



PLAINVIEW ISD

2017-2018

ATTENDANCE PROCEDURES MANUAL



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Introduction

The Student Attendance Accounting Handbook (SAAH), published annually by the Texas Education Agency, is for all school district personnel involved in the student attendance accounting process. 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.

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 Plainview ISD. The procedures can change at any time and shall be superceded by any changes in the Student Attendance Accounting Handbook. For more information, employees may refer to the Student Attendance Handbook, posted on the TEA Website at www.tea.state.tx.us.

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 Plainview ISD
- establish standard attendance accounting procedures for the School District
- inform you of the legal requirements of attendance accounting and recording leavers

References:

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

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), a student who is at least 6 years of age as of September 1 of the applicable school year is required to attend public school until the student's 19th birthday, 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 19th 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 olds 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 of 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 (for peace officers):
- 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 7 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, 5, and 8 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.
- Take referral appropriate action after a student has reached the 10th unexcused absence in a six (6) month period.

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 is 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 or 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.

The Board of Trustees is required to appoint one or more attendance committees to hear petitions from students who do not 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: [Plainview ISD's Board Policy Manual](#)

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 Plainview 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. **Plainview 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:

[Plainview ISD's Board Policy Manual](#)

The ten (10) criteria 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 Executive Director of 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 Plainview ISD boundaries.**
8. Student is 18 years of age or older 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 for three and four-year olds. Specifically, students of the appropriate age are eligible for a prekindergarten program if the student:

- Is unable to speak and comprehend the English language
- Is educationally disadvantaged
- Is a homeless child
- Is the child or stepchild of an active duty member of the armed forces or reserve component if the duty member is ordered to active duty
- Is the child or stepchild of a member of the armed forces, including a reserve unit, who was injured or killed while serving on active duty, or
- Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under the Family Code

The full text of each of these bases are included in TEA's Attendance, Admission, Enrollment Records, and Tuition letter posted on TEA's website at www.tea.state.tx.us

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:

- 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 lease information or verifying with designated district personnel that the applicable residence is within the boundaries of your 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. 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 requirements).
- 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.
- 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.
- Eligibility Code 7 Student is eligible for participation, enrolled in, and provided instruction in an alternative attendance program, such as OFSDP or HSEP.
- 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: 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 PPCD for ½ day under each program, then the appropriate code would be an Eligibility Code of 1 or 3 (full-day), as appropriate.

Age Eligibility for Attendance

Student 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 the required age on or before September 1st.

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.

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** attendance is taken, the withdrawal date is that day. If a student withdraws from school **after** the attendance is taken, the withdrawal date is the next school day. A student is not 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.



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

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:

<u>Cycle</u>	<u>Start Date</u>	<u>End Date</u>
1	08/17/2017	09/29/2017
2	10/02/2017	11/03/2017
3	11/06/2017	12/22/2017
4	01/08/2018	02/16/2018
5	02/20/2018	04/06/2018
6	04/09/2018	05/24/2018

TEA Attendance Audits

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 175 Days of Instruction Without a Waiver

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 Sections 12 and 13 of the Student Attendance Accounting Handbook.

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 Skyward system prior to the 1st day of school
- Take attendance at the appointed snapshot time each day (by 10:00 a.m.) . All attendance data shall be accurate and final.
- Ensure that their security password for the automated attendance system (Skyward Gradebook) is not shared with any other employee
- Sign and date the **Teacher Class Summary Report** at the end of each six weeks.
- Sign and date the **Class Verification Report** at during the 1st and 4th six weeks.

Counselors

- Be responsible for student schedule changes in the student information system (Skyward).
- 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 (Skyward) on a daily basis.
- Contact parent/guardian to verify/document absence reason.
- Comply with all written campus/district attendance accounting procedures.
- Override teacher absence code with corrected absence code based on verification and documentation. (If no attendance office override, the teacher entry is final and reported to TEA.)
- Maintain the **Day Summary** on a daily basis and utilize the summary sheet to verify that the end-of-cycle attendance reports are accurate.
- Run attendance reports to verify daily, weekly, term, semester and end-of-the year attendance data.
- Maintain all attendance reports in chronological order.

