Student Attendance System Procedures Manual
2014-2015

Updated: 4-11-14
Contents

Introduction ....................................................................................................................... 1
Purpose ............................................................................................................................... 1
Organization of Manual ............................................................................................... 2
Related Resources .......................................................................................................... 2
SECTION I  AUDIT REQUIREMENTS ............................................................................. 3
Audit Requirements ......................................................................................................... 4
Required Audit Documentation ....................................................................................... 4
Additional Documentation ............................................................................................. 5
Data Integrity .................................................................................................................. 6
Impact of Inaccurate Computer Data ............................................................................. 6
Computer Security ......................................................................................................... 6
Data Submission and Resubmission Deadlines .............................................................. 7
Information and Records Transfer ............................................................................... 7
PET & TREX ................................................................................................................... 7
SECTION II  ROLES & RESPONSIBILITIES ................................................................. 8
Roles & Responsibilities ............................................................................................... 9
Superintendent of Schools ........................................................................................... 9
Campus Principals ......................................................................................................... 9
Personnel Responsibility List ....................................................................................... 11
Teachers ........................................................................................................................ 12
Substitute Teachers ....................................................................................................... 13
Community Liaison ....................................................................................................... 13
Special Programs ......................................................................................................... 13
Special Education ......................................................................................................... 13
Career and Technology Education ............................................................................... 14
Pregnancy Related Services ......................................................................................... 14
At Risk ............................................................................................................................ 14
ESL/Bilingual/LEP ......................................................................................................... 14
Migrant ............................................................................................................................ 14
Food Service .................................................................................................................. 14
Gifted and Talented ...................................................................................................... 14
Homeless ...................................................................................................................... 15
Title I .............................................................................................................................. 15
Information Services .................................................................................................... 15
Attendance PEIMS Clerks (Attendance Clerks) ............................................................ 16
Daily Procedures for Attendance Clerks ...................................................................... 16
Six Weeks Procedures for Attendance Clerks .............................................................. 17
Six Weeks Reconciliation ............................................................................................ 17
Daily Attendance Processing Checklist ....................................................................... 18
Six Weeks Procedures .................................................................................................. 18
Enrollment Procedures ................................................................................................. 19
Withdrawal Procedures ............................................................................................... 19
Attendance Reports ..................................................................................................... 20
Cleaning Up Student Absences ................................................................. 38
Attendance for Various Discipline Actions ................................................. 38
Discipline Information .............................................................................. 39
  RELEASE OF INFORMATION ................................................................. 39
Entry of Discipline .................................................................................... 39
Orange Police Department Reports ............................................................. 39
End of Year Procedures for Attendance Clerks ........................................... 41
  Step 1: Check Out with Administrative Support Department ....................... 41
  Step 2: Check Out with Administrative Support Department ....................... 41
Oaths and Affidavits - Campus ................................................................. 43
Semester 1 .................................................................................................. 43
Oaths and Affidavits – Special Education .................................................. 44
Semester 1 .................................................................................................. 44
Oaths and Affidavits – Bilingual/ESL/LEP .................................................. 45
Semester 1 .................................................................................................. 45
Oaths and Affidavits – Pregnancy Related Services ...................................... 46
Semester 1 .................................................................................................. 46
Oaths and Affidavits – Gifted/Talented ....................................................... 47
Semester 1 .................................................................................................. 47
Oaths and Affidavits .................................................................................... 48
Semester 2 .................................................................................................. 48
Oaths and Affidavits – Special Education .................................................. 49
Semester 2 .................................................................................................. 49
Oaths and Affidavits – Bilingual/ESL/LEP .................................................. 50
Semester 2 .................................................................................................. 50
Oaths and Affidavits – Pregnancy Related Services ...................................... 51
Semester 2 .................................................................................................. 51
Oaths and Affidavits – Gifted/Talented ....................................................... 52
Semester 2 .................................................................................................. 52
Parent Self-Serve (Parent Access) ................................................................. 53
  Family Access .......................................................................................... 53
ATTACHMENTS ......................................................................................... 54
  Attachment A - Ethnicity/Race Form ......................................................... 54
  Attachment B – Student Registration Form ............................................... 54
Introduction

Per state law\(^1\), 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 then uses this attendance data to determine the allocation of Foundation School Program (FSP) funds to your district.

The primary purpose for the TEA’s collection of student attendance data is to ensure that FSP funds can be allocated to Texas’s public schools. All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of these and other funds by the TEA\(^2\).

All eligible students are entitled to the benefits of the FSP. However, for your district to claim a student for funding purposes, complete documentation that proves the eligibility of the student for the FSP must first be on file. Furthermore, your district must report all eligible attendance according to provisions established by the TEA. For these reasons, the TEA has developed both a standardized attendance accounting system (described in this handbook) and a standardized reporting system (PEIMS)\(^3\).

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: school district administrators, special program personnel, teachers, data processing staff, attendance personnel and others.

Purpose

In accordance with requirements outlined in the Texas Education Agency’s Student Attendance Accounting Handbook, Section 2.2.5, the **Decatur Independent School District Student Attendance Accounting Procedures Manual** has been compiled by the Administrative Support Department to provide authorized school district personnel with specific, detailed information on the DISD school attendance accounting system.

---

\(^1\) Texas Education Code (TEC), §42.006(b)
\(^2\) 19 Texas Administrative Code (TAC) §129.21(a)
\(^3\) TEC, §42.006
Organization of Manual

Although limited by the complicated nature of attendance accounting, this manual is organized in sections that present essential information specific to the Decatur Independent School District’s local attendance accounting procedures, including, student eligibility; mandated coding structures; documentation required for audit purposes; responsibilities of district personnel; and procedures governing use of the district’s accounting software – Skyward.

As required by law, this manual includes the following information:

1. How and when teachers are to take official attendance,
2. How attendance is entered into the attendance accounting system,
3. Which position(s) is/are responsible for the coding of special programs (such as career and technical, special education, Pregnancy Related Services, etc.),
4. How changes to special programs are to be documented,
5. How student membership is to be reconciled between the teacher rosters and the attendance accounting database,
6. How your district will maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year,
7. What backup systems are in place to protect the attendance accounting records, and
8. Which position is responsible for the maintenance and security of the attendance accounting records.

Related Resources

The link http://ritter.tea.state.tx.us/peims/standards/index.html contains the PEIMS Data Standards and Student Attendance Accounting Handbook. These manuals provide rules for reporting data, storing data, age and eligibility requirements, and the due dates for data reporting to Texas Education Agency.

Additionally, the following resources provide further reference:

- Decatur ISD Board Policy
- Decatur Independent School District Student Attendance Accounting Procedures Manual (this guide)
SECTION I
AUDIT
REQUIREMENTS
Audit Requirements

As mandated in the Texas Education Agency's, Student Attendance Accounting Handbook, the Superintendent of Schools is responsible for the accuracy and safekeeping of all attendance records and reports. By signing the District Summary Report—or, in the case of a paperless attendance accounting system, by indicating his or her approval of data electronically—the superintendent affirms that he or she has taken measures to verify the accuracy and authenticity of the attendance data.

The Superintendent of Schools for the Decatur Independent School District has determined that properly certified attendance records and/or reports for the school year are to be filed in the central office and a copy properly stored on the respective school campuses of the district as well as at a secure offsite location. These attendance records must be readily available for audit by the Financial Audits Division of the Texas Education Agency (TEA) at all times. A paper copy of all required attendance records must be retained for five years. IMPORTANT: In the event auditors detect errors during an audit, the TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized. [TEC, §42.255, 19 TAC §129.21(m)]

Required Audit Documentation

Your district must make available and provide to the Financial Audits Division of the TEA copies of all required attendance records within 20 working days of written request by the agency. Failure to provide all required attendance records [specific program(s) and/or grant(s)] could result in the TEA's retaining at least 100% of your district's Foundation School Program (FSP) allotment for the school year(s) for which records have been requested.

Documentation must —
I. Encompass three (3) main data sets:
   a. Student Detail Reports for all students by 6-week reporting period,
   b. Campus Summary Reports for all campuses by 6-week reporting period, and
   c. District Summary Report by 6-week reporting period, and

      *All codes reflected in the attendance reports must be defined in the reports.

