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Accept 2022-2023 ILTexas
Data Quality Manual

DATA QUALITY MANUAL

2022-2023



International Leadership of Texas
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DATA QUALITY MANUAL

**International Leadership of Texas
Charter School
2022-2023**

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Deputy Superintendent of Operations

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INTRODUCTION

The International Leadership of Texas Data Quality Manual has been compiled to provide district and campus personnel with a detailed overview of the data collection process and its impact on state funding, compliance, and accountability. Procedures and processes designed to improve data quality accuracy and integrity through the implementation of a district-wide data quality initiative are presented as described.

The manual addresses each type of data required for funding and compliance and provides:

- Data type
- Standard procedures for data collection
- Eligibility requirements or mandated procedures and processes
- Documentation required to support coding
- Audit preparation including problems experienced in previous audits

PROGRAMS

- The International Leadership of Texas Data Quality Manual includes specific program requirements, procedures, and forms that relate to the gathering of data reported to TEA. These programs may also have separate operation manuals.
- Though every effort has been made to insure the accuracy of the content contained within this document, frequent changes to federal laws and state mandates can potentially impact the policies and procedures outlined within the International Leadership of Texas Data Quality Manual. Any questions should be directed to those responsible for the program in question.

DATA QUALITY MANUAL HISTORY

School districts receive a large percentage of their operational funds from state and federal agencies; therefore, specific documentation and reporting requirements have always existed in order for districts to receive these funds. In addition, the districts have been audited by the agencies supplying the funds in order to verify that the districts were eligible to receive the funds requested and determine that the money was spent properly.

Prior to 1984, the reporting burden on the districts was massive and much of the information requested was duplicated in different reports; for example, one enrollment report might request the number of students in the district by grade level and sex while another report asked for the same information by sex and ethnic category. However, when the two reports were compared, the total number of students did not agree because the reporting terms, such as “enrolled” or “in membership” were open to interpretation. Many of the reports asked for “unduplicated” counts, which was an almost impossible task in a district with high mobility and a largely manual (paper) reporting system which reported only totals by campus or district.

School districts appealed to state legislatures to ease the reporting burden by requiring the Texas Education Agency (TEA) to reduce the number of reports required and establish an oversight function to provide the district with all the reporting requirements for the school year at the beginning of the year in standard formats.

In late 1984, just after the passage of House Bill 72, the TEA decided to convene an Agency-wide task force to examine the reporting implications of the new legislation. After considerable study of the upcoming accountability requirements and consultation with several other states, the task force’s recommendation was that a coordinated database for accountability was needed. The review group foresaw the Agency’s need to have the ability to respond to the almost infinite variety of queries for school district information made by policy makers. Detailed, rather than aggregated data would be necessary in order to have a flexible system.

This new system became known as the Public Education Information Management System (PEIMS). The first PEIMS collection took place in the fall of 1987. The organization, budget, payroll, and staff demographic and responsibility data were collected. The requirement that all school districts submit data through the PEIMS is found in Texas Education Code (TEC) § 42.006. There are four PEIMS submissions each year. Only three of them contain student data. The mid-year submission contains financial data only.

During the 2012-2013 school year, the Texas Education Agency began the process of completely overhauling the data reporting system used by LEAs. During the fall of 2012, schools were introduced to the Texas Student Data System which would integrate all components of PEIMS in addition to other data that would ultimately be reported. Based on the current projection, the Texas Student Data System (TSDS) would be fully implemented by the 2016-2017 school year.

Most recently, the agency has consolidated data collection across separate data systems to support state and federal reporting requirements into the TSDS Core Collection. The TSDS Core Collection will improve and standardize the completion, submission, validation and reporting processes for many of these data collections.

FEDERAL AND STATE COMPLIANCE

FEDERAL AND STATE COMPLIANCE

Program Contact and Accountability

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James Dworkin, Chief Financial Officer, jdworkinr@ILTexas.org

Definition

Executive Director of Federal Programs is the administrative point person who is responsible for assimilating federal data requirement changes and developing policies and procedures to implement those changes. Chief Financial Officer is the administrative point person who is responsible for assimilating state data requirement changes and developing policies and procedures to implement those changes.

Information Distribution

Monitor and report on legislative actions which may impact International Leadership of Texas. Revise, distribute, and ensure training for school and district staff on use of the Elementary Guidelines and the Secondary Guidelines. Provide training for school staff on mandated policies and procedures and monitor response where specific action is required.

Data Monitoring and Problem Identification

Monitor data related to funding eligibility, accreditation, and compliance to determine that appropriate documentation is being maintained and to identify discrepancies, errors, or omissions of data that impact these issues. Monitor specialized student-related reporting such as discipline, dropouts, Student Success Initiative, etc. to ensure compliance with all reporting specifications.

Data Quality

Improve the quality of student data which impacts funding, accreditation and compliance through increased extensive, on-site campus auditing and monitoring. Interface with International Leadership of Texas departments to get input on required documentation for their area of responsibility and identify potential data problems in that area. Implement or initiate standard procedures to verify that student data meets all state requirements. Train and monitor school staff in this process.

Data Accountability

The Executive Director of Federal Program is responsible for editing all reports or surveys submitted by International Leadership of Texas to state and federal agencies. DLI/ELL coordinator is responsible for requests by other entities, such

as the media, to determine if data are compatible with PEIMS data, are reasonable based on trend analysis, and comply with the requirements or instructions designated by the report, survey or request. Approve all reports, surveys, and requests prior to submission or release.

Compliance

Monitor and identify campus and district compliance with local, state, and federal mandates concerning reporting of student data and school operations. Notify principals when school practices are not aligned with policy and state regulations. Provide support for school staff in coding student data for funding and accountability.

Student Records

Maintain an electronic file of transcripts and census data for graduates and inactive students in order to provide copies to the public, to colleges and universities, and to businesses, upon request. Supervise and provide training for school record clerks and registrars. Monitor state regulations regarding record management and maintenance of the Academic Achievement Record. Facilitate storage of inactive records for closed schools.

How the charter school maintains attendance records (including computerized records, period absence slips, and official calendar) after the completion of the school year; and what backup systems are in place to protect the attendance accounting records.

1. Attendance records: Attendance records are maintained electronically by vendor ISCorp.
2. Backup systems are in place to protect the attendance accounting records as follows:
 1. Daily backups are preserved for one month
 2. Weekly backups are preserved for three months
 3. Monthly backups are preserved for one year
 4. Annual backups: ISCorp maintains Long-Term Data Archiving for ten years and copies are sent to the School upon the School's request.
 5. Offsite backups: ISCorp sends encrypted backups to an offsite facility daily Monday through Friday.
3. Official calendar: ILTexas maintains an electronic copy of its official calendar on a Google Drive cloud server. The calendar is maintained on that server indefinitely after the end of the school year.

Records Management

Serve as Records Management Office appointed by International Leadership of Texas Board of Education as prescribed by Local Governments Records Act and implement, monitor, and supervise a records management program in the district to ensure compliance with all provisions and mandates of the Act.

Facilitate use of the Texas Records Exchange (TREx) by district personnel.

Improving Data Quality

Planning is the key in any project with the goal to improve the quality of the data reported to state and federal agencies. The district PEIMS coordinator receives PEIMS related information. They are responsible for dissemination of information to other staff in a timely manner. Every staff member who is responsible for information reported to PEIMS must have documentation and training made available to them. A campus administrator will assume the responsibility for verification of the data and implement procedures to address any data quality issues.

Data Analysis and Verification

The more verification that can be incorporated into a school's regular data-generating activities, the better data the school district is likely to produce. It is much easier and more efficient to identify and correct mistakes on a current basis rather than on an historical basis. PEIMS reporting is much easier if the information is collected and reviewed regularly rather than all at once before the reporting deadline.

The Campus PEIMS clerk, in conjunction with the responsible staff, should devise a list of reasonableness and accuracy tests appropriate for each data element or set of data elements. For example, reasonableness and accuracy tests could consist of comparing certain results with results from prior years or establishing allowable ranges for certain items. A school's goal should be to edit information on an on-going basis rather than only when information is submitted for PEIMS. This process promotes better data for day-to-day school district operations rather than just during PEIMS submission.

The PEIMS reporting process provides several good examples in which day-to-day data review and analysis can be combined with one-time review and editing to provide accurate information. For example, if a school collects and processes attendance information on a daily basis and reviews the attendance data at the end of each six-week reporting period, then the process of attendance reporting for PEIMS is simplified. Problems and inaccuracies are corrected at the end of each six-week period when the personnel who collect the data are more likely to remember what caused the problem. When the information is due, the school completes the final six-week period as usual, edits the data for the year, and reviews each reporting period for reasonableness. This process is more likely to result in fewer errors than a process that attempts to correct attendance data for the year on or near the PEIMS reporting deadline.

Campus Professionals and Data Entry Staff

- Responsible for overseeing the reasonableness and accuracy of data by designing and implementing procedures at the campus to ensure the data that affects funding, compliance, or accreditation is complete; and correct by identifying areas of concern and determining corrective action. Advise the campus principal of the status of data quality on a regular basis.

- Collaborate with principal to designate campus contacts for each data type that impacts funding, compliance, and accreditation.
- Compile a list of persons at the campus responsible for special program content knowledge should be distributed to the necessary personnel.
- Identify, document and supply data reporting timelines and procedures to any personnel affected by them.
- Compile regular status reports for the principal regarding data quality at the campuses.

Data Entry Personnel

- Responsible for entering data as specified by a campus professional staff member.
- All data entry persons must be trained in the district's SMS software system in a timely manner.
- Become familiar with the policies in the Student Attendance Accounting Handbook
- Have copies of the Elementary and Secondary Guidelines available.
- Have copies of the data reporting timelines as well as the list of the personnel responsible for providing them with the data to enter into the computer.

Provide verification reports to the special program coordinators to be checked for accuracy of the data in the system. These reports must be provided in time to make necessary corrections before the PEIMS submissions.

DATA ASSIMILATION AND REPORTING

DATA ASSIMILATION AND REPORTING

Program Contact and Accountability

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Public Education Management System (PEIMS)

The submission of Public Education Information Management System (PEIMS) data is required of all Texas school districts. It includes all data collected from schools used for evaluating, monitoring, or auditing public education; and it utilizes:

- A standard set of definitions, codes, formats, procedures, and dates
- Standard edit procedures available via the Internet
- An established database design with approved security measures for access
- A production system for loading into the TEA’s enterprise database
- Written documentation of the values stored in the system
- An established life cycle for changes to the system (two years)
- A standard set of reports available on the Internet
- A mandated sunset process to review the justification of all data elements every three years

Types of Data Currently Collected

- The following data is currently being collected for accountability purposes:
- Organization (district and campus identification)
- Staff data (identification, demographic, responsibility)
- Finance data (budget, actual financial, payroll)

- Student identification and demographics
- Student enrollment and special program participation data, which includes Title I, Career and Technical Education, Bilingual/ESL, Pregnancy Related Services, Life Skills Program for Student Parents, Migrant, Immigrant, Gifted/Talented, Optional Flexible School Day Program (OFSDP), and Special Education
- Attendance data (Average Daily Attendance for funding) and summer school attendance
- Classroom Link information
- Course completion data (Grades 1-12 only)
- School leaver data (graduates, dropouts), and
- Disciplinary action data (suspensions, expulsions).

TEA Utilization of Reported Data

- Audits
- Legislative Decision-Making
- Calculation of Administrative Costs
- Determine District and Campus Accountability Ratings
- Academic Excellence Indicator System (AEIS) – 1990-2012
- Texas Academic Performance Report (TAPR) – 2012-Current
- School Report Card

International Leadership of Texas Use of Reported Data

- Staffing ratios
- Campus budgeting
- School operations
- Enrollment projections
- Budget projections
- Campus boundary revisions
- Monitor Special Programs Expenditures
- Textbook request verification

Texas Student Data System

Beginning in 2013-2014, the Texas Education Agency adopted a new process of gathering and reporting data. The Texas Student Data System (TSDS), a major initiative by the Texas Education Agency, is a new statewide system that modernizes and improves the quality of data collection, management, and reporting in Texas education. International Leadership of Texas is scheduled to roll out the TSDS PEIMS during the 2015-2016 school year.

Through the new student GPSTM Dashboards and other improvements, TSDS will support higher student performance across the state.

TSDS also replaces and expands on the existing Public Education Information Management System (PEIMS):

- TSDS modernizes the PEIMS data collection process to reduce technology risk and system downtime allowing for more system availability and ease of use.
- It puts real-time student performance data in the hands of educators to improve student achievement.
- TSDS will become the one common data collection platform for TEA to reduce the data collection burden on districts and charter schools.

Access to PEIMS

- The PEIMS application is only available to authorized LEA, campus, and ESC staff. A TEA issued logon is required to access the application.
- Only Superintendents or persons acting in the role and responsibility of a Superintendent may certify a PEIMS submission through the electronic Statement of Approval (SOA). This responsibility may not be delegated or shared with a second person

PEIMS Submission Process

- Campus Input of Data
- Data Edited at Campus and Reviewed for Accuracy
- Errors Corrected and Edited Again at Campus Level
- District Aggregation of Campus Data
- Data Edited at District Level
- Address All Fatal Error, Special Warnings and Warnings
- Data Reviewed and Superintendent's Signature Assigned
- Notify Educational Service Center
- Educational Service Center Completes Edit Process (as per service contract)
- Approval forwarded to the TEA by Educational Service Center

PEIMS Submission Schedule

Submission dates are determined by the TEA and may vary by a day or two each year. Provisions for a resubmission exist for each submission approximately three weeks later. In addition, there are separate provisions for year-round-schools. All submission dates and resubmission dates are published in the PEIMS Data Standards. The district is responsible for delivery of the data to TEA by the specified due dates. Extensions will not be approved unless substantiated by extreme circumstances (e.g., fire in administration building).

Submission 1 (Fall Snapshot) - This submission includes every student enrolled in school by the “as of” date, which is the last Friday in October and their special program participation. It also includes all the students who were enrolled the previous year but who are not enrolled this year (graduates, dropouts, and students who enrolled in some other school system).

Submission 2 (Mid-Year) - This submission includes organizational data and the actual financial data from the previous year.

Submission 3 (End-of-Year / Summer) - This submission is a cumulative record of student attendance and contact hours for special programs, course completion, and disciplinary actions (expulsions and suspensions) for the entire school year. State funding is based on this submission.

Submission 4 (Extended Year) - This submission is a cumulative record of attendance in the summer school provided for students who do not meet promotion standards in the regular school year and/or the students served by special education who are expected to regress over the summer months without continued services (Extended School Year–ESY). Funding for summer school is based on this submission.

Nurses’ Report – Schools are mandated to insure students are adequately immunized and that each student is screened for vision and spinal issues. Records of these screenings are maintained by each campus nurse and must be submitted by the district to the Texas Department of State Health Services.

The information collected for PEIMS is utilized by TEA in the following ways:

Submission 1 SNAPSHOT	Submission 2 Actual Financial Data Prior Year	Submission 3 Summer	Submission 4 End-of-Year
<p><u>Included Data:</u></p> <ul style="list-style-type: none"> ❖ snapshot data – data reflect the status of the district on the last Friday of October. Data includes budget, staff, organization, and student data. ❖ leaver data – data on graduates, dropouts, and other school leavers identified during the prior school year. (i.e.: 2009-2010 reports leavers for 2008-2009) 	<p><u>Included Data:</u></p> <ul style="list-style-type: none"> ❖ actual audited ❖ financial data from the previous year 	<p><u>Included Data:</u></p> <ul style="list-style-type: none"> ❖ student attendance data, ❖ course completion data & Classroom Link information <ul style="list-style-type: none"> ❖ discipline data, ❖ restraint data, and ❖ Title I, Part A data. 	<p><u>Included Data:</u></p> <ul style="list-style-type: none"> ❖ Dual credit courses completed during the summer ❖ extended school year services (ESY) data, and ❖ bilingual/ESL summer school program.

<p><u>Used to:</u></p> <ul style="list-style-type: none"> ❖ calculate compensatory entitlement, ❖ monitor special programs, ❖ report to the federal government, ❖ calculate retention, ❖ calculate basic profiles for AEIS, and perform desk audits. 	<p><u>Used to:</u></p> <ul style="list-style-type: none"> ❖ report to the state legislature, ❖ monitor special, program expenditures, ❖ audit districts, and perform desk audits. 	<p><u>Used to:</u></p> <ul style="list-style-type: none"> ❖ calculate FSP final allotments, ❖ calculate attendance and course completion, ❖ create a portion of the AEIS, ❖ augment the monitoring of special programs, and perform desk audits. 	<p><u>Used to:</u></p> <ul style="list-style-type: none"> ❖ calculate ESY funding, ❖ calculate BIL/ESL summer school funding, ❖ monitor special programs, and perform desk audits.
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Timelines and Verification of Tasks

The International Leadership of Texas PEIMS Department has established timelines for all student information. Timelines reflect dates and deadlines for each step of the data quality process. The schools are responsible for delivery of student data on the specified due dates.

LEA and Campus TEA Deadlines

Campus data is to be verified and submitted to the LEA two weeks prior to the dates below.

Class Roster Fall Collection

Class Roster Fall snapshot date- Last Friday in September

Submission- October 20, 2022

Fall Collection (prior/current year data)

First submission- December 8, 2022

Resubmission- January 19, 2023

Midyear Collection (prior year data)

First submission-January 26, 2023

Resubmission-February 9, 2023

Summer Collection (current year data)

First submission-June 15, 2023

Resubmission- July 20, 2023

Class Roster Winter Collection

Class Roster Fall snapshot date- Last Friday in February
 Submission- March 30, 2023

Extended Year Collection (current year data)

First submission-August 31, 2023
 Resubmission- September 21, 2023

LEA data submission timeline is in accordance with the **2022-2023 SUBMISSION AND RESUBMISSION TIMELINES**

TSDS COLLECTIONS	
Early Childhood Data System Collection (ECDS) - KG	
TSDS ready to load data to eDM	1-Aug-22
ECDS Kindergarten ready for users to promote data	7-Nov-22
ECDS Kindergarten submission due date for LEAs	26-Jan-23
ECDS Kindergarten data available to customers	9-Feb-23
Residential Facility Tracker (RFT) Collection	
TSDS ready to load data to eDM	1-Aug-22
RF Tracker ready for users to promote data	12-Sep-22
All RF Tracker data up to this point must be promoted, validated and fatal free	9-Dec-22
RF Tracker ready for users to complete	15-May-23
RF Tracker submission due date for LEAs	20-Jul-23
RF Tracker data available to customers	3-Aug-23
PEIMS Fall Submission (Sub 1)	
TSDS PEIMS ready to load data to eDM	1-Aug-22
PEIMS Fall submission ready for users to promote data	12-Sep-22
Close of school-start window - Last Friday in September	30-Sep-22
PEIMS Fall snapshot date	28-Oct-22
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	31-Oct-22
Requests to retire Unique IDs due at TEA for PEIMS Fall first submission	2-Dec-22
PEIMS Fall first submission due date for LEAs and ESCs	8-Dec-22
Requests to retire Unique IDs due at TEA for PEIMS Fall resubmission	13-Jan-23
PEIMS Fall resubmission due date for LEAs and ESCs	19-Jan-23
PEIMS Fall data available to customers	16-Feb-23
PEIMS Mid-Year Submission (Sub 2)	
PEIMS Mid-Year submission ready for users to promote data	14-Nov-22
TSDS PEIMS Mid-Year ready for users to complete, approve, and accept submissions	19-Dec-22
PEIMS Mid-Year first submission due date for LEAs and ESCs	26-Jan-23
PEIMS Mid-Year resubmission due date for LEAs and ESCs	9-Feb-23

PEIMS Mid-Year data available to customers	2-Mar-23
PEIMS Summer Submission (Sub 3)	
PEIMS Summer submission ready for users to promote data	27-Feb-23
TSDS PEIMS Summer ready for users to complete, approve, and accept submissions	15-May-23
Requests to retire Unique IDs due at TEA for PEIMS Summer first submission	9-Jun-23
PEIMS Summer first submission due date for LEAs	15-Jun-23
Requests to retire Unique IDs due at TEA for PEIMS Summer resubmission	14-Jul-23
PEIMS Summer resubmission due date for LEAs	20-Jul-23
PEIMS Summer data available to customers	21-Sep-23
PEIMS Extended Year Submission (Sub 4) if applicable	
PEIMS Extended Year submission ready for users to promote data	27-Mar-23
TSDS PEIMS Extended Year ready for users to complete, approve, and accept subm	31-Jul-23
Requests to retire Unique IDs due at TEA for PEIMS Extended Year first submission	18-Aug-23
PEIMS Extended Year first submission due date for LEAs	31-Aug-23
Requests to retire Unique IDs due at TEA for PEIMS Extended Year resubmission	8-Sep-23
PEIMS Extended Year resubmission due date for LEAs	21-Sep-23
PEIMS Extended Year data available to customers	19-Oct-23
State Performance Plan Indicator (SPPI) 14 Collectn	
TSDS ready to load data to eDM	1-Aug-22
SPPI-14 ready for users to promote data	12-Sep-22
SPPI-14 ready for users to complete	31-Oct-22
SPPI-14 submission due date for LEAs	16-Feb-23
SPPI-14 data available to customers	2-Mar-23
Class Roster Collection - Fall Submission	
TSDS ready to load data to eDM	1-Aug-22
Class Roster Fall ready for users to promote data	12-Sep-22
Class Roster Fall snapshot date – Last Friday in September	30-Sep-22
Class Roster Fall ready for users to complete	30-Sep-22
Class Roster Fall submission due date for LEAs	20-Oct-22
Class Roster Fall data available to customers	3-Nov-22
Class Roster Collection - Winter Submission	
TSDS ready to load data to eDM	1-Aug-22
Class Roster Winter ready for users to promote data	30-Jan-23
Class Roster Winter ready for users to complete	24-Feb-23
Class Roster Winter snapshot date – Last Friday in February	24-Feb-23
Class Roster Winter submission due date for LEAs	30-Mar-23
Class Roster Winter data available to customers	13-Apr-23
Special Education Language Acquisition Collection	

TSDS ready to load data to eDM	1-Aug-22
Special Education Language Acquisition ready for users to promote data	12-Sep-22
Special Education Language Acquisition ready for users to complete	15-May-23
Special Education Language Acquisition submission due date for LEAs	22-Jun-23
Special Education Language Acquisition data available to customers	6-Jul-23
Charter School Waitlist Collection	
TSDS ready to load data to eDM	1-Aug-22
Charter School Waitlist ready for users to promote data	12-Sep-22
Charter School Waitlist ready for users to complete	30-Sep-22
Charter School Waitlist snapshot date - Last Friday in September	30-Sep-22
Charter School Waitlist submission due date for charter schools	28-Oct-22
Charter School Waitlist data available to customers	11-Nov-22
Child Find	
Child Find ready for users to complete	15-May-23
Child Find submission due date for LEAs	27-Jul-23

TSDS Unique ID

Beginning in July of 2013, all staff and students must be assigned a TSDS Unique ID. The purpose of the Unique ID is another form identifying and tracking students and staff outside of using the individual's social security number or state issued identification number. Students and district employees are required to be assigned a Unique ID. The Unique ID assignment process within the TSDS Unique ID system consists of six distinct steps:

1. Data submission
2. File validation
3. Data validation
4. Assign ID
5. Resolving near matches
6. Download IDs

It is the responsibility of the Data Coordinator to make sure that each student and faculty member receive a Unique ID. This is accomplished by running and extracting a Unique ID list from the SMS system that will then be uploaded into the TSDS system. TSDS will match the students with their Unique ID and provide a file that will need to be downloaded and imported back into the SMS system. Detailed instructions on the import and export process can be found at <http://www.texasstudentdatasystem.org>

CAMPUS DATA

CAMPUS DATA

Program Contact and Accountability

Principal on campus will be the person of Program Contact and Accountability

Definition

Principals are directly responsible for all records in their school and must ensure that all data is correct and accurate. It is also the responsibility of the principal to assign all data entry and monitoring functions to appropriate personnel and hold them accountable for these activities. The principal must determine the security level at which each staff member may function. Security levels may have to be adjusted during certain time periods to accommodate specific functions, i.e., PEIMS, TSDS, scheduling, grade reporting, summer school registration and reporting, or in the absence of personnel with security authorization in the impacted area. **The principal should perform periodic checks to monitor the quality of data and implement corrective actions, where necessary, to implement an in-house monitoring system.**

Importance of Accurate Computer Data

In International Leadership of Texas, all PEIMS data is entered by the campus' Registrar, the PEIMS extracts are processed, and reports are run through the Student Management System to verify data. Even if the data's paperwork trail is correct, if it is not on the computer, it will not be reflected on the reports and, therefore, not reported to TEA.

The master schedule file must be accurate and up-to-date, since PEIMS staffing data is derived from matching the personnel file to the courses and number of students each teacher is teaching.

The scheduling and grade reporting data must be accurate and up-to-date, since PEIMS data elements such as course completion and staff schedules are derived from these files. Any missing course or grade may result in inaccurate reporting for the school.

Extracurricular eligibility is also dependent on accurate up-to-date grade reporting data. Any student who receives a grade below 70, an incomplete, or a blank grade is ineligible, not only for UIL sponsored events but also for all other designated extra-curricular activities. If a teacher fails to input grades for a particular class, every student in that class appears on the UIL ineligible report.

All student ID numbers must be unique and accurate. If identical ID numbers are posted at two different schools, a conflict is recorded and funding data is significantly impacted.

The student social security number (if available) or the sending school's nine-digit PEIMS Identification Number must appear on each check-out sheet if a student withdraws. It is the sending school's responsibility to assist the receiving school attempting to enroll a student regarding checkout information, especially social security numbers or PEIMS ID numbers. It is the receiving school's responsibility to ensure during the enrollment process of a new student that the

student's social security number or PEIMS ID number and the student's International Leadership of Texas local ID number are secured. If all efforts fail to yield a social security number or a PEIMS number from the previous district, assistance may be requested from TEA. **Do not assign a new PEIMS number unless the student has never been enrolled in a Texas public school.**

All student data — demographics, membership (entries and withdrawals), absences, program eligibility, discipline, grades, etc., - must be on file. 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 Average Daily Attendance (ADA) system alone, if 10 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.

It is important to recognize the difference between a "fatal error" and a "warning message." All fatal errors must be corrected. A fatal error indicates that the data is not acceptable in its present form. TEA will not accept data with fatal errors. A warning indicates that this is an unusual condition, and TEA would like for the data to be carefully scrutinized to see if it is correct before it is submitted. Most of the time, the warnings can be corrected; however, if the data reflects the truth, no action is required. An example of this might be a student in the 9th grade that is 21 years old. This condition would cause a warning message, but if the student actually is 21 years old and in the 9th grade, the data should not be changed. Excessive numbers of certain warnings are cause for an on-site investigation; therefore, research and correction should continue until all "warnings" are addressed or the re-submission deadline is past.

Although schools must be fatal free by the submission deadline, staff should continue to review the data for accuracy and make corrections until the deadline for resubmission is past.

All corrections to PEIMS data must be made at the campus level prior to the re-submission deadline.

Data Quality

Policies and procedures must be developed and maintained at the district and campus level in order to maintain data integrity. Procedures must be outlined in the Data Quality Manual and revised as deemed necessary.

Data to be reviewed

Ownership and responsibility must be assigned for all types of data that impacts funding, accreditation, and compliance (department heads, project managers, school principals, etc.), as well as enforcement of accountability for data quality.