- 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, per district policy.
- Generate and retain signed copies of the **Teacher Class Summary Report** at the end of each six weeks.
- Generate and retain signed copies of the **Class Verification Report** during the 1st and 4th six weeks.
- Generate and reconcile the ADA, Monthly/Quarterly, Membership, Entry and Withdrawal Reports weekly. Generate and reconcile the Daily Register and Contact Hours each reporting period. Obtain principal signatures on reports at the end of each six weeks. Submit a copy of the signed Contact Hours Report to the PEIMS Processing Specialist.
- At the end of the year, after final attendance has been entered, generate the Daily Register and Contact Hours report for all 6 six weeks; clerk and principal will sign signature pages. Reports should be stored in paper format.

Registrars and/or PEIMS Data Clerks

- Enter and withdraw students on the Skyward student information system on a daily basis.
- 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 Skyward student information system.
- Enter and validate all Registration, Discipline, Grade Reporting, Scheduling, and PEIMS data.
- Serve as a backup to the Attendance Clerk.

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.

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.
- Designate and provide training for a campus alternate attendance assistant to support the attendance process during any temporary absence of the attendance clerk.
- Review the Daily Register and Contact Hours Reports each six weeks for inconsistencies and/or any data totals with exceptionally high/low values.
- 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.

Special Program Directors/Coordinators

- Assist the Campus Principal in identifying students eligible for special programs and providing the coding information to the appropriate personnel.
- Ensure that the appropriate personnel are 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.
- Review/verify special program data and advise corrections to or acceptance of report .

PEIMS Specialists

- 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 appropriate Director.

PEIMS Coordinator

- 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 Verification Reports during the 1st and 4th six weeks. (as District PEIMS Coordinator)

Superintendent

- Oversee the district-wide attendance accounting data collection, recording, and reporting.

- Sign and date the reports at the end of each semester and the year end 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 taken during the second or fifth instructional hour of the day or its equivalent. **The official attendance time shall be 10:00 a.m.** 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)	11:00 a.m.
Early release of school (waiver days)	10 a.m.
Standardized achievement tests or final exams	10 a.m.

Attendance Accounting System

The district attendance accounting system is comprised of an automated attendance system (Skyward Gradebook) and a student information system (Skyward). Teachers are required to post attendance on a daily basis at the official attendance time. 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
- 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.

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 (Skyward) and retain a copy of the paper attendance roster for audit purposes.

The ADA code is used to indicate that an absence is not counted for ADA purposes. All absences are posted as “unexcused”. 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 during the “official attendance time” are counted present for funding. Therefore, teachers must post a student “absent” at the official attendance time if the student is not present in class at the official attendance time. The Attendance Clerk is authorized to change the attendance of a student *if* documentation (such as an admit slip) exists to support that the student was present at school at the official attendance time.

The SAAH further states that, a student not on campus 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 is 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
- 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)
- 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 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.
- 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 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 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.

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 Skyward.

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** can be found on the district website. The major roles of the special program coordinators will be to ensure that all required documentation for entry and exit from special programs is retained for audit and that all special program coding is accurate and up to date.

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 counselors.

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, counselors, 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.

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 campus administrator/counselor of the dismissal from special education, including the effective date.

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. 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. 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.

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 registrar/attendance clerk shall post the withdrawal and/or change in CTE code in the student information system (Skyward).

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 the student tested below the cutoff scores on the test appropriately administered for the student's grade level. The following guidelines should be used in determining whether a student is considered ELL:
 - Grades PK through 1st: scored below cutoff on an oral language proficiency test (OLPT)
 - Grades 2 through 12: scored below cutoff score on 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.**

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. The initial parental approval remains in effect until the ELL student is exited from the program.

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.

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 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 PPCD program and is served ½ day in PK and ½ day in PPCD should be coded to eligible full-day (ADA eligibility code 1).