II. Cover the entire school year.

Your district must retain any student attendance documentation that could be required for audit purposes for 5 years from the completion of the school year, unless specified differently. This requirement applies specifically to student attendance documentation. Other kinds of documentation, such as documentation required for a student's permanent record, may need to be kept longer.
The following documentation will also be required in the event of an audit:

1. Grade books (retained for one year after entering grades into the student’s Academic Achievement Records [AAR]). Grade books are especially important in proving a student’s special program service when end-of-semester grades were not received.3
2. Period absence reports from the official attendance hour/period, signed by the teacher
3. For paperless accounting systems in which absences are posted directly to the Software system, sufficient paper documentation to support any changes to posted absences
4. Campus Daily Absence Summary Reports
5. Class admittance slips or other documentation to support the claim that a student was with a nurse, counselor, assistant principal, or other school official at the time attendance was taken
6. Documentation supporting the claim that a student was attending a board-approved activity, accompanied by a certified teacher/adjunct staff member of the district, signed by the person who supervised the student(s)
7. Documentation supporting the claim that a student was at a documented appointment with a health care professional
8. Documentation supporting the claim that a student was participating in a district-approved mentorship through the Distinguished Achievement Program
9. If any data changes are made subsequent to submission to TEA, updated and/or corrected copies of all reports are required to be available for audit
10. Copies of the student’s schedule showing the date of change if the student experienced a program change, including dates of withdrawal. For example, documentation must be on file if a student changed from a 1-hour to a 3-hour career and technical course or if the student withdrew from the program.
11. Copies of any approved waivers your district may have received that affect funding
12. A copy of the official school calendar reflecting all days of instruction and holidays (including bad weather days) for each instructional track offered in your district. (Each 6-week reporting period must be clearly identified.)
13. Special program documentation as described in each special program section in this handbook, including proof of service (see item 1 above)
14. Documentation that indicates the meaning of all locally designed codes in the attendance system
15. A copy of the Community-Based Dropout Recovery Education Program contract, if applicable.

Documents required for Audit
**Data Integrity**

Data integrity is of the utmost importance at all levels of the Decatur Independent School District. All Student Data — demographics, membership (entries and withdrawals), absences, program eligibility, discipline, grades, etc., must be on file. The data about each student that is reported to PEIMS must be first posted to the Skyward Student Information System. Missing data results in a "Fatal Error" on PEIMS, and the student will not be counted for funding or program enrollment, resulting in a loss of program funds. In the ADA system alone, if ten students are not counted for funding purposes, the district loses significant funding. This does not include funds for special program enrollment, which would also be lost.

**Impact of Inaccurate Computer Data**

- Financial - loss of state funds,
- Accreditation status,
- Compliance reprimand, etc.

The policies and procedures outlined in this manual should be carefully followed to ensure accurate posting of student data. If there are unresolved questions regarding the posting of data, the Administrative Support Department is available to provide assistance.

**Computer Security**

Access to the student attendance accounting system must be designated by the Campus Principal and Provided by the Technology Department. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system, and shall agree to allow monitoring of their use and to comply with such regulations and guidelines.

The Skyward Software is password protected and allows only those users who have been given access to these databases to log on to the computer system. Full access is granted to only areas assigned. Passwords should be protected and should not be given out to other persons. Students are not allowed to access the skyward software.

All users are instructed to exit the system [log out, do not just click the ‘X’] when not in use or to lock the computer when temporarily away from their workstations. Further, users are instructed to place all paperwork containing student information out of sight of others when working in Skyward.

The information in the Skyward Student Management Software is supported by the Technology Department. A backup of the Skyward Data is performed on a nightly basis through the Technology Department. Each week, a copy of the data is stored at a secure, offsite storage location.

In case of a disaster, Skyward is setup to load a copy of the District’s backed up database to an off-site server.
Data Submission and Resubmission Deadlines

TEA has established processing deadlines for each required submission and may vary by date each year. Provisions for resubmission also exist for each submission. The district must meet these deadlines, as there are no provisions for “late” submissions - only stiff penalties and consequences for failure to submit data by the established deadline.

Decatur ISD Administrative Support Department will notify campuses when their files must be fatal free for processing. Please note that deadlines for schools to submit data through Skyward will be earlier than the TEA dates since the data must be aggregated and edited by Decatur ISD and Region XI prior to submission to TEA. All campuses must meet these deadlines!

Information and Records Transfer

PET & TREX

The PEIMS Coordinator will use the Skyward Software to extract PEIMS Submission Data and send to TEA & complete weekly Pet Files. He/She will address any errors issues presented by the report.

The designated personnel at each campus upon request through TEA’s TREX data system will send the withdrawn student permanent record data by extracting files through the Skyward software, scanning permanent record documents to PDF’s and uploading them to TREX. The designated personnel will use TEA’s TREX data system to request student permanent record data of newly enrolling students with previous enrollment in a Texas school.

The manual can be found at http://ritter.tea.state.tx.us/trex/ and contains all rules and regulations regarding the system.

Users must request access to the TREx system by submitting online application to: https://seguin.tea.state.tx.us/appsng/um/apply.aspx. Choose “Texas Records Exchange” from this site.

Once access is granted, Information Services will provide training on how to use this application.

The TEA PET system is used to locate student enrollment and withdrawal information recorded for all Texas public and charter schools. This site should be used to assist with proper leaver tracking.

To request access, fill out the form located at http://ritter.tea.state.tx.us/forms/tease/peims_edit%2Bpid.html
Roles & Responsibilities

This section provides information on the roles and responsibilities of district and campus personnel as it relates to student attendance accounting requirements. All personnel should comply with the process for the collection and reporting of attendance in accordance with the Texas Education Student Attendance Accounting Handbook and local policies published annually.

Superintendent of Schools

The Superintendent of Schools is responsible for the accuracy and safekeeping of all attendance records and reports. By signing the District Summary Report—or, in the case of a paperless attendance accounting system, by indicating his or her approval of data electronically—the superintendent affirms that he or she has taken measures to verify the accuracy and authenticity of the attendance data. These attendance records must be readily available for audit by the Financial Audits Division of the Texas Education Agency (TEA) at all times. A paper copy of all required attendance records must be retained for five years. IMPORTANT: In the event auditors detect errors during an audit, the TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized. [TEC, §42.255, 19 TAC §129.21(m)]

It must be emphasized that a student generates state funding only when a student meets all the eligibility requirements, and all documentation is complete and on file.

Campus Principals

I. Designate which campus personnel are responsible for each area of student attendance accounting, including “back-up” personnel.

   a. Responsibility should be for all areas of required PEIMS data.

   b. Responsibility should be clearly designated from the director of the area down to the person(s) responsible for keying in the data. (It is strongly recommended that a POSITION be designated for fulfilling these responsibilities rather than a person, since personnel assignments are subject to change.)

   c. Complete and fax/mail the Campus Responsibility Sheet to Administrative Support Department at the beginning of each school year.

   d. Notify Administrative Support Department staff changes and area of responsibility changes to ensure data is protected and security is set appropriately.
**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).

II. Actively seek out current documentation and publications that address rules, regulations, standards and reporting procedures regarding student attendance accounting.

III. Ensure designated campus personnel have access to current documentation and publications that address rules, regulations, standards and reporting procedures regarding student attendance accounting.

IV. Ensure designated campus personnel are notified of and attend necessary TRAINING sessions provided by the district through the Administrative Support Department and/or other region or state agencies.

V. Ensure all PEIMS related reports are reviewed and verified.

According to the Texas Education Agency, *Student Attendance Accounting Handbook*:

*The principal of each campus is responsible for reviewing his or her respective Campus Summary Reports for completeness and accuracy. A principal should compare reports from the TEA, which reflect Public Education Information Management System (PEIMS) data, to locally produced reports for reasonableness and accuracy. By signing the Campus Summary Report—or, in the case of a paperless attendance accounting system, by indicating his or her approval of data electronically—a principal affirms that he or she has checked, or caused to be checked, the accuracy and authenticity of the attendance data.*

VI. Ensure that all procedures are implemented and that cooperation is promoted and maintained by all campus personnel to ensure prompt and accurate reporting of all student attendance accounting records.
Personnel Responsibility List

**Campus Name:** ________________________________  **School Year:** 2014-2015

**Campus Administrator:** ________________________________

In order to invite the right audience for future trainings, please fill out the name of the campus personnel responsible for each item below. This will ensure that the correct individuals are notified of training opportunities. If the duties are split between persons, please indicate how it is split (i.e.: alpha, grade level, etc.) Thank you for your prompt attention to this matter.