- 1 AAR – Transcripts
- 1 ADA Attendance Accounting
- 1 At-Risk Student Data

- 1 CTE
- 1 Course and Credit Validation (Course Completion)
- 1 Discipline –Gun-Free Schools Act, DAEP, JJAEP, and Suspension
- 1 Extracurricular Activities/UII Eligibility and Co- curricular/Extracurricular Data
- 1 Free/Reduced Lunch
- 1 Gifted and Talented Education
- 1 Grade Reporting – Missing Grades, Grade Books, Grade Change
- 1 Documentation, Course Completions
- 1 Graduates and Related Data
- 1 Health Services – Immunizations 1 Homeless
- 1 English Learners (EL/LEP) – Immigrants/Migrants
- 1 Master Schedule – Student Scheduling
- 1 Office of Civil Rights (OCR)
- 1 Optional Extended Year Program (OEYP)
- 1 PEIMS
- 1 PEIMS Staff PID – 090 Records
- 1 PEIMS Student PID
 - o Life Skills Program for Student Parents
 - o Pregnancy Related Services (PRS)
 - o Section 504
 - o Special Education – Extended School Year (ESY), Early Childhood

Placement

- 1 Dropout Initiatives – GED
- 1 Dyslexia
- 1 Economically Disadvantaged
- 1 Enrollment Verification, Membership Data, Tuition, Withdrawals/Leavers
- 1 External Funding – Title I, Title VI, Compensatory Education

Verification Reports and Timelines

STUDENT PROGRAM	REPORTS RUN FROM SMS			TSDS REPORTS
	2-3 WEEK AFTER SCHOOL STARTS	END OF EVERY SIX WEEKS	2 WEEKS PRIOR TO FALL SNAPSHOT DATE	FALL, SUMMER, OR EXTENDED YEAR SUBMISSION DATE
At-Risk			X*	Fall
Attendance		X*		Summer*
Bilingual/ESL	X	X*	X*	Fall and Summer*
Career and Technical Education		X*	X*	Fall and Summer*
Disciple		X		Summer*
Economically Disadvantaged	X		X*	Fall
Extended School Year Services (ESY)				Extended Year
Gifted and Talented	X	X*	X*	Fall and Summer*
Grades		X		Fall and Summer
Course Completion (Grades 9-12)		X**		Summer
Graduates	X		X*	Fall
Leavers/Withdrawals	X	X	X*	Fall
Life Skills for Student Parents Program	X	X*		Summer*
Migrant/Immigrant	X		X*	Fall and Summer*
Master Scheduling/Scheduling	X			
Immunizations	X	X		
Optional Extended Year Services (OEYP)		X*		Extended Year
PID/PET	X			Fall, Summer, and Extended Year
Pregnancy Related Services (PRS)	X	X*		Summer*
Special Education	X	X*	X*	Fall and Summer*
Staff Data	X			Fall
125% Rule for Special Ed. State Requirement		X	X	
Title I, Part A	X	X	X*	Fall and Summer*

Source: Region XVII ESC

*Have a sign off sheet returned affirming verification

**To be checked at the end of each grading period

Campus PEIMS Coordinator Checklist

District/Campus Student Program Contacts

PROGRAM	DISTRICT COORDINATOR OR DIRECTOR	CAMPUS CONTACT
At Risk	Mary Albritton	Counselor
Attendance	Myrna Apodaca	Attendance Clerk
EB/BIL/ESL	Veronica Csorvasi	LPAC Administrator
Career Tech	Joyce Wheeler	Counselor
Discipline	Tim Brightman	Principal/Assistant Principal
Economic Disadvantage	Larry Albritton	N/A Call District
Extended School Year (ESY)	Charles Hairgrove	Special Education Lead
Gifted and Talented	Ashley Neuschwander Neeper	Principal/Assistant Principal
Grades/Course Completion	Laura Carrasco/Mary Albritton	Principal/Assistant Principal
Graduates	Laura Carrasco/Mary Albritton	Counselor
Leavers	Myrna Apodaca	Registrar

Impact of Inaccurate Campus Data

- Financial - loss of state funds
- Accreditation status
- Compliance reprimand

TEA Funding or Compliance Audits

- Duplicate Attendance
- Students with Perfect Attendance and No Course Completion Indicator

- Students Coded '0', '4', or '5' on the “Snapshot” but Coded Eligible for Attendance for the School Year
- Kindergarten Students Enrolled Under the Age of Five
- Early Education Students with No Special Education Setting or Speech Therapy Only
- Bilingual/ESL Education Eligibility Coding on the Snapshot
- 7th and 8th Grade Students Earning Career and Technical Contact Hours
- Homebound and Hospital Class School Students Earning Career and Technology Contact Hours
- Student enrolled in Pregnancy Related Services for more than 70 days

RECORD TAMPERING

It is a third degree felony to tamper with a government record that is a public school record, report, or assessment required under Chapter 39, Texas Education Code. If the intent of the tampering is to defraud or harm another, then the offense is a felony of the second degree.

ATTENDANCE ACCOUNTING

ATTENDANCE ACCOUNTING

Program Contact and Accountability

Principal on campus will be the person of Program Contact and Accountability

Principal shall designate appropriate campus personnel to whom all attendance coding questions should be directed.

Definition

As per the Student Attendance Accounting Handbook that is put out by the Texas Education Agency each year, a detailed outline of policy of procedures regarding attendance accountability must be kept and maintained by the district and followed by campus personnel whose responsibilities include student attendance.

2.2.5 Attendance System Procedures Manual

Your district or charter school must maintain a procedures manual that provides specific, detailed information on the district's school attendance accounting system. This procedure manual must include the following information:

- *how and when teachers are to take official attendance*
- *how attendance is entered into the attendance accounting system which positions is/are responsible for the coding of special programs (such as career and technical, special education, Pregnancy Related Services, etc.*
- *how changes to special programs are to be documented*
- *how student membership is to be reconciled between the teacher rosters and the attendance accounting database*
- *how your district will maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year*
- *what backup systems are in place to protect the attendance accounting records*
- *which position is responsible for the maintenance and security of the attendance accounting records*

Eligibility

A student must be enrolled for at least **two hours** of instruction, five days a week to be considered in **membership** for **one-half day** and for at least **four hours** of instruction, five days a week to be considered in membership for **one full day**. Students who are not scheduled to attend at least two hours, five days a week should be enrolled with an **ADA eligibility code of 0 – Enrolled, Not in Membership**.

Instructional time in Dual Credit courses does not apply to ADA eligibility.

ADA is based on the number of days of instruction in the school year. Every school must have an instructional day that is at least seven hours in length.

Official ADA time for taking attendance during the second instructional hour of the day must be established at each campus prior to the first day of school. Once a time has been selected, a campus may not change it during the school year. Permission for recording absences in an alternate period, such as for testing days, must be obtained in advance from the International Leadership of Texas Charter School PEIMS Department.

Texas Education Agency Rules

Each school must have a copy of the current **Student Attendance Accounting Handbook** published by the Texas Education Agency. The rules in the State handbook govern the procedures used by all districts. No school officer or any other person in the school district has the authority to change these instructions. At the end of the year, all records must be signed by a certified person and delivered to the superintendent, who is responsible for the safekeeping of all attendance records and reports. Each year, instructions will be sent to schools regarding packaging and delivery of attendance documents. The following personnel must be aware of their responsibilities in following the state rules for attendance accounting: administrators, teachers, special program coordinators, and attendance personnel.

The **principal** of each campus is responsible for reviewing his or her Campus Summary Reports for completeness and accuracy. Reports from the Texas Education Agency (TEA), which reflect Public Education Information Management System (PEIMS) data, should be compared to locally-produced reports for reasonableness and accuracy. The principals affirm that they have checked, or caused to be checked, the accuracy and authenticity of the attendance data by signing the Campus Summary Report. The principal is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for audit.

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 district secret password.

The **attendance personnel** generating absence summaries and/or transcribing the absences or coding information into the computer 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 is true and correct to the best of his or her knowledge. **In no case should attendance personnel be assigned the responsibility of determining a student’s coding information.**

<u>Code</u>	<u>Description</u>	<u>Documentation Required</u>
C; C- CT	COURT	Court Documents with date -1 day to and from to travel
D	ATHLETIC EVENT	Signed and dated roster from Skyward
E-DR	EXCUSED PER DR	Signed and dated Dr. note - an over the phone or virtual appointment will be considered as a visit with a healthcare professional.
E-EC	EXCUSED EXTENUATING CIRCUMSTANCE	Funeral- Obituary - or note from the parent - approved by principal
E- OE	EXCUSED OTHER EXCUSED;	Parent note explaining the situation - approved by the principal.
E-IL	EXCUSED ILLNESS	Note from parent stating illness with date - within 3 days of the absence. Can be used when the nurse sends the student home after ADA time, with the office visit documented in the clinic log.
E-US	EXCUSED US NAT/CIT	Documentation from citizenship office or ceremony- 1 day to and from to travel
E-VI	EXCUSED VISIT HIGHER	Documentation from the colleges

	EDUCATION	
E- EL	EXCUSED ELECTION CLERK	Documentation from the Clerk's Office with date only for HS
F; F-FT	FIELD TRIP	Signed and dated rosters
G; G- OE	MILITARY DEPLOYMENT	Documentation with date of person deployment
H; H-HB	HOMEBOUND	Signed documents from admin over homebound and Dr. Signed and dated log from homebound teacher
H- CEHI	HOMEBOUND PREGNANCY	Documentation from admin over PRS and Dr. Signed and dated log from homebound teacher
I	ISS	ISS is coded by a discipline officer once the action is assigned, no documentation needed.
M; M- DR	MEDICAL DR	Note from DR is required; students MUST have attended a portion of the school day.
O; O- OS	OSS	OSS is coded by discipline officer once the action is assigned on Skyward, no documentation is needed
P; P- DR; P-IL	ABSENCE POST ADA; ABSENCE POST ADA DR Visit (note) or ABSENCE POST ADA - ILLNESS	Signed, timed, and dated log - for elementary use only for early release after ADA time. Can be used when the nurse sends the student home after ADA time, with the office visit documented in the clinic log.
Q	EXCUSED BY PRINCIPAL	Signed form from administration with dates excused

R; R- HOLY DAY	RELIGIOUS	Signed and dated letter from the church stating the Holy Day or signed letter from the parent (email/handwritten) Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.
U	UNEXCUSED ABSENCE	Signed and dated roster; if not recorded via online system
Z	TARDY ABSENT ADA	Signed, timed, and dated log
L	TEACHER WEB TARDY	Entered by the teacher of record via online system, present during ADA
T	TARDY PRESENT ADA	Entered by the office via online system
W	TEACHER WEB ABSENCE	Entered by the teacher of record via online system

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 six-week reporting period, special program staff should verify the Student Detail Report for any coding errors.

Policy on Classroom Attendance

Acceptable excuses for absences and tardiness are personal illness, sickness, or death in the family, quarantine, weather, or road conditions making travel dangerous, participation in school activities with permission of the principal, and emergencies or unusual circumstances recognized by the principal or person designated.

Supervision of student attendance will be the responsibility of teachers and school administrators. The role of the principal (and administrative team) is to:

- Establish a period by period attendance management system.
- Design and implement a process for identifying and counseling students with attendance problems.
- Communicate with parents about student attendance problems.
- Approve credit for excused absences.
- Chair the statutorily required School Attendance Committee.

The role of the teacher is to:

- Take attendance at the official time designated and for each class period in grades 6-12.
- Maintain accurate attendance records and verify accuracy of Student Management System records.
- Send excuse notes from parents to the office in a timely manner.
- Notify parents when a student returns from an absence without an excuse or has been absent for three or more days.
- Ensure that students make up work for excused and unexcused absences.
- Complete an attendance referral form for appropriate students, in accordance with district guidelines.

Teacher Classroom First Day of School Procedures

Classroom First Day of School Procedures

1. Use the Classroom Roster provided by the clerk to take attendance at the designated time. On the first day of school no student is considered absent. **Absences DO NOT start until a student has attended school at least one day.**
2. On the roster mark one single line through the name of any student on the list who is not in the classroom at official attendance time and mark NS to the right of the student's name.
3. Send the students to the counselor's office or other location designated by your principal if they are in your class without being in your roster. Add the names of any students present in your classroom during attendance time whose names are not on the roster, but whom you accepted into class with documentation from the office.
4. Record the total number of students present and sign and date the roster in blue or black ink (no pencil).
5. Do not "trade" students with another teacher

Roster Reminders:

- Must be completed in blue or black ink (NOT PENCIL)

- No erasures or white out
- Must be signed and dated by official ADA Teacher
- Send the student to the counselor's office or other designated area if they are in your classroom without being on your roster
- If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in ink.

NOTE: It is important that the first day enrollment be verified by grade level totals and individual names.

Classroom Second Day of School Procedures

On the second day of school and any day thereafter: a student entering a teacher's room must have documentation from the office (ex. Admit slip or class schedule). Verify that the student's name is on your grade book the day the student enters class and, if not, notify the attendance clerk and registrar by e-mail.

1. Use the 2nd day Classroom Roster provided by the clerk to take attendance at the designated time.
2. Take attendance at the official attendance time (ADA).
3. Add the names of any students present in your classroom at official attendance time whose names are not on the roster, but whom you accepted into class with documentation from the office. (i.e schedule) Send the students to the designated area if they are in your class without being in your roster.
4. Record the total number of students present and sign and date the roster in blue or black ink (no pencil).
5. Roster(If applicable)
 - Must be completed in blue or black ink (NOT PENCIL)
 - No erasures or white out
 - Must be signed and dated by official ADA Teacher
 - Send the student to the designated area if they are in your class without being on your roster
 - If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in blue or black ink.

Daily Attendance Procedures

1. Teachers begin taking attendance within the Student Management Software on August 29.
2. The official ADA time is at 9:30 am each day for Kindergarten- 8th grade and 9:40 am for 9th grade - 12th grade. Attendance is taken each period in grades 6-12. Teachers must have their attendance submitted into the Student Management Software. Failure to report attendance within the allotted time may result in a formal write-up.
3. Students must be physically in attendance to be considered present. A student who is not in attendance, must be marked absent.

Attendance Clerk Procedures

Tasks Prior to Opening of School

1. Train staff on the first day of school and days thereafter attendance procedures.
2. Ensure teachers are able to access the class rosters in Skyward and email teachers with written instructions on how to document a “No Show” on day 1 and an absence the following days (Attendance Flyer and video).
3. Print attendance rosters a day prior at the end of the work day to ensure the latest updates are reflected.
4. Verify the ADA time/period within the Student Management System. **Note: Students must arrive by 9:30 am for Kindergarten -8th grade and 9:40am for 9th grade - 12th grade to be counted as “Present” for ADA.**
5. Work with campus administration to coordinate support for 1st day attendance that includes picking up rosters, calling “No Show” students and front desk traffic.

Attendance Clerk First Day Procedures

Attendance clerks and Campus Registrar shall reconcile the 1st day attendance. The 1st day reconciliation process must be completed no later than 2:00 pm on the 1st day of school.

1. After all attendance has been collected, compare lists to verify “no show” students who may be listed as present on another list. If a “no show” student is found on another list, correct the student’s “no show” status. Check the students’ schedule and make any necessary corrections.
2. For high school campuses taking online attendance, run attendance reports and confirm students who are marked absent by one teacher, are not marked present by another teacher.
3. Update in Skyward all confirmed No Show students.
4. Print the following reports for verification:
 - A.No Show Report found in Data Mining (created by Sheryl).
 - B. Daily Balancing Summary, Attendance clerks print out daily. WS\OF\AT\RE\AR\DR\DB. The grand total should equal the corrected counts.
 - C. Enrollment Report :WS\OF\AT\RE\AR\ER -Use this report to confirm entity counts with students enrollment.
 - D. Suspect or Questionable Attendance Report:WS\OF\AT\RE\VR\SQ
 - E. The campus principal shall review, sign and submit the 1st day reports to the District Registrar by end of day.

5. Send to your district registrar the 1st Day Campus Headcount form by 2:00pm. District registrars will compile their area totals and send them to PEIMS by 4:00pm.
6. Update student No Shows in Eklipse to reflect “Z-no show”. Counts in Eklipse and Skyward must be identical.
7. Accept any new families into the vacancies.

Campuses should limit the number of schedule changes during the first two days of school to emergency situations.

NOTE: Before attendance is posted for the first time for the school year, it is critical that ALL “No Show” students

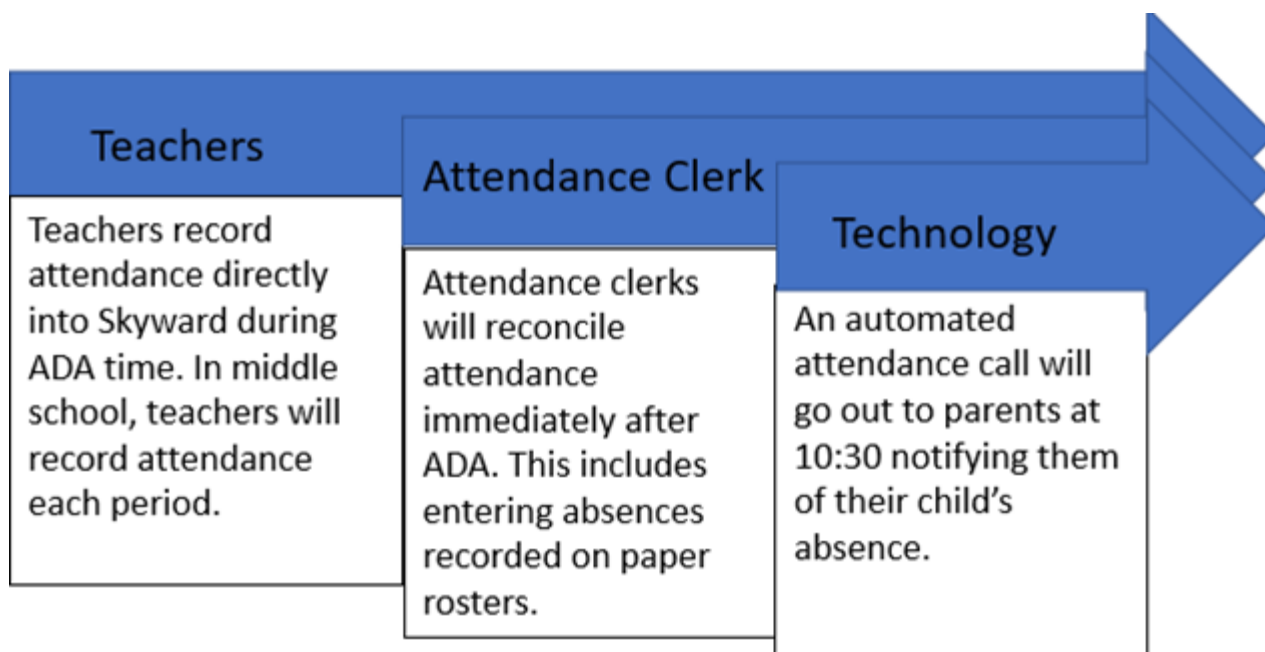
have been withdrawn and that enrollment has been verified as correct by grade level totals and names

Reminder:

If a student who was marked on the 1st day as a “No Show” reports on the 2nd day or thereafter, the “No Show” record should be deleted and a new Entry Record should be added with the date of the child’s first day in attendance.

Daily Attendance Procedures

1. Teachers record attendance directly into Skyward during ADA time. In secondary school, attendance is recorded each period.
2. The official ADA time is at 9:30 am each day for Kindergarten through 8th grade and 9:40 am for 9th grade through 12th grade.
3. Attendance clerks will reconcile attendance immediately after ADA. This includes entering absences recorded on paper rosters.
4. An automated attendance call will go out to parents at 10:30 notifying them of their child’s absence.



Data Integrity

All student data - demographics, membership, absences, program eligibility, discipline, grades, etc. must be uploaded to Skyward under the individual student portfolio tab. 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” or “Special Warnings” on PEIMS.

District Special Programs Department will:

Be responsible for designating all appropriate special programs coding to campus special programs designated personnel. Please refer to each special program section for initial qualification, coding and reporting to PEIMS policies.

Campus Special Programs Designated Personnel will:

Assess students to identify services needed, determine qualification and placement, and provide appropriate PEIMS information to the HQ PEIMS specialist to enter the information to Skyward Student Information System depending on assessment results and/or records received from previous schools (if applicable).

PEIMS Department will :

- Notify campus and special program personnel of PEIMS submission deadlines and ensure compliance with submission.
- Run and Distribute copies of FSP reports to appropriate campus and special program personnel
- Special Programs personnel will verify copies of the FSP reports , campus assigned personnel will be in charge of making necessary changes to FPS - after corrections, new FSP will be sent to campus to show data accuracy prior to submission.
- The special programs designated staff will sign, date in blue or black ink, and return the report with any corrections noted to PEIMS Coordinator.
- After FSP is verified, the Campus Attendance Clerk will obtain signatures of a clean FSP report and submit it to the PEIMS Department.

Membership Reporting

All students who are physically present in school on the first day are to be counted in their respective grade level, even though they may be in a self-contained special education class. Membership figures should be shown by grade level (EE through 12), reflecting a physical count of the student present at official ADA time. Students in the auditorium, library, counselor’s office, nurse’s office, etc. at official ADA time must be documented on a roster with a teacher, counselor or administrator’s signature.

After the first day of school, membership includes all students who have enrolled and attended at least one day during the current school year and who have not withdrawn. Students who enrolled, but have not attended at least one day should not be included in the membership count.

Reconciliation of Student Membership

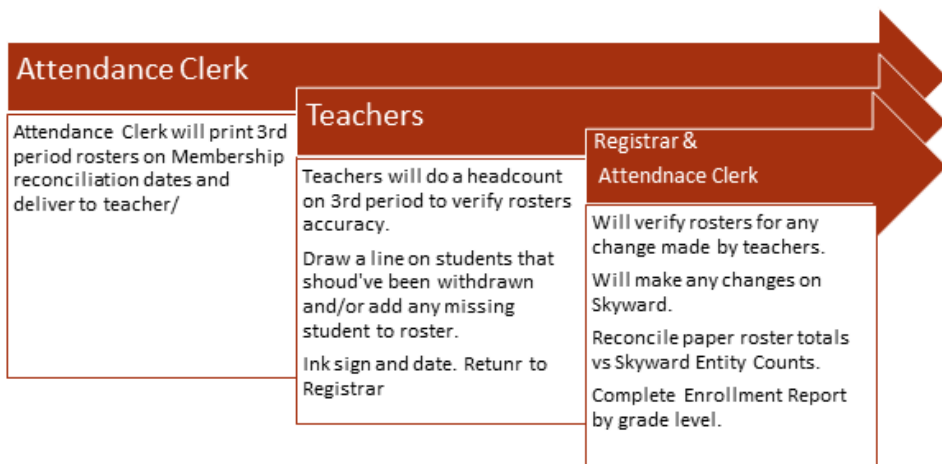
Student membership from the teacher’s roster is to be reconciled to the attendance accounting records, Skyward, at the end of the first and fourth 6-week reporting periods.

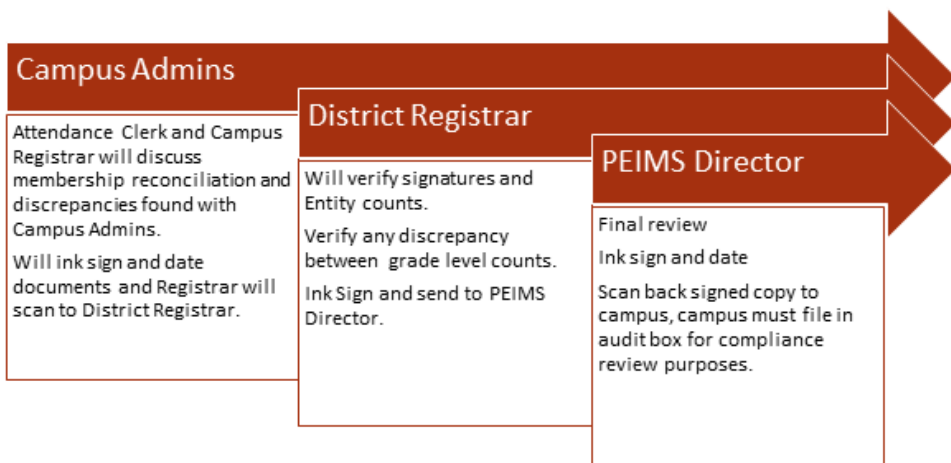
The 1st 6 weeks reconciliation is to verify that all students are reported on attendance records and that “no show” students have been purged from the attendance accounting system (Skyward) . The Teacher Membership Report (Attendance Worksheets) for 3rd period shall be used before the end of the first (1st) and fourth (4th) 6-week reporting periods to show the total number of students in membership in each teacher’s class during the official attendance period.

On the date indicated on “Attendance Timeline” of the 1st and 4th six-week cycle,

- the attendance clerk shall print and distribute the 3rd period Attendance Worksheets.
- Each teacher shall sign the Membership Report for their 3rd period respective class(es).
- The total number of students in membership shall be reconciled (by the attendance clerk and registrar) to the total number of students listed in attendance accounting records, Entity Counts report on Skyward.
- The signed Teacher Membership Reports and Enrollment Report shall be signed by each campus principal and forwarded to the District Registrar for reconciliation with the District Entity Count.
- After reconciliation, the reports shall be forwarded to the district PEIMS coordinator (Executive Director) for final review and signature. The reports shall be filed for audit purposes with the 1st and 4th six-week attendance records.

The workflow for reconciling the teacher’s roster information and attendance accounting records





Average Daily Attendance (ADA) Rules and Exceptions

Official ADA attendance accounting will continue to be reviewed on a six-week basis with funding determined by ADA over the full instructional year calendar. **International Leadership of Texas Charter School has designated 9:30 AM for Kinder through 8th grade and 9:40 for 9th through 12th each day as the times for ADA attendance.** All teachers must take attendance at that time. The time for attendance must be posted throughout the building, or the principal must verify that all staff members can state the time when attendance is taken to an auditor. Absences must be posted daily. Students are either present or absent at the official ADA attendance time. For official attendance accounting, “excused” and /or “unexcused” absences do not exist.

Note: Documentation must be provided in all cases where a student is not physically present at ADA time in the classroom and was counted present for Foundation School Program (FSP) ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Compulsory Attendance

Unless specifically exempted by law, those children at least six years of age and those who have not yet reached their 19th birthday are required to attend school. A student enrolled in prekindergarten or kindergarten must attend school. However, if the child has not reached mandatory attendance age (six years old by September 1 of the current school year), the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rule. Also, a person who is age 19 or older and is enrolled in public school is required to attend school each day.

School Attendance Committee

Pursuant to state law, each school campus shall have a School Attendance Committee, the composition of which shall be named by the principal. The principal shall serve as chairperson of the committee. The committee shall review petitions for class credit for students who were in attendance fewer than the number of days required for the semester or year. Also, the committee may review the records of all students whose attendance drops below the number of days required, whether or not a petition is filed.

The School Attendance Committee may grant class credit in those cases where absences are due to extenuating circumstances, and the committee may stipulate additional requirements which a student must meet in order to regain credit in a class. Final decisions about credit or promotion will be made at the end of the semester/year. The decision of the School Attendance Committee may be appealed to the Superintendent of Schools (or designee), and finally to the School Board.

Withdrawals

A student can be withdrawn from school by either biological parent if no court action is involved, regardless of who enrolled the student in school, or by the person who signed the enrollment card and/or has legal custody of the student.

- Parents must complete a Student Withdraw Form. After the first week of school, if the student has been in attendance in the school for five days or more, academic grades must be recorded on the check-out sheet. All absences (excused, unexcused, and extracurricular) should be transferred with the student, so they may be recorded at the new school. A copy of the check-out sheet is given to the parent/guardian; one copy is retained by the school; and another copy is sent to the receiving school, if known, together with a copy of the report card. The parent/guardian/student should be given the original report card, and the school should retain a copy in the student's permanent folder. On the top right-hand side of the withdrawal form, write the PEIMS state ID number and highlight.
- In order to track dropouts, a parent signature and the name of the new school in which the student plans to enroll is needed. This is imperative to avoid underreported students.
- The official date of withdrawal depends on the time of day the student withdraws. If a student withdraws from school before the designated ADA time, the effective date of withdrawal is that same day. If a student completes the withdrawal process after the designated ADA time, the effective date of withdrawal that must be posted to the student's computer file is the next school day. Parents and legal guardians should be encouraged to give the school a 24- hour notice of withdrawal to allow time for the school staff to process the check- out sheet without disrupting classes.
- A student is not in membership on the withdrawal date.