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.

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

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.

To claim Gifted & Talented state funding, documentation must be complete. 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.

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.

Pregnancy-Related Services (PRS) – SAAH Section 9

Pregnancy-related services are support services, including compensatory education home instruction (CEHI), that a student receives during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and stay in school. These services are delivered to a student when:

- the student is pregnant and attending classes on a district campus,
- a valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a district campus, or
- a valid medical necessity for confinement during the pregnancy postpartum period prevents the student from attending classes on a district campus.

A district receives 2.41 PRS weighted funding while pregnancy-related services are being provided to the student. Documentation by campus officials, licensed medical practitioners, and certified teachers is required to claim PRS eligible days present for funding.

CEHI is the mandatory component districts offer in a PRS program. CEHI provides academic service to the student at home or hospital bedside when a valid medical necessity for confinement during the pregnancy prenatal or postpartum periods prevents the student from attending classes on a district campus. CEHI must consist of face-to-face instruction by a certified teacher of the district. A substitute teacher may provide CEHI; however, the substitute must be a certified teacher. The CEHI teacher must maintain a log to document the actual amount of prenatal and postpartum CEHI each student receives.

When students are provided CEHI, your district will receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI or special education homebound services must be counted absent in accordance with the charts provided in this section.

Your district may code students as PRS in the attendance accounting system only if CEHI is one of the service components provided by the district's PRS program.

Eligibility and Eligible Days Present

Eligibility for Services: Any school-age student who is in the prenatal or postpartum period of pregnancy is eligible for services under the PRS program. This includes students who are pregnant and students who deliver a live, aborted, or stillborn baby; suffer a miscarriage or death of a newborn; or place a baby up for adoption.

Eligibility for Funding: Students who are eligible for average daily attendance (ADA) and who are eligible for PRS program services are eligible for funding under the PRS program beginning on the date services begin.

End of Eligibility: Eligibility for PRS ends when the student returns from postpartum confinement to resume her regular classes at a school campus or the first day of the seventh week, whichever comes first. For a student requiring extended confinement, eligibility for PRS ends when the student returns from postpartum confinement to resume her regular classes or the first day of the 11th week, whichever comes first (see 9.9.3 CEHI during Break-in-Service Confinement for a limited exception).

Absences

During the prenatal period, a student is absent if she does not come to school or, if the student is receiving CEHI, if CEHI is not provided. During the postpartum period, a student is absent if CEHI is not provided.

Enrollment Procedures

Any school-age student may be enrolled in the PRS program if she is eligible for ADA and in the prenatal or postpartum period of pregnancy.

The student's eligibility to receive PRS is verified by either of the following:

- a campus official or
- a medical practitioner²⁰¹ licensed²⁰² to practice in the United States.

The date the student begins receiving PRS is considered the date of enrollment in the PRS program.

Withdrawal Procedures

A student is no longer eligible for PRS and must be withdrawn from the program on the date one of the following occurs:

- the student no longer receives services through the PRS program;
- the student returns early from postpartum confinement to attend her regular classes on a school campus;
- the student reaches the first day of the seventh week after her pregnancy ended and a licensed medical practitioner has not authorized an extension of postpartum confinement;
- if the student's postpartum confinement was extended, the student reaches the first day of the 11th week after her pregnancy ended; or
- if the student has been allowed to use the break-in-service option, the student reaches the first day of the school week that follows 10 weeks of postpartum confinement.

If your district determines that a student was never pregnant, it must remove all PRS coding for the student from the attendance accounting system even if the district provided the student PRS.

PRS Confinement Service Requirements

Amount of Time Provided CEHI per Week (Week Is Sunday Through Saturday)	PRS Eligible Days Present Earned per Week
0 hours	0 days present PRS
1 hour	1 day present PRS
2 hours	2 days present PRS
3 hours	3 days present PRS
4 hours	4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present PRS, 0 days absent (if the week is a 5-day week)
More than 4 hours	4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present PRS, 0 days absent (if the week is a 5-day week)

Returning to Campus for Support Services or Testing

A student confined to the home may be allowed to return to campus and remain coded PRS to receive temporary, limited support services (see the introduction to Section 9 for a list of examples of support services) or take required state assessments.