<table>
<thead>
<tr>
<th>Task</th>
<th>Assigned to</th>
</tr>
</thead>
<tbody>
<tr>
<td>TREx Records Requests and Receipt of Records</td>
<td></td>
</tr>
<tr>
<td>TREx Transcript sending to colleges</td>
<td></td>
</tr>
<tr>
<td>Teacher Gradebook</td>
<td></td>
</tr>
<tr>
<td>Discipline Entry</td>
<td></td>
</tr>
<tr>
<td>Discipline Coding</td>
<td></td>
</tr>
<tr>
<td>Attendance Entry (other than teachers)</td>
<td></td>
</tr>
<tr>
<td>Grades Entry (other than teachers)</td>
<td></td>
</tr>
<tr>
<td>Transcripts maintenance</td>
<td></td>
</tr>
<tr>
<td>Enrolling/Registering Students</td>
<td></td>
</tr>
<tr>
<td>Scheduling Students</td>
<td></td>
</tr>
<tr>
<td>Creating sections/master schedule</td>
<td></td>
</tr>
<tr>
<td>Student name, ID, and birth date changes</td>
<td></td>
</tr>
<tr>
<td>Campus PEIMS contact</td>
<td></td>
</tr>
</tbody>
</table>

**Principal Signature:** ________________________________________________

Please Send completed form to Administrative Support Department.
Teachers

I. Take Daily Roll Count.

   a. Teachers, not students, must take a daily roll count and enter the student attendance information online using the Skyward software system.

   b. Teachers are provided training on how to use the skyward attendance module.

      *In the event that the Skyward Software System is unavailable, the teacher is to mark the attendance information on a paper roll sheet and submit the paper roll to campus attendance personnel. The campus attendance personnel will then enter the absence in the Skyward software once the system becomes available. (Teachers must also track student attendance in manual form through the use of a grade book or other record reporting forms.)

II. Attest to the Validity of Student Attendance.

   a. Teachers access the Skyward software and post attendance using a unique User ID and Password. *Signing into Skyward and posting attendance serves as the individual teacher’s electronic signature

   b. 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.

According to the Texas Education Agency, Student Attendance Accounting Handbook:

> 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—or, in the case of a paperless attendance accounting system, with his or her entry of those data using the teacher’s logon with a distinct secret password.6

III. Adhere to all Student Attendance Accounting Procedures and Deadlines.

   Official Accounting Time
   
   High School – 9:35am
   DAEP School- 9:35am
   Middle & 6th – 9:35am
   Elementary – 9:00am

---

6 19 TAC §129.21(a)
IV. Work in cooperation with all campus and district personnel to ensure prompt and accurate reporting of student attendance accounting records.

Substitute Teachers

I. Take Daily Roll Count.

a. In the absence of the regular classroom teacher, the assigned Substitute Teacher, not students, must take a daily roll count and enter the student attendance information on a paper roll sheet provided by the campus Attendance Clerk.

b. The paper roll sheet should be marked to reflect the student attendance, signed by the Substitute Teacher and returned to the campus Attendance Clerk for posting.

c. The campus Attendance Clerk will enter the absence in the Skyward software upon receipt of the paper roll.

*Substitute Teachers (that are not authorized long-term substitutes) are not allowed to access the Skyward software system for attendance posting.

Community Liaison

Campus Liaison is responsible to monitor and report violation of compulsory school attendance and serves as a liaison between the school and the community.

Special Programs

Special Program Directors, Coordinators, Supervisors and/or designated staff are responsible for maintaining special program data and monitoring totals for accuracy and completeness. Further, these personnel must actively seek out current documentation and publications that address rules, regulations, standards and reporting procedures regarding student attendance accounting. Additionally, special program personnel should ensure all PEIMS related reports are reviewed and verified.

Special Education

The Special Education Director is responsible for designating all appropriate Special Education codes. The Special Programs Clerk will enter the information according to the documentation received from the Special Education Director.
Career and Technology Education

The High School and Middle School Counselor and Principal are responsible for determining all CTE codes. The designated personnel enter those codes from the information given by the above named personnel.

Pregnancy Related Services

The Campus Nurse and Counselor is responsible for entering and ensuring accuracy of student data regarding Pregnancy Related Services (PRS). Once the student is sent homebound, the Special Education Department and PEIMS Attendance Clerk must be notified in order to ensure additional coding is done in the software to ensure accurate reporting. PRS homebound forms and instructional time sheets must be kept for audit purposes.

At various intervals (Fall and Summer) or upon request, the PEIMS Coordinator will print Special Program Report(s) for each Pregnancy Related Services special program staff or teacher to verify for accuracy. The Pregnancy Related Services special program staff or teacher will sign, date in ink return the report with any corrections noted to PEIMS Coordinator.

At Risk

The At Risk designated personnel is responsible for designating all appropriate At Risk codes. Designated personnel will enter the information according to the documentation received.

ESL/Bilingual/LEP

The ESL/LEP designated staff is responsible for determining if ESL/LEP services are needed. The designated personnel will enter those codes from the information given to her by the ESL/LEP designated staff.

Migrant

The Federal Program Director is responsible for determining student eligibility/service. The designated personnel will enter that data from the information given to her by the Director.

Food Service

The Food Service Director is responsible for determining student eligibility. The Food Service Department will enter the codes from the information given to her by the Food Service Director.

Gifted and Talented

The Gifted/Talented designated staff for each campus is responsible for determining student eligibility/service. The designated personnel will enter that data from the information given to her by the G/T designated personnel.
Homeless

Campus personnel are the first point of contact for determining that a student is homeless. The campus registrar or attendance clerk must send a homeless form to the Federal Programs and Special Initiative Department. A copy of this form should be filed by the registrar or attendance clerk in the student’s cumulative folder.

The federal Programs and Campus PEIMS Clerk is responsible for entering the homeless information for the student into the Skyward Software and verifying that the data is correct.

At various intervals (Fall and Summer) or upon request, designated staff will print Special Program Report(s) pertaining to homeless students for each special program staff or teacher to verify for accuracy. The special program staff or teacher will sign, date in ink return the report with any corrections noted to PEIMS Coordinator.

Title I

School-wide Title I campuses are systematically coded by the Skyward Software for PEIMS reporting. Entry of Homeless students that attend a non-Title campus is performed by Counselor department personnel. The Title I designated staff is solely responsible for ensuring the data is correct for PEIMS reporting.

At various intervals (Fall and Summer) or upon request, The designated staff will print Special Program Report(s) for each Title I special program staff or teacher to verify for accuracy. The Title I special program staff or teacher will sign, date in ink return the report with any corrections noted to PEIMS Coordinator.

Information Services

PEIMS Coordinator (Data Processing)

Administrative Support Department will:

- Print and distribute copies of PEIMS reports (student information) to appropriate campus and special program personnel
- Obtain signed verification sheets from special program personnel prior to final submission of PEIMS data
- Notify campus and special program personnel of PEIMS submission deadlines and ensure compliance with submission
- Weekly verify student demographic information. This includes requesting documentation from campus registrars, correcting data in Edit+ system, ensuring
- campus personnel correct the data, and faxing PID information to TEA/Edit+ Division
According to the Texas Education Agency, Student Attendance Accounting Handbook:

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. Each person entering data into the attendance accounting system must sign an affidavit attesting that the data he or she has entered are true and correct to the best of his or her knowledge—or, in the case of a paperless attendance accounting system, indicate electronically that the person attests that the data he or she has entered are true and correct to the best of his or her knowledge.