- Note the effective date of withdrawal and the withdrawal code (see International Leadership of Texas Charter School Withdrawal Codes) .
- Write the applicable information on the Membership/Transaction Log using the effective date of withdrawal.
- It is critical that withdrawals be posted to the computer files on a daily basis to avoid conflicts with other schools or within the statewide TSDS file.
- Campus Administration shall conduct an exit interview with each family.

Withdrawal Procedures for Non-Attending Students

The principal only may withdraw students for non-attendance after specific actions are taken and documented as outlined within board policy and the Parent Handbook. These actions must include

attempting to contact the student to suggest possible interventions or alternative placement to prevent the student's leaving school.

- For general education students between six and nineteen years of age, compulsory attendance laws apply. A student should not be withdrawn for non-attendance unless school personnel can document that appropriate procedures have been followed. For students in violation of compulsory attendance, a court case should be filed on the parent and/or student; and the student should be withdrawn using Withdrawal Code 98 - Other. The parent should be notified in writing of this action and informed to re-enroll the student once they regain control.
- On or after the nineteenth birthday, general education students can be withdrawn for non-attendance. If the student has more than five unexcused absences in one semester, a school district may revoke the student's enrollment for the remainder of the year. Attempts to notify the parent should be documented, and a letter informing the parent and adult student of the withdrawal should be sent. The student will be counted as a dropout.

Attendance Best Practices

- Have a current updated PEIMS Data Quality Manual
- Have a current TEA Student Attendance Accounting Handbook
- Attend PEIMS training offered
- Attend training for changes to Elementary/Secondary Guidelines
- Review teachers on first day procedures
- Have all new students entered into the District's Student Management System and all No-shows posted by end of the **first day**
- **After processing No Shows** run a period detail report within the Student Management System at the end of the first day, this will provide a record of all students in each class entered into Student Management System on the first day
- Generate a list of students with no homeroom number (if applicable) or schedule and verify status
- Enter Transactions on the Membership Transaction Log on a daily basis
- Enter and check absences on a daily basis
- Verify membership totals on a daily basis
- Run the **Daily Attendance Summary** to verify student's ADA Eligibility

- Check Absentee Slips (Manual Teacher/Substitute Attendance Rosters) daily for signatures in ink. File by Cycle for End of Year Documentation
- An **Attendance Change Form** that has been signed and dated by the principal or principal's designee must be kept on file when an attendance correction is made, for instance, *when a student is changed from present to absent or absent to present*; and/or when a student is not on campus at the official ADA time but can be considered in attendance for the Foundation School Program (FSP) purpose, the supportive documentation must be attached. ***File by Cycle for End of Year Documentation***
- Verify leaver codes for No-show students
- Verify that leaver codes are correct for previous year withdrawals and have supportive documentation on file

AT-RISK

AT-RISK

Program Contact and Accountability

Mary Albritton, Executive Director of Counseling, malbritton@iltexas.org

Responsibility

Principal shall designate appropriate campus personnel to whom all At-Risk coding questions should be directed.

Professional staff should provide data entry/clerical personnel with names and coding information, in writing, of students who are identified as at-risk and those who are being served in the program. **In no case should data entry/clerical personnel be responsible for determining whether a student is At-Risk.**

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for reasonableness and accuracy.

Definition

AT-RISK-INDICATOR-CODE indicates whether a student is currently identified at risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered at-risk of dropping out of school only if the student meets one or more of the state at-risk criteria that is not considered to be part of the student's disability. A student with a disability is **not** automatically coded as being at risk of dropping out of school because of his/her disability. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

Students are **not** identified as at-risk solely because they are on free and/or reduced lunch. They must meet one of the 13 criteria listed below.

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

- is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years; (Retained – stays with them for their entire school career) New: A student is not considered a student at risk of dropping out

of school if the student did not advance from pre-kindergarten or kindergarten to the next grade level only as the result of the request of the student's parent;

- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent; (Pregnant/Parent – stays with them for their entire school career unless they are no longer pregnant or parenting)
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (Dropout – stays with them for their entire school career)
- is a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
- has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

At-risk data is reported in the fall PEIMS submission. Reports on PEIMS Edit+ are available to list students identified as at-risk. At-Risk Student Roster (PRF5P025) also provides information on participation in Title I and Special Education and the economic disadvantaged status of at-risk students, even though these criteria do not affect at-risk status.

Documentation Requirements

State Criteria	Campus Documentation Required (includes but is not limited to)
<ul style="list-style-type: none"> is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; 	<ul style="list-style-type: none"> Copy of readiness test or assessment instrument used to determine At-Risk status
<ul style="list-style-type: none"> is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; 	<ul style="list-style-type: none"> Report Card Grade (in Cumulative Record File)
<ul style="list-style-type: none"> was not advanced from one grade level to the next for one or more school years; 	<ul style="list-style-type: none"> Evidence of Retention (in Cumulative Record File)
<ul style="list-style-type: none"> did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; 	<ul style="list-style-type: none"> TAKS Results Test Record (in Cumulative Record File)
<ul style="list-style-type: none"> is pregnant or is a parent; 	<ul style="list-style-type: none"> Life Skills Program for Student Parents Folder or Roster Pregnancy Related Services (PRS) folder (Documentation with principal or counselor or in Cumulative Record File)
<ul style="list-style-type: none"> has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year; 	<ul style="list-style-type: none"> Sending school's Discipline records Withdraw Form Copy of Parent Notification (in Cumulative Record File)

DOCUMENTATION REQUIREMENTS

State Criteria	Campus Documentation Required (includes but is not limited to)
<ul style="list-style-type: none"> has been expelled in accordance with TEC §37.007 during the preceding or current school year; 	<ul style="list-style-type: none"> Discipline Reports JJAEP Database
<ul style="list-style-type: none"> is currently on parole, probation, deferred prosecution, or other conditional release; 	<ul style="list-style-type: none"> Note: Confidential Information Information may be with counselor or principal Sign-in sheets documenting parole officer's visit
<ul style="list-style-type: none"> was previously reported through the PEIMS to have dropped out of school; 	<ul style="list-style-type: none"> PEIMS Report Withdraw form State Dropout Report (in Cumulative Record File)
<ul style="list-style-type: none"> is a student of limited English proficiency, as defined by TEC §29.052; 	<ul style="list-style-type: none"> LPAC Minutes LPAC Identification as LEP Documentation in LEP Folder Code of Y, I, or W in the LEP status field within the Student Management System (in Cumulative Record File)
<ul style="list-style-type: none"> is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; 	<ul style="list-style-type: none"> Note: Confidential Information Information may be with counselor or principal Sign-in sheets documenting case worker's visit
<ul style="list-style-type: none"> is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or 	<ul style="list-style-type: none"> Enrollment Card – address of a shelter TEA Data Collection Form Student Residency Questionnaire (in Cumulative Record File)
<ul style="list-style-type: none"> resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. 	<ul style="list-style-type: none"> Enrollment Card – address of a facility (in Cumulative Record File)

TEA Funding or Compliance Audits

- Homeless student not coded with correct codes
- Start Date with Student Management System is invalid
- LEP/ELL students are marked as eligible regardless of grade level
- Incorrect ID numbers
- Incorrect or missing data

Best Practices to Ensure Data Quality for At-Risk Data

- It is imperative that at-risk data be correct within the Student Management System for PEIMS submission. Here are information and guidelines to ensure data quality for at-risk data:
 - At-Risk records are maintained by the Campus PEIMS Clerk based upon information received by the at-risk contact/coordinator.
 - Schools are responsible for maintaining, verifying and updating all at-risk information for students. Most importantly, students who are at-risk must have corresponding documentation entered in the system.
 - All back-up data for at-risk should be on file. A student should not be coded as at-risk if there is not any documentation for the coding.
 - Please be advised that the at-risk contact/coordinator is the person responsible for the at-risk data on their campus.
 - The PEIMS Clerk responsible for entering at-risk data into the SMS system must have written and signed coding instructions from the at-risk campus contact/coordinator. They are **not** to make decisions regarding coding or services. That is the responsibility of the at-risk campus contact/coordinator professional staff member.
 - Services that at-risk students receive will need to be entered. Services will not be populated automatically.

Note: Please remember each teacher should have, in their possession, a list of the at-risk students that they teach. Teachers should be reminded that this list is confidential.

BILINGUAL/ESL

BILINGUAL/ESL

Program Contact and Accountability

Dr. Laura Carrasco, Deputy Superintendent of Academics and Student Services, LCarrasco@ILTexas.org

Frank Miller, Senior Executive Director of Special Programs

Dr. Veronica Csorvasi, Executive Director of EL K-12, vczorvasi@ILTexas.org

Responsibility

Principals shall designate a Bilingual/ESL Program Administrator (LPAC AP) to whom all questions related to Emergent Bilingual (EB) students and verification of PEIMS coding should be directed.

The Bilingual/ESL Program Administrator should work collaboratively with the LPAC in providing data entry staff with names and coding information of EB students and monitored students that reflects EB status, Program Placement, Home Language Code, Parent Permission Date/Code, and information regarding eligibility (or ineligibility) for PEIMS, which will generate EB funding.

In no case should attendance clerk or registrar personnel be responsible for determining a student's PEIMS EL/Bilingual/ESL Indicator code. The Bilingual/ESL Program Administrator (LPAC AP or other) is also responsible for ensuring that attendance personnel are aware of changes in student's services and effective dates of such changes. The attendance clerk and registrar personnel are then responsible for entering such changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Bilingual/ESL Program Administrator should verify the Student Detail Report for any coding errors.

Campus administrators are responsible for PEIMS data and will ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information management System (PEIMS) data, are compared to campus reports and student folder for reasonableness and accuracy.

After ALL eligibility requirements have been met for an EB student, information then is input into the Student Management System.

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student's exit from the bilingual education or ESL program, the student will no longer have an EB indicator code of 1. The effective date of this change should be recorded in the attendance accounting system.

At the beginning of each semester, the LPAC Administrator (AP) should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six- week reporting period, the LPAC Administrator (AP) should verify the

Student Detail Report to ensure that coding is correct.

Students in grades K through 12th who are counted for funding in the bilingual/ESL program must be served in a bilingual/ESL program. ILTexas has two program models of service: a) Dual Language Immersion and b) Pull out-ESL. Students in grades K-5 must be served by certified bilingual and ESL teachers. Students in grades 6-12 must be served by Language Arts/English teachers who are also ESL certified.. LPAC recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception or Waiver.

Students who are counted for funding in the bilingual/ESL program must have all documentation on file.

When a student is exited from the bilingual/ESL program, the EB indicator code in the attendance accounting system will be removed after the LPAC Meeting where the decision was taken. Not entering the correct coding will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented. LPAC must clearly state 'effective date'.

Districts shall conduct only one Home Language Survey for each student. The Home Language Survey (HLS) shall be administered to each student new to the district and to students previously enrolled in a district in Texas that was not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades kindergarten through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

LPAC Data Collection/Organization

A student's placement in a Bilingual/ESL program is determined by the LPAC committee after review of the student's Home Language Survey (HLS), Teacher Observations, and a review of the student's LAS Links or LAS assessment. If a student is placed in a Bilingual/ESL program, all the documentation related to students' EL status will be housed on the Project ELL platform.

Language Proficiency Assessment Committee (LPAC) Folder

The following contents must be included in the LPAC Folder.

- Home language survey (will be housed in student's general folder or electronic folder in Skyward)
- Initial LPAC Paperwork
 - Home Language Survey (Skyward)
 - Parent Consent letter (may be housed in student's general folder/Skyward)
 - LPAC Recommendation of Placement (initial or transfer) -- (LAS links and LAS battery scores are included unless enrolled as a previously identified EB student (Project ELL))
 - Student History Worksheet
- Middle of Year LPAC Paperwork

LPAC Decision for State Assessments (Project ELL)

- End of Year LPAC paperwork
 - Report on Student Progress (Project ELL)
 - Monitoring of Exited Students (Project ELL)
 - Notification and approval of Exit (Project ELL)

Bilingual/ESL Entry Process

LPAC Time Requirements

- Within four weeks of initial enrollment, the LPAC should review documentation of student's' EB status, and recommend placement in the program of service.
- Parental permission must be acquired within the four week period (if not included in enrollment paperwork).
- Identification as EB is based on LAS Links (K) and LAS Battery (1-12).
- LPAC will use the TREX documentation for previous EB students in Texas.

Initial Registration

Documentation Required to Support Coding- In order to claim Bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be in the student's folder in Project ELL (and in the LPAC minutes) for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. LPAC Minutes for Initial identification/Transfer ELs will be housed on the Project ELL Platform. The documentation requirements are as follows:

- Every student must have Home Language Survey (HLS) in his/her permanent folder (part of student enrollment packet).
- This includes requesting an original HLS from a previous campus (if applicable).
- Out-of-State surveys are not valid; students will have to go through the state identification and placement process if student's or family language is other than English on the HLS.

Home Language Survey – The home language survey shall be provided in both English/ Spanish or applicable language. The home language survey shall be translated into the home language whenever possible. Districts shall conduct only one Home Language Survey for each student. The home language survey shall be administered to each student new to the district and to students previously enrolled in a district in Texas who were not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades K through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student's permanent record. Digital copy is permissible.

Assessment Information – Proof of a qualifying score on an approved OLPT (LAS links k-1st) and LAS Battery for grades 2-12. The official scores must be documented in the student's records in the LPAC minutes.

LPAC Recommendation – Written documentation of the recommendation for placement by the LPAC (LPAC minutes).

Parent Consent – Signed Parent Consent letter to place the EB student in a bilingual education or ESL program. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district". Parent Consent letter is housed in the EB student's folder in Skyward and is signed by the parent upon student enrollment. If the student is identified at ILTexas as an EB student, a Parent Notification Letter is uploaded to the parent portal in Skyward. .

Written documentation of the annual review and recommendation of the LPAC. Proof that a student is:

- served in a full-time bilingual instructional program by staff on permit or certified in bilingual education;
- provided instruction in ESL by staff on permit or certified in ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program;
- provided instruction as recommended by the LPAC; or
- served in a program approved by the Agency under a Bilingual Exception or ESL Waiver if applicable;
- grade books, teacher lesson plans, students' Academic Achievement Records (AAR) and/or class rosters would be acceptable documentation;

The student's permanent record shall contain documentation of all actions impacting the EB student. This documentation shall include [19 TAC §89.1220(m)]:

- the identification of the student as EB;
- the designation of the student's level of language proficiency;
- the recommendation of program placement;
- parental approval of entry or placement into the program;
- the dates of entry into, and placement within the program;
- LPAC decisions for State Assessments;
- the date of exit from the program and parent notification; and
- the results of monitoring academic success.
- the propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

Timelines for Identification and Placement

Within four weeks of his or her initial enrollment in the district, a student shall be identified as EL/LEP and enrolled into the required bilingual or ESL program. 19 TAC §89.1225(g) However, even though the student may be served in the bilingual/ESL program, EB information for a student should not be entered into the Student Management System unless all the documentation is on file. Funds for bilingual/ESL students cannot be claimed until all documentation is in place. This is audited through the EB student folder and LPAC minutes.

Required Program

Each district that is required to offer bilingual education and special language programs shall offer the following for EB students:

- bilingual education in PK through the elementary grades;
- bilingual education, instruction or English as a second language, or other transitional language instruction approved by the agency in middle school; and
- instruction according to LPAC recommendation.

The student must be placed in a bilingual education or ESL program as soon as the student is identified as EB (through the home language survey and test scores) and the LPAC has recommended such placement, regardless of whether or not parental approval has been received. The district shall place the student in the bilingual or ESL program on the date the LPAC recommends that service begin but **may not claim funding until after parental approval is received along with home language survey, test scores, and documentation of LPAC recommendation**) 19 TAC §89.1220(k).

This is audited through review of EB student folder and LPAC meeting logs.

Program Service Issues for Secondary Programs

For EB students in grades 9-12 that are newcomers, enrollment in English I for Speakers of Other Languages and/or English II for Speakers of Other Languages is appropriate. For all other EB students in grades 9-12, LPAC documentation must reflect appropriate services to meet the student's needs such as ESL designated English and content courses. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL certified teachers. LPAC recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an ESL Waiver.

Students Tested for Eligibility/Fluent English Speakers Served in EB Programs

All students in grades K-5 participate in the Two-Way Dual Language program offered by ILTexas either as EB (English learners) or EP (English Proficient) students..

Funding Eligibility Requirements

A student should have a bilingual/ESL indicator recorded in the Student Management System as soon as ALL eligibility requirements have been met and a new EB record is entered into Skyward. All documentation must be on file before a record is added. The sooner documentation is on file, the sooner funds may be earned for serving the student.

Reclassification/Non-service Due to Withdrawal

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student for exit from the bilingual education or ESL program, the student will no longer have a Bilingual or an ESL indicator code. The effective date of this change should be recorded in the attendance accounting system. At the beginning of each semester, the LPAC Administrator should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six-week reporting period, LPAC Administrator should verify the Student Detail Report to ensure that coding is correct.

When a student is exited from the bilingual/ESL program, changes are made within the Student Management System by adding a new record to the LPAC Meeting Log with the correct EB Status/Program Placement, (F, S, M3, M4), etc., and the changes will be reflected in the PEIMS Coding. Not adding this record will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avoid this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented.

Eligible Days Present

Students who are being served in the bilingual education or ESL program and are eligible for funding, according to *General Rules* and *Eligibility* earlier in this section, will be identified by a bilingual/ESL indicator code of 1 in the attendance accounting system. The total number of eligible bilingual/ESL days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for the program.

At the end of each six-week reporting period, a Campus Summary Report (Section II) must be computed. Total eligible bilingual/ESL days present, for every student in the program, must be summarized by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district. Total Eligible Bilingual/ESL Days Present for each grade level on that campus, Total Eligible Bilingual/ESL Days Present for all grades, and Campus Bilingual/ESL ADA must be included on the Campus Summary Report.

At the end of each six-week reporting period, a District Summary Report (Section II) must be computed. The information from all Campus Summary Reports for each track in the district would be added to comprise the District Summary Report for each track. This report must include Eligible Bilingual/ESL Days Present for each grade level in that district, Total Eligible Bilingual/ESL Days Present for all grades, and District Bilingual/ESL ADA.

[ILTexas Trilingual Program Handbook](#)

CAREER AND TECHNICAL EDUCATION

CAREER AND TECHNICAL EDUCATION

Program Contact and Accountability

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Responsibility

Principals shall designate a SBEC-certified professional (counselor or assistant principal) to whom all Career and Technical Education (CTE) coding questions should be directed. Under no circumstances should the PEIMS data clerk be responsible for decision-making on issues regarding CTE PEIMS coding.

Because contact hours generate a significant amount of funds for the district, it is important that the district and state rules relative to student attendance in CTE be observed.

Contact Hour Eligibility and Information

The complete rules for reporting contact hour funding for Career and Technical Education courses can be found in Section V of the *Student Attendance Accounting Handbook* published annually by the TEA. ILTexas is responsible for ensuring that campuses are eligible for CTE contact hour funding.

1. Each CTE course must be taught by a qualified/certified teacher¹⁵⁵ as defined in 19 TAC Chapter 231, Subchapter E. This requirement does not apply to an open-enrollment charter school unless the school's charter states that a CTE course must be taught by a qualified/certified CTE teacher. It also does not apply to a district of innovation to the extent the district's innovation plan allows the use of uncertified teachers in CTE classes. Teachers with less than a bachelor's degree are not eligible to teach CTE courses that meet graduation requirements for English language arts and reading, science, mathematics, or fine arts.
2. The campus bell schedule and the school calendar must document the average number of minutes per day in the CTE class. The CTE coding must equal the total number of one-hour approved CTE class periods in which the student is enrolled.

For CTE purposes, "one-hour" refers to a class period ranging in time from 45 minutes to one hour. Usually, a half-credit semester Career and Technical Education course is taught for one class period. A one and one-half credit semester career and technical course would be taught for three class periods.

Campuses which operate on block scheduling where class periods are not in one-hour increments, should use the following chart when determining CTE codes for students.

CTE Course's Average Minutes per Day	CTE Code
45–89	V1
90–134	V2
135–180+	V3

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course in a 10 school day period. Three contact hours (V3) is the maximum an LEA may claim for a single course. Average minutes per day must be computed by reviewing a complete cycle of classes. For example, if a course meets on even numbered days of the month, LEA personnel must review a two-week cycle. (One week, the course will meet on Monday, Wednesday, and Friday, and the next week, the course will meet on Tuesday and Thursday.) LEA personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle.

Once LEA personnel have determined average minutes, they assign the applicable code to each CTE course. They then assign all students attending that CTE course the corresponding CTE code.

For students who are enrolled in more than one CTE course, each course is assigned a separate code. CTE codes cannot be combined due to varying course weights as a result of tiered funding.

No matter what CTE V-code is assigned to a CTE course, LEA personnel must record the total number of eligible days present for the student in that CTE course with the course's V-code for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report (2.3.2 Campus Summary Reports), LEA personnel must determine the CTE V-code to assign to a student's CTE course separately based on the CTE course's average minutes per day over a 10 school day period. (See the chart in 5.5. CTE (Contact Hour) Codes.) LEA personnel multiply the number of eligible days present for each student in each CTE course code by the corresponding V-code contact hour multiplier to derive contact hours. Each CTE V-code has a different contact hour multiplier.

Use the following chart when computing CTE contact hours:

CTE Code	Contact Hour Multiplier
V1	1.00
V2	2.00
V3	3.00

CTE Weighted Funding Tiers (Calculated by TEA)

Tier 1	*Not in a program of study	Weight = 1.1
Tier 2	*Level 1 and Level 2 CTE Course	Weight = 1.28
Tier 3	*Level 3 and Level 4 CTE Course	Weight = 1.47

Total CTE contact hours = eligible CTE days × contact hour multiplier

3. A school may only offer a class once the CTE Department has verified that the appropriate instructional resources, certified personnel, facilities, and technology are in place to teach the essential knowledge and skills intended for that course.
4. CTE student enrollment participation codes must be accurately recorded in the Student Management System section labeled CTE coding. (see attached Decision Charts – Fall and Summer)

Code 4 - not enrolled in CTE courses

Students who never enrolled or did not complete any high school CTE course as defined by 19 TAC Chapter 126(C), 127(B), or 130 must have their CTE Participation code entered as 4

Code 5 – CTE Program Participant

A student completing either only one CTE course for any number of credits or more than one course for less than two credits where a CTE course as defined by 19 TAC Chapter 126(C), 127(B), or 130 (the student does not have to pass or receive credit) must have their CTE Participation code entered as 5.

Code E – CTE Program Explorer

A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit) is coded as E.

Code 6 – CTE Program Concentrator

A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer is coded as 6.

Code 7 – CTE Program Completer

A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study is coded as 7.

Participation codes describe the individual student’s plan of study and do not affect campus funding. Data quality requires that both of these must be accurately maintained.

There is no V code attached to middle school CTE courses under normal circumstances. Only students in grades 9-12 are eligible for CTE contact hour funding, except for 7th and 8th grade students who are taught in a CTED instructional arrangement. Students in grades below 9 are not eligible for contact hours.

Students may earn CTE contact hours while they are being served in Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), special education homebound (01), hospital (02), and/or state school (30) if and only if that student continues to receive the same amount and type of CTE service that s/he was receiving before being placed in that setting, under the supervision of a qualified/certified teacher, and must be in addition to the hours served in any of these instructional arrangements.

CTE contact hours may not be claimed when a student receiving CTE services is placed in a disciplinary setting (for example, in-school suspension or DAEP) for more than five consecutive days if the same amount and type of CTE services are not provided by a CTE teacher. After five consecutive days without CTE services being provided, LEA personnel must remove the student from the TSDS PEIMS 42401 Special Programs Reporting Period Attendance Extension eligible days present effective the first day of placement in the disciplinary setting.

This doesn't necessarily change the student's CTE Participation Code but the CTE weighted funding must be turned off. A CTE Override code must be entered in the detail box next to the class name on each student's schedule. The start date is the sixth day that the student is removed from face-to-face CTE instruction. The ending date is the day that student returns to face-to-face instruction. This must be done for each CTE class in which the student is enrolled.

5. Withdrawn students require special attention to their CTE Participation Codes. Miscoding of CTE students can cause serious PEIMS errors which result in funding losses. In order to maintain data quality, the following rules apply:
 - a. If a student is withdrawing from a ILTexas secondary campus and going out-of- district then the CTE administrator may change the CTE Participation Code according to the steps below:
 1. Run a class roster for the student to see what CTE courses the students was enrolled in during this school year.
 2. Determine if the student will receive an end-of-semester average grade (i.e., a 415 record) for any CTE course in ILTexas during this school year.
 3. If yes, then leave the CTE Participation Code unchanged. Only if the student will not receive an end-of-semester average grade for any CTE course in ILTexas during this school year should his/her CTE Participation Code be changed to 0.
6. When a student misses more than five (5) days of CTE instruction for PRS, then documentation must be shared ASAP with the campus CTE decision-maker so that vocational funding can be adjusted. Do not change the student's CTE Participation Code.

The CTE weighted funding must be turned off with a select of 'V0'. The start date is the sixth day that the student is removed from face-to-face CTE instruction. The ending date is the day that student returns to face-to-face instruction. This must be done for each CTE class in which the student is enrolled.

7. A student is not eligible to receive any CTE contact hours for participating one hour in a two hour course or for one or two hours in a three-hour course.
8. State approved CTE courses are listed in Section 4, Code Table C022 of the Legacy PEIMS Data Standards. Courses with two or five asterisk service ID notation(s) have not been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as V1, V2, V3
 - a. Districts that offer instruction in CTE courses that are not approved for the additional state CTE funding weight do not report students served in these courses on the 410 Record (CTE- Student). However, these courses are reported on the student's PEIMS 170 record on the Fall Snapshot date. Students enrolled in grade 9-12 courses that are not approved for weighted funding must be reported on the 415 Record in Submission 3
 - b. CTE courses not approved for weighted funding are reported as PEIMS Program Intent Code 11 (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.)
9. If the campus obtains CTE department approval and the community college meets all Texas Administrative Code requirements for dual credit courses, then the campus may offer Dual Credit courses. The secondary course syllabus and textbook must correspond to the college syllabus and textbook. All students enrolled in a course resulting in dual credit for both a college course and an approved secondary CTE course are eligible to be counted for CTE contact hour funding.
10. If the CTE teacher holds a valid certificate for Advanced Technical Credit (ATC) then the campus may offer an ATC course under a separate PEIMS number. All students enrolled in a course resulting in banked college credit through an approved secondary CTE course are eligible to be counted for CTE contact hour funding.
11. Each career preparation class utilizing the work-based learning delivery arrangement must consist of student participation in work based training appropriate to the instructional program plus participation in related CTE classroom instruction. Time spent at the training site is instructionally engaged time. Up to 120 minutes per day required time at the training stations counts towards meeting full-time and half-time attendance requirements. The classroom component must address all the TEKS for the course. The training site will provide students with a variety of learning experiences that will give them the broadest possible understanding of the business or industry.

The course must span the entire school year and classroom instruction must average one class period each day for every school week. Career preparation is a full year course; students are expected to be enrolled the entire school year. However, if a student transfers in mid-year from a different campus where s/he was enrolled in career preparation, then that student may enter the course.

12. Use the following chart to determine the CTE code for students in Career Preparation

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 class period per day (average)	10 hours per week (average)	2	V2
1 class period per day (average)	15 hours per week (average)	3	V3

13. Use the following chart to determine the CTE code for students participating in a practicum learning experience.

Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)	Units of Credit	CTE Code
2 class periods per day (average)	2	V2
3 class periods per day (average)	3	V3

14. An approved, written training agreement must be on file for each student participating in work-based learning, whether paid or unpaid. A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided that an approved training plan is on file within 15 instructional days of the student’s enrollment date. A student participating in unpaid work-based experiences may be counted for contact hours on the first day of enrollment; a written training agreement must be approved and on-file before the student begins participating in training at the work-based learning site.

