o Collect substitute rosters, and verify that the rosters are signed, and have been dated with today's date.
- o Generate the Sign In / Sign Out report from Raptor and the Day Summary report (WS\OF\AT\RE\AR\DR\DS) in detail mode. Verify that any students who have left prior to 10:00 am have been marked as Absent by their teacher. Contact teachers as necessary for them to make corrections.

Timeframe – 10:15 am:

- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for second period, and make contact again with any teacher who still has not posted for the 10 am attendance snapshot. Send this listing to campus

administration for documentation, and enlist their assistance as necessary to ensure teacher posting.

- o Verify that teachers have not sent any attendance corrections for today. If they have, contact the teacher and remind them that they have until 10:30 am to post their corrections to the Homeroom class. Remind them that the SAAH is very clear that teachers are initially responsible for class attendance.
- o Generate the Recorded Class Attendance report (WS\OF\AT\RE\AR\DR\RC) for second period, and remind any teacher that posted this class prior to 9:45 am that they need to take attendance again, and re-post for the 10 am attendance snapshot.

Timeframe – 10:30 am:

- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for second period, and distribute Attendance Worksheets (WS\SR\TX\RE\AT\AW) or equivalent to any teacher who failed to post attendance prior to the close of the attendance window. Verify that these teachers sign and date the reports with today's date, and send copies to campus administration for documentation purposes.
- o Generate the Day Summary report (WS\OF\AT\RE\AR\DR\DS) in detail mode to use for the following comparison steps.
- o Compare the Day Summary report against the Sign In / Sign Out report from Raptor, and enter absences (W-W) for any child who signed out prior to 10:00 am, and is not marked as absent. If 1st period is blank, only record in 2nd period. Otherwise, update 1st and 2nd.
- o Compare the Day Summary report against the Sign In / Sign Out report from Raptor, and enter Tardy (T-T) marks for any child who arrived between 8:00 and 10:00 am. If 1st period is blank, only record in 2nd period. If 1st period is populated, update both periods so that they match.
- o Generate final copies of the following reports, and file as part of the daily attendance record:
 - o Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for second period
 - o Recorded Class Attendance report (WS\OF\AT\RE\AR\DR\RC) for second period
 - o Substitute Job report from SEMS
 - o Day Summary report (WS\OF\AT\RE\AR\DR\DS)
- o Generate and file any additional reports that your campus administrators have requested.

Timeframe – afternoon:

- o Generate the Sign In / Sign Out report from Raptor, and update attendance marks as necessary for Medical excuses, sign outs after 10:00 am, etc. Regenerate and file the Day Summary report if necessary.
- o Once all sign ins and outs are processed for the day, generate and file a copy of the Raptor Sign In/Sign Out report.

Secondary – Daily Attendance Tasks:

Timeframe – prior to start of school:

- o Run substitute job report from SEMS, or retrieve report from an administrator.
- o Print rosters for substitute teachers and distribute Attendance Worksheets (WS\SR\TX\RE\AT\AW) or equivalent.

Timeframe – 8:15 am:

- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for first period, and contact any teachers who have not posted to the 1st period class so that they can post absences prior to 8:30 am to make the automated dialout cutoff.
- o Begin posting any attendance documentation received this morning.

Timeframe – by 8:50 am:

- o Generate the Day Summary report (WS\OF\AT\RE\AR\DR\DS) for first period in Calling Report mode, and contact students as directed by campus administration.

Timeframe – 2nd Period:

- o Generate the Recorded Class Attendance report (WS\OF\AT\RE\AR\DR\RC) for second period, and remind any teacher that posted this class early that they need take attendance again and re-post for the 10 am attendance snapshot.
- o At JHS Campuses, be sure to check this closely for 1st / 2nd period doubleblocked classes
- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for second period, and contact any teachers who have not posted to the Second Period class so that they can post absences. Remember --- any teacher with a sub will display on this report, and will receive the automated 'failure to post' email from Skyward. Be sure to compare against Substitute listing.
- o Generate the Sign In / Sign Out report from Raptor and the Day Summary report (WS\OF\AT\RE\AR\DR\DS) in detail mode. Use the \$ and 4 absences codes to properly reflect funding and credit loss updates as necessary. Verify questionable marks with teachers.
- o Verify any parent requests for excused absences with your Administrator prior to posting.
- o Verify and file documentation for any funded absence types
- o Post and file 2nd period (funding period) attendance updates and documentation.