The actual responsibilities of attendance personnel may vary from campus to campus, but may encompass the following duties:

I. Enter/Withdraw Students
II. Maintain Absences
III. PEIMS Data Entry
IV. Secure and Store Student Documentation pertaining to absences, withdrawals, etc.,

It must be emphasized that a student generates state funding only when said student meets all eligibility requirements, and all documentation is complete and on file.

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.

In accordance with TEA’s Student Attendance Accounting Handbook, the following procedures will be practiced by the Attendance Clerk:

Daily Procedures for Attendance Clerks

1. Student attendance as well as all PEIMS data will be entered electronically using Skyward Software.
2. ADA attendance codes will be based on student status as of 9:35 a.m. (Snapshot) for High School, DAEP, Middle School, and 6th grade, Elementary School as of 9:00 a.m.
3. In cases where a substitute teacher is present, the official teacher or Attendance Clerk will have class rolls printed and the substitute will record the absence by filling out an Attendance Slip and sending to Attendance Clerk. The Attendance Clerk will enter absences into the software for the substitutes.

4. All student late arrivals and/or early check-outs must be documented through the Check-in/Check-out forms in the front office. Late arrivals will be given tardy slips (to be given to the teachers).

5. In order for a student to be given a “Medical” present code, the student must sign the Check-In/Check-out form on the day of the absence AND produce a medical note from the Doctor.

6. The Attendance Clerk will verify attendance has been posted by all teachers each period and then run daily attendance reports, check for accuracy, and file the documents. Should any absences need to be changed from excused to unexcused, medical, extracurricular, etc.; the Attendance Clerk will enter the changes.

7. The Attendance Clerk will run and verify the following daily reports:
   A. Daily Report
   B. ADA Report
   C. Enrollment Report
   D. Entry/Withdrawal Report
   E. Absence Occurrence Report

Six Weeks Procedures for Attendance Clerks

1. At the end of each six weeks Attendance Clerk will run and verify the following reports, and have signed by the Principal and Attendance Clerk and sent to District PEIMS Coordinator:
   a) ADA Report
   b) Enrollment Report
   c) Principal’s Contact Hours Report
   d) Entry/Withdrawal Report
   e) Teacher’s Verification Report will be given to teacher by Attendance Clerk for verification of report.

1 & 4th Six Weeks Reconciliation

Student membership from the teacher’s roster is to be reconciled to the Attendance Accounting Records at the end of the 1st and 4th Six Weeks reporting periods. The reconciliation will be conducted no later than the final week of the 1st and 4th Six Weeks. The reconciliation is to verify that all students are reported on attendance records, and that “No Show” students were purged from the Attendance Accounting System.

Attendance will be reconciled during the official attendance period for each campus.

This document is turned in to the Attendance Clerk. The Attendance Clerk verifies the document. The document is signed by the attendance Clerk and Campus Principal. The district PEIMS Coordinator and his or her supervisor must certify this document with their signatures.
Daily Attendance Processing Checklist

• Before Attendance Accounting time enter any absences for: parent calls, school sponsored trips, Home-bound students, DAEP students. Make adjustments for prior dates for any incorrect entries or submitted Doctor’s notes.
• Collect attendance from Skyward Software for all ADA period teachers. Use a checklist of teacher names to verify a complete submission.
• Verify that entering or withdrawing students who do so prior to ADA period, are included and excluded respectively for ADA reporting for that day.
• Verify that entering or withdrawing students, who do so after your ADA period, are not processed until the following school day for attendance purposes.
• At the end of each week, adjust attendance records for any Home bound or Pregnancy Related Services home based instruction students. Reprint any Daily Attendance Reports that change as a result of these students not being served at least four hours during the normal school week. *Make sure home-bound teacher provides attendance every Friday (No Exceptions!)
• Remove absences for students absent during your ADA period due to a medical appointment who (1) provide an excuse from the medical practitioner and (2) are present sometime during the day. Reprint your Daily Attendance Reports if you are removing absences from a prior date.
• At the end of the week, retain all sign-in/sign-out sheets and student absence notes.
• Maintain all documentation necessary for attendance audits on a daily basis This includes parent notes, notes from medical personnel, field trip lists, absentee slips, if used, documentation from teachers requiring a change to absence information home-bound and home-based instruction logs, the daily sign-in/sign-out sheets, and any other documents deemed necessary. *Each student must have an individual file folder.
• Balance your enrollment data, matching totals from the previous day with current day totals. Every increase should be reflected in identified students who have enrolled or transferred in to the campus. Every decrease should be reflected in students who have withdrawn from the campus.

Six Weeks Procedures

• After Attendance transactions and corrections have been completed for the Six Weeks period, print, review, correct (if needed), sign, and have Principal sign the following reports and send a copy to the District PEIMS Coordinator:
  • ADA Report
  • Enrollment Report
  • Principal’s Contact Hours Report
  • Entry/Withdrawal Report
Enrollment Procedures

- Attendance Clerk has parent/guardian fill out Campus Enrollment packet.
- Make copies of student’s Birth Certificate, Withdrawal Form from previous school, student’s Social Security Card, Immunization records, current parent/guardian Drivers’ License.
- If Enrollment packet is completed before Attendance Accounting period, Attendance Clerk can enter student in Skyward Software for that day. Follow and enter data on each screen/field.
- If Enrollment packet is not finished before Attendance Accounting period, Attendance Clerk will enter student on the next school day.

Withdrawal Procedures

- When a student withdraws from school, a set of procedures should be followed to ensure that all documentation and funding issues are properly handled. Section III General Attendance Requirements of the Student Accounting Handbook provides the following information concerning withdrawals:

  (3-1) A student should be withdrawn from the attendance accounting system on the date the district becomes aware the student is no longer a member of the district. With proof of enrollment in a different district/campus, retroactive withdrawals will be permitted to the day the student enrolled in the other school. All attendance accounting records affected by this change must be updated.

  (3-2) A student who is at least 18 years old and is voluntarily enrolled in school may be withdrawn when they accumulate more than five unexcused absences in a semester. Under this provision a district may revoke the enrollment of such student for the remainder of the school year. TEC §25.085 (e) Students who are removed from school under this provision will be considered a dropout for accountability purposes.

  (3-3) A student who is temporarily absent (i.e., illness suspension, etc.) but still a member of the district may not be withdrawn.

  (3-4) The withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, should be decided according to applicable local policies. For example, local policy may state that a student may be withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades 7-12 must be reported as a school leaver on a 203 Record and will possibly be considered a dropout according to Section 2 of the PEIMS Data Standards.

  (3-5) If the student withdraws before attendance is taken; the withdrawal date is that day. If the student withdraws after attendance is taken, the withdrawal date is the next school day.

  (3-6) The student is not in membership on the withdrawal date.
• When it has been determined that a student is to be withdrawn, the following steps should be taken by the Designated Personnel.
• Determine if the student was present during the ADA snapshot time. If he/she was present print the withdrawal form for the student to have processed, but delay the withdrawal from the attendance system until the following day. If the student will not be present at the ADA snapshot time, withdrawal must occur on the current date.
• Print the withdrawal form
  Have parent/guardian sign Withdrawal Form and print health records
  Before parents signs withdrawal form have the student go to each teacher and obtain signatures from teacher, librarian and administrator.
• Withdraw the student. Enter the first date the student was not present at the ADA snapshot time as the withdrawal date. Enter the withdrawal reason code representing the reason for the student’s withdrawal from school. Also, the school the student is moving to in the comment box.

**Attendance Reports**

**Daily**

• ADA Report
• Daily Reports
• Unrecorded Class Attendance Report
• Enrollment Report

**Six Weeks**

• ADA Report Summary by Six Weeks (signed and dated by Attendance Clerk and Principal, sent to PEIMS Coordinator)
• Contact Hours (Principal’s Report) (signed and dated by Attendance Clerk and Principal and sent to PEIMS Coordinator)
• Daily Register
• Entry/Withdrawal

**Other Reports**

Entry/Withdrawal (Can run this daily or weekly for her use)
Daily Funding Absence Report (List of students absent each day)
# Student Attendance Accounting Contact List

**PEIMS Coordinator:** Linda Humphries 940-393-7159

**List below only valid on publication date.**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Attendance Clerk</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Special Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/LEP/ESL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted/Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregnancy Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION III
ATTENDANCE REPORTING
Attendance Reporting

Attendance reporting is very important. The district receives state funds based on this information, thus accuracy and completeness are extremely important. District-wide reports are run daily and used by administrative offices to check the activity and student movement in the district. At the Secondary level it is important to maintain period absence accuracy. Students may lose credit for classes or taken to court for classes with excessive absences.