15. For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student’s enrollment date. If a student’s employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. That unpaid training station may be at the student’s school, a nearby school, or at a public library.

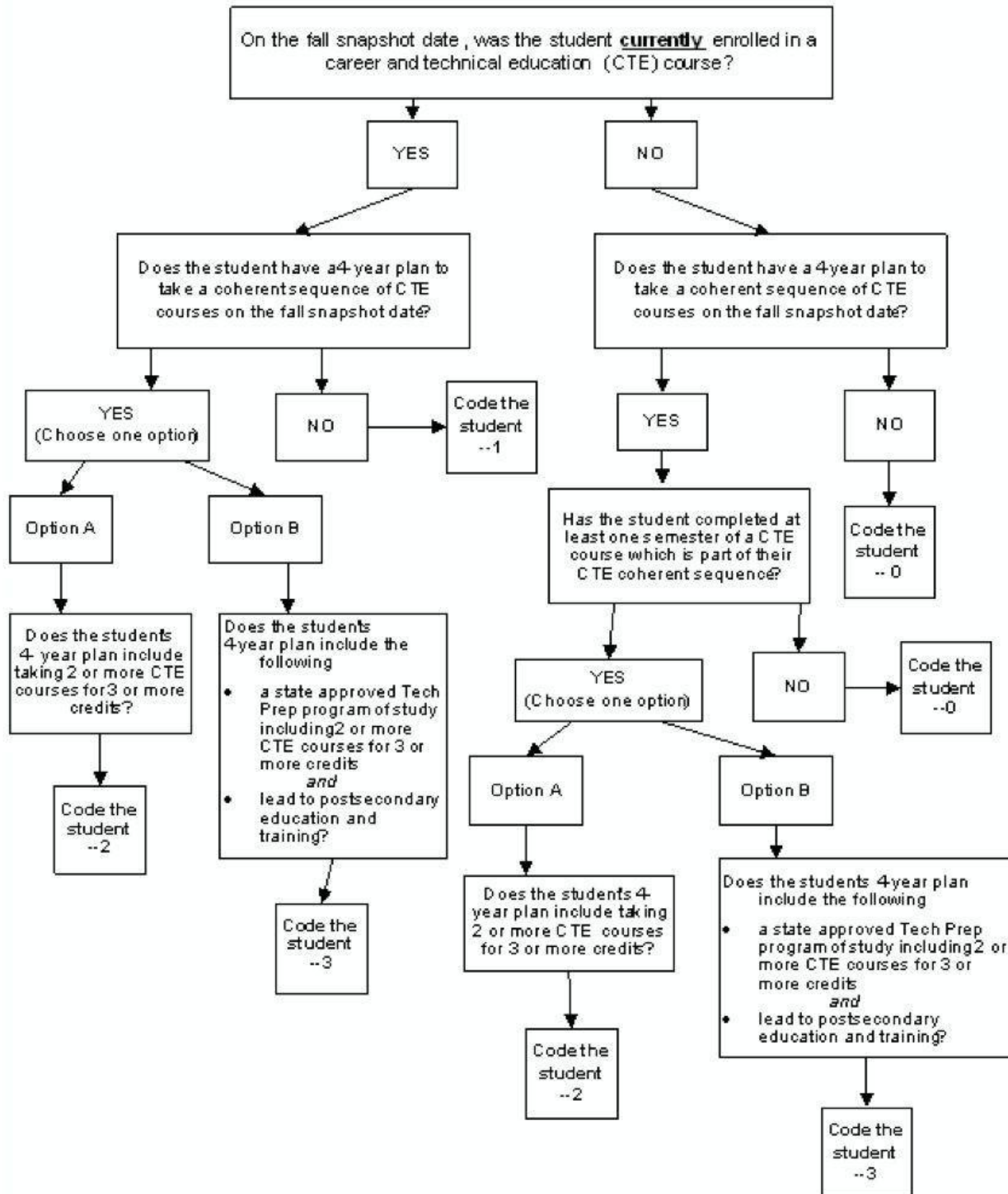
If a student’s employment ends prior to the end of the school year, contact hours may be counted without interruption provided the student’s paid work-based training resumes within 15 instructional days and a written training agreement is on file within 15 instructional days of employment.

16. A teacher assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least six times each school year. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher’s planning and preparation period.160 Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.

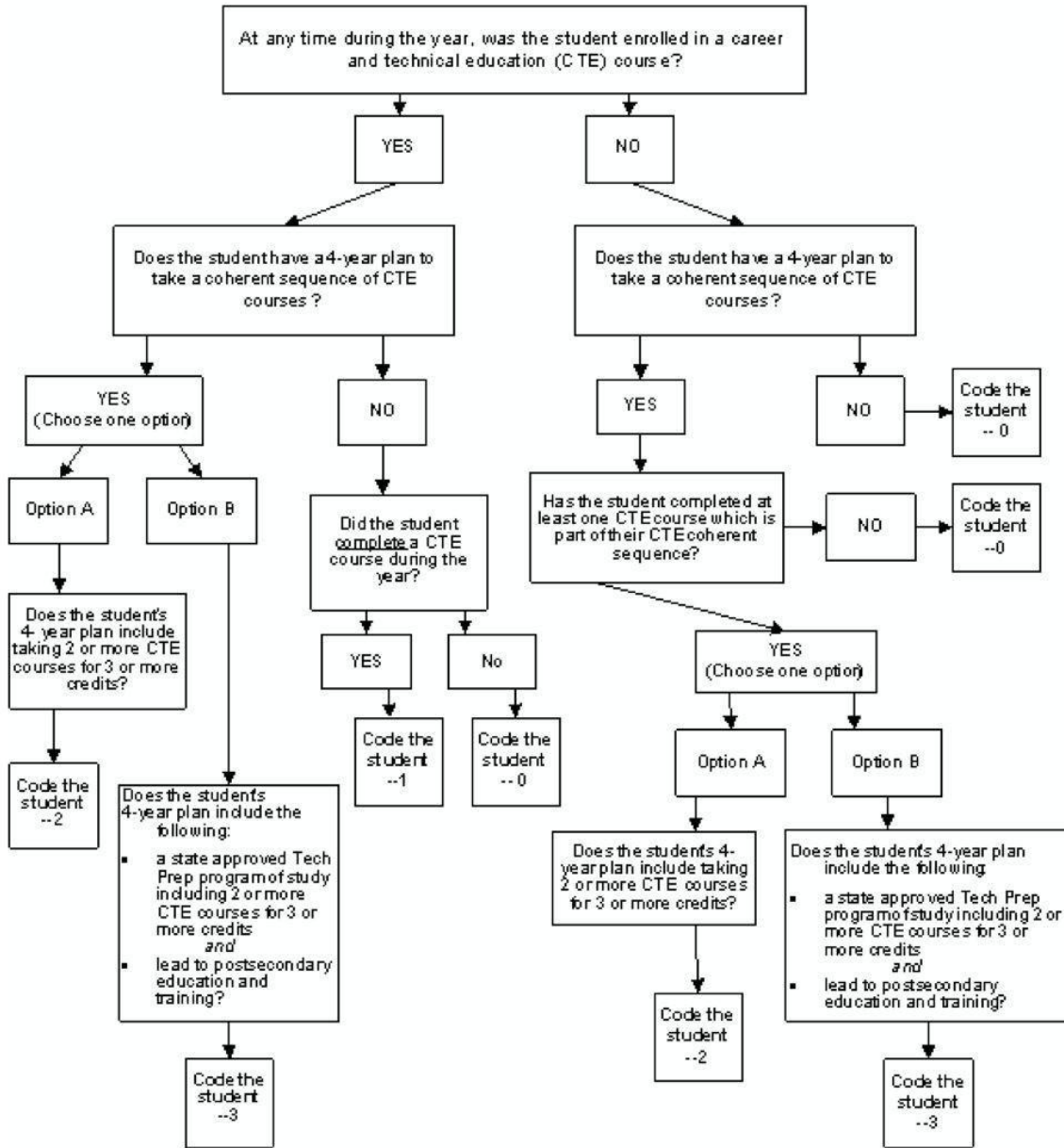
For auditing purposes, verification of the one visit per six weeks to each training station by the supervising instructor must be maintained by the Career and Technology Department.

17. Campuses that plan to offer CTE content by independent study should first seek approval from the CTE department which will refer to rules governing such instructional delivery as outlined in Section V, of the *Student Attendance Accounting Handbook*.
18. Documentation -In order to claim CTE contact hours for funding, documentation must be complete. All documents supporting students' eligibility must be on file for every student accumulating CTE eligibility days present on the Student Detail Report. Documentation requirements include but are not limited to:
 - a. adequate documentation of a student's entry into the program, services in the program, and withdrawal from the program must be available;
 - b. an approved form from TEA or authorized approval entity for magnet courses or innovative courses must be on file in order to obtain CTE funding for these courses;
 - c. signed affidavits (by the principal or designee) affirming student eligibility;
 - d. four year plans or coherent sequence of courses signed by the student listing specific CTE courses by name and number; or
 - e. documentation of a student's temporary removal from CTE (such as discipline records and CEHI records) to warrant turning off the weighted funding.

Career and Technical Education Indicator Code Fall Decision Chart (E0031)



Career and Technical Education Indicator Code Summer Decision Chart (E0031)



Source: Legacy PEIMS Data Standards

COURSE COMPLETION

415 COURSE COMPLETION DATA

Accountability

Accountability for course completion data rests with the Principal of the school

Principal can designate the campus Assistant Principal to review and confirm all 415 course records being submitted.

General

The information for the 415 Course Completion record is required to be tracked and reported beginning with the last Friday in October of each school year.

- In submission 3, there should be one 415 record for each student in membership in grades 1 through 12 that was enrolled in at least one course during the current school year. Multiple 415 records are used to report all of the course completion data for a student.

In submission 4, one 415 record must be submitted for each unique class (course section) that was attended during the summer (between school years) for the purpose of a student attempting to earn dual credit.

Minimum Reporting Standards for the 2015-2016 School Year (Submission 3)

1. Districts and charter schools must report all courses attempted by a student as of the last Friday in October.
2. The exact STUDENT-BEGIN-DATES and the STUDENT- END- DATES for each class in which the student is enrolled as of the Last Friday in October must be reported. For example, if a student started a semester with Biology I and changed to a different course such as Theatre on November 1st, then both the Biology I and the Theatre course must be reported on a 415 record along with the actual STUDENT-BEGIN- DATES and the STUDENT-END-DATES for each class.
3. Classes completed prior to the fall snapshot date must also be reported along with the classes completed after the fall snapshot date.
4. Locally developed courses such as the special education 9XXXXXXX series and the locally developed 8XXXXXXX series courses are not reported.
 - For submission 3, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled the student for a particular course section and where the student was enrolled while taking the course.
 - For submission 4, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled and/or awarded the high school credit for the dual credit course the student attempted in the summer between school years.

- The COURSE-SEQUENCE-CODE identifies how the course was taught to the student during the school year, or in the summer.
- COURSE-GRADE and FINAL-COURSE-GRADE are only reported for courses taken for high school credit. This includes high school courses taken in middle school and dual credit courses.
- COURSE-COMPLETION-INDICATOR indicates whether or not the student finished the full sequence of instruction for a course. If the COURSE-COMPLETION-INDICATOR is “1”, it does not mean that the student met all of the requirements to receive credit or a grade for the course.
- Do not include audited courses or courses taken for local credit only.
- Do not include courses with SERVICE-IDs that begin with SA, SR, SS, 01, 8, or 9.
- If a student repeats a course during the year with different outcomes, each course completion is to be reported.
- The 415 record must reflect the PASS/FAIL-CREDIT-INDICATOR-CODE determined at the end of the course. For example: A student completes the first half of Chemistry, a two-semester course. The course was failed, no credit was received (Code “02”). The second semester, this student completed the second half of Chemistry. The course was passed and credit was received (Code “01”). The district averages the grades earned in each half of the course to determine if course credit should be received. In this example, the average grade was passing. The 415 record should reflect a PASS/FAIL-CREDIT-INDICATOR-CODE of “08” (course was failed but credit was received) for the first half of Chemistry. Therefore, the Code “02” originally recorded must be changed to Code “08”.

If a student leaves and returns to the same course section for a particular class during the school year, only one of the 415 records for that course section may be reported with a Course Completion Indicator of “1”. This rule is enforced by a fatal edit.

Additionally, if a student leaves and returns to the same course section for a particular class during the school year, only one of the 415 records for that course section may be

reported with a Pass Fail Credit Indicator Code other than “00”. This rule is enforced by a fatal edit.

- CLASS-ID-NUMBER and SERVICE-ID identifies the unique number assigned to a particular course section at the campus level and must match a 300 Course Section record.
- For submission 3, STUDENT-BEGIN-DATE identifies the first date a student was assigned to the class in the current school year. For submission 4, STUDENT-BEGIN-DATE identifies the date the dual credit course began.

- For submission 3, STUDENT-END-DATE identifies the last date a student was assigned to the class in the current school year. For submission 4, STUDENT-END-DATE identifies the date the dual credit course ended.
- A DUAL-CREDIT-INDICATOR-CODE of 1 is reported only when a student is eligible to receive both high school and college credit for a SERVICE-ID listed in C022. Advanced Placement courses taken at the high school are not to be reported as dual credit.
- The ATC-INDICATOR-CODE indicates a high school course for which college credit may be awarded by a post-secondary institution under the conditions of a local articulation agreement or the statewide Advanced Technical Credit (ATC) program agreement. For submission 4, the ATC-INDICATOR-CODE must be “0”.
- Dual Credit courses are not to be reported as local or statewide articulated (ATC) credit. Likewise, ATC courses are not to be reported as dual credit courses. These rules are enforced by fatal edits.
- COLLEGE-CREDIT-HOURS collects the number of college hours that a student earned while taking a dual credit course. This field will have values ranging from 0 to 3. If a student takes a dual credit course and does not complete the course, then the COLLEGE-CREDIT-HOURS will be reported as 0.

DISCIPLINE

DISCIPLINE

Accountability

Accountability for discipline rests with the Principal of the school. Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared with locally-produced reports for reasonableness and accuracy.

Disciplinary Role of ILTEXAS Staff

TEACHERS are authorized to assign Lunch Detention and Classroom Detention. Classroom Detention by a teacher must be scheduled with the parent and coordinated with the Grade Level Administrator. Teachers will work to determine why the student misbehaved and to help the student learn to make better choices in similar future situations.

THE GRADE LEVEL ADMINISTRATOR (GLA) is authorized to handle student discipline and may assign and supervise **ASD** of up to 90 minutes to help the student learn to make better choices in similar future situations.

THE ASSISTANT PRINCIPAL or designee is authorized to enforce discipline and to investigate any allegation of misconduct. The **AP** may question any witnesses in addition to the offending student and may ask for written statements that may include time, date, circumstances, observations, and signature.

THE AP may assign any of the disciplinary consequences described on the **ILTEXAS “Student /Parent Handbook and Code of Conduct”** and is authorized to supervise **ASD**, up to 90 minutes of physical exercise that may include students walking 3 miles (20 minute pace), cleaning desks, campus beautification efforts, or other relevant duties as assigned. Additionally, the **AP** may assign In-School-Suspension (**ISS**) and/or Out of School Suspensions (**OSS**) for up to five (5) days. The **AP** will attempt to reach a parent by phone and follow-up with an email notification to the parent of **ISS** dates.

THE CAMPUS PRINCIPAL has the authority to implement the Code of Conduct, up to and including the suspension of a student from campus. **The Campus Principal** may also assign any of the disciplinary consequences described on the **ILTEXAS “Student /Parent Handbook and Code of Conduct”** and may recommend a student for expulsion.

Disciplinary Action Data – Student

All disciplinary events must be documented on Skyward. Every disciplinary **referral** must be converted into an **offense**. Once a referral has been converted to an offense; it must be marked as “**served**,” whenever the student has served the total time assigned. Details to a disciplinary action are only visible to parents, through “**Family Access**,” once the **referral** has been converted to **offense**.

When a student is assigned **OSS, ISS or any other disciplinary action**, the incident must be marked as “**served**” upon the student returning to the regular classroom environment. If for any reason, the student could not serve the total days/time assigned, an appropriate “**Difference Reason Code**” must be added to the disciplinary incident.

Discipline records are reported to **PEIMS** at the end of the current school year, and are a part of the **PEIMS** Submission 3. However, all disciplinary records must be accurate and “**Fatal Free**” throughout the current school year.

A discipline record is required for each disciplinary action taken against any student which results in the removal from his regular

classroom for any part of a day or when truancy charges have been filed against a student and/or his parents. A single student will have multiple discipline records if removed from his classroom more than once and will be categorized in one of the following general categories: In-School Suspension (**ISS**), Out-of-School Suspension (**OSS**).

When an incident has “Action Reason Code” **41 “FIGHTING/MUTUAL,”** two or more students must be listed as part of the incident. When two or more students are part of the same incident, regardless of the “Action Reason Code,” the same incident number must be assigned to all students involved.

Multiple violations are sometimes committed in the course of one disciplinary event. When completing a discipline record, only the offense code representing the most serious violation should be entered on a discipline record. **NOTE: DO NOT MAKE MULTIPLE ENTRIES FOR THE DISCIPLINE REASON (OFFENSE) CODE.**

The ILTEXAS “**Student/Parent Handbook and Code of Conduct**” provides legal and locally established definitions and is intended to assist in understanding terms related to the Code of Conduct. Personnel responsible for discipline coding should refer to the “**Discipline**” section of the ILTEXAS “**Student/Parent Handbook and Code of Conduct**” when determining appropriate **PEIMS** discipline coding and appropriate disciplinary actions (consequences.)

All student discipline records shall be recorded in the district discipline tracker, “**Skyward.**” Records for disciplinary infractions may be entered in by the classroom teacher, office personnel, or school administration. Classroom teachers may enter infractions as classroom referrals. However, administrators should be cognizant that they—not clerical staff—are responsible for documenting the coding. **In no case should data entry/clerical personnel be responsible for determining disciplinary coding.** An administrator may convert a teacher referral into an offense and/or enter a referral. Offenses may be viewed by a parent through Skyward “**Family Access Portal.**” Parent contact must be made by the teacher and or administrative staff when entering a discipline record. Designations of discipline coding should include either the local coding or two-digit **PEIMS** discipline offense, consequences, and appropriate dates. Schools should use a discipline referral form with all required **PEIMS** elements.

Guidelines Regarding Offenses

Permanent removal by a teacher from class (disciplinary-action-reason-code 01) under TEC §37.002(b) is a serious offense and is limited for use in those situations where the teacher has refused re-admittance of the student to that teacher’s class. Otherwise, if the teacher allows re-admittance of the student to the class, then **PEIMS** offense code “**21-Violation of Student Code of Conduct**” should be used.

Charter Schools are not subject to expulsion requirements as outlined and required by public schools in TEC §37.002. A chart of mandatory DAEP and Expulsion placement is provided for reference and to aid in local decisions as directed by the Charter School’s board. The only exception is if a student brings a gun or firearm to school. This incident falls under TEC §37.007(e) stating:

In accordance with 20 U.S.C. Section 7151, a local educational agency, including a school district, home-rule school district, or open-enrollment charter school, shall expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school.

Retention of Disciplinary Records

NOTE: “TEC §37.017 Destruction of Certain Records” states information received by a school district under Article 15.27, Code of Criminal Procedure, may not be attached to the permanent academic file of the student who is the subject

of the report. The school district shall destroy the information at the end of the school year in which the report was filed. In light of this requirement to destroy information received under Article 15.27, Code of Criminal Procedure, the district must retain documentation other than the information received under Article 15.27, Code of Criminal Procedure to support the discipline data submitted on the 425 record for a period of 5 years.

DISTRICT OFFENSE CODES

Offense Codes				
Views: General ▼		Filters: *Active Offense Codes ▼		
Code ▲	Long Description	Status*	Severity	State Code
▶ 01	DISRUPTIVE BEHAVIOR		1	21
▶ 02	CONDUCT PUNISHABLE AS FELONY		1	02
▶ 03	CHEATING PLAGARISM		1	21
▶ 04	CONTROLLED SUBSTANCE		1	04
▶ 05	ALCOHOL POSSES/USE/SOLD		1	05
▶ 06	ABUSE GLUE/AEROSOL		1	06
▶ 07	PUBLIC LEWDNESS INDECENT EXP		1	07
▶ 08	RETALIATION SCHOOL EMPLOYEE		1	08
▶ 09	OFF CAMPUS FELONY TITLE 5		1	09
▶ 10	OFF CAMPUS CONDUCT		1	10
▶ 11	FIREARM USED EXHIBITED POSSES		1	11
▶ 12	ILLEGAL KNIFE		1	12
▶ 13	ILLEGAL CLUB		1	13
▶ 14	PROHIBITED WEAPON		1	14
▶ 16	ARSON		1	16
▶ 17	MURDER		1	17
▶ 18	INDECENCY WITH A CHILD		1	18
▶ 19	AGGRAVATED KIDNAPPING		1	19
▶ 21	CONDUCT CODE VIOLATION		1	21
▶ 22	CRIMINAL MISCHIEF		1	22
▶ 23	EMERG PLACEMENT		1	23
▶ 26	TERRORISTIC THREAT		1	26
▶ 27	ASSAULT ILT EMPLOYEE		1	27
▶ 28	ASSAULT NON ILT EMPLOYEE		1	28
▶ 29	AGGRAVATED ASSULT EMPLOYEE		1	29
▶ 30	AGGRAVATED ASSAULT NON ILT		1	30
▶ 31	SEX ASSULT EMPLOYEE		1	31
▶ 32	SEX ASSULT NON ILT		1	32
▶ 33	TOBACCO		1	33
▶ 34	GANG ACTIVITY		1	34
▶ 35	FALSE ALARM/REPORT		1	35
▶ 36	FELONY CONTROLLED SUBSTANCE		1	36
▶ 37	FELONY ALCOHOL VIOLATION		1	37
▶ 41	FIGHTING/MUTUAL		1	41
▶ 42	TRUANCY PARENT		1	42
▶ 43	TRUANCY 3 UNEXCUSED ABSENCES		1	43
▶ 44	TRUANCY 10 UNEXCUSED ABSENCES		1	44
▶ 45	FAILURE TO ENROLL		1	45
▶ 46	AGGRAVATED ROBBERY		1	46
▶ 47	MANSLAUGHTER		1	47
▶ 48	CRIMINALLY NEGLIGENT		1	48
▶ 49	DEADLY CONDUCT		1	49
▶ 50	NON-ILLEGAL KNIFE		1	50
▶ 55	REGISTERED SEX OFFENDER COURT		1	55
▶ 56	REGISTERED SEX OFFENDER		1	56
▶ 57	CONTINUOUS SEXUAL ABUSE		1	57

DISTRICT OFFENSE CODES - Cont.

▶ 58	BREACH OF COMPUTER SECURITY		1	58
▶ 59	SERIOUS MISBEHAVIOR		1	59
▶ 60	ACADEMIC DISHONESTY		1	21
▶ 62D	BULLY/CYBERBULLYING DISABILITY		1	21
▶ 62E	BULLY/CYBERBULLYING ETH/RACE		1	21
▶ 62G	BULLY/CYBERBULLYING GENDER		1	21
▶ 62S	BULLY/CYBERBULLYING SEXUAL ORI		1	21
▶ 63	CELL INFRACTION		1	
▶ 64	ROBBERY/THEFT		1	21
▶ 65	DRESS CODE INFRACTION		1	
▶ 66	INAPPROPRIATE USE OF TECH		1	21
▶ 67	INSUBORDINATION		1	21
▶ 68	LUNCH BEHAVIOR 1,2,3 INFRAC		1	
▶ 69	NO SHOW DORM DETENTION		1	
▶ 70	NO SHOW DRESS CODE DETENTION		1	21
▶ 71	NO SHOW EAGLE ACADEMY		1	21
▶ 72	NO SHOW TO DETENTION		1	21
▶ 73	NO SHOW TO WORKOUT DETENTION		1	21
▶ 74	PDA		1	21
▶ 75	PROFANITY		1	21
▶ 76	REFUSING TO ACCEPT DISCIPLINE		1	21
▶ 77	SKIPPING CLASS		1	21
▶ 78	STEALING FROM STUD, STAFF, SCH		1	21
▶ 79	THREATS STUDENT ON PER/FACULTY		1	21
▶ 80	THREATS STUDENT TO STUDENT		1	21
▶ 81	VIOLATING GROOMING STANDARDS		1	
▶ C1	DISPLAYING CHAR COURAGE		1	
▶ C10	DISPLAYING CHAR LEADERSHIP		1	
▶ C11	DISPLAYING CHAR OPTIMISM		1	
▶ C12	DISPLAY CHAR SOC INTELLIGENCE		1	
▶ C2	DISPLAYING CHAR CREATIVITY		1	
▶ C3	DISPLAYING CHAR CURIOSITY		1	
▶ C4	DISPLAYING CHAR ENERGY/ZEST		1	
▶ C5	DISPLAY CHAR FOCUS SELF -CONT		1	
▶ C6	DISPLAYING CHAR GRIT		1	
▶ C7	DISPLAYING CHAR HUMILITY		1	
▶ C8	DISPLAYING CHAR INITIATIVE		1	
▶ C9	DISPLAYING CHAR INTEGRITY		1	
▶ EA	EAGLE ACADEMY		1	
▶ L.1	L0.01 HALLWAY TRANSITIONS		1	
▶ L.2	L0.03 RECESS BEHAVIOR 1,2,3 IN		1	
▶ L.4	L0.04 EXCESSIVE ABSENCES		1	21
▶ L.5	L0.05 ACADEMIC CONCERN		1	
▶ L.6	L0.06 LEAD		1	
▶ L.7	L0.07 MODEL BEHAVIOR		1	
▶ L4	L0.04 EXCESSIVE TARDY		1	21
▶ OTH	OTHER NOT LISTED-TEACHER REF		1	

DISTRICT ACTION CODES

Action Codes							
Views: General Filters: *Active Action Codes							
Code ▲	Short Description	Long Description	Status*	Time	Severity	Suspension Type	State Code
01	EXPUL W/O PLAC	EXPULSION W/O PLACEMENT	Active	0 Days	1	Expulsion	01
05	OUT SCH SUSPENS	OUT OF SCHOOL SUSPENSION	Active	0 Days	1	Out of School	05
06	IN SCH SUSPENSI	IN SCHOOL SUSPENSION	Active	0 Days	1	In School	06
1.1	CAFETERIA DUTY	CAFETERIA DUTY	Active	0 Hours	1	None	
1.2	CLASSROOM DET	CLASSROOM DETENTION	Active	0 Hours	1	None	
1.3	CLASSROOM HELP	CLASSROOM HELPER	Active	0 Hours	1	None	
1.4	COUNSEL W/STU	COUNSEL WITH STUDENT	Active	0 Hours	1	None	
1.5	DET AFTER SCH	DETENTION AFTER SCHOOL	Active	0 Hours	1	None	
1.6	DETENTION	DETENTION MORN, LUNCH, AFT SCH	Active	0 Hours	1	None	
1.7	DISMISSAL HELP	DISMISSAL HELPER	Active	0 Hours	1	None	
1.8	DORM DETENTION	DORM DETENTION	Active	0 Hours	1	None	
1.9	DRESS CODE DET	DRESS CODE DETENTION	Active	0 Hours	1	None	
10.	EA-LUNCH	EAGLE ACADEMY LUNCH	Active	0 Hours	1	None	
11.	EAGLE BUCKS	EAGLE BUCKS	Active	0 Hours	1	None	
12.	EAGLE ACADEMY	EAGLE ACADEMY	Active	0 Hours	1	None	
13.	E-MAIL TO PAR	E-MAIL NOTICE TO PARENT	Active	0 Hours	1	None	
15.	GRADE REDUCTION	GRADE REDUCTION FOR CHEAT/PLAG	Active	0 Hours	1	None	
16	TRUANCY FINE	TRUANCY FINE ASSESSED	Active	0 Days	1	None	16
17	TRUANCY NO FINE	TRUANCY NO FINE ASSESSED	Active	0 Days	1	None	17
19.	MORNING HELPER	MORNING HELPER	Active	0 Hours	1	None	
20.	MORNING TUTOR	MORNING TUTORIALS	Active	0 Hours	1	None	
21.	OFFICE AIDE	OFFICE AIDE	Active	0 Hours	1	None	
24.	PAR-ADMIN CONF	PARENT ADMIN CONFERENCES	Active	0 Hours	1	None	
25	PART DAY OSS	PARTIAL DAY OSS	Active	0 Days	1	None	25
26	PART DAY ISS	PART DAY ISS	Active	0 Days	1	None	26
27.	PHYSICAL ACT	PHYSICAL ACTIVITY	Active	0 Hours	1	None	
28.	RECOMMEND EXP	RECOMMENDATION OF EXPULSION	Active	0 Hours	1	None	
29.	RECOMMEND SUS	RECOMMENDATION OF SUSPENSION	Active	0 Hours	1	None	
30.	REFERRAL TO ADM	REFERRAL TO ADMINISTRATION	Active	0 Hours	1	None	
31.	REFERRAL TO GLA	REFERRAL TO GLA	Active	0 Hours	1	None	
32.	REFERRAL O/S AG	REFERRAL TO OUTSIDE AGENCY	Active	0 Hours	1	None	
33	Lunch Detention	Lunch Detention with the GLA	Active	.5 Hours	1	None	
34.	REWARDS POINTS	REWARDS POINTS	Active	0 Hours	1	None	
35.	SATURDAY DET	SATURDAY DETENTION	Active	0 Hours	1	None	
36.	SATURDAY TUTOR	SATURDAY TUTORING	Active	0 Hours	1	None	
37.	SCHOOL PROB	SCHOOL PROBATION	Active	0 Hours	1	None	
38.	SEATING CHANGES	SEATING CHANGES IN CLASS	Active	0 Hours	1	None	
39.	SHORT-TERM REM	SHORT-TERM REMOVAL	Active	0 Hours	1	None	
40.	SST REFERRAL	SST REFERRAL	Active	0 Hours	1	None	
41.	TEMP CONFIS	TEMPORARY CONFISCATION	Active	0 Hours	1	None	
42.	TIMEOUT	TIMEOUT	Active	0 Hours	1	None	
45.	WORKOUT DET	WORKOUT DETENTION	Active	0 Hours	1	None	
46.	VERBAL WARNING	VERBAL WARNING	Active	0 Hours	1	None	
47.	WITHDRWL OF PRI	WITHDRAWAL OF PRIVILEGES	Active	0 Hours	1	None	
48.	WORKOUT MOR DET	WORKOUT MORNING DETENTION	Active	0 Hours	1	None	
50	EXP/NO PLAC/SED	EXPUL/NO PLACEMENT/SP ED	Active	0 Hours	1	Expulsion	50
55	HALL MONITOR	HALL MONITOR	Active	0 Hours	1	None	
56	PAR TEACH CONF	PARENT TEACHER CONFERENCE	Active	0 Hours	1	None	
57	PHONE CALL PAR	PHONE CALL TO PARENT	Active	0 Hours	1	None	
58	REFLECTION ESSY	REFLECTION ESSAY	Active	0 Hours	1	None	
99	OTHER	OTHER	Active	0 Hours	1	None	
ASD	AFTER SCH DIS	AFTER SCHOOL DISCIPLINE	Active	0 Hours	1	None	
mea	Mandatory Eagle	Mandatory Eagle Academy	Active	1 Hour	1	None	
TDE	TARDY DETENTION	TARDY DETENTION	Active	0 Hours	1	None	

Expulsion Procedure

Expulsion Requires Principal's Recommendation

The campus Principal has sole authority to recommend expulsion, the discretion to do so for Level III Offenses, and the duty to do so for Level IV Offenses. The Principal recommends expulsion by promptly transmitting a written **Principal's Memo Recommending Expulsion** to the Area Superintendent with copies to PEIMS, the Superintendent-CEO, the Deputy Superintendent of School Leadership, the Chief Legal Officer, and the Chief of Staff.