The time spent on campus receiving temporary, limited support services or taking required state assessments must not count as any part of the number of hours served as CEHI for eligible days present.

A student receiving CEHI who returns to campus to receive temporary, limited support services or take required state assessments must have a medical release from a licensed medical practitioner to do so.

ARD Committee Meetings

If your district's PRS program provides on-campus support services to pregnant students, an ARD committee meeting should be held promptly after your district learns of a special education student's pregnancy to determine the appropriate services for the student. A pregnant special education student's ARD committee must meet as necessary to address any changes in the student's needs.

During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting.

SPED, PRS, and Earning Eligible Days Present

Use the following chart to determine eligible days present when a student receives homebound services through both the special education and the PRS programs.

Amount of Time Served per Week (Week Is Sunday Through Saturday)		SPED and PRS Eligible Days Present Earned per Week
SPED Homebound	PRS	
1 hour	1 hour	1 day present SPED and PRS
2 hours	2 hours	2 days present SPED and PRS
3 hours	2 hours	3 days present SPED and PRS
4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)
More than 4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)

If a student is not provided special education homebound services during a week, the student must be counted absent for the entire week even if she was provided PRS during the week. If a student is provided special education homebound services during a week but not PRS, the student may be counted present, but the student is not eligible to generate PRS weighted funding for the week.

Test Administration during CEHI

Students confined to the home or hospital bedside may earn eligible days present as stated in the chart above when CEHI instructors administer routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, or final exams or required state assessments is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours must not be credited as attendance.

If the administration of tests requires less than 1 hour, then the CEHI instructor must complete the hour with instruction for the student to earn the 1 day present. For example, if a student is administered a final exam and it takes her 30 minutes to complete the exam, the student must receive an additional 30 minutes of CEHI to earn 1 day present.

A student receiving CEHI who returns to her campus to take required state assessments must have a medical release from a licensed medical practitioner to do so.

Documentation

For your district to claim PRS eligible days present for funding, all required documentation supporting a student's eligibility must be on file. Documentation requirements are as follows:

1. Affirmation by a campus official or by a licensed medical practitioner verifying the student's eligibility to receive PRS.
2. Intake documentation by a campus official recording the date of initial contact with a student regarding the student's pregnancy.
3. For each period of prenatal confinement, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the prenatal confinement.
4. Documentation by a campus official of the date when the student's pregnancy ended.
5. When the break-in-service option is used, documentation by a campus official of the infant's hospitalization period(s), including the date(s) the infant was released from the hospital.
6. For each student whose postpartum period was extended, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the extended confinement.

7. When the prenatal student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation by a licensed medical practitioner granting permission for the student to be on campus for the temporary, limited services.
8. When a special education student is served through the PRS program, both PRS and special education documentation.
9. The teacher's log of the actual amount of CEHI each student received for each week the student received CEHI.

The minimum documentation required in the logs maintained by a CEHI teacher is the following:

- the name of the teacher,
- the student's name and Texas Unique Student ID,
- the date that the teacher visited the student, and
- the specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.)

Additional documentation may be maintained as part of this record at the discretion of the district. This additional documentation may include, but is not limited to, mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

Note: Discharge papers and other official forms completed and issued by a hospital, clinic, licensed medical practitioner's office, etc., may be copied and used to support medical notes to identify the medical necessity for confinement or to identify an infant's hospitalization period.

Quality Control

District personnel should identify a student as receiving PRS in the attendance accounting system as soon as services under the PRS program begin. All documentation must be obtained expeditiously and retained for audit purposes so that eligibility requirements are met.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate PRS program staff members should verify the Student Detail Report to ensure that initial coding of PRS students is correct.