Official accounting time for all schools is 9:00 am (Elem) or 9:35 am (HS,MS,6th)

The Daily Attendance Handbook on the TEA website (www.tea.state.tx.us/peims) can be downloaded and printed for written documentation of accounting procedures. Every attendance clerk should have a copy of the handbook and read it before school begins.

Remember-funds are generated by the official accounting period. An absence in the official accounting period generates no funds, so if an absence is incorrectly reported, DISD loses funds!

All campuses should comply with the process for collections and reporting of attendance in accordance with the Texas Education Student Attendance Accounting Handbook and local policies published annually. Campus staff should observe the following procedures to ensure accurate collection, recording, and reporting of student attendance accounting data.

District students are registered and enrolled pursuant to TEA rules and regulations, local Board Policy, and Skyward software system requirements.

Attendance/Credit

Letter/TEA Legal: http://riter.tea.state.tx.us/taa/legal072009.html
(Excerpt below.)

§§25.092 and 11.158 (Ninety Percent Rule; Fees)
Section 25.092 contains the provision of law commonly referred to as “the 90 percent rule“. Section 25.092 does not apply directly to open-enrollment charter schools. However, some open-enrollment charter schools have included “the 90 percent rule” in their charters.

Section 25.092 conditions credit for a class on a student’s attendance for at least 90 percent of the days a 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 if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class. If the
student is under the jurisdiction of a court in a criminal or juvenile justice proceeding, the student may not receive credit by completing such a plan without the consent of the presiding judge.

The board of trustees is required to appoint one or more attendance committees to hear petitions from students who do not regain credit through a plan approved by the principal. An attendance committee may grant credit due to extenuating circumstances. The board is also required to adopt policies establishing alternative ways for such students to make up work or regain credit lost because of absences.

Under Section 25.092, a district may establish ways to make up work or regain credit that are workable in consideration of the circumstances. The section does not require that students spend a certain amount of time in a “Saturday school” or other educational setting equal to time missed during regular school hours. The district should be prepared with other options that give the student a reasonable opportunity to make up work or regain credit even under challenging circumstances, including excessive absences that occur late in the school year. Additionally, this law is not intended to penalize students for not attending a class before the student was enrolled in the class. Students, including migrant students or transfer students, who could not have attended a class before enrollment should not have the days of class that occurred before their enrollment counted against them for purposes of “the 90 percent rule”. As with any other student, to receive credit a student who enrolls after instruction for the year or semester has begun is required to demonstrate academic achievement and proficiency of the subject matter as required under §28.021 and 19 TAC §74.26.

If a district offers an educational program outside of regular school hours as a means for students to make up work or regain credit, under §11.158(a)(15) and (h), a district may charge a fee for such an education program under restricted circumstances. The school district may assess the fee only if the student returns a form signed by the student’s parent or other legal guardian stating that the fee would not create a financial hardship or discourage the student from attending the program. The fee may not exceed $50. Also, under §25.092(b) and (f), the board must provide at least one alternative for making up work or regaining credit that does not require a student to pay a fee under §11.158(a)(15). The availability of that alternative must be substantially the same as the availability of an educational program for which a fee is charged.

**According to TEA:**

The student is responsible to attend 90% of the classes available to them. Classes before the student enrolls are not available to the student. If the child enrolled 50 days into a 180 day school year, then the first 49 days will not be used in the calculation for the 90 % rule. After that point the school evaluates the student based on their grades.

The student should not be penalized for classes prior to the enrollment of the student.
New Student Enrollment Procedures

All eligible students are entitled to the benefits of the Foundation School Program (FSP). However, in order to claim funding, complete documentation must be on file. Section III of the Student Attendance Accounting Handbook contains specifics on these guidelines. The Decatur ISD Board Policy also outlines procedures for enrolling students and defines eligibility requirements.

The district must retain all records providing eligibility for the required length of time for audit purposes.

If the student is enrolling from another Texas public or Charter school, then an official request for records must be sent via the TREx system.

Age Eligibility

The following table shows the age requirements students must meet to be eligible to attend Texas public schools for FSP benefits. Students who meet the age requirements listed in the "Eligible" column are eligible for free attendance for either full-day or half-day attendance for the entire school year in the district in which they or their parent(s) reside or are otherwise entitled to attend for FSP benefits. For eligibility based solely on the residence of a parent, please see the TEC, §25.001(b) (2), §25.001, and §42.003.

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Ineligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a student who is at least 5 years old* on September 1 of the current school year but is less than 21 years old by the same date</td>
<td>a student who is not at least 5 years old on September 1 of the current school year or is not less than 21 years old by the same date, unless the student meets some other eligibility requirement listed in the &quot;Eligible&quot; column</td>
</tr>
<tr>
<td>a student who is at least 21 years of age but less than 26 years of age and who has been admitted by your school district to complete the requirements of a high school diploma**</td>
<td>a student who has previously graduated from high school</td>
</tr>
<tr>
<td>a student who has a disability and who 1) has reached his or her third birthday and 2) meets other special education eligibility requirements described in Section 4</td>
<td>a student who does not reside in Texas (even if the student's parent or grandparent does)7</td>
</tr>
<tr>
<td>from date of birth through age 2, a child who has serious visual and/or hearing impairments and who meets other special education eligibility requirements described in Section 4</td>
<td>a student with disabilities who has graduated with a high school diploma under 19 Texas Administrative Code (TAC) §89.1070(b) (student is no longer eligible to receive services or generate ADA)</td>
</tr>
</tbody>
</table>

---

7 TEC, §25.001
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Ineligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student receiving special education services who is 21 years of age on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.</td>
<td></td>
</tr>
<tr>
<td>A student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(c) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services as determined by the ARD committee per §89.1070(h) may be served through age 21 inclusive.</td>
<td></td>
</tr>
<tr>
<td>A student who is eligible for state-funded PK classes and meets the age requirement by September 1 of the current school year (eligible only for half-day attendance)***</td>
<td></td>
</tr>
</tbody>
</table>

Students seeking to enroll in Decatur Independent School District must be accompanied by a parent or legal guardian, unless the student is over age (18) or has otherwise established himself/herself as an adult student in residence apart from his/her parent or legal guardian. All minor students shall be enrolled by the parent or legal guardian. Students cannot be enrolled by an aunt, uncle, grandmother, grandfather, or other relative, unless that relative is the student’s legal guardian.

### Pre-K 3 & 4 Enrollment

To be eligible for enrollment in a PK class, a child must be 3 or 4 years of age on September 1 of the current school year and must:

1. be unable to speak and comprehend the English language; or

2. Be educationally disadvantaged (eligible to participate in the National School Lunch Program [NSLP]) as determined by §300.102 (a)(3) of the 34 Code of Federal Regulations (CFR); or

3. be homeless; or

---

8 as determined by the ARD committee per §89.1070(h)
9 34 Code of Federal Regulations (CFR), §300.102 (a)(3)
10 Texas Education Code (TEC), §29.153(b)
11 It is not necessary for a student to participate in the NSLP to qualify for PK.
12 If the student is eligible for PK because the student is homeless, the student must fit the definition of homeless as defined by 42 United States Code (USC), §11302, and 42 USC, §11434a. (See Error! Reference source not found.)
4. be the child\textsuperscript{13} 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; or

5. be the child\textsuperscript{14} 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; or

6. Have ever been in the conservatorship (foster care) of the Department of Family and Protective Services (DFPS) following an adversary hearing.

Because of recent changes in federal law, educationally disadvantaged students, as defined by the Texas Education Code (TEC), §5.001(4), now include all students who are eligible for Head Start.\textsuperscript{15}

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 outlined in the Texas Student Attendance Accounting Handbook for LEP students described in Section 7.2.2.