Expulsion in SPED-504-Child Find Cases Requires Prior Determination of No Manifestation

When the student being recommended for expulsion is eligible for **Special Education** services ("SPED") or for an accommodation for a **disability** ("504") or the Principal determines that the student meets the criteria for **Child Find**, the Principal shall promptly confer with the appropriate **Special Populations** department (**Area SPED Coordinator** or **Campus Counselor**) to ensure that a properly constituted **Manifestation Determination Review ("MDR") Committee** schedules and conducts the MDR. The MDR determines whether the recommendation for expulsion may go forward. In such a case, the Principal's Memo Recommending Expulsion shall:

- State that the student is a **Special Populations** student for whom an Expulsion Hearing should not be scheduled unless the MDR Committee determines that at least one Offense alleged in the Recommendation was neither a manifestation of a special need or disability nor a manifestation of the school's failure to accommodate said disability or serve said need.
- Inform the Area Superintendent of the date and time that has been set for the Manifestation Determination Review (SPED, 504) or Evaluation (Child Find).

If the MDR Committee determines that every Offense forming the basis of the recommendation was a manifestation of a special need or disability identified by an Evaluation or of the school's failure to serve said need or accommodate said disability, the Principal shall transmit a **Revised Notice of Recommendation of Expulsion** to the Area Superintendent and other above-listed recipients. Said Revised Notice shall state that the recommendation is withdrawn, shall recite the date of the MDR, and shall distinctly point out the MDR Committee's two-step determination as to each alleged Offense.

If the MDR Committee determines that at least one Offense forming the basis of the recommendation was not a manifestation as set forth above, the Principal shall transmit a **Revised Principal's Memo Recommending Expulsion** to the Area Superintendent and other above-listed recipients. Said Revised Notice shall state that the case is ready for an Expulsion Hearing and shall:

- State the date of the MDR;
- Distinctly point out the Committee's two-step determination as to each Offense alleged in the original

recommendation; and

- Restate the Offenses forming the basis of the recommendation as revised, reciting the dates, Offenses and facts of only those Offenses that were determined not to be manifestations.

Expulsion Requires Area Superintendent's Approval

The Principal's prompt transmission of the Principal's Memo Recommending Expulsion to the Area Superintendent ensures that the Area Superintendent is aware of all pending serious discipline cases as they arise within the Area.

At any time after a Principal has recommended a student for expulsion, the Area Superintendent has discretion to deny the recommendation, in which case the consequences assignable to the alleged misconduct will be limited to on-campus student discipline measures. The Area Superintendent memorializes such a denial by issuing an **Area Superintendent's Memo** stating that the recommendation is denied.

If the student being recommended for expulsion is a **General Education** student, the Area Superintendent has discretion to approve the recommendation by issuing the aforementioned Area Superintendent's Memo directing that a Level I Discipline Hearing be conducted based on the recommendation.

If the student being recommended for expulsion is **other than a General Education student**, the Area Superintendent has discretion to approve the recommendation only if the Principal notifies the Area Superintendent that a **Manifestation Determination Review ("MDR") Committee** has determined that at least one alleged Offense was not a manifestation of a disability or special need nor of a failure to accommodate said disability or serve said need. Thus, an Expulsion Hearing may not be scheduled while an Evaluation or MDR is pending. If the MDR determines that every one of the alleged Offenses was a manifestation, then the expulsion recommendation will not receive a hearing, the student will continue enrolled, and the appropriate **ARD** or other review will be conducted at the campus level.

Expulsion Requires a Hearing Officer's Decision

Only an independent Hearing Officer designated pursuant to authority of the Superintendent may order expulsion of a student for misconduct. When an Area Superintendent's Memo has been issued approving a recommendation for expulsion, the Area Executive Admin and the Hearing Officer will schedule, notice and conduct a Level I Discipline Hearing, also referred to as an Expulsion Hearing.

Within 24 hours after concluding the Expulsion Hearing, the Hearing Officer shall issue a Notice of Decision after Expulsion Hearing including a statement of whether the student is expelled and, if expelled, for what duration.

The Hearing Officer may determine that expulsion is appropriate and hold the expulsion in abeyance, in which case the student remains enrolled on such conditions as the Hearing Officer specifies in the Notice of Decision. If such a student later violates the terms of the abeyance, the Principal may transmit a Revised Principal's Memo Recommending Expulsion describing the violation and requesting that the student be removed from enrollment. An Area Superintendent who receives such a Revised Principal's Memo Recommending Expulsion has discretion to forward it to the Hearing Officer who originally decided the case. That Hearing Officer will issue a Revised

Notice of Decision after Expulsion Hearing ordering the student's removal, *i.e.*, expulsion, and stating the grounds for the removal.

PEIMS and Campus Actions when a Student is Expelled

Within 24 hours after receiving the Hearing Officer's Notice of Decision after Expulsion Hearing, if the Notice of Decision includes an order to expel the student:

- The Campus Registrar will:
 - Add or update the leaver code to "78, expelled, cannot return" in the student's Entry/Withdrawal history.
 - Process the withdrawal paperwork in Skyward according to the expulsion effective date as stated in the Notice of Decision.
 - Update Eklipse to reflect that the student was expelled, entering a note stating the length of expulsion.
 - The District PEIMS & Compliance Specialist will add the disciplinary action code "01, Expulsion Without Placement" to the student's discipline history and will notify the student's home District by email.

PEIMS and Campus Actions when a Student is Expelled

Within 24 hours after receiving the Hearing Officer's Notice of Decision after Expulsion Hearing, if the Notice of Decision includes an order to expel the student:

PEIMS and Campus Actions when a Decision is Issued on a Level II Appeal of an Expulsion

Within 24 hours after receiving a Notice of Decision after Appeal Hearing, if said Notice includes an order modifying a previous expulsion, the Campus Registrar and the District PEIMS & Compliance Specialist shall revise the aforementioned data entries to reflect the decision.

ECONOMICALLY DISADVANTAGED

ECONOMICALLY DISADVANTAGED/FREE AND REDUCED LUNCH

Program Contact and Accountability

Larry Albritton, Executive Director of Food Service, lalbritton@iltexas.org

Esther Galvan, Administrative Assistant, egalvan@iltexas.org

Definition

International Leadership of Texas Charter School has agreed to participate in the National School Breakfast and Lunch Programs and accepts responsibility for providing free and reduced-price meals to eligible children in its schools under its jurisdiction.

The administrator is responsible for the identification of students who are approved by the Child Nutrition Department, based on Federal Income Guidelines, the assurance students are being served and the orderly maintenance of the supporting documentation.

Eligibility

All students have access to Free and Reduced Meal applications. Approved application data will be provided by Nutri-Apps. Applications are reviewed by the Student Eligibility and Accountability (SEA). NSLP policies, rules and procedures are used to determine the student's eligibility. The federal and state requirements are detailed in the *Policy Statement* and the *Contact Person Training Manual*.

Auditing

At the end of the six-week recording period, the Child Nutrition staff will verify reports within the Mosaic System for any coding errors. It is suggested that queries be run on a regular basis to check for reasonableness and accuracy.

Records must be kept on a current basis and routinely analyzed. The district may verify questionable applications at any time. SEA is required to verify a number of approved free and reduced-price meal applications. The administration will issue detailed instructions on the verification procedure at the proper time.

Please use the *National School Meals Program School Level Contact Person Reference Booklet* for forms and for detailed information on the following topics and for forms. For additional information on federal policies and procedures, visit www.squaremeals.org.

Application Form

All applications should be completed online at www.iltexas.org and will be processed in a timely fashion. Parents will receive their statuses via email within 10 business days of processing. Approved applications will **NOT** be returned to schools.

Applications made within International Leadership of Texas include all campuses within the district. If a family has children in more than one campus, each student may be included on a single application.

Direct Certified Status

The Direct Certified (DC) *status transfers* from one school district to another school district. Please call the Child Nutrition Department for further instructions. Students who have transferred from International Leadership of Texas to another district and then return to the district are considered DC.

Direct Certification

Each year, all school districts receive a list of children from the state that are on the *Supplemental Nutrition Assistance Program (SNAP is formerly known as the Food Stamp Program)* and/or Temporary Aid to Needy Families (TANF) program. They *are* Direct Certification students, and are eligible for free meal benefits. If a student is on the DC list and other members of the household are not, the names of the other members of the household can now be added to the DC list. Benefits are extended within the first 30 operating days of the new school year.

Period of Enrollment

Students who apply and are determined eligible for free or reduced lunches will remain eligible during the remainder of the school year. Students who withdraw from the district and elect to re-enroll during the same school year do not need to re-apply as their original application will remain in effect. Students must reapply every year, as previous year's statuses expire 30 days after the first day of school.

Census Block Group Number

HB3 requires that Texas Local Education Agencies (LEAs) report a census block group number for each economically disadvantaged student. Student census block group numbers are obtained from an API interface with our SMS, Skyward.

GIFTED AND TALENTED

GIFTED AND TALENTED

Program Contact and Accountability

Dr. Laura Carrasco, Chief Academic Officer, lcarrasconavarrete@ILTexas.org

Ashley Neuschwander Neeper, Director of Advanced Academics, aneuschwander@iltexas.org

Student assessment for advanced academic opportunities is collaborative and ongoing throughout the school year and cumulative through schooling experience (across the grade levels). Via the RTI process, as tracked through the Student Success Team (SST), led by GT Lead, all data will be collected and stored in a Portfolio (digital and physical). Students with a large learning capacity will be identified as GT learners, for purposes of the state, by a committee of GT trained educators from the campus and district. The portfolio will consist of:

Advanced Academics (Gifted and Talented) Potential Portfolio/SST Documentation

Gifted Characteristics

- o Teacher and parent survey/Referral Form
- o GT IEPs once determination is made
- o SST documentation

Assessment Data

- o Ability test

Student Pieces (these pieces can be uploaded to Seesaw for digital “work” portfolios)

- o Projects and performances
 - Pre-determined, grade level wide projects
 - Student selected pieces
 - Teacher selected pieces
 - Data (Reading Levels, Unit assessment data, MAP results, etc) that is open to be shared with parents

Transfer students seeking to be identified for needing GT services will need to submit identification data from previous school to campus GT committee for review. Additional information may be required.

ILTexas may or may not accept previous GT identification, as documented through PEIMS from their previous district.

Furlough of services, reassessment of needs, and the exiting students from receiving GT services will be reviewed by the SST committee on a case-by-case basis, as and if needed.

Service Design/Curriculum & Instruction is based on the academic needs of those students with the largest capacities to learn in the four core content areas. Additionally International Leadership of Texas serves the needs of students with leadership, athletic, linguistic (through trilingual enrichment model), and artistic capacities to excel above grade level peers. These identified students will have opportunities to work together as well as individually. These identified students will have opportunities to work together as well as individually. These opportunities for exploring a curriculum with advanced depth and complexity of content will be provided during school hours (i.e., enrichment time offerings, differentiated instruction, telescoping, curriculum modifications and accommodation, acceleration) and out of school as

well (i.e., competitions, clubs, extracurricular activities, etc). As part of our campus master schedule, each grade level will have a designated enrichment period whereby GT identified students (as well as others) will have an opportunity to be challenged on their level. Furthermore, part of the IL Texas GT service design is offering opportunities for acceleration as students qualify based on credit by exam qualification.

Moreover, additional opportunities are offered in Middle School and High School as follows:

- Pre AP/Advanced and AP classes provide options, challenges, and appropriate depth and complexity of content.
- Students in high school have access to Dual Credit classes that are not currently offered as an AP course. Students can also take a Dual Credit elective class at the local community college.
- Leadership and Career assessment and training are provided in areas of strength (Xello)

This process will be reviewed annually on a campus and district level to determine how providing services to meet the needs of the most capable learners can be improved.

Acceleration

Content Acceleration

Acceleration may be used as appropriate for students in grades K-12. Decisions to accelerate should be made by the SST committee, consisting of 3 trained administrators and/or teachers. Parents, the student, and others may also be included when applicable.

- Curriculum compacting
 - o Pre-assess at beginning of new academic area (MAP).
 - o Curriculum is “compacted”, taught at a faster pace with time to incorporate advanced content and skills via differentiated instruction (of TEKS RS Units) and or via enrichment period/time.
- Single-subject acceleration into advanced classroom
 - o Appropriate for a student who is advanced in a specific domain such as math.
 - o Use results from TTU Credit By Exam or MAP data (80-90% proficiency required).
 - o The student leaves the regular classroom to attend accelerated class in appropriate grade level (i.e., 1st grader receiving RLA instruction with 2nd grade teacher, 5th grade student taking 6th grade math, 7th grader taking Algebra I, 8th graders taking English I, Dual Credit and AP courses at the high school level, etc).

Grade Level Acceleration K-5

All students are eligible to be considered for grade level acceleration, if they **meet all of the following criteria**:

- score of 80% or higher on a district or state developed exam (CBE by Texas Tech) in **all** core areas: reading language arts, mathematics, science, and social studies *in English and Spanish for students participating in fully implemented 45%/45% DLI program while taking into account 10% Chinese language development.*
- recommendation from SST (with teacher input)
- student’s parent/guardian’s written approval

The SST (with teacher input) will determine the timeframe of when qualifying students will be accelerated into advanced grade level.

Course Acceleration 6-12

Students are eligible to test for credit by exam through IL Texas. Course credit will be awarded for the following:

- score of 80% or higher on exam (CBE by Texas Tech) -or-
- score of 3 or higher on AP exam -or-
- score of 75 or higher on CLEP exam

The course will appear on the transcript as a P (Pass). Regardless of the exam, the grade will not be calculated into GPA.

Exam Windows

The CBE exams will be administered 4 times annually upon referral by SST.

Testing Windows:

- July 1-September 30
- October 1-December 31
- January 1-March 31
- April 1-June 30

Students may attempt the exam up to two times per subject.

Parents are responsible for the CBE exam fees unless the referral is made by the SST committee based upon a recommendation by the student's teacher who observes that the student's academic needs are not being met in the current grade level.

Link to purchase CBE testing: <http://www.depts.ttu.edu/k12/programs/testing/institutional/>

Professional Development on the nature and needs of gifted students will be required for all GT Lead and GT Enrichment teachers. These Teachers that have not previously completed the 30-hour GT Foundations training will be required to do so through any regional ESC (via both online and face-to-face platforms) and those teachers that have already previously completed their 30 hours in prior years will be required to complete an 6-hour update annually.

As teachers receive their 30-hour GT training and/or 6-hour update certificates, they will need to submit their certificates of completion to the campus AP over GT, as well as upload the documents to Eduphoria. For any teacher, the above training is not a substitute for teachers having to take the state GT exam and adding the GT supplemental to their teaching certificate through TEA/SBEC, if desired (not required by ILTexas).

Family and Community Involvement will be encouraged. Information on GT services will be available on the website and will be shared at informational meetings. Family and community members will also have an opportunity to join TAGT parent association. Parents will be informed of the array of learning opportunities, and products and achievements will be shared with the community. Parents are included in the annual evaluation of GT services process.

Campus GT Leads

GT Leads will meet at least once per semester with Director of Advanced Academics/GT (Ashley Neuschwander Neeper; aneuschwander@iltexas.org). GT Leads will be charged with leading their campuses towards full implementation of the above components of our GT program. GT Leads will serve as Subject Matter Experts and will need to assist either in

person or other communication with GT-SSTs or Pre-GT-SSTs to help guide the committee in making the most instructionally sound decisions/ interventions for our GT kids and GT-IEPs as needed.

Testing Proctors: each campus will need to designate two IAs and the Media Specialist will be trained as an emergency back-up proctor or to assist with testing complications. Our Campus AP over GT will ensure effective execution/supervision of the program.

PEIMS Reporting

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for accuracy.

The Gifted and Talented campus lead should provide appropriate data entry personnel or Director of Advanced Academics, Ashley Neuschwander with the names and coding information of students who are eligible, whose documentation is in order, and who are being served. **In no case should clerical personnel be responsible for determining a student's gifted and talented indicator code.** Gifted and Talented Leads are responsible for ensuring that clerical personnel or Ashley Neuschwander are aware of changes in a student's services and effective dates of such changes. The designated personnel are then responsible for entering changes at the end of each six-week reporting period, the Gifted and Talented Lead shall notify the campus principal of any Gifted and Talented Report coding errors, with the principal having final signature verification.

Authority: State Law

State law can be found in the Texas Education Code (TEC) Chapter 29: Educational Programs; Texas Administrative Code (TAC) Chapter 89: Adaptations for Special Populations, Subchapter A; Gifted/Talented Education; International Leadership of Texas Charter School (International Leadership of Texas CHARTER SCHOOL) Board Policy

GT Coding Within Student Information System (Skyward)

The gifted and talented indicator code must reflect the student's identification for gifted and talented services for each six-week/nine-week reporting period.

- All students identified as Gifted and Talented and receiving Gifted and Talented services should be GT PEIMS coded including the student's GT program entry effective date.
- The gifted and talented indicator code is removed from the attendance accounting system by the clerical personnel, only when directed by the GT Campus Lead. The effective date of dismissal should be recorded.

Documentation

In order to claim gifted and talented enrollment for funding, documentation must be complete, which includes the

following:

- Student identification and assessment is complete according to International Leadership of Texas CHARTER SCHOOL policy;
- Student's G/T Program Services are complete according to International Leadership of Texas CHARTER SCHOOL policy:
 - Includes documentation of teacher's G/T training complete according to International Leadership of Texas CHARTER SCHOOL policy;
 - Includes documentation of student scheduled in mandated courses according to International Leadership of Texas CHARTER SCHOOL policy;
 - Includes implementation of G/T Curriculum Framework, Scholars and Knowledge according to International Leadership of Texas CHARTER SCHOOL policy.

Controls are in place to ensure that a student is included in only one campus gifted and talented count. If the student changes campuses during a six-week/nine-week reporting period or attends another campus to receive gifted and talented instruction, the student's participation in the program will only be counted once.

At the **beginning** of each school year, the principal's appointed Campus Gifted and Talented Lead shall review the clerical personnel input of initial coding within the Student Management System for accuracy. The principal of each campus has final compliance responsibility and must sign and verify the accuracy of campus coding for G/T students.

At the end of each six-week/nine-week reporting period, the Campus Gifted and Talented Coordinator shall review the clerical personnel input within the Student Management System for accuracy. The principal of each campus has final compliance responsibility and must sign and verify the accuracy of campus coding.

Gifted and Talented Definition

Students who participate in services designed for Gifted and Talented Students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity.

State Definition of the Gifted and Talented Student

TEC §29.121. DEFINITION: A Gifted and Talented Student means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Local Definition of Gifted and Talented

International Leadership of Texas ISD defines Gifted and Talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who:

- 1) Exhibits high performance capability in general intellectual ability; or
- 2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

Goal of Gifted and Talented Services

Students who participate in services designed for Gifted and Talented Students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity.

Goals for K-12 Gifted and Talented Services

1. IDENTIFICATION

Identify students in grades K-12 who demonstrated an academic need for Gifted and Talented services using the criteria established by the district, approved by the board, and in compliance with the state mandates.

2. SELF-DIRECTED LEARNERS

Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.

3. COMPLEX THINKING SKILLS

Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

4. APPROPRIATE INSTRUCTIONAL STRATEGIES

Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

IMMIGRANT AND MIGRANT EDUCATION

IMMIGRANT AND MIGRANT EDUCATION PROGRAM

Program Contact and Accountability

Krystal Lovato, Executive Director of Federal Programs, klovato@iltexas.org

Dr. Veronica Csorvasi, Executive Director of EL K-12, VCsorvasi@ILTexas.org

Responsibility

The principal designates appropriate campus personnel responsible for identifying students who are eligible for the Migrant Education Program, ensuring that supporting documentation is in order for students. The corresponding data entry position is responsible for determining that the appropriate information is entered into the Student Management System.

It is the responsibility of each Campus Data Clerk to report the entry and withdrawal of all students to the District Migrant point person to ensure that migrant students are appropriately coded and reported.

The Campus Immigrant Administrator should work collaboratively with the PEIMS Data Clerk contact (if different) in providing attendance personnel with names and demographic information of students who are eligible, whose documentation is in order, and who are being served. The Campus Immigrant Administrator is also responsible for ensuring that attendance personnel are aware of changes in student services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Campus Immigrant Administrator should verify the Student Detail Report for any demographic errors.

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports and student folder documentation for reasonableness and accuracy.

Definition

The Federal Title I, Part C Migrant Education Program (MEP) was created in 1966 as part of a national effort to address the special educational needs of farm worker children who move with their families to harvest the fruits and vegetables that help feed our nation. The Migrant Education Program ensures that all migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements or state academic content and student academic achievement standards. The Texas MEP's goal is to provide all migrant children with the opportunity to reach challenging academic standards and graduate with a high school diploma (or complete a GED) in order to prepare them for responsible citizenship, further learning and productive employment.

The term migratory child means a child, ages 3-21, who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, in order to seek or obtain, or accompany such parent or spouse who seeks or obtains, temporary or seasonal employment in agriculture or fishing work and who:

- has moved from one school LEA to another
- in a state that is comprised of a single LEA, has moved from one administrative area to another within such district,
- resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Data Components

Data components for the SIS Migrant Panel are as follows:

- Migrant Status
- NGS Number
- Qualifying Arrival Date
- End of Eligibility

Migrant student data is entered and maintained by the data specialist of the Migrant Education Program. Using SIS, schools may periodically query the roster of eligible migrant students.

Documentation Required to Support Data

A valid Certificate of Eligibility (COE) must be on file with the Migrant Education Program (MEP) for a student to be coded on SIS as a migrant student and to be considered eligible for service.

Enrollment Procedure

The student enrolls in the district, and the parent completes a Home Language Survey. If a country other than the United States of America (USA) and any of its territories is indicated as the place of birth on the survey, and he/she has attended a USA school for three years or less, then that student can be identified as an immigrant student. The student's date of entry into USA schools must be filled out by the parents on the Home Language Survey. Students in grades 9-12 may complete the Home Language Survey. The Home Language Survey is completed only upon initial entry, and only if there is no evidence of prior completion of a Home Language Survey from a previous district in Texas.

Data Component: Enter Country of Origin data on the Personal panel, and Date First Entered US School data entry field on the Immigrant Panel/ Student and Immigrant Info.

Required Documentation: Home Language Survey in LEP/ELL folder and Enrollment Card

Eligibility for Immigrant Funding

A student must meet the following requirements in order to be eligible for state immigrant (Title III) funding. Student date of initial entry into USA schools and grade level is reviewed by the Immigrant Data Entry Contact upon the student's enrollment to determine eligibility.

Students entering grades **PK, K or 1**, and who are born outside of the USA, must automatically be given immigrant status if they meet the criteria above, unless a first grade student has been retained.

Data Component: Report Card information, Student and Immigrant Information Panel, LEP/EL folder

Required Documentation: Documents provided by parents at initial enrollment

Definition of an Immigrant Student

An immigrant student is defined as one who:

- Is ages 3-21 years of age AND
- Was born outside of the United States or any of its territories AND
- Has not attended a USA school in the past three complete PEIMS years (years are cumulative and not necessarily consecutive)

Note: Grades PK, K, and 1 students born outside of the USA must automatically be given immigrant status, unless a Grade 1 student has been retained.

The criteria may include:

- Only students who are not US citizens
- Lawful permanent resident aliens
- Refugees
- Parolees
- Persons of other immigrant status
- Undocumented residents

The criteria should exclude:

- US citizens' children who were born abroad
- A student who is a citizen of the USA or born in the USA

Immigrant students who meet eligibility will be coded with a "Yes" indicator in the IMMIGRANT Status Indicator grid

on the Immigrant PEIMS Coding panel, which is determined **automatically** by the original calculation based on Date Entered USA School. The only entry in this panel will be the date in the appropriate box. The system will calculate the years of eligibility once this process is completed.

Data Component: The Country of Origin, Date First Entered USA School and Complete Years in USA codes on Student and Immigrant Information Panel will automatically calculate years of eligibility shown as a grid report on the Immigrant PEIMS Coding Panel.