No student may be coded PRS unless CEHI is one of the services provided by your district. If CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.

Reconciliation of Student Membership

Student membership from the teacher's roster is to be reconciled to the attendance accounting records during 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.

The **Verification Report** for 2nd period shall be used during 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" (located at the end of this manual) of the 1st and 4th six-week cycle, the attendance clerk shall print and distribute the 2nd period 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. The signed Verification Reports and Teacher Class Rosters shall be signed by each campus principal and forwarded to the PEIMS Specialists for reconciliation with the **District ADA Report**. After reconciliation, the reports shall be forwarded to the district PEIMS coordinator (Executive Director of Technology) for final review and signature. The reports shall be filed for audit purposes with the 1st and 4th six-week attendance records.

Required Documentation (Reports)

The student attendance data asked for during an audit must be organized into three distinct data sets: the Daily Register, the Contact Hours Report(s), and the Superintendent's Semester Summary Report.

The attendance clerk shall generate Daily Register Reports and Contact Hours Reports for **each** 6-week reporting period.

The data totals for all **Daily Register Reports** must add up to respective totals on the **Contact Hours Report**. Likewise, data totals for all **Contact Hours Reports** must add up to respective totals on the **Superintendent's Semester Summary Report**.

After the attendance clerk has reconciled and signed the Daily Register and Contact Hours 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 Contact Hours report shall be forwarded to the PEIMS Specialists. The reports must be retained for audit purposes for five (5) years.

The PEIMS Specialists shall reconcile the individual Contact Hours Reports with the Superintendent's Semester Summary Report. The Superintendent's Semester Summary Report shall be forwarded to the superintendent for review and signature of approval.

At the end of the school year, the PEIMS Specialists shall generate and reconcile a Superintendent's Semester Report and Superintendent's Semester Summary from the student information system (Skyward) with the PEIMS Superintendent's Report of Student Attendance(PDM3-130-001). In addition, the Comparison of Current and Prior Year Attendance (PDM3-130-005) must also be reviewed for reasonableness.

The final review of the reports shall be conducted by the district PEIMS coordinator (Executive Director of Technology). 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 Data Processing 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 (Skyward Gradebook), 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 early release days)
- 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

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 Executive Director of Technology (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.

The student information system (Skyward) and automated attendance system (Skyward Gradebook) 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.

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. Coding decisions shall be made by the counselor, special programs personnel, or principal.

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.”

How Attendance is Monitored

The campus Attendance clerk shall monitor the attendance period for each teacher by printing the Unrecorded Class Attendance Report to ensure all teachers have submitted attendance at the official attendance time. The attendance 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 **Day Summary Report** shall be printed. Only the Attendance 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 Skyward 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 Skyward, 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.”

Plainview 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
- Teacher Class Summary Report
- 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). Attendance accounting records must be maintained for a period of at least 5 years.

Timeline for Processing Reports

DAILY:
Daily Summary Report Attendance Letters
WEEKLY:
ADA Report Membership Report Monthly/Quarterly Report Entry/Withdrawal Report PET file Submittal
END OF FIRST SIX WEEKS:
Address Information by Range (Prints with daily register) Economic Disadvantage Report Migrant List At Risk List Verification of Enrollment (End of 1 st and 4 th Six Weeks)
SNAPSHOT DAY: (Last Friday of October)
Economic Disadvantage Report Migrant List At Risk List Special Ed List G/T List LEP, ESL, Bilingual List PRS Report
END OF EVERY SIX WEEKS:
Daily Register Contact Hours Report: Principals Six Week Report Address Information by Range (Prints with daily register) Superintendent Six Weeks Report
END OF EACH SEMESTER: (After Six Week Reports Have Been Run)
Principal's Semester Report Principal's Semester Summary Economic Disadvantage Report Special Ed List G/T List LEP, ESL, Bilingual List Migrant List At Risk List Vocational Education Report Entry/Withdrawal Reports Superintendent's Semester Report Superintendent's Semester Summary Report