The district must have all documentation on file for the students it counts for funding in the PK program.

To enroll a child in the Pre-K 3 or 4 Program, the student must meet established eligibility requirements and the following documents must be presented to the zoned campus of enrollment:

1. Child’s birth certificate
2. Child’s Social Security Card
3. Parent/guardian’s proof of residency (recent electric bill, phone bill, etc)
4. Child’s immunization records
5. Proof of income: Pay check stubs or proof of Food Stamps or TANF
6. Oral language proficiency test if bilingual

\textsuperscript{13} “Child” includes a stepchild. The stepchild is eligible for PK enrollment whether or not the child resides in the same household as the stepparent.

\textsuperscript{14} “Child” includes a stepchild. The stepchild is eligible for PK enrollment whether or not the child resides in the same household as the stepparent.

\textsuperscript{15} Public Law 110-134, which amended 42 USC, §1758, expanded automatic eligibility for the NSLP to include all children who meet any eligibility criteria for Head Start, not only those who meet the low-income eligibility criteria for Head Start. The TEC, §5.001(4), defines educationally disadvantaged as “eligible to participate in the national free or reduced-price lunch program.” Consequently, all children who are eligible for Head Start are eligible for free prekindergarten, based on their eligibility for the NSLP.
Prior to Enrolling Students

NOTE: The Skyward system MUST be indexed prior to entering a new student to ensure that the student has not previously been enrolled in Decatur ISD. Duplicate students can cause “dual enrollment” errors for PEIMS data reporting!

Enrollment Timeline

If a student was at your school by 9:00/9:35 am, their enrollment date will be the day they arrived.

Students arriving after 9:00/9:35 am will have an enrollment date of the next day.

Duplicate Students

Duplicate students cause great problems with the district’s student files, the TAKS/STAAR files and the state PEIMS files.

Ensure that the Enroll/Transfer database under the Basic Student Management option is utilized to look up a student to verify if the student was ever in Decatur ISD. Never enroll a student without first using the Enroll/Transfer option.

Changing Student Contact Information (Address, Phone, Etc.)

Prior to changing student contact information, first determine for which contacts the address, phone, etc., change is valid. Questions to ask include: “Is it for each contact in the family?” “Is it for only the primary contact of the family?” Addresses must be changed carefully so that each contact is correct. Court cases will be thrown out if this information is not correct.

Changing Student Demographic Data

If incorrect student demographic data needs to be changed on a student that exists in the Skyward system, the data must be modified immediately upon discovery of erroneous data.

Demographic data includes: Student first name, last name, middle name, date of birth, social security/ID number, ethnicity, race, gender, and generation.
First Day Attendance Procedures

Homeroom Rosters

On the first day of school, each homeroom teacher will receive print out of his/her class roster. New roster will be provided to the teacher each morning so no shows will be removed and new enrollment and or withdrawals can be identified. This process will take place for the entire week. This will ensure that the teacher have a current roster to work with. Only two indicators will be written by teachers on the first day of school. The two indicators on the rosters: **E (Enrolled)** or **NO SHOW**

The following days after the first day of school the only indicators written on rosters will be **P**, **E** or **A**

* P for Present- **E** for enrolled and **A** for Absent (A student must be enrolled before the student can be counted as absent)

* If a student is present in class, but not on the teacher’s roll, the teacher should verify the student’s schedule before allowing the student to stay in class. At this point the teacher should write the student’s name on the roster and indicate **E** for enrolled.

No-ShowS

On the roster, the teacher must write **NO SHOW** for every student that is on the roster and not present in class. No Shows will be removed from the Skyward Software by the Attendance Clerk before leaving for the day. In addition to the roster, each second hour teacher will receive a red card to indicate the students who were “NO SHOWS.”

A student that was expected to be present on the first day of school but was not present is called a “NO SHOW”

Attendance clerks will collect red cards and create a list of No Show students to be given to the Community Liaison. The Community Liaison will use the list of “NO SHOWS” for the determination of Movers, Leavers and/or Possible Dropouts.

Unclaimed secondary schedules for a campus will be used to confirm the “NO SHOW” list.

Red No-Show Card

Second Period Teacher: Complete and submit a red “NO SHOW” card for every student that was identified as a “NO SHOW” on the classroom roster. The card will have a place for the teacher to write the student name and ID number.
Enrollment Timeline

On the 1st day, students may enroll until 9:00/9:35 am. If a student is at your school by 9:00/9:35 am, their enrollment date will be the first day of school. Students arriving after 9:00/9:35 am Snapshot time will have an enrollment date of the next day. (Make accommodations with the cafeteria for lunch as necessary, if students miss their lunch period.)

Physical Counts

(Total Number Of Students Enrolled Per Grade Level)

At the elementary school physical counts will take place by 9:15 a.m.

At the middle and high school, physical counts will take place during 2nd/9:35 hour.

Campuses will e-mail the Physical Count form to Mr. Rod Townsend/Terri Pryor (rod.townsend@decatur.esc11.net) on the designated Count Dates.

Count Dates

A total count of students shall be taken by Grade Level to yield a GRAND TOTAL of total enrollment.

On the first day, the building counts are determined by the students present on printed class roll. This count must be determined by BODY COUNT only.

After the first day of school, all subsequent counts will include the number of students physically present (body count) PLUS students that are enrolled in the class and not present (total enrollment count).

Attendance class roll with no-shows marked through should be sent to the attendance office. List of “NO SHOWS” and “BODY COUNT” shall be held in the Attendance office for Central Office Pick Up.

Student Current Contact Information Card

In addition to the enrollment form, provide each student with a Current Contact Information Card. Parents must complete this card with accurate information. These cards will be turned into the attendance office for updating student information. This card does not replace the Enrollment Form. Enrollment forms must be completed.
Attendance

After enrollment procedures are completed on the first day of school, teachers will take attendance on his/her roster and submit attendance daily the next three days of school (Monday-Wednesday; August 25, 26, and 27).

It is important that the campus administrator in charge of the first day make all necessary staff assignments to achieve a complete accurate first day count.

Monitoring Leavers

Each campus will, on a six weeks basis during the school year, print a withdrawn student’s report and conduct an audit of leaver documentation. The administrator managing the leaver process will conduct regular internal audits of the documentation process. Monitoring a student leaver to the point of acceptable documentation should involve all personnel assigned this responsibility and may involve home visits by personnel responsible for such activities.

Changes to Leaver Codes

If it is discovered that the leaver code and/or leave (withdrawal) date is incorrect:

1. Skyward records must be updated to reflect the correct code.
2. All supporting documentation must be attached.
3. A copy of this documentation should be kept in the student’s cumulative folder.

Leaver vs. Dropout Reporting

Information sent to TEA each October regarding students who were in grades 07-12 last year and who are not enrolled on the snapshot date is used to determine if the student is a dropout, a continuer, a GED recipient, or a leaver.
A leaver is a student who is enrolled in Texas public school in grades 7-12 and does not return to a Texas public or charter school on the first day of school in the following fall. A student who moves or officially transfers from one Texas public or charter school district to another are not counted as a leaver. A leaver may be a student who graduates, receives a General Educational Development (GED) certificate, continues high school outside the Texas public school system or begins college, is expelled, or dies.

Dropout

A dropout is a student who is enrolled in Texas public school in grades 7-12, does not return to a Texas public school the following fall, is not expelled, and does not graduate, receive a GED, continue high school outside the Texas public school system or begin college, or die.

GED Recipient

Students who leave school but earn their GED certificates by August 31st are counted as GED recipients for the preceding school year.

General Education Homebound Attendance Procedures

Any student who is served through the GEH program must meet the following three criteria:

• The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks need not be consecutive.
• The student is confined at home or hospital bedside for medical reasons only.
• The student's medical condition is documented by a physician licensed\textsuperscript{16} to practice in the United States.

A student served through GEH at home/hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.

A student who is served through the GEH program retains the same ADA eligibility code he or she had before receiving GEH services, regardless of how many hours the student will be served through the GEH program.