Required Documentation: Home Language Survey

The number of complete years the student has attended a school in the USA is calculated in relation to the PEIMS Snapshot Date. The allowable three years of eligibility are determined by counting the total number of school years in which the student was enrolled (for any amount of time). Years are calculated beginning with the student's initial year in a USA school and are cumulatively calculated, regardless of gaps in enrollment during any of those years.

Ineligibility for State PEIMS Funding

An immigrant student becomes ineligible for immigrant funding after three PEIMS years of immigrant eligibility and will appear as a “No” in the Immigrant Status grid for not eligible.

Required Documentation

In order to claim Immigrant "PEIMS Eligible" years for funding, documentation must be complete. All documentation supporting student eligibility must be in the EB student's folder in Skyward and Project ELL for every student accumulating eligible immigrant years on the Immigrant PEIMS Coding Panel. The documentation requirements are: the Home Language Survey and the birth certificate or other identifying documents.

The Home Language Survey shall be administered in English and Spanish. For students of other language groups, the Home Language Survey shall be translated into the home language whenever possible. The Home Language Survey shall contain the following information in accordance with the No Child Left Behind Act PL 107-110, 2001.

- Place of birth, city and country
- Date of initial entry into US schools
- Number of complete academic years in a US school

Written documentation of the information above must be noted on the Home Language Survey. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".

Data Component: The Country of Origin, Immigrant Indicator Code, Date First Entered USA School and Complete Years in US codes on the birth city and birth state from the Student Demographic Panel.

Required Documentation: Home Language Survey, birth certificate or other admissible document (INS card, passport).

Quality Control

NOTE: TEA uses the Immigrant Indicator and complete years in USA School for Title III Immigrant funding.

A student should have an Immigrant Indicator code recorded in the Immigrant Status Indicator grid of the Immigrant PEIMS Coding Panel as soon as ALL eligibility requirements have been met. All documentation must be on file to back up the Immigrant Status Indicator code.

As soon as a student completes three academic years in a USA school, the student should no longer have an Immigrant Indicator code.

At the beginning of each year (before the PEIMS Snapshot date), the appropriate staff should verify the status of each immigrant student to ensure that coding is correct.

Students who are counted for funding as Immigrants must have all documentation on file.

TEA Funding or Compliance Audits

- Deleting important data on Immigrant Info Panel or Immigrant PEIMS Coding Panel (i.e. country of origin and date entered US schools) in order to be error- free on PEIMS without checking to verify information first on the Home Language survey and/or birth records
- Missing EB students records
- Placing too many Home Language Surveys in the EB student folder
- Failing to match documentation on EB folder or Home Language Survey
- Immigrant Information Panel or Immigrant PEIMS Coding Panel
- Missing Country of Origin or coded as N/A on the Personal Panel
- Entering Country of Origin as US or any of its territories on the Personal Panel
- Missing date entered USA school on the Immigrant PEIMS Panel

LEAVERS AND GRADUATES

LEAVERS

Program Contact and Accountability

Principal on campus will be the person of Program Contact and Accountability

School Requirements

Schools must document the withdrawal of students in grades 07-12 and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required to support all leaver and mover reason codes. All documents are uploaded in Skyward.

Student withdrawals from ILTexas are coded automatically into Skyward as a “98” until required documentation is obtained to change to the appropriate leaver code.

Leavers are students who leave Texas public education. Leavers include:

- ✓ Graduates,
- ✓ Students who died,
- ✓ All dropouts,
- ✓ Students who fail to re-enroll in the fall (no-shows),
- ✓ Students who enroll in private school,
- ✓ Students who enroll in an out-of-state school,
- ✓ Students who leave for homeschooling,
- ✓ Students who return to their home country
- ✓ Students withdrawn by the school district
- ✓ Students who are expelled
- ✓ Other school leavers identified during the previous school year.
- ✓ Student leavers in special education and other special, ungraded, or state-approved alternative programs are included.

Movers are students who move to another Texas public school, including state charter schools and other International Leadership of Texas CHARTER SCHOOL schools. Movers include:

- ✓ Students enrolled in another Texas public school district

- ✓ Students who earn a GED certificate at a Texas examination site by August 31, or
- ✓ Students who are accounted for by other state reconciliation processes.

Schools must enter appropriate leaver reason codes into the Student Management System that most accurately describes the student’s whereabouts during the school-start window. The school-start window extends from the first instructional day of school through the last Friday in September. Detailed leaver code information is available in TEA’s Appendix D, Summary of Leaver Reason and Required Documentation, but is summarized below.

Documentation Requirements by LEAVER-REASON-CODE

In addition to general documentation requirements, requirements specific to leaver reason codes also apply. Following are the specific documentation requirements by leaver reason code. They are grouped into four major categories: graduated or received an out-of-state GED, moved to other educational setting, withdrawn by school district, and other reasons. School leavers with this LEAVER-REASON-CODE are counted as dropouts for state accountability purposes: code 98. School leavers with this LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes: codes 88, 89, 98. These designations are provided for information purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the *Secondary School Completion and Dropouts in Texas Public Schools*.

GRADUATED OR RECEIVED AN OUT-OF-STATE GED	
01	<p>Student graduated from a campus in this district or charter Definition and use: Use for students who meet all high school graduation requirements (which includes passing the state assessments required for graduation) at any time during the prior school year, including the summer (through August 31) following the close of the prior year. To graduate, a student must satisfy the requirements under 19 TAC Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070. Students who complete all course requirements for graduation in one school year but do not pass the state assessments required for graduation until a later year, are reported as graduates in the school year in which the state assessments are passed, and the diploma is issued. Documentation requirement: Transcript showing sufficient credits, successful completion of the state assessments (including testing dates) required for graduation, graduation seal, school official signature, and date of completion.</p>
85	<p>Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again</p>

	<p>Definition and use: This code may be used for students who graduated in another state or country before entering Texas public schools. This code may also be used for students who graduated from Texhoma High School, Texhoma, Oklahoma.</p> <p>Documentation requirement: Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.</p>
86	<p>Student completed the GED outside Texas</p> <p>Definition and use: This code may be used for students who earned GED certificates outside Texas, including students living in Texas and earning GED certificates online from a testing company in another state, before enrolling or after leaving Texas public schools.</p> <p>Documentation requirement: Acceptable documentation is a copy of the GED certificate or some other written document provided by the testing company showing completion of the GED. Written documentation from the testing company must include the date of GED completion, location, address, and contact information of the company.</p>
90	<p>Student graduated from another state under the provisions of the Interstate Compact on Educational Opportunity for Military Children</p> <p>Definition and use: Per TEC §162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet the requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under the provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state.</p> <p>Documentation requirement: Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal</p>
	<p>MOVED TO OTHER EDUCATIONAL SETTINGS</p>
24	<p>Student entered college and is working towards an Associate's or Bachelor's degree</p> <p>Definition and use: This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least 9 credit hours per semester). This code is also for students who leave school to enter a dual-credit program established by the Texas Legislature at the Texas Academy of Mathematics and Science at the University of North Texas, the Texas Academy of Leadership in the Humanities at Lamar University, the Texas Academy of Mathematics and Science at the University of Texas at Brownsville, and the Texas Academy of International Studies at Texas A&M International University.</p> <p>Documentation requirement: Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program. Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to enter a post-secondary educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually entered a post-secondary educational setting. One of the following types of documentation is required to verify enrollment: Transcript Request. Acceptable documentation of enrollment in college is a records request from the college in which the student is enrolled. Telephone requests must be documented in writing, including the date of the call, the name of the college requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district approved form. The original of the form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted email receipt confirmation, or postage/mail log with complete</p>

	<p>address information for requesting school). Verification by an authorized representative of the college. Assigned letter from the college verifying enrollment is also acceptable documentation. The letter must state the name and location of the college in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the college providing the name and location of the college and verifying that the student is enrolled, signed and dated by an authorized representative of the district. Verification by the parent/guardian or qualified student. Acceptable documentation includes a letter, signed and dated from the parent, guardian, or qualified student stating that the student has enrolled in college in a program leading to an associate's or bachelor's degree</p>
<p>60</p>	<p>Student is homeschooled Definition and use: Student is being homeschooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under the direct supervision of the parent/guardian, a curriculum designed to meet basic education goals. The district is not required to obtain evidence that the program being provided meets educational standards. Documentation requirement: District must document that the parent/guardian is homeschooling the student. Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to be home-schooled. Beginning with students leaving in the 2011-12 school year, the following documentation is required to verify enrollment: Verification by the parent/guardian. A letter, signed and dated, from the parent/guardian stating that the student is being home schooled is acceptable documentation. Letters from parents/guardians must indicate the actual date homeschooling began.</p>
<p>66</p>	<p>Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment Definition and use: This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school. Documentation requirement: Acceptable documentation includes due process documentation supporting the withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.</p>
<p>81 82</p>	<p>Student enrolled in a private school in Texas Student enrolled in a public or private school outside of Texas Definition and use: Student is enrolled in a private school in Texas (code 81), the Texas Job Corps Diploma Program (code 81), or a public or private school outside Texas (code 82). Documentation of actual enrollment is required. This code is also used when a student moves from the district without withdrawing but the district receives a records request. If the student enrolls in another school in the district or another public school district in Texas, a leaver record is not submitted. If the district did not assign code 81 or code 82 when the student stopped attending, the district can change the original code assigned to the student when the records request or communication from the parent/guardian or qualified student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed and all attendance accounting records affected by this change must be updated. Documentation requirement: Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to enter another educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually enrolled in a private school in Texas, the Texas Job Corps Diploma Program, or a private or public school outside Texas. One of the following</p>

	<p>types of documentation is required to verify enrollment: Transcript Request. Acceptable documentation of enrollment in another school is a records request from the school in which the student is enrolled. Telephone requests are acceptable, but they must be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted email receipt confirmation, or postage/mail log with complete address information for requesting school). Verification by the superintendent or authorized campus or district administrator of the receiving district. A signed letter from the receiving school verifying enrollment is acceptable documentation. The letter must state the name and location of the school in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the receiving school providing the name and location of and contact information for the school and verifying that the student is enrolled, signed and dated by an authorized campus or district administrator of the district. Verification by the parent/guardian or qualified student. Acceptable documentation includes a letter, signed and dated, from the parent/guardian or qualified student stating that the student has enrolled in a private school in Texas or a private or public school outside of Texas leading to the completion of a high school diploma</p>	
87	<p>Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program Definition and use: Student was withdrawn from school and parent/guardian or qualified student indicated at the time of withdrawal that the student has enrolled in the State Board of Education-authorized Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program. Documentation requirement: The district must receive either a) a records or transcript request from the high school diploma program or b) a letter from the high school diploma program stating that the student is enrolled.</p>	
	<p>WITHDRAWN BY SCHOOL DISTRICT</p>	
78	<p>Student was expelled under the provisions of TEC §37.007 and cannot return to school Definition and use: This code may only be used when: • the student was expelled under the provisions of TEC §37.007, and • the term of expulsion has not expired or the student's failure to attend school is due to court action. This code may only be used for a student who was expelled for an offense included in TEC §37.007. This code is not intended for use by districts which assign students to a Juvenile Justice Alternative Education Program (JJAEP). Documentation requirement: Due process documentation supporting the expulsion.</p>	
83	<p>Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized. Definition and use: This code is for situations in which the district discovers when verifying enrollment information that the student is not entitled to enrollment in the district because the student is not a resident of the district or is not entitled under other provisions of TEC §25.001 or as a transfer student. It is not for a student who was a resident of the district and who stops attending because he/she has moved. This code is also for rare</p>	

	<p>situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption. Subject to the exceptions in TEC §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). A student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c) or by rule of the Department of State Health Services, a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the Student Attendance Accounting Handbook. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.</p> <p>Documentation requirement: Due process documentation supporting the withdrawal. All district actions to withdraw a student must be documented or the documentation for use of this leaver reason code may be considered insufficient. For purposes of leaver reason code 83, due process is defined as completion of the following steps: 1. District provides oral or written notice, appropriately documented, to the student's parent, guardian, or qualified student him- or herself of intent to withdraw the student, reasons for the withdrawal, effective date of withdrawal, and date of hearing or conference at which the parent, guardian, or qualified student will have an opportunity to respond to allegations that the student is not entitled to be enrolled in the district. Steps 2 and 3 are not required for cases in which the parent, guardian or qualified student agrees that the student is not entitled to enrollment in the district. Step 4 is always required for charter districts. 2. District provides a hearing or conference at which the district presents the reasons for withdrawal, and the parent, guardian, or qualified student is given the opportunity to respond to the reasons for withdrawal. 3. District provides a written report to the parent, guardian, or qualified student that contains the findings of fact and district decision following the hearing or conference. The written report shall include notice of the parents, guardians, or qualified student's right to appeal the district's decision. 4. Charter districts shall notify the school district in which the student resides within three business days of withdrawing a student from a charter school, per Texas Administrative Code §100.1211.</p>	
	<p>OTHER REASONS</p>	
<p>03</p>	<p>Student died while enrolled in school or during the summer break after completing the prior school year Definition and use: Self-explanatory. Documentation requirement: Acceptable documentation includes a copy of the death certificate or obituary, a program from the funeral or memorial service, a written statement from the parent or guardian, and written documentation of an oral statement by a parent or guardian stating that the student has died.</p>	
<p>16</p>	<p>Student returned to family's home country Definition and use: Use for students who are leaving the United States to return to their home country. A student may be leaving with or without family members to live with his or her family, immediate or extended, in the home country. The citizenship of the student is not relevant in assigning this code. This code can also be used for foreign exchange students. Documentation requirement: Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized campus or district administrator. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and a campus or district administrator. The withdrawal form should indicate that the student is leaving school because the student is returning to the home country and should specify the destination. An original signature is not required on withdrawal forms received in the district by</p>	

	<p>fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the student is returning to the home country is also acceptable documentation. Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family or the foreign student advisor verifying the student's return to his or her home country. Other acceptable documentation is written documentation of an oral statement by an adult neighbor or other adult with knowledge of the family's whereabouts, signed and dated by an authorized campus or district administrator</p>
88	<p>Student was ordered by a court to attend a GED program and has not earned a GED certificate Definition and use: This code is for students who are court-ordered to attend a GED program and have not earned a GED certificate at any time during the prior school year, including the summer (through August 31) following the close of the prior year. Documentation requirement: Acceptable documentation is a copy of the court order stating that the student has been ordered to attend a high school equivalency or GED program. Documentation must include the name of the student, the date of the order, the name of the judge making the order, and the county in which the judge presides. The order should state that the court is ordering the student to attend a high school equivalency or GED program or to take a high school equivalency or GED exam.</p>
89	<p>Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult Definition and use: Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult. Documentation requirement: Acceptable documentation is one of the following: 1) Oral notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, to an authorized representative of the district, that the student is incarcerated. The written statement of the oral notification shall be signed and dated by the authorized representative. 2) Written notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, that the student is incarcerated.</p>
98	<p>Other(reason unknown or not listed above) Definition and use: This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above</p>

* PEIMS leaver codes. School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

Graduates

Schools must enter appropriate leaver codes in their Student Management System for all students who have met all high school graduation requirements at any time during the prior school year, including the summer following the close of the prior year. To graduate, students must satisfy the requirements under 19 TAC, Section 74, Subchapter B. Special education students must satisfy requirements under 19 TAC, Section 89.1070. For GRADUATION-TYPE-CODE, report

the code that represents the program with the most stringent requirements that was completed by the student. References to the various Texas State Graduation Requirements are found on the TEA website at <http://www.tea.state.tx.us/curriculum/ugr.html>.

CAMPUS- ID is the campus where the student was enrolled at the time of graduation.

Students who have previously completed all graduation requirements in one school year, but do not pass the exit-level STAAR until the next year, are reported as graduates in the year in which the STAAR test was passed.

Students reported with a LEAVER-REASON-CODE of 01 must also have valid entries for DATE-OF-GRADUATION, and GRADUATION-TYPE-CODE.

Students who complete a GED program are not reported as graduates.

Students who leave during the school year

Students who leave during the school year should have documentation at the time of withdrawal and uploaded in Skyward. Documentation of intent to enroll in a college, a private school, an out-of-state school, another International Leadership of Texas CHARTER SCHOOL school, or a Texas public school must be obtained within 10 days of the last day the student attended school. Attempts should be made to obtain verification of enrollment at the new school.

Students who fail to return in the fall

For students who fail to return the following fall, the school should use the leaver reason code that most appropriately describes the student's whereabouts during the school-start window (from the first instructional day of school through the last Friday in September).

Leaver folders and documentation

Schools are required to maintain leaver documentation and folders for all students in grades 7-12, who withdraw from the school. These folders are subject to audit and are to be available for administrative review. The contents of the folders must be sufficient to support the leaver code assigned to the student. Detailed documentation guidelines are available in TEA's Appendix D, Summary of Leaver Reason and Required Documentation, but are summarized below.

The registrar should be able to produce a copy of the student's transcript, showing sufficient credits, successful completion of STAAR (including testing dates), graduation seal, school official's signature, and date of completion.

The campus PEIMS contact person for leavers and dropouts is responsible for maintaining a leaver folder for all students, other than graduates, who withdraw from the school. Merits of leaver documentation are assessed at the time the documentation is requested or received during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. The professional staff member should sign

and date the documentation to indicate the documentation acceptability.

Once a school meets the documentation standard that supports the leaver reason code used, the school is not required to obtain additional information on the student; however, if the school receives additional information that accurately substantiates the student's current status, the documentation should be filed and the coding adjusted. Documentation can be obtained at any time until the PEIMS Submission 1 re-submission date in early January. Hence, the determination of a document's acceptability, indicated by the professional staff member's signature and date, should be dated prior to the PEIMS Submission 1 re-submission date.

Coding may not be changed after the final PEIMS Submission 1st re-submission date, nor may data be corrected through the appeals process. If the school makes a mistake in coding, the school owns it.

Dropouts

TEA is required by the Texas Legislature to use the standards of the National Center for Educational Statistics, NCES. These standards require that a student enroll and attend school during the school start window (from the first instructional day through the last Friday in September) in order to avoid being counted as a leaver and possible dropout. The importance of the school start window is demonstrated by the following examples.

- ✓ If a student does not return during the school start window or is not reported with a leaver code indicating a continuance in school, he may be counted as a dropout. Exception: Migrant students reported through International Leadership of Texas CHARTER SCHOOL Migrant Department may return prior to resubmission in early January, if tracked through the federal tracking system.
- ✓ Even if a student returns after the school start window and graduates the same year, he will be counted as a dropout.
- ✓ If a prior year's senior does not graduate during his/her senior year, he/she must enroll during the next year's school start window, or be counted as a dropout.

Campus of Accountability

Leavers are assigned to the campuses that they were attending when they left the Texas public school system. Students referred to a Disciplinary Alternative Education Program (DAEP) or a Juvenile Justice Alternative Education Program (JJAEP) are assigned to a "campus of accountability" based on the campus that referred the student to DAEP or JJAEP. If the student is promoted beyond the terminal grade level of the referring school while attending DAEP or JJAEP, for dropout purposes the student will be attributed to the zoned campus of his/her grade level.

It is important that a campus review the Campus of Accountability roster to determine if there are students listed on the roster who should not be attributed to the campus. If not corrected, the campus will become the campus of accountability for these students.

District Requirements

TEA requires International Leadership of Texas CHARTER SCHOOL to submit leaver records, referred to as “203 records”, for students served by the district in grades 7-12 during the prior school year and those students in grades 7- 12 who do not enroll in the district during the school-start window of the current year (from the first day of school through the last Friday in September). A record is not required for grades 7-12 students who were enrolled during the prior year and are enrolled in the school-start

window of the current year. International Leadership of Texas CHARTER SCHOOL is not required to report leavers and movers who were in grades K - 6 during the prior school year.

The chart below indicates the coding required for various prior year and current year student enrollment statuses for grades 7-12.

Enrolled at some point in prior school year	Enrolled in current year within the school-start window	Enrolled on the current year fall as- of date	Enrolled in current year	As-of Status Code	Required reporting
Yes	No	No	No	A	100, 101, 203,* (grades 7-12)
Yes / No	Yes	Yes	Yes	B	100, 101, 110
Yes / No	Yes	No	Yes	C	100, 101
Yes	No	Yes	Yes	D	100,101, 110, 203* (grades 7-12)
Yes	No	No	Yes	E	100, 101, 203* (grades 7-12)
No	No	Yes	Yes	F	100, 101, 110
No	No	No	Yes	G	100, 101

*If the student is a mover, a 203 record is not submitted.

As-Of-Status-Code, when used for PEIMS Submission I, indicates a student’s school-start window status and fall as-of date enrollment status for the current year.

As-Of-Status-Codes A, D, and E indicates that the student was enrolled last year but not within the school- start window this year; therefore, a school leaver record is required if the student was in grades 7-12 during the prior year.

As-Of-Status-Codes B, D, and F will be used by TEA to determine the fall as-of date enrollment for each district.

As-Of-Status-Code C is used to notify TEA that a student has been in the district within the school-start window during the current year, but not on the fall as-of date, so a 203 record is not submitted. Students coded with a C may or may not have been enrolled in the district during the prior year. Districts are required to report students who were not prior year students and were not enrolled on the current year fall as-of date. Students coded with a C will not be counted as enrolled students when TEA publishes enrollment counts by district.

TEA Funding or Compliance Audits

The following are some of the problems that are seen during audits:

- Leaver code discrepancies caused by not following Appendix D guidelines
- No administrative signature and/or date of review on documentation
- No documentation to support out-of-state GED codes
- No verification of home school enrollment (parental statement)

Note: If homeschool documentation indicates a name of school or business as the homeschool source, the leaver code should be “81” (Texas private school). If the location of the school or business is outside the state of Texas, the leaver code should be “82” (out of state school).

- Enrollment in or out of Texas with no school or district specified
- No verification of students returning to home country
- No Dropout Recovery Form for students withdrawing with leaver code “98”
- Requests for transcripts/records must be maintained so that the proper PEIMS Leaver Code can be assigned to students who do not show up at the assigned school. These students may have enrolled at a different campus, another Texas district, or in another state
- A procedure must be established to verify the enrollment of students in area private/parochial/open enrollment charter schools since these schools typically do not request records if the student has a copy of the latest report card. A letter in the spring requesting parents to notify the school if students will be attending a non- public school in the fall might be a part of this procedure. Document phone calls to schools requesting verification of the enrollment of former students.
- Leaver records must be kept on campus and available for administrative review and audit purposes for at least five years.

- An appropriate graduate leaver code missing from Status Field in Leaver Code

PREGNANCY RELATED SERVICES (PRS)

PREGNANCY RELATED SERVICES

Program Contact and Accountability

Mary Albritton, Executive Director of Counseling malbritton@iltexas.org

Responsibility

STAFF	RESPONSIBILITY
PRs School Counselor	Works with campus to ensure assignment of certified Compensatory Education Home Instruction (CEHI) Teachers. Collaborates with Principal, AP, School Nurse, Attendance Clerk, and PEIMS regarding PRS services requirements as mandated by TEA and PEIMS coding as mandated by Federal and State Compliance. Provides program information to students, parents, and/or educators as requested. Trains and supports the PRS School Counselor, School Nurse, and/or school contact person with information and resources that will assist them to ensure pregnant students adjust and remain in school during pregnancy and postpartum periods. Monitors campus-entered PRS data. Ensures students are provided follow-up and support after delivery and during transition back to campus. Intervenes as needed in order to address measures necessary to prevent drop out. Maintains list and updates of all PRS students served on campus.
School Nurse	Attends PRS student meetings and collaborates with PRS School Counselor to ensure students are receiving support needed.
PRs Child Care	PRs School Counselor will provide assistance to students for identification and location of quality childcare services. Assists with timely completion of required documentation for federally funded childcare programs in order to
School Data Clerk	Maintains accurate records for PEIMS attendance reporting for PRS students including PRS and CEHI entry date, exit date, and assures that data is current and available for audit.

PEIMS	Ensures adherence to federal and state guidelines in the PRS program, serves as liaison between federal and state agencies and the PRS staff, keeps PRS staff informed of any updates and/or changes within the guidelines, provides monitoring and conducts reviews of the PRS program and provides staff with PEIMS and local reports.
School Principal	Ensures that a description of the PRS program is included in the campus improvement plan, school staff complies with the guidelines of the PRS program, ensures CEHI teachers are provided, provides support to PRS staff that provide home instruction, and ensures that reports from the Texas Education Agency (TEA) reflect actual Public Education Information Management Systems (PEIMS) data, as compared to locally produced reports for reasonableness and accuracy.
Classroom Teachers	<p>Refer pregnant students to school counselors.</p> <ul style="list-style-type: none"> · For entry into program · For excessive absences <p>Maintains a close working relationship with the PRS School Counselor and other school staff. Consults regularly with the CEHI Teachers in person or by email. Provides information, assignments, or other requirements to CEHI teachers in a timely manner for students receiving home instruction.</p>
Compensatory Education Home Instruction (CEHI) Teachers	Provide Compensatory Education Home Instruction (CEHI) to assigned students, maintain logs of students served, report weekly attendance, collaborate with school staff and home to ensure coordination of services, provide attendance personnel with names and coding information of students who are being served in the PRS program. Responsible for ensuring that attendance personnel are aware of changes related to student's services and effective dates of such changes, and assist with maintaining documentation for audit. Provide the PRS School Counselor with the original exit log within five days after CEHI is completed.
School Attendance Clerk	Responsible for entering changes in the detailed student attendance accounting system.

Data Component

Pregnancy Related Services (PRS) are Support Services including Compensatory Education Home Instruction (CEHI) the pregnant student receives to help her adjust academically, mentally and physically to stay in school. These services are delivered to the student when:

- the student is pregnant and attending classes on a district/charter school campus;
- the pregnancy prenatal period prevents the student from attending classes on a district campus; and
- the pregnancy postpartum period prevents the student from attending classes on a district campus.

The district may choose to offer both Support Services components and the CEHI component or only the CEHI component in a PRS Program. However, a district may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

The district receives 2.41 PRS weighted funding while PRS components are being provided to the student during the prenatal and/or postpartum periods.

Documentation by responsible campus officials and medical or nurse practitioners and maintaining certified teacher logs are required to claim PRS eligible days present for funding. (Section 7)

Compensatory Education Home Instruction (CEHI) is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital when there is a valid medical necessity for confinement during the pregnancy, prenatal, or postpartum periods that prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student. Substitutes can be utilized to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., students should continue to be coded in the attendance accounting system as receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI and/or SPED Homebound must be counted absent in accordance with the Charts provided in this chapter.

Districts may not code students as PRS in the attendance accounting system in order to receive 2.41 PRS weighted funding unless CEHI is included as one of the services provided by the district's PRS Program. (for exceptions, see 9-19.12, Example 12 and 9.19.13 Example 13)

Support Services are the optional components of a PRS program that may be provided to the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, Support Services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, Support Services

are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system in order to receive the

2.41 PRS weighted funding beginning on the date support services are provided to pregnant students. Examples of Support Services that a district may choose to offer are:

1. Counseling services including the initial session when the student discloses the pregnancy;
2. Health services including services from the school nurse and certified athletic trainer;
3. Transportation for the student and/or the student's children to school, child care facility, community services, health services, etc;
4. Instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
5. Child care for the student's child(ren);
6. Schedule modifications (See 9.18 Quality control); and
7. Case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

Prenatal CEHI

- Regular education students without a need for special education or related services cannot be referred to special education for instructional services on the basis of being pregnant. Regular education students who must be confined to the home or hospital bedside for pregnancy related issues are to be provided CEHI and other PRS components through the PRS Program.
- Students who are eligible for and receiving special education and related services and who are pregnant must be served collaboratively through both special education and the PRS programs. Special education eligibility and services do not change solely due to the student becoming pregnant including the need to hold ARD meetings attended by both PRS and special education staff to address the collaborative service. (See 4-14)
- On Campus PRS Services: A student that is pregnant may be served with PRS Support Service while she is pregnant and attending classes. Districts that serve prenatal students on campus with PRS Support Services receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served on campus). (See introduction)

Prenatal Confinement

- A student that is pregnant can be served at home or the hospital bedside when the pregnancy prenatal period prevents the student from attending classes. Districts that serve students during a prenatal confinement with PRS CEHI receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being at home).
- In all instances, the CEHI component of the PRS Program must be provided to the student during the prenatal confinement to receive the funding. (see Introduction)
- Providing the PRS support services during prenatal confinement is optional but may be necessary for the mental or physical health of the student to ensure that the student does not drop out of school.
- Documentation for each event of prenatal confinement must be obtained from a medical or nurse practitioner licensed to practice in the United States to document that a *medical necessity for confinement* has been determined to exist.