Timeframe – each period:

- o Generate the Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC), and make contact again with any teacher who still has not posted attendance. Send this listing to campus administration for documentation, and enlist their assistance as necessary to ensure teacher posting.
- o Collect substitute rosters, and verify that the rosters are signed, and have been dated with today's date.
- o Verify that you have taken care of all necessary corrections for other attendance codes (UIL Events, Field Trips, Testing, etc)
- o Update attendance codes and file documentation.
- o Generate final copies of the following reports, and file as part of the daily attendance record:
 - o Unrecorded Class Attendance report (WS\OF\AT\RE\AR\DR\UC) for each period
 - o Recorded Class Attendance report (WS\OF\AT\RE\AR\DR\RC) for each period
 - o Substitute Job report from SEMS
 - o Day Summary report (WS\OF\AT\RE\AR\DR\DS)
 - o Raptor Sign-In/Sign-Out report
 - o TIP – several of these reports can be run for all periods at the end of the day.
 - o Generate, distribute and file any additional reports that your campus administrators have requested.
 - o Check with your campus PEIMS/Attendance clerk for details on campus specific procedures and reports.
 - o Generate and review the Suspect or Questionable Attendance Report (WS\OF\AT\RE\VR\SQ) for potential attendance posting errors.

End of Year Tasks:

- ✓ Complete all retentions
 - Set Retained = Y
 - Set NY Grad Yr = NY Grad Yr + 1
 - Elementary & JHS Set Grad Req Base Yr = Grad Req Base Yr + 1
- HS CANNOT CHANGE THIS (9th grade Cohort)
- ✓ Generate / Save the following reports to your PEIMS Drive
 - 40100, 40110, 41163, 42400, 44425
 - Student Information Report
 - Attendance Detail Report (All Year) by date
 - Attendance Report by Student (Individual)
 - Daily Register for all 6 weeks
 - Special Pops reports
 - LEP
 - Special Education
 - Migrant
 - Gifted/Talented
 - PRS
 - Vocational Education
 - At Risk
 - Immigrant
 - Individual Discipline Summary Reports
 - Address Listing of Active Students
 - Entry/Withdrawal reports (All Year)
- ✓ Verify / Save the following reports to your PEIMS Drive with scan of Signature Page
 - Principal's Report for each 6-week period
 - Principal's Report for Semester 1 & 2
- ✓ If your campus uses Auto-Scheduler, verify that this is complete so that we can roll Skyward forward in Mid-July.
 - If this is not complete, have your Admin request to have Future Scheduling in Current Year enabled.

PEIMS CODE GUIDES

Sharyland ISD Attendance Codes:

Sharyland ISD 2024-25 Attendance Codes

Att Code	Short Description	Long Description	Category	Deny Funding
1	COURT	COURT APPEARANCE-NOT AN ABS	Other	N
2	TAPS	TAPS AT A MILITARY FUNERAL	Other	N
3	CITIZENSHIP	CITIZENSHIP	Other	N
6	MILITARY DEPLOY	MILITARY DEPLOYMENT VISIO	Excused	N
!	ABS - 3 TARDIES	ABSENCE FOR 3 TARDIES (LOCAL)	Other	N
\$	PRES - NOCREDIT	PRESENT 10AM - NO CLS CREDIT (LOCAL)	Unexcused	N
@	ABS AFTER 10 AM	ABSENCE AFTER 10 AM (LOCAL)	Other	N
E	ELECTION	ELECTION CLERK	Other	N
F	BAND	BAND-RELATED ACTIVITY	Other	N
G	ATHLETICS	ATHLETIC-RELATED ACTIVITY	Other	N
H	HOMEBOUND	HOMEBOUND	Other	N
I	COLLEGE DAY	COLLEGE DAY - JUNIOR/SENIOR	Other	N
J	ISS	IN SCHOOL SUSPENSION	Other	N
L	TESTING	TAKS, TAAS, ETC	Other	N
M	MEDICAL	MEDICAL (NOT AN ABSENCE)	Other	N
%	SEVERE ILLNESS	SEVERE OR LIFE-THREATENING (HB699)	Other	N
N	AG	AG RELATED ACTIVITY,4H,FFA,ETC	Other	N
O	DRIVERS LICENSE	DRIVERS LICENSE	Other	N
P	PEIMS TRACKING	PEIMS TRACKING	Other	N
Q	PRESENT DAEP	PRESENT DAEP	Other	N
R	RELIGIOUS	RELIGIOUS	Other	N
T	TARDY	TARDY	Tardy	N
V	UIL	UIL-RELATED ACTIVITY	Other	N
X	NON-UIL	NON-UIL EVENT	Other	N
Y	ENLISTMENT	PURSUING ENLISTMENT IN SVCS (AGE 17)	Other	N
Z	ABSENT 10TH PER	ABSENT FROM TUTORING	Other	N
4	ARRIVE AFTER 10AM	ARRIVED AFTER 10AM - NON-FUNDED	Excused	Y
5	MEDICAL-MX	MEDICAL-MX MD	Excused	Y
A	EXC ABS	EXCUSED ABSENCE	Excused	Y
B	OSS	OUT OF SCHOOL SUSPENSION	Excused	Y
C	ABSENT AEP	ABSENT FROM AEP	Unexcused	Y
K	ABS ISS	ABSENT FROM ISS	Excused	Y
U	ABS UNEX	UNEXCUSED ABSENCE	Unexcused	Y
W	WEB ABSENCE	WEB ABSENCE (TEACHER)	Unexcused	Y