A designated campus committee must make decisions regarding GEH placement. Members of the committee should include but are not limited to —

\textsuperscript{16} You can access the Texas Medical Board’s searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp.
• a campus administrator,
• a teacher of the student, and
• A parent/guardian of the student.

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is to be provided at home/hospital bedside, the GEH committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all the courses, including elective courses, in which that student is enrolled.

In making these decisions, the GEH committee must consider information from the student's physician. However, the physician's note/information is not the sole determining factor in the committee’s decision-making process.

For GEH services to generate ADA, the services must be provided as follows:

A general education student served at home earns eligible days present based on the number of hours the student is served at home by a certified teacher each week. Use the following chart to calculate eligible days present:

<table>
<thead>
<tr>
<th>Amount of Time Served per Week</th>
<th>Eligible Days Present Earned per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>1 day present</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 days present</td>
</tr>
<tr>
<td>3 hours</td>
<td>3 days present</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)</td>
</tr>
<tr>
<td>More than 4 hours</td>
<td>4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)</td>
</tr>
</tbody>
</table>

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

A student receiving GEH services may earn eligible days present as stated in the GEH funding chart when a homebound instructor administers 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, and final exams and the TAKS/STAAR 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 cannot be credited as attendance.

If the routine, standardized, six-weeks, semester, or final exam administration or TAKS/STAAR testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say 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 homebound instruction to earn 1 day present.

A student receiving GEH services who returns to his or her campus to take a state-required assessment instrument (e.g., TAKS, STAAR) must have a medical release from a medical or nurse practitioner licensed\(^\text{17}\) to practice in the United States to do so.

### Transition from GEH to the Classroom

Students transitioning back to a school-based setting may continue to generate funding based on the GEH funding chart during the transition period. The length of the transition period must be determined by the GEH committee based on current medical information. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

### Special Education Homebound Attendance Procedures

To be placed in the special education homebound instructional arrangement/setting, a student with a disability must meet the following three criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks (the weeks need not be consecutive).
- The student is confined at home or hospital bedside for medical reasons only.
- The student’s medical condition is documented by a physician licensed\(^\text{18}\) to practice in the United States.\(^\text{19}\)

The student’s ARD committee determines the amount of services to be provided to the student in this instructional arrangement/setting.

\(^{17}\) You can access the Texas Medical Board’s searchable database of licensed physicians at [http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp](http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp).

\(^{18}\) You can access the Texas Medical Board’s searchable database of licensed physicians at [http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp](http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp).

\(^{19}\) 19 TAC §89.63(c)(2)(A)
A student who receives special education and related services in the special education homebound instructional setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home by a certified special education teacher each week. Use the following chart to calculate eligible days present:

**Homebound Funding Chart**

<table>
<thead>
<tr>
<th>Amount of Time Served per Week</th>
<th>Eligible Days Present Earned per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>1 day present</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 days present</td>
</tr>
<tr>
<td>3 hours</td>
<td>3 days present</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 days present (if the week is a 4-day week)</td>
</tr>
<tr>
<td>More than 4 hours</td>
<td>4 days present (if the week is a 4-day week)</td>
</tr>
</tbody>
</table>

Eligible days present are determined each week. For special education homebound purposes, a week starts Sunday and ends Saturday. Homebound service hours may not be accumulated and carried forward from one week to the next, nor may service hours be applied to a previous week. The certified special education teachers and related service staff providing services must keep a log of the amount of time spent serving the student.

A student receiving services in the special education homebound instructional setting may earn eligible days present as stated in the chart above when a certified special education instructor administers 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, and final exams and the TAKS/STAAR 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 cannot be credited as attendance.

If the routine, standardized, six-weeks, semester, or final exam administration or TAKS/STAAR testing requires less than one hour, then the certified special education instructor must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say 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 homebound instruction to earn 1 day present. A student receiving services in the special education homebound instructional setting who returns to his or her campus to take a state-required assessment instrument (e.g., TAKS, STAAR) must have a medical release from a medical or nurse practitioner licensed[^20] to practice in the United States to do so.

Transition from Special Education Homebound to the Classroom

A student transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the requirements shown in the homebound funding chart.

The ARD committee must determine the length of the transition period based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the homebound instructional setting for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the homebound funding chart.
- The length of the transition period must be determined by the ARD committee based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Students with a Recurring Chronic or Acute Health Condition
A student with a chronic illness or acute health problem that is a recurring condition that requires the student to be in the homebound instructional setting for a period of time (which can be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the homebound funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance and instructional arrangement/setting code information for students with a recurring condition.

<table>
<thead>
<tr>
<th>For any week in which the student with the recurring condition —</th>
<th>The student earns contact hours and/or attendance —</th>
<th>The student’s instructional arrangement/setting code should be —</th>
</tr>
</thead>
<tbody>
<tr>
<td>is served solely in the homebound instructional setting,</td>
<td>According to the requirements of the homebound funding chart.</td>
<td>01, homebound.</td>
</tr>
<tr>
<td>is served for at least 4 hours in the homebound instructional setting and attends school at his or her campus,</td>
<td>According to the requirements of the homebound funding chart.</td>
<td>01, homebound, regardless of the fact that the student attended school at his or her campus in addition to receiving homebound instruction.</td>
</tr>
<tr>
<td>is served from 1 to 3 hours in the homebound instructional setting and attends school at his or her campus,</td>
<td>• according to the requirements of the homebound funding chart for those days the student is provided instruction in the homebound setting and • According to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.</td>
<td>01, homebound, for those days the student is served homebound instruction and The code for the applicable non-homebound special education instructional arrangement/setting* the student is served in while at school (for example, 40, special education mainstream) for those days the student attends school.</td>
</tr>
</tbody>
</table>

* The instructional arrangement/setting in which the student is to be served while at school should be specified in the student’s IEP.

Regardless of how many hours of homebound instruction a student is provided or how many days that student is in attendance at his or her campus, the student may not generate more than the equivalent of one ADA.

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.
**Attendance Accounting and Documentation:** To document the changing instructional arrangements/settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student’s attendance information.

The eligible days present should be recorded in your district’s student attendance accounting system. Any time not accounted for should be reported as absences.

---

### Deleting Absences

Student absences are ONLY to be deleted in the case where an error for entry has been made. Beginning in 2014-2015, students are to be indicated by the appropriate absence reason if the student was absent.

---

### Cleaning Up Student Absences

Students that have signed in or out during the day will need their absence record modified to indicate reason absent. Period absences may need to be added. Students who are present in DAEP or Homebound are marked absent by the teacher of record but calculated as present for PEIMS funding by use of the appropriate absence reason code. Students who are suspended are marked with an excused absence by using the appropriate absence reason code.

---

### Attendance for Various Discipline Actions

Attendance personnel should receive a notice DAILY of all students who are being disciplined, homebound or absent from the career center so that their absences may be entered into the computer correctly. If this information is not being received in the attendance office in a timely manner, the administrator in charge of attendance at the campus should to be notified.

Students who are present in DAEP or are Homebound are marked absent by the teacher of record but calculated as present for PEIMS funding by use of the appropriate absence reason code.

Students who are suspended are marked with an excused absence using the appropriate absence reason code. Regular students who are suspended and pending an expulsion are counted absent for attendance purposes.

Special Education students who are expelled must continue to receive services.
Disipline Information

RELEASE OF INFORMATION

According to Texas Education Code, Chapter 37 and Leslie Smith of the Safe Schools division of the Texas Education Agency, we must follow the guidelines listed below when divulging discipline records on our students:

If you have any questions about this please call my office or call Leslie Smith at 512-463-9982.

Entry of Discipline

Discipline data is to be entered in a timely fashion. Discipline offense (action reason) and action codes MUST be written on the disciplinary referral by the administrator.

Key components of discipline entry for PEIMS reporting are:
- Date Action Assigned
- Offense (Action Reason)
- Action (Action Taken)
- Official Days
- Actual Days
- Campus of Enrollment
- Campus of Disciplinary Assignment
- Difference Reason code

The Date Action Assigned should reflect the date the decision was made. This may or may not reflect the date the assignment starts.

Actual Days must be adjusted to reflect when student does not serve the number of days sentenced.