A medical release from a medical or nurse practitioner licensed to practice in the United States must be obtained to allow a prenatal student confined to the home or hospital bedside to return to campus **for any reason**.

1. There is no limit to the length of each event or the number of events a student can be provided when CEHI services are necessary during the pregnancy prenatal period. The length and number of times the student is placed on prenatal confinement CEHI services is dependent on the medical or nurse practitioner's documentation for confinement and release.
2. Students who do not come to school and who do not receive CEHI (and or /SPED Homebound if SPED) must be counted absent in accordance with the Charts provided in this chapter.

Postpartum Confinement

A student who delivered a live, aborted, or stillborn baby; suffered a miscarriage or death of a newborn; or placed her baby up for adoption can be served, beginning on the day of or day after delivery, for up to 6 consecutive weeks (weeks 1–6) at home or the hospital bedside with **6-week postpartum confinement or break-in-service postpartum confinement** services when the pregnancy postpartum period prevents the student from attending classes. Postpartum confinement can be extended for 4 weeks (weeks 7–10). However, under no circumstances will a student remain eligible for PRS postpartum confinement beginning on the first day of the eleventh week from the beginning date for the district (day of delivery or the day after delivery [see **Beginning and Ending Postpartum Confinement**]).

A responsible campus official must record, at the district, the date a student's pregnancy ended (e.g., the date of delivery).

Note that a student in the postpartum period of pregnancy is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular service at a school or campus (exception: break-in-service postpartum confinement option)

Beginning and Ending Postpartum Confinement

The beginning date for services is the day after delivery and the district must:

1. Consistently use the day after delivery for all students throughout the school year; and
2. Not alternate between the beginning date options.

Six-Week Postpartum Confinement is six consecutive weeks in length, beginning on the district beginning date (day of or day after delivery) and ending on the last day of week 6 from the beginning date for the district.

Extended Postpartum Confinement is four consecutive weeks in length, beginning on the first day of week seven and ending on the last day of week 10 from the beginning date for the district (day of or day after delivery).

Break-in-Service Confinement

A student may divide the 10 weeks of PRS postpartum confinement into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service confinement. It allows the student to use the first period of the postpartum confinement to recover from delivery (student recovery period). After the student is recovered, the student returns to school and saves the remainder of her eligible postpartum confinement time. When the baby is released from the hospital, the student goes back on postpartum confinement (baby recovery period) using the second period of postpartum confinement to care for her baby.

The maximum postpartum confinement (student recovery and baby recovery periods) must not exceed 10 weeks. All provisions for postpartum confinement and extended postpartum confinement must be met when using the break-in-service postpartum confinement option

Enrollment Procedures

Any school age female may be enrolled in the PRS Program if they are eligible for Average Daily Attendance (ADA) and in the prenatal or postpartum periods of pregnancy. (see 9.7 Regular Education, special Education and PRS)

- The student's eligibility to receive PRS is verified by either:
 - A responsible campus official;
 - A medical or nurse practitioner or nurse midwife licensed to practice in the United States.

The date the student begins receiving PRS services is considered the entrance date (enrollment) into the PRS program.

Withdrawal Procedures

A student is no longer eligible and must be withdrawn from the PRS program on either of the following, whichever comes first:

- The date PRS stopped and the student no longer receives services through the PRS program;
- The date during the postpartum period when the student returns early after delivery to attend her regular classes on a school campus;
- The date during the pregnancy postpartum period when no postpartum extension of services was authorized by a medical practitioner and the student reached the first day of the seventh week after delivery;

- The date during the pregnancy postpartum period when a postpartum extension was authorized by a medical practitioner and the student reaches the first day of the eleventh week after delivery;
- The date it is determined that the student was never pregnant. In this case, all coding for this student must be removed from the system even if the district provided the student with any support services through PRS.

Eligibility and Attendance

Any school age **female** student who is in the prenatal or postpartum period of pregnancy is eligible for **services** under the PRS Program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby, suffer a miscarriage, or place the baby up for adoption.

Eligibility for PRS ends for the student in the postpartum period of pregnancy upon the student’s return to her regular service or a school campus or the first day of the eleventh week.

When a student in the pregnancy prenatal period is attending regular classes and receiving PRS Support Services, the student is PRS eligible and will generate the additional 2.41 PRS funding allotment.

When a student confined to the home in the prenatal or postpartum periods of pregnancy is receiving PRS CEHI (a required service of the PRS program), the student will remain eligible and continue to generate the additional 2.41 PRS funding allotment.

After a student has delivered and immediately before beginning CEHI a student is to be counted absent until the CEHI services begin with a certified teacher.

During the prenatal and/or postpartum periods of pregnancy attendance is taken on a weekly basis; Monday through Friday. A student is to be marked **absent for the entire week** if CEHI is not provided for a minimum of two hours in a week time-frame (or if the student does not come to school).

A student is to be counted present for:

- 2 days for 2 hours of instruction,
- 3 days for 3 hours of instruction,
- 4 or 5 days (entire week) for 4 hours of instruction.

Documentation

In order to claim PRS eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible PRS days present in the Student Detail Report. The documentation requirements are as follows.

- PRS and District and Campus Improvement Plans

Description of the PRS program and the services offered under the program in the district and campus improvement plan. District and Campus Improvement Plans must:

1. Include a description of the district's PRS program
 2. Describe the specific services available to the student; and
 3. Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS Program is utilized to serve prenatal and postpartum students.
- Intake documentation recording date of initial contact with student regarding pregnancy.
 - Affirmation (by a responsible campus official, a medical practitioner or nurse midwife licensed to practice in the United States, or a nurse practitioner) verifying the student's pregnancy which validates her eligibility to receive PRS.
 - Certified teacher's log to include among other information: name of teacher, student ID numbers, actual time per visit (e.g. 10 a.m. until 12 p.m.), an adult signature obtained at each visit must be completed and on file in the student's folder. This applies to both prenatal and postpartum periods.
 - Attendance documentation.
 - For each student whose postpartum period was extended, documentation from a medical practitioner licensed to practice in the United States verifying that the student was anticipated to be confined for an additional period of up to four calendar weeks.
 - Documentation of the date when the student's pregnancy ended (e.g., date of delivery).
 - A note from a medical practitioner must be obtained which requires the student to remain at home or in the hospital during the prenatal period.
 - CEHI services can be only offered to students who are enrolled and reside within the International Leadership of Texas CHARTER SCHOOL boundaries.
 - A copy of the ARD/IEP including modifications, for each special education student receiving CEHI.

Exception: Only students who have tuition waiver will be served during the CEHI period, if they are living out of district during this period.

- In the event that CEHI is offered but not provided to student, written documentation must be maintained to explain why the student was not provided CEHI.
- The principal or superintendent affirms the propriety of student eligibility when affidavits are signed.

Quality Control

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

When serving a pregnant SPED student, maintain the SPED and PRS records in the same file (e.g. Change of placement ARD proceedings).

During the prenatal period, a student should no longer be identified as receiving PRS if, for any reason, the services stop.

During the postpartum period, a student should no longer be identified as receiving PRS when the student returns to her regular service at her campus or at the end of the allowable postpartum period, whichever comes first.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate PRS program staff should verify the Student Detail Report to ensure that initial coding of PRS students is correct. All coding for remaining students who have not delivered should be “turned off” on the day after the last day of the school year. The coding should resume on re-entry in the fall if the student has not delivered.

Schedule modifications are an eligible service under the PRS program; however, these modifications must adhere to general attendance rules in order for PRS students to remain eligible for ADA. These requirements include attendance for at least two hours but fewer than 4 hours each day to be eligible for half-day ADA or at least four hours each day to be eligible for full-day ADA.

No student can be coded PRS unless CEHI is provided by your district. In the event that CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.

Monitor to assure that CTE funding is overridden during the CEHI period.

SPECIAL EDUCATION

SPECIAL EDUCATION PROGRAM

The following information is provided to support the International Leadership of Texas Charter School Data Quality Initiative and to report accurate and reasonable data for Special Education and related services. The Office of Special Education Services strives to ensure that district and campus personnel providing service to students with disabilities understand the PEIMS data collection process and how it affects funding. Campus accountability and compliance issues are reviewed to address the accuracy of data entries and the integrity of decision makers.

Program Contact and Accountability

Charles Hairgrove, Executive Director of Special Education, chairgrove@iltexas.org

Education Programs, the student’s eligibility folder shall be the primary source for compliance documentation. This highlights the importance of keeping all aspects of the student’s eligibility folder current, including the Record of Communications, Folder Access Sheet, Receipt of Procedural Safeguards, all ARD Committee documents, all FIE and eligibility documents, Confidential Student Reports of student assessment outcomes, Home Language Survey, referral documentation, and other required documentation. For more information, contact the Special Education Executive Director.

Standard Procedures for Data Collection Responsibility

Campus principals shall designate a certified Educational Diagnostician on campus to address all questions regarding data entry coding for services to students with disabilities. State and Federal guidelines for eligibility, timelines and service requirements provided by the Texas Education Agency (TEA) and the Office of Special Education Programs (OSEP) should be followed to maintain data quality.

Special Education Administrators have the responsibility to routinely monitor the accuracy and completeness of data input for PEIMS reporting for each campus. Campus data reports may be printed from the Student Information System (SIS) and reviewed by the **Special Education Administrators** every six weeks. The reports should be reviewed within shorter time spans during targeted funding periods, such as the October Snapshot date or the last day of the spring instructional period.

Special Education Administrators under the direction of the Special Education Director should support the efforts to ensure accurate data input at the campus level for special education service.

The designated Campus Data Input Representative (ie. the Diagnostician or Speech Language Pathologist) should review special education data for accuracy weekly to ensure that required timelines for evaluation and ARD/IEP data are up-to-date.

Eligibility Requirement or Mandated Procedures and Processes

Enrollment and eligibility requirements for special education services may be reviewed in Section IV of the *TEA Student Attendance Accounting Handbook (SAAH)*. Enrollment and eligibility requirements are clearly described in a number of examples that may occur at the campus. This handbook may be searched and downloaded from the TEA website. Access the *Student Attendance Accounting Handbook* to review the most recent handbook.

Documentation and Quality Control Required to Support Coding

Documentation must be completed to meet timelines and an Admission, Review and Dismissal (ARD) meeting must be held to determine eligibility for special education services. Referencing the *TEA Student Attendance Accounting Handbook (SAAH)*, documentation and quality control issues are addressed at the end of each program section. Complete documentation for eligibility applies to students, age three (3) needing special education services and entering INTERNATIONAL LEADERSHIP OF TEXAS CHARTER SCHOOL for the first time. The following examples of statements for documentation are given:

In order to claim special education contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating special education eligible days present and/or every student reflecting a speech therapy indicator code and locator code on the Student Detail Report. Documentation requirements are as follows:

(7-1) Documentation to support the ARD committee findings and a copy of the IEP must be maintained in the student's eligibility folder held at the campus and within e-documents in ProjectEducation and Skyward. These records must be uploaded to Skyward within 2 school days of the meeting and the PEIMS Data Specialist notified of the upload.

(7-2) Documentation to support the amount of time teachers served students in the homebound instructional arrangement/setting each week should be retained.

The following TEA examples of statements for Quality Control are:

(8-1) A student should be coded with the appropriate special education codes as soon as all documentation is in order and the student is receiving services.

(8-2) As soon as the student has been dismissed from special education, as documented by the ARD committee, the student should be withdrawn from special education in the attendance accounting system.

(8-3) At the beginning of each school year, the appropriate special education staff should verify the student Detail Reports to ensure initial coding is correct and agrees with the IEP.

For a complete review of documentation and quality control statements download and review Section IV Special

Education of the TEA SAAH.

Admission, Review, and Dismissal Meeting and Assessment Procedures

Admission, Review, and Dismissal meetings and assessments must be completed within the appropriate timelines to generate contact hours and funding for special education services. Campuses are informed to carefully and regularly review the ARD and assessment dates of all students eligible and receiving special education services to address timelines. ARDs and assessments must be current for students with disabilities so that the district can acquire the state funding allocated for the special education services.

An ARD meeting must be held annually within 12 months to be considered current. An assessment or reevaluation that determines eligibility for services must be completed within a three year interval. If an ARD date or an assessment date is out of its timeline, funding must be stopped on the Student Information System (SIS) and reinstated upon completion of the service.

If an ARD or assessment is not updated by the close of school in May, immediate steps must be taken to ensure that all ARDs and re-evaluations are made current and the correct coding re-entered on the student system. Coding must accurately reflect services at all times during the school year.

Campus Principals and Special Education support staff should ensure all ARD meetings and re-evaluations are held within the legal timeframe for students with disabilities on each campus.

Special Education Audit Preparation

Special Education Staff at the campus level input critical data into the Student Management System. Entered data translate into funding for the school district and provide other key data to the state through PEIMS. It is the responsibility of the campus principal to ensure that all data submitted via PEIMS is reasonable and accurate. The data submitted via PEIMS can either trigger or be a component of an audit by the Texas Education Agency. Key data considerations appear below:

- **Instructional Setting Code** – Each student eligible for special education and related services must have an Instructional Setting code which accurately represents the extent to which the student receives special education services. There is always just one Instructional Setting code which is appropriate for the student’s set of services – there are no situations in which two or more codes may be appropriate. Assigning an Instructional Setting code must be done in compliance with the definitions of each Instructional Setting found in the *Student Attendance Accounting Handbook* and ARD/IEP decisions.
- **Eligibility Codes** – These were previously known as “Handicapping Conditions.” These codes specify the student’s area(s) of eligibility as determined by an appropriate evaluation and the Admission, Review, or Dismissal (ARD) Committee.
- **Annual ARD Date** – This is the date of the most recent full ARD which addresses up to one year’s

Individualized Education Program for the student.

- **Full and Individual Education (FIE) Date** – This is the date of the most recent eligibility evaluation for the student. If the ARD Committee has chosen to continue eligibility by review of existing evaluation data (REED), then the date of that REED is used as the FIE Date.
- **Disability Funding Code/Effective Date** – This is the funding date the student is identified as having an IDEA eligible disability. This is also the date the IDEA disability is removed when the student is dismissed from service.
- **Instructional Setting Code/Effective Date** – This is the funding date during the current school year that the student first received special education services for the disability in compliance with a current ARD and FIE. If the student’s ARD and/or FIE is/are out-of-date, then Effective Date is listed to show no instructional setting (00) until such time that both the ARD and evaluation are in compliance.
- **Speech Therapy Code/Effective Date** – Speech funding codes, 0, 1, or 2 apply when the student is identified with Speech Impairment as a disability. See instructions for Instructional Setting Code/Effective Date above.
- **Preschool Program for Children with Disabilities (PPCD)-Effective Date** – The PPCD funding indicator is selected for students ages three – five only who have an eligible IDEA disability and are receiving special education services.

To facilitate the accuracy of Special Education data, a PEIMS data sheet should be completed at each ARD meeting including initial ARD meetings, transfer/temporary meetings, and annual reviews.

In the event of an audit by the Texas Education Agency or the U. S. Department of Education Office of Special Education Programs, the student’s eligibility folder shall be the primary source for compliance documentation. This highlights the importance of keeping all aspects of the student’s eligibility folder current, including the Record of Communications, Folder Access Sheet, Receipt of Procedural Safeguards, all ARD Committee documents, all FIE and eligibility documents, Confidential Student Reports of student assessment outcomes, Home Language Survey, referral documentation, and other required documentation. For more information, contact the Special Education Director.

504 PROGRAM

The following information is provided to support the International Leadership of Texas Charter School Data Quality Initiative and to report accurate and reasonable data for 504 and related services. The Office of Student Services strives to ensure that district and campus personnel providing service to students with disabilities understand the PEIMS data collection process and how it affects funding. Campus accountability and compliance issues are reviewed to address the accuracy of data entries and the integrity of decision makers.

Program Contact and Accountability

Mary Albritton; Executive Director of Counseling malbritton@iltexas.org

504 Records

According to the Office of Civil Rights (OCR):

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

(<http://www2.ed.gov/about/offices/list/ocr/504faq.html>)

- The Counseling Department will maintain the official 504 Records and all updates once received from the 504 Campus Coordinator. Another copy of the 504 Record and updates must be maintained on the campus.
- It is the responsibility of the Campus PEIMS Clerk to input the 504 Records based upon documentation received by the 504 Campus Coordinator. Without exception, Campus PEIMS Clerks MUST receive written documentation for ALL student entries before any 504 updates can take place in the Student Management System.
- The 504 Coordinator will need to maintain a working copy of 504 Record to verify that students have been coded correctly within the Student Management System.
- 504 Records need to be input into the 504 Data Management Program and Skyward and updated within 2 school days of the 504 meeting.
- The 504 Campus Coordinator will need to verify all 504 Record entries within 5 school days following Snapshot, at the beginning the second semester, and at year end.

To facilitate the accuracy of 504 data entered in PEIMS, a PEIMS data sheet should be completed at each 504 meeting conducted.

TITLE I

TITLE I, PART A RESPONSIBILITY

Program Contact and Accountability

Krystal Lovato, Executive Director of Federal Programs, KLovato@ILTexas.org

Definition

The Title I Campus Contact Person must provide personnel with names and coding information of students who are being served in the program. In no case should data entry/clerical personnel be responsible for determining whether a student is Title I eligible.

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for reasonableness and accuracy.

Title I, Part A, Schoolwide and Targeted Assistance Programs

Title I, Part A, schools have either **school wide or targeted assistance** programs. A **school wide program** permits a school to use funds from Title I, Part A, and other federal education program funds and resources to upgrade the **entire educational program of the school** in order to raise academic achievement for **all** the students. A Title I, Part A, **targeted assistance program** uses funds **only** for supplementary educational services for **low-income students** who are failing or at risk of failing to meet state standards. **All campuses within are part of a school wide program and, therefore, all students within campuses are to be labeled Title I, Part A.**

Data Components

All students enrolled on a Title I, Part A, schoolwide campus must have a Title I, Part A Student Data record also referred to as a **461** record.

Schoolwide Campus

The only data elements that are to be completed for the PEIMS Fall submission for Title I, Part A, schoolwide campus students are:

- INPUT-RECORD-TYPE-CODE (the record type code is 461)
- DISTRICT-ID (the district ID is 057848)
- STUDENT-ID (the student ID generated by the Student Management System at the time of enrollment or should be provided from transferring campus if a student is coming from a campus within the state of Texas)

- CAMPUS-ID-OF-ENROLLMENT (The campus ID of enrollment is the district ID and the campus number.)
- TITLE-1-PART-A-INDICATOR-CODE (The indicator code is “6” for Title I, Part A, school wide campuses. A “6” was pre-coded for the returning students and indicates that the student attended a Title I, Part A, school wide campus the prior school year.)

Eligibility Requirements

Section 1113 of No Child Left Behind (Public Law 107-110) contains the requirements for identifying eligible school attendance areas and selecting the eligible areas that will participate in the Title I, Part A, program. A school district may use Title I, Part A, funds only in eligible school attendance areas.

A school district must use the same measure of poverty uniformly throughout the district to:

- Identify eligible school attendance areas;
- Determine the ranking of each area; and
- Determine the allocation for each area.

The school district must select a poverty measure from the following options:

- The number of children ages 5 to 17 in poverty as counted by most recent census data approved by the Secretary [in this case, the 2010 Census];
- The number of children eligible to receive free or reduced-price lunch under the Richard B. Russell National School Lunch Act;
- The number of children in families receiving assistance under the Temporary Assistance for Needy Families (TANF) program;
- The number of children eligible to receive medical assistance under Medicaid program; or
- A composite of any of the above indicators.

Of the four measures of poverty that the statute permits a school district to use for identifying eligible school attendance areas and allocating funds, eligibility for free or reduced-price lunch is the measure most frequently used.

STUDENT HEALTH

HEALTH INFORMATION

DRUG-FREE SCHOOL

ILTexas is a drug-free environment. All students are prohibited from the possession, use, sale, distribution, transmittal; or attempt to possess, use, sell, distribute, transmit; or being under the influence of a controlled substance or dangerous drug (as defined by law) or alcohol or any alcoholic beverage, or any volatile chemical substance, or any intoxicant or behavior-altering drug on school premises or off school premises at a school-related activity, function, or event. In accordance with the Student Code of Conduct, students may be disciplined for any alcohol and drug related offenses. All individuals will be referred to appropriate law enforcement officials for criminal prosecution.

TOBACCO-FREE SCHOOL NOTICE

Smoking (including electronic cigarettes, cigars, and pipes) and using tobacco products is prohibited in school buildings, vehicles, or on or near school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any of the locations or activities listed above. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

ASBESTOS MANAGEMENT PLAN

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act (“AHERA”) inspector. An Asbestos Management Plan has been created for each ILTexas campus in accordance with federal regulations. Parents may view the Asbestos Management Plan by contacting the Principal. Copies of the management plan are also available at a reasonable charge.

BACTERIAL MENINGITIS INFORMATION

State law requires ILTexas to provide the following information: What is bacterial Meningitis?

Meningitis is an inflammation of the membranes that surround the brain and spinal cord. Meningitis can be caused by viruses, parasites, fungi and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. However, bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical and life support management.

What are the symptoms of bacterial meningitis?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over two years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, seizures, discomfort looking into bright lights, confusion and sleepiness and lethargy. In both children and adults, there may be a rash of tiny, red-purple spots or purple patches on the skin. These can occur anywhere on the body. The more symptoms, the higher the risk, so when these symptoms appear seek immediate medical attention.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results. How serious is bacterial meningitis?

Bacterial meningitis is a serious, potentially deadly disease that can progress extremely fast. If it is diagnosed early and treated promptly, the majority of people make a complete recovery. However, in some cases it can be fatal or a person may be left with permanent severe health problems or disability. How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange saliva (such as by kissing, or by sharing drinking containers, food, utensils, cigarettes, toothbrushes, etc.) or come in contact with respiratory or throat secretions (such as by coughing or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes.

Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for from three to five years.

* Please note that the Texas Department of State Health Services (“TDSHS”) requires at least one meningococcal vaccination for grades 7 through 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis

vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

What should you do if you think you or a friend might have bacterial meningitis? You should seek prompt medical attention.

Where can you get more information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of State Health Services (“DSHS”): <https://www.dshs.tx.us/idcu/disease/meningitis/>.

DISPENSING OF PRESCRIPTION MEDICATIONS AT SCHOOL

International Leadership of Texas recognizes medication orders provided by health-care professionals (MD, DO, DDS, APN, PA, etc.) that are licensed by the State of Texas and have authority to write prescriptions. Medication must be filled by a pharmacist licensed by the State of Texas. In accordance with the Texas Board of Nursing, Nurse Practice Act, ILTexas will not administer medications prescribed or fulfilled in Mexico.

All prescriptions MUST be in the ORIGINAL and be properly labeled container. Prescription labels must include the student's name, name of medication, date filled, dosage, how the medication is administered, time/or frequency to give the medication, and physician's name printed on the bottle. All prescriptions shall be accompanied by a "Permission to Administer" form and signed by the parent. It must state the instructions as the prescription label and must and include the parent's daytime phone numbers.

Permission forms are available through the clinic and are active for one school year. If a prescription changes, the parent/guardian must complete a new permission form.

- * Parents should deliver medications to the clinic or nurse's office for their children. Please do not send medications to school with the student.
- * Paperwork must be completed and signed by the parent/guardian and prescribing physician.
- * Students K-5 should NEVER have any medications in the backpacks, purses, or on themselves.
- * Medication will be secured, stored and administered only in the nurse's office.

DISPENSING OF OVER-THE-COUNTER (OTC)/NON-PRESCRIPTION MEDICATIONS AT SCHOOL

International Leadership of Texas does not provide OTC (Over-the-counter) or prescription medication for students. Medication packaged as a physician's sample or OTC must be provided by the parent/guardian and accompanied by a written, signed prescription by the doctor, including all information listed above. Prescription and OTC medications will only be given if the parent's and physician's current phone numbers are on file in the nurse's office.

Non-prescription medication must be provided by the parent or guardian labeled with the student's name and in the original manufacturer's container. OTC medications will be kept in the nurse's office ONLY if a medication administration form signed by the physician is provided.

NO aspirin will be given to students. Herbal, experimental, trial or medications not approved by the FDA will not be administered to students, unless the medication is required by the student's Individualized Education Program ("IEP") or Section 504 plan for a student with disabilities.

The nurse keeps no medications of any kind in stock.

Any student found taking medication or giving medication to another student will be subject to school disciplinary action.

ASTHMA AND ANAPHYLAXIS MEDICATIONS

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions are entitled to possess and self-administer prescription medication while on school property or at school-related events. Student possession and self-administration of asthma or anaphylaxis medication at school requires the

student to demonstrate his or her ability to self-administer the medication to the student’s physician or other licensed health care provider and the school nurse, if available. Requirements also include written authorization from the student’s parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. Medication in a student’s possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

SEVERE ALLERGIC REACTION

It is the responsibility of the parents to ensure that the nurse is aware of any student’s hypersensitivities to food/environment/insects. An Allergy Action Plan is advised for any student with a known history of anaphylactic reaction and is available from the school nurse. Students requiring medication for the treatment of an allergic reaction (Examples of medication include Benadryl in a lotion or pill form, Epipen, or topical creams) must have a signed Allergy Action Plan and a “Permission to Administer” form on file in the nurse’s clinic.

COMMUNICABLE DISEASES

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of students with a communicable or contagious disease should notify the Campus Principal or designee so that other students who might have been exposed to the disease can be alerted. School authorities will report those students who are suspected of having a reportable condition. A list of reportable conditions can be found on the DSHS website: <http://www.dshs.state.tx.us/idcu/investigation/conditions/>.

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- * Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease’s non-infectiousness in a school setting;
- * Submitting a permit for readmission issued by a local health authority; or
- * Meeting readmission criteria as established by the commissioner of health.

IMMUNIZATIONS

The State of Texas requires that every child in the state be immunized against vaccine preventable diseases caused by infectious agents in accordance with an established immunization schedule.

To determine the specific number of doses that are required for your student, please read “2015–2016 Texas Minimum State Vaccine Requirements for Students Grades K–12.” For specific immunization requirements, please visit the Texas Department of State Health Services website at <http://www.dshs.state.tx.us/immunize/school/>.

Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Provisional Enrollment

A student can be enrolled provisionally for no more than 30 days if her or she transfers from one Texas school to another, and is awaiting the transfer or the immunization record.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate required vaccine. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. ILTexas shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If at the end of the 30-day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and ILTexas shall exclude the student from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. ILTexas shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Exclusions from Immunization Requirements

Exclusions from immunization requirements are allowable on an individual basis for medical reasons, reasons of conscience (including a religious belief), and active duty with the armed forces of the United States.

To claim exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, a signed Texas Department of State Health Services ("TDSHS") affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a period of two years. The form affidavit may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347, or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be submitted to the Campus Principal within 90 days from the date it is notarized. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Students, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health. To claim exclusion for armed forces, the student must prove that he or she is serving on active duty with the armed forces of the United States.

Immunization Records Reporting

ILTexas' record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and TDSHS and transferred to other schools associated with the transfer of the student to those schools.

STEROID NOTICE

ILTexas does not permit steroid use. A notice shall be posted in a conspicuous location in the school gym or in each other place in a building where physical education classes are conducted.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Principal will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation.

STATE-MANDATED SCHOOL HEALTH SCREENING PROGRAM

Students are screened according to the Texas Board of Education Rules and the school health programs mandated by the Texas Department of State Health Services.