Sharyland ISD Discipline Codes (PEIMS Discipline Reason Codes):

<https://tea.texas.gov/texas-schools/health-safety-discipline/chapter-37-safe-schools/peims-discipline-data-disciplinary-action-reason-codes-and-definitions-2024.pdf>

SISD Discipline Action Codes (PEIMS Discipline Action Codes):

<https://tea.texas.gov/texas-schools/health-safety-discipline/chapter-37-safe-schools/peims-discipline-data-chart-for-determining-daep-placements-and-expulsions-2024.pdf>

Sharyland ISD Discipline Difference Reason Codes:

<https://tealprod.tea.state.tx.us/TWEDS/103/0/0/0/CodeTable/List/15948>

PEIMS Leaver Codes 2024-2025

SISD Skyward Withdrawal Code		PEIMS Leaver Code	
L E A V E R S	01 Graduated From a Campus in the District or Charter	01 Graduated From A Campus In This District Or Charter	
	03 Died	03 Died	
	16 Returned to Home Country	16 Return To Home Country	
	20 Medical Injury	20 Medical Injury	
	24 College, Pursue Associate's or Bachelor's Degree	24 College, Pursue Associate's or Bachelor's Degree	
	60 Home Schooling	60 Home Schooling	
	66 Removed by CPS - Child Protective Services	66 Removed-Child Protective Services	
	78 Expelled, (Under TEC37.007),Cannot Return	78 Expelled For Offense Under TEC §37.007, Cannot Return	
	81 Enroll in TX Private School	81 Enroll In TX Private School	
	82 Enroll in School Outside of TX	82 Enroll In School Outside Texas	
	83 Withdrawn By District Because Not Entitled To Enrollment	83 Withdrawn By District Because Not Entitled To Enrollment	
	85 Graduated Outside TX Before Entering A TX Public School-Entered A TX Public School-Left Again	85 Graduated Outside Texas Before Entering A Texas Public School-Entered A Texas Public School-Left Again	
	86 Received GED Outside TX	86 GED Outside Texas	
	87 Enroll in University High School Diploma Program	87 Enroll In University High School Diploma Program	
	88 Court-ordered to a GED program, has not earned a GED	88 Court-ordered to a GED program, has not earned a GED	
	89 Incarcerated in state jail or federal penitentiary as an adult	89 Incarcerated in state jail or federal penitentiary as an adult	
	90 Graduated from another state under provisions of the Interstate Compact on Educational Opportunity –Military children	90 Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children	
	D R O P O U T S	02 Pursue job or job training	98 Other (unknown or not listed)
04 Join the military		98 Other (unknown or not listed)	
08 Pregnancy		08 Pregnancy	
09 Marriage		98 Other (unknown or not listed)	
10 Alcohol or other drug abuse problem		98 Other (unknown or not listed)	
14 Age		98 Other (unknown or not listed)	
15 Homeless or non-permanent resident		98 Other (unknown or not listed)	
19 Failed exit TAAS/TAKS,met graduation requirements		98 Other (unknown or not listed)	
22 Alternative program, working toward diploma or GED certificate		98 Other (unknown or not listed)	
78 Expelled, for Offense Under TEC 37.007, Cannot Return		98 Other (unknown or not listed)	
79 Student Expelled, Can Return and has not	98 Other (unknown or not listed)		
98 Other (unknown or not listed)	98 Other (unknown or not listed)		
M O V E R S	21 Official transfer to other TX district	Reported via Unique-ID Enrollment Tracking File	
	30 Enter health care facility		
	31 Completed GED certificate		
	61 Incarcerated outside district	Documentation from receiving district must be on file to use these codes	
	63 Graduated, returned left again	Failure to obtain documentation can result in under-reported Dropout/Leavers	
	64 Completed GED certificate, returned, left again		
	80 Enroll in another TX public school district		

** School leavers with code 08 and 98 are counted as dropouts for state accountability purposes

** School leavers with codes 08,20,88,89, and 98 are counted as dropouts for federal accountability purposes

--Refer to Appendix D of the PEIMS Data Standards for detailed descriptions and required documentation--