Wise County Police Department Reports

For these reports that we receive from WCPD, the campuses are ONLY required to code the ones that have Title 5 Felonies. Also, these forms MUST be shredded at the end of the school year because they state “Article 15.27”.
This means, that for any offense that states “misdemeanor”, the campus does not have to enter that information. The report is FYI only.

For any offense that involves a Title 5 felony, the student MUST be removed from his/her regular program and reported with offense.

Example: Title 5 felonies include but are limited to: murder; capital murder; manslaughter; criminally negligent homicide; kidnapping; aggravated kidnapping; indecency with a child; felony assault; sexual assault; aggravated assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; and tampering with a consumer product

For any offense that states non-Title 5 felony, the student (age 6 and up) may be reported with code 21 at DAEP if the district feels that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
**End of Year Procedures for Attendance Clerks**

**Step 1: Check Out with Administrative Support Department**

As part of your checkout procedure, the following must be delivered in person to the Administrative Support Department:

- “Daily Attendance Record” balance sheet for each 6 weeks
  This must be subtotaled and totaled.

- TEA Student Membership by date for each 6 weeks
  This must match with Daily Attendance Record

Be sure the reports are signed by your principal, accurate and balanced.

These reports must be run the day after the last day of school. Do not make any changes to attendance after this time without reporting to Administrative Support Department.

Also, box and clearly date for 2014-2015 Audits:
- Class Period Schedule
- 2014-2015 Calendar
- Original Building Roll from August 25, 2014
- Absentee Notes, filed alphabetically
- Reconciliation Reports (the reports you sign verifying attendance)
- Daily Work, filed by date and including:
  - Sign-in sheets
  - Daily Attendance report
  - ISS and DAEP lists
  - Field Trips lists
  - Accounting period absence slips
  - Attendance not taken report
  - Alternate class period schedule for TAKS, STAAR and exam days

(Store marked boxes in your storeroom on your home campus. If you have court cases pending, then the items pertaining to court must be kept where the Administrator on campus can have access.)

**Step 2: Check Out with Administrative Support Department**
As part of your checkout procedure, the Oaths and Affidavits forms for both semesters must be delivered in person to the Administrative Support Department.

Be sure the forms are signed by the attendance person/PEIMS clerk(s) and your principal, and that the reports used for verification (listed below) are accurate.

These reports must be run after the day after the last day of school. Do not make any changes to special program information after this time without reporting to Administrative Support Department. The reports MUST be saved to your PEIMS AUDIT folder for your campus.

The reports to be saved and verified are:

- TEA – Student - Demographics
- TEA - Student – Individual Eligible-Ineligible Days
- TEA – Student – Individual Gifted Eligible Days
- TEA – Student – Special Program Changes
- TEA – Student Attendance – Individual Absences by Date
- TEA Student Membership by date for each 6 weeks
- TEA – District – Table I Attendance for each 6 weeks

On the following pages are the forms to be signed and dated by the campus responsible attendance personnel AND the principal for the campus.
I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

- **TEA – Student – Demographics**
  
  __________________________  __________________________
  Signature (s)               Date

- **TEA – Student – Individual Eligible-Ineligible Days**
  
  __________________________
  Signature (s)

- **TEA – Student – Individual Gifted Eligible Days**
  
  __________________________
  Signature (s)

- **TEA – Student – Special Program Changes**
  
  __________________________
  Signature (s)

- **TEA – Student Attendance – Individual Absences by Date**
  
  __________________________
  Signature (s)

- **TEA Student Membership by date for each 6 weeks**
  
  __________________________
  Signature (s)

- **TEA – District – Table I Attendance for each 6 weeks**
  
  __________________________
  Signature (s)

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

______________________________  __________________________
Signature of Principal               Date
Oaths and Affidavits – Special Education

Semester 1

I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

• TEA – Student – Special Program Changes as it pertains to Special Education

___________________________
Signature (s)

________________________
Date

• TEA – Student – Individual Special Education Eligible Days

___________________________
Signature (s)

________________________
Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

___________________________
Signature of Supervisor

________________________
Date
Oaths and Affidavits – Bilingual/ESL/LEP

Semester 1

I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

• TEA – Student – Special Program Changes as it pertains Bilingual/ESL/LEP

   ___________________________   ___________________________
   Signature (s)                    Date

• TEA - Student - Individual BIL ESL Eligible Days

   ___________________________   ___________________________
   Signature (s)                    Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

   ___________________________   ___________________________
   Signature of Supervisor          Date
I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

- TEA – Student – Special Program Changes as it pertains to PRS
  
  Signature (s) ____________________________ Date ____________________________

- TEA Student PRS Eligible Days
  
  Signature (s) ____________________________ Date ____________________________

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

Signature of Supervisor ____________________________ Date ____________________________
Oaths and Affidavits – Gifted/Talented

Semester 1

I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

• TEA – Student – Special Program Changes as it pertains to Gifted/Talented

___________________________  __________________________
Signature (s)               Date

TEA - Student - Individual Gifted Eligible Days

___________________________  __________________________
Signature (s)               Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

______________________________  __________________________
Signature of Supervisor               Date
I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

- **TEA – Student – Demographics**
  
  __________________________
  Signature (s)  __________________________
  Date

- **TEA - Student – Individual Eligible-Ineligible Days**
  
  __________________________
  Signature (s)  __________________________
  Date

- **TEA – Student – Individual Gifted Eligible Days**
  
  __________________________
  Signature (s)  __________________________
  Date

- **TEA – Student – Special Program Changes**
  
  __________________________
  Signature (s)  __________________________
  Date

- **TEA – Student Att – Individual Absences by Date**
  
  __________________________
  Signature (s)  __________________________
  Date

- **TEA Student Membership by date for each 6 weeks**
  
  __________________________
  Signature (s)  __________________________
  Date

- **TEA – District – Table I Attendance for each 6 weeks**
  
  __________________________
  Signature (s)  __________________________
  Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

____________________________
Signature of Principal  __________________________
Date

---

Oaths and Affidavits- Campus

Semester 2
Oaths and Affidavits – Special Education

Semester 2

I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

• TEA – Student – Special Program Changes as it pertains to Special Education

  ____________________________________________  ________________________________
  Signature (s)                                            Date

• TEA – Student – Individual Special Education Eligible Days

  ____________________________________________  ________________________________
  Signature (s)                                            Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

  ____________________________________________  ________________________________
  Signature of Supervisor                                Date
Oaths and Affidavits – Bilingual/ESL/LEP

Semester 2

I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

- TEA – Student – Special Program Changes as it pertains to Bilingual/ESL/LEP
  _______________  ______________________________
  Signature (s)  Date

- TEA - Student - Individual BIL ESL Eligible Days
  _______________  ______________________________
  Signature (s)  Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

_______________________________  ______________________________
Signature of Supervisor  Date
I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

- **TEA – Student – Special Program Changes as it pertains to PRS**
  
  ____________________________  ____________________________
  Signature (s)                                      Date

- **TEA Student PRS Eligible Days**
  
  ____________________________  ____________________________
  Signature (s)                                      Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

______________________________  ____________________________
Signature of Supervisor                                      Date
Semester 2

I, the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the following reports:

- TEA – Student – Special Program Changes as it pertains to Gifted/Talented

  ___________________________  ___________________________
  Signature (s)                  Date

- TEA - Student - Individual Gifted Eligible Days

  ___________________________  ___________________________
  Signature (s)                  Date

I further affirm that the data appearing in the above reports are basis for information appearing in all attendance reports and in the state required PEIMS submission. I also verify that the reports have been saved on the network drive to ensure that they can be retrieved in case of a TEA audit.

__________________________________  _________________________
Signature of Supervisor                Date
**Parent Self-Serve (Parent Access)**

**Family Access**

Family Access allows parents to view information specific to their child through the DISD Skyward Parent Portal which is available through most computers with Internet access. Family Access includes gradebook, attendance, food service, and health information, as well as other data. The PowerPoint presentation used for parent information sessions regarding Family Access is available on this web page in two different formats: the original PowerPoint presentation and as a .pdf document.
ATTACHMENTS

Attachment A - Ethnicity/Race Form

Attachment B – Student Registration Form