DYSLEXIA AND RELATED DISORDERS

From time to time, students may be tested and, where appropriate, treated for dyslexia and related disorders in accordance with programs, rules, and standards approved by the state. Parents will be notified should ILTexas determine a need to identify or assess a student for dyslexia and related disorders.

FITNESS TESTING

According to requirements under state law, ILTexas will annually assess the physical fitness of students. ILTexas is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

VISION AND HEARING SCREENING

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually.

Screening records for individual students may be inspected by the TDSHS or a local health department, and may be transferred to another school without parental consent.

Exemption: A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Campus Principal or designee on or before the day of admission an affidavit stating the objections to screening.

SPINAL SCREENING

All children in grades 6–9 must be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grade six or nine may be met if the child has been screened for spinal

deformities during the previous year.

A parent who declined participation in the spinal screening provided by ILTexas must submit to the Campus Principal or designee documentation of a professional examination which includes the results of a forward-bend test. This documentation must be submitted to ILTexas during the year the student is scheduled for screening or, if the professional exam is obtained during the following summer, at the beginning of the following school year.

Exemption: A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the Campus Principal or designee on or before the day of the screening procedure an affidavit stating the objections to screening.

TEXAS RISK ASSESSMENT FOR TYPE II DIABETES

All first, third, fifth, and eighth grade students will be screened for a skin marker that may indicate high levels of insulin in the blood which results from insulin resistance. If the screening reveals abnormal results, the parent/guardian is notified through the referral process.

REFERRALS

Referrals should be returned to the school nurse as soon as possible after a specialist is seen. When referrals are not returned to the campus, the school nurse follows up with parents/guardians to determine whether or not the student was seen and treated. The State of Texas requires each school district to report screening results at the end of each school year.

For questions regarding any of the above health policies, please refer to your campus Nurse.

INTERNATIONAL LEADERSHIP OF TEXAS
FOOD ALLERGY NOTIFICATION FORM

Dear Parents,

ILTexas is required by law to request, at the time of enrollment, that the parent or guardian of each student attending an ILTexas campus disclose the student's food allergies. This form will satisfy this requirement.

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed in order for ILTexas to take necessary precautions for your child's safety. "Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food. ILTexas will contact you for a note from your physician if your child has food allergies. Your child must have an EpiPen prescribed to help in the event of an emergency.

Food: _____ Nature of allergic reaction to the food: _____

ILTexas will maintain the confidentiality of this form and the information provided above, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act ("FERPA") and Board policy. ILTexas will maintain this form as part of your child's student record.

Student Name: _____ Date of Birth: _____
Grade: _____ Parent Work Phone: _____ Home Phone: _____ Parent/Guardian Name: _____

Date: _____
Parent/Guardian Signature: _____ Date form received by ILTexas: _____

Homebound Services

Instructional Arrangements-Homebound Instruction Board Policy

General Instruction

Consistent with TEA's *Student Attendance Accounting Handbook* ("SAAH), a student to be confined for a minimum of four weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the United States may be eligible for general education homebound services. The parent's request for services shall be made through the Principal in accordance with the SAAH and administrative procedures.

The Principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

Special Education

For special education students, the ARD committee shall determine the type and amount of instruction to be provided and, when the student is able to return to a regular educational setting, the length of the transition period based on current medical information.

Documentation of Services

The school shall maintain, in accordance with administrative procedures, full documentation about students receiving homebound services.

Procedures for Determining Student Eligibility for General Education Homebound (GEH) Services

Overview of General Education Homebound (GEH) services

General Education Homebound services are instructional services that are provided in a hospital or in the home by a qualified teacher to a student enrolled in International Leadership of Texas and who has a medical condition that prevents the student from attending school for a minimum of four weeks. During this period of time, the student is confined to the hospital bed or at home. The final decision regarding whether or not these services will be provided is made by the campus GEH committee.

Contacts

Each campus has a designated GEH Coordinator. For further information, call the campus directly and ask to speak to the GEH Coordinator or the Principal. International Leadership of Texas also has a District GEH Coordinator who can be reached by calling 972-479-9078. Parents should always contact their child's school first to discuss GEH services and any issues related to their child's education.

Determining eligibility for GEH services

Students who satisfy the following criteria may be eligible for general education homebound services:

1. The student is expected to be confined at home or to a hospital for a minimum of four weeks; **AND**
2. The student is confined at home or hospital bed for medical reasons only; **AND**
3. The student's medical condition is documented by a physician licensed to practice in the United States.

NOTE: In making an eligibility decision, the GEH Committee must consider the physician's information. However, the physician's note/information *is not* the sole determining factor in the committee's decision-making process. Instead, *all* relevant information will be considered.

If appropriate, every attempt should be made to accommodate and serve the student on campus when practically possible. The student's parent/guardian should continue picking up all assignments and remain current with all class work pending a determination of eligibility for homebound services.

GEH Committee members

A student's GEH Committee should include, but is not limited to:

- A campus administrator
- A teacher of the student; and
- A parent or guardian of the student.

A student's GEH Committee will convene to review relevant school data and medical information regarding the student's situation to determine whether or not the student requires homebound instruction. If GEH services are to be provided, it is the GEH Committee's responsibility to specify the type(s) of instruction (for all subjects, including electives) and the amount of weekly time that a qualified teacher will provide such lessons. The committee will document each of its decisions on International Leadership of Texas GEH forms.

Recording attendance

General education students served through the GEH program will earn eligible days in attendance based on the number of hours the student is served by the assigned teacher at home or in the hospital each week.

One hour of instruction equals one day in attendance *for the first three hours* of GEH instruction. When *four or more hours* of GEH instruction are provided, the student earns an entire week of eligible days of attendance. The following chart will be used to calculate eligible days present:

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

Once GEH services begin, the GEH teacher will complete a homebound service log on a weekly basis. This form will be provided to the campus attendance clerk and the PEIMS Coordinator to record on behalf of the student.

Reconvening GEH Committee

The GEH Committee may meet periodically to re-evaluate the student’s condition and possible continued need for services. The committee should also meet again to re-evaluate a *new* physician’s form and the need for homebound services after six(6) weeks of services have been provided.

The committee shall also reconvene at the end of the service period (as documented by the student’s licensed physician) to review current physician information and to make decisions regarding whether or not to continue or stop GEH services.

Prior to this meeting, the parent must have the doctor complete a “Physician’s Release” in order for the student to return to school. The GEH Committee should also determine if a transition period is necessary.

Should a transition period be needed, the GEH Committee should document all of the following:

1. The length of time of the transition period;
2. The amount of time the student will be served in both settings (homebound and the classroom) during the transition period; and
3. The effective date of when the student is expected to return to the classroom on a full-time basis.

Dismissal from GEH program

Dismissal from the GEH program will proceed in accordance with the following steps:

1. If the student’s physician has not provided a specific return date, the physician must first complete a “Physician’s Statement-Homebound Services Release” form.
2. The homebound teacher will notify the campus GEH Coordinator when a student is being released from

homebound instruction for entry back into school.

3. No homebound instruction may occur after the dismissal date.
4. The GEH Coordinator will notify the student's teacher(s) and the campus attendance clerk when the student has been dismissed and will return to the regular classroom setting.
5. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. It is imperative that students return to the classroom as soon as practical. This is usually dictated by the student's doctor. However, in unusual cases where the student's medical condition is in doubt, International Leadership of Texas may request a second doctor's opinion at its own expense and call another GEH Committee meeting to consider dismissing the student from GEH services depending on the results of that examination.

Special Education Homebound Guidelines

In-home/bedside educational services for special education students are provided in accordance with International Leadership of Texas policies, procedures, and these guidelines. It is the responsibility of each campus Principal to designate personnel who are responsible for processing requests for homebound services in a timely fashion.

Eligibility

To qualify for homebound services, the student must meet eligibility requirements as documented in the current *Student Attendance Accounting Handbook* (“SAAH”). Presently, these requirements are that the student:

1. Is eligible for special education and related services as determined by an ARD Committee;
2. Is expected to be confined at home or hospital bedside for a minimum of four weeks (the weeks need not be consecutive);
3. Is confined at home or hospital bedside for medical reasons only; and
4. Has a medical condition documented by a physician licensed to practice in the United States.

Referral Process

A request for special education homebound services shall be made through the Principal. A homebound referral does not automatically mean that the ARD Committee will recommend homebound services. In making eligibility and placement decision the ARD Committee must consider information provided by the student’s physician; however, such information is not the sole determining factor in the ARD Committee’s decision-making process. International Leadership of Texas needs to make an appropriate effort to accommodate the student at the school depending on the student’s medical need and doctor’s information.

Parents/students should continue picking up all assignments and remain current with all the work pending a determination of eligibility for special education homebound services.

Least restrictive environment requirements

International Leadership of Texas must ensure that;

1. To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and
2. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature of severity or the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Homebound is the most restrictive educational placement for students. Documentation should support all efforts made to accommodate and support the student with non-disabled peers and in the regular educational environment.

Parents/guardians need to know that an ARD Committee cannot consider homebound services until necessary forms are completed and returned to the Principal or designee.

ARD Committee

For students already in special education who require homebound services, the assessment staff gathers information from school records, parent/guardian, and the student’s FIE in order to determine the student’s current functioning level and educational needs. The ARD Committee reviews written input from the student’s and determines if homebound services are appropriate.

When the student’s placement determined to be homebound, the homebound teacher’s responsibilities during the ARD include:

1. Provide input for necessary accommodations
2. Provide the parent/guardian with relevant information concerning the special education homebound services program (days of instruction, times and assignments and grading responsibility)
3. Verify telephone numbers and directions to the student’s home.

Attendance requirements

The homebound teacher will notify the attendance clerk of student absences at the end of each week. Special education homebound students served at home will earn eligible days present in accordance with the SAAH. Generally, attendance is based on the following chart:

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

When absences are related to the medical diagnosis, homebound services will be offered as per the SAAH.

Dismissal from special education homebound services

There must be an ARD at the end of the homebound request period to either:

1. Dismiss the student at the end of the projected time; or
2. To continue the services. In this case, the ARD Committee must review a new statement from the student’s physician.

If dismissal occurs, the diagnostician or campus designee will notify the campus attendance clerk and the student’s teacher(s) of the student’s return to campus.

General Education Homebound Attendance Reporting

The following procedures apply when reporting attendance for students served by the International Leadership of Texas General Education Homebound (“GEH”) services:

1. Attendance will be awarded following the guidelines of the current year’s Student Attendance Accounting Handbook.
2. The Campus GEH Coordinator will notify the PEIMS clerk and campus attendance clerk when a student begins homebound services.
3. The Campus GEH Coordinator will notify the campus teachers when the student begins homebound services.
4. The homebound teacher will complete the *General Education Homebound Instruction Log* and submit the log on a weekly basis to the attendance clerk. The attendance clerk uploads the instruction log to the student’s attendance notes.
5. The *Homebound Instruction Log* will reflect the school calendar week by week so that available instructional days are easily identified.
6. Total weekly instructional time and total weekly days in attendance are summarized at the end of each instructional week.
7. If absences are reported for any given day, a notation as to the reason should be made in the Notes/Other section of the log.
8. While parents/guardians are asked to arrange medical appointments around the homebound teacher’s schedule, absences are often incurred because the student is too ill to attend to instruction. The homebound teacher may be able to rearrange instruction for that week but, if unable to do so, absences will be recorded according to the instructional hours delivered. GEH services hours may not be accumulated and carried forward from one week to the next or applied to a previous week.
9. GEH students served at home will earn eligible days present based on the Student Attendance Accounting Handbook. Generally, attendance is based on the following chart:

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

DATA QUALITY RESOURCES

Websites

TEA

<http://www.tea.state.tx.us/>

Legacy PEIMS Data Standards

<http://ritter.tea.state.tx.us/peims/standards/weds/>

TEA Student Attendance Accounting Handbook

http://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Student_Attendance_Accounting_Handbook/

TEASE / Edit+

<https://seguin.tea.state.tx.us/apps/logon.asp>

TEAL

<https://pryor.tea.state.tx.us/>

Texas Education Code

<http://www.statutes.legis.state.tx.us/?link=ED>

Texas Student Data System (TSDS)

http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Student_Data_System_%28TSDS%29/

The Network

<http://www.txcharternetwork.org/>

Forms

INTERNATIONAL LEADERSHIP OF TEXAS
FOOD ALLERGY NOTIFICATION FORM

Dear Parents,

ILTexas is required by law to request, at the time of enrollment, that the parent or guardian of each student attending an ILTexas campus disclose the student's food allergies. This form will satisfy this requirement.

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed in order for ILTexas to take necessary precautions for your child's safety. "Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food. ILTexas will contact you for a note from your physician if your child has food allergies. Your child must have an EpiPen prescribed to help in the event of an emergency.

Food: _____ Nature of allergic reaction to the food: _____

ILTexas will maintain the confidentiality of this form and the information provided above, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act ("FERPA") and Board policy. ILTexas will maintain this form as part of your child's student record.

Student Name: _____ Date of Birth: _____
Grade: _____ Parent Work Phone: _____ Home Phone: _____ Parent/Guardian Name: _____

Date: _____
Parent/Guardian Signature: _____ Date form
received by ILTexas: _____

Explanation of General Education Homebound Instruction

Dear Parents/Guardian:

Homebound services are educational services provided in the home or hospital for a student who is unable to attend school because of a documented health condition.

A student is eligible to be considered for general education homebound (“GEH”) services when the following conditions apply:

1. The student is expected to be confined at home or hospital bedside for a minimum of four weeks (need not be consecutive);
2. The student is confined at home or hospital bedside for medical reasons only; and
3. The student’s medical condition is documented by a physician licensed to practice in the United States.

When homebound services are no longer required, your child will be transitioned back to his or her previous educational setting.

Homebound services will allow a qualified teacher to come to your home to provide instruction to your child for 4–5 hours per week so that your child can remain current with required classwork and assignments. The homebound teacher will meet with your child’s classroom teacher(s) to ensure a coordinated educational program that will prepare your child for transition back into the campus setting. Attendance will be kept by the homebound teacher and reported to your child’s home campus.

Medical information is required from your child’s doctor before homebound services may be assigned. It is essential that you return this information as quickly as possible so services may begin promptly. Physician forms may be returned via parent, mail, or faxed to your student’s school. Homebound services cannot be initiated without this medical information.

During the time the process is taking place, please continue to get assignments from your child’s teacher(s). If more information is needed concerning GEH services, please contact your child’s campus.

Thank you,

GEH Campus Coordinator

General Education Placement Homebound Placement

The following form is to be utilized when the International Leadership of Texas Section 504 and/or GEH Committee is considering placement in general education homebound (“GEH”).

Date: _____

Student Name: _____ ID #: _____

Date of Birth: _____ Grade: _____

Campus: _____

Committee Membership

While Section 504 eligibility is determined by a group of knowledgeable persons, including persons with knowledge of the child, the meaning of evaluation data, and the placement options, GEH eligibility and placement requires the attendance of three specific people: (1) a campus administrator; (2) a teacher of the student; and (3) a parent or guardian of the student. The required group may overlap to satisfy requirements under both Section 504 and GEH.

Participant Signatures	Relationship to student
	Administrator
	Teacher
	Parent

The most recent and all appropriate state assessment scores, benchmarks, report cards, progress reports, and any other appropriate documents should be attached to this form.

Eligibility for GEH Services

Pursuant to the Student Attendance Accounting Handbook (“SAAH”) and Board policy, the following must be answered to determine GEH eligibility:

Yes ____ No ____ The committee has received, and attaches to this form, a document from a physician licensed to practice in the United States, which meets the following criteria:

1. Indicates that the above-referenced student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive.
2. Indicates that the confinement is for medical reasons only.

Yes ____ No ____ Based on the physician’s document, together with the committee’s review of current evaluation data (including parent input, teacher/administrator input, grade reports, work samples, results of standardized tests, etc.), the committee determines that the student is eligible for GEH services, and that such services shall be provided to the student as indicated below. The physician’s information is not the sole determining factor in the committee’s decision-making process.

Where both questions above are answered with “Yes,” the student is eligible for GEH services, and the committee shall determine the type(s) and amount of instruction to be provided. If either question is answered “No,” the student is not eligible for GEH services, but may be eligible for services under Section 504.

If the student is receiving special education services, please contact the counselor so an ARD meeting can be scheduled.

GEH Services

GEH services will begin on _____ (date) and end on _____ (date).

GEH services will be delivered to (address): _____

GEH instruction will be provided by a qualified teacher, meaning a certified teacher when required by law and/or the International Leadership of Texas charter and/or a teacher having obtained NCLB “Highly Qualified” status. Over the course of the student’s confinement at home or hospital bedside, ***the student must be provided instruction in all core academic subject area courses in which the student is enrolled, and should be provided instruction in all other courses the student is enrolled in, if possible.*** The teacher providing GEH instruction will maintain a log of contact hours and other appropriate documentation related to the provision of these services.

The student will be provided instruction in the following subject areas (list all subject areas to be addressed by homebound instruction):

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Area of instruction: _____ Hours per week: _____

Teacher whose content will be taught: _____

Please note that the teacher whose content will be taught is responsible for assignments, testing, and grading.

Students served through the GEH program will earn eligible days in attendance in accordance with the standards set forth in the SAAH.

Optional Services

Check all optional services in addition to direct instruction that apply (if any):

____ Access to textbooks, assignments, projects, and tests for self-study in the following subject areas:

____ Access to classroom teachers by phone in the following subject areas:

____ Extended time for completion of projects in the following subject areas:

____ Access to educational software, distance learning, correspondence courses, or other online instruction. If yes, please detail services to be made available to the student.

____ Other:

____ Formal transition from GEH to the classroom. If the committee believes that a formal transition period is required for the student's return to school, please detail the transition calendar or steps for the transition.

Homebound Services Statement to Parent/Guardian

Student's Name: _____ Student ID #: _____

Campus: _____ Grade: _____ Age: _____

Days of Service: _____ Time: _____

Homebound Teacher: _____ Telephone: _____

Homebound instruction has been approved for my child. I agree to cooperate as follows:

- Provide a place in home that is quiet, free from distractions (away from other people and from TV), sanitary, well-lighted, and properly ventilated and heated.
- Ensure the student is prepared for instruction when the teacher arrives. Please arrange other activities, including doctor appointments, around scheduled instruction.
- Be aware that changes in the home schedule may be necessary.
- Ensure a responsible adult will always be in the home during instruction time. The homebound teacher will leave the home and the student will be counted absent if there is not an adult in the home.
- Notify the homebound teacher as soon as possible if the student is unable to receive instruction or if anyone in the home develops a contagious condition.
- The student must do 90% of the assigned work between the teacher's visits. The student must be willing to work independently and accept the responsibility of homework with the guidance of the homebound teacher. The student should have uninterrupted study time.
- Parents and students must be aware that all tests, grades, and assignments come directly from the campus teachers.
- Household pets should not be allowed to interrupt home instruction. If pets are usually kept indoors, they should be confined to a room other than the one in which class is held.
- A student can be dismissed from the homebound program due to excessive unexcused absences. If scheduled instructional time is cancelled, absences will be reported.
- Homebound services cannot begin until the above conditions have been met, and homebound services may be discontinued if these conditions are not maintained.
- The student's educational program will be planned and carried out on the basis of the limitations of the student and the homebound services program, which cannot provide the same experiences of regular classroom instruction.

I UNDERSTAND AND AGREE TO THE ABOVE RULES.

Parent Signature

Date

Student Signature

Date

Homebound Services Request for Medical Information
Notice for Release/Consent to Request Confidential Information

We are asking that you authorize the physician or agency named below to release specific records containing confidential information regarding the above-named student.

Requestor: International Leadership of Texas
2021 Lakeside Blvd
Richardson, TX 75082
972-479-9078
972-479-9129 (Fax #)

Physician or agency to whom request is being made: _____
Address: _____
Phone: _____ *Fax:* _____

Information requested: Medical information as related to homebound services

Purpose of disclosure:
 Determination of Educational Needs
 Other: _____

Please check the appropriate box:

Yes No I have been fully informed and understand that the International Leadership of Texas request for my consent for the release of medical information. I hereby authorize the above-named physician or agency to release the documents described above to International Leadership of Texas.

Student Signature _____ Date

Parent Signature (if student is a minor) _____ Date

Please return this form to Mary Albritton, Executive Director of Counseling at the address and/or fax number listed above as soon as possible.

Physician's Verification of Need for Homebound Services

Student's Legal Name: _____ Date of Birth: _____

Please be advised that the student will receive only up to four (4) hours of home instruction per week. Therefore, returning to his/her home campus at the earliest possible date is imperative for peer interaction and educational success.

1. Date of Physical Exam: _____

2. Have you recommended a follow-up exam? Yes No If yes, when? _____

3. Check one of the following statements:

The student will be confined to his/her home and/or hospital bedside for a minimum of four consecutive weeks except for visits to the doctor. The period of confinement is expected to last from _____ to _____

OR

The student is chronically ill and expected to be confined for a period of time totaling at least four weeks during the school year.

4. Describe the nature of the condition(s) resulting in the need for homebound services: _____

5. If the period of confinement is not expected to be continuous, describe the basis for your expectations that the student will be confined for a period of time totaling at least four weeks during the school year. Describe circumstances or conditions of the student that will necessitate confinement (e.g., daily chemotherapy for four weeks): _____

6. What are the criteria for the student returning to school? _____

7. Is the student confined to home? Yes No If not, is the student able to receive any instructional services on his/her campus (shortened school day, alternate school days, attend special events)? Yes No Explain: _____

8. Are there any accommodations that would enable the student to receive instruction on his/her campus: If yes, explain: _____

9. Is the student now physically able to perform school work with a homebound teacher? Yes No If not, please explain: _____

10. Is the nature of the condition: physical psychological/psychiatric combination

11. Does the student have a communicable disease that poses a risk to the homebound teacher becoming infected or carrying it to another student? Yes No If yes, describe precautions that should be taken: _____

12. The period of time the student is expected to receive homebound services is approximately _____ weeks.

13. **Anticipated start date:** _____ **Anticipated end date:** _____

14. Additional comments to aid school staff in serving this student: _____

Based on my examination, this student (circle one) **has** / **does not have** a serious, acute illness, injury, or a long-term medical condition requiring homebound services.

Physician's name (printed)

Physician's signature

Date

Physician's address
Phone #

City, State, Zip

Note: Homebound is intended to be a temporary school placement to provide instructional services when the student is unable to attend regular classes due to medical conditions. It is not an alternative placement for students who are habitually truant or simply refuse to attend school.

Physician's Statement – Homebound Services Release

TO WHOM IT MAY CONCERN:

_____ (student's name) may return to the regular education program effective _____
(date)._____

Comments:

Printed name of physician

Signature of physician

Date

Homebound Services Homebound Work Assignment

This assignment is due by (date): _____

Instructions:

Please place in homebound box, and include any worksheets, maps, tests, videos, and/or study sheets.

Thank you.

Classroom Teacher

To be completed by homebound teacher:

Date received: _____

Due date: _____

Date completed: _____

Homebound teacher signature

Homebound Services Instructional Log

Student Name: _____ Student ID #: ____

Campus: _____ Grade: _____

Homebound Teacher: _____ Week of: _____

A copy of this instruction log must be sent to the PEIMS clerk on a weekly basis.

Weekly attendance is based on the following instructional hours the student is served:

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

Day	Date	Arrival Time	Departure Time	Instructional Time (in min.)	Teacher's initials	Student's initials	Notes/Other
Sun							
Mon							
Tue							
Wed							
Thur							
Fri							
Sat							

Total Weekly Instructional Time: _____

Total Weekly Days in Attendance: _____

Homebound Teacher Signature

Date

Campus Administrator

Date

Homebound Services Time and Travel

Student Name: _____ Student ID #: _____

Campus: _____ Grade: _____

Homebound Teacher: _____ Week of: _____

This sheet is to be completed and returned to the campus Admin Assistant or Budget Clerk.

TRAVEL TIME: *To Student Home* *From Student Home*

Date	Depart Time	Arrival Time	Depart Time	Arrival Time	Total Travel Time

Total Travel Time: _____

OTHER TIME (GEH meetings, teacher consults, etc.)

Date	Start Time	End Time	Total Other Time	Purpose

Total Other Time: _____

Homebound Teacher Signature: _____ Date: _____

Office use only Total instructional time (from log) + total travel time + total other time = Total time x /hour = total pay (\$)

Budget code: _____

Homebound Services Teacher Notification

Teacher: _____

Student: _____

Grade: _____

Date: _____

Dear Teacher:

The student named above has been placed in the Homebound Services Program. As of the date stated above, he/she will receive attendance credit according to the instructional hours the student is provided at home.. The attendance clerk will adjust attendance accordingly.

Since the student, in most cases, will be returning to your class when his/her condition allows, I will be asking you for weekly assignments and tests. Once completed, I will return these assignments and tests for your grading. Assignment sheets for the following week will be placed in your box. Please list assignments and tests in the space provided and return to the appropriate homebound box as soon as possible. **Prompt return of the assignments and graded work is greatly appreciated. THIS IS ESSENTIAL.**

It is impossible for homebound services to provide curriculum and materials for the numerous programs and subjects offered by International Leadership of Texas. Please provide all worksheets, manipulatives, and other materials needed to implement your lessons.

Homebound sessions will typically be scheduled for four hours per week, or as determined by the student's ARD Committee and or GEH Committee, during which all academic areas are covered. Approximately 90% of all assignments have to be completed independently by the student. Any accommodations you can make to help the homebound student be successful in your class are greatly appreciated.

If you have any questions or concerns, I may be reached at _____.

Thank you for your assistance.

Homebound Teacher

Homebound Services Attendance Notification

To: Campus Attendance Clerks

RE: Homebound Student

Student: _____

Grade: _____

Start Date: _____

This student qualifies for Homebound Services. He/she will be marked absent by the classroom teacher. The classroom teachers absences will need to be modified in accordance with the SAAH. The table below outlines eligible days present earned per week.

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

The homebound teacher will submit weekly logs on Monday following a week of service. Please do NOT modify an absence without the instructional log.

Thank you,

Campus Homebound Coordinator

Homebound Services Dismissal Notification

To: Campus Attendance Clerks and Teachers

RE: Homebound Student

Student: _____

Grade: _____

Dismissal Date: _____

This student will be returning to school as of the dismissal date listed above. He/she will no longer be enrolled in the Homebound Services Program. As of the dismissal date, the classroom teacher should count the student absent if he/she does not attend class as regularly scheduled. You will be notified if the student should need homebound services again.

Thank you,

Campus Homebound Coordinator

**International Leadership of Texas
PRS Intake Form**

School: _____

PRS Entry Date: _____

Demographics:

Name _____ Student ID# _____

Grade _____ Date of Birth _____ Age _____

Parent/Guardian _____ Address _____

Parent/Guardian: Home Phone _____ Work/Cell Phone _____

Emergency Contact _____ Relationship _____ Phone _____

Medical Information:

Name of Clinic/Doctor _____ Phone/Fax _____

Due Date _____

Special Education Services: _____ Yes _____ No

The Pregnancy related Services program has been explained to me. I understand the program and agree to participate in the program and accept the services provided.

Student Signature _____

Date _____

Parent/Guardian Signature (if under age 18) _____

Date _____

Campus Administrator/Designee Signature _____

Date _____

School Nurse/PRS Case Manager Signature _____

Date _____

International Leadership of Texas Physician's Request for Pregnancy Related Services (PRS) Prenatal Homebound/CEHI

In accordance with Texas Education Agency guidelines, school districts can provide in-home / hospital instruction to pregnant students when a medical complication prevents them from attending school. Evidence of medical necessity, verified by a medical practitioner licensed to practice in the United States (*physician, advanced nurse practitioner and/or midwife*), must be documented before a student is eligible to receive these instructional services.

Pregnancy Related Services (PRS) are support services a pregnant student receives during the prenatal and post-partum periods to help her transition and stay in school. These services consist of face-to-face academic instruction provided by a certified teacher in the student's home or hospital bedside. In some cases, modifications can be made at the school campus in order to allow the student to remain on campus as long as medically feasible. Our goal is to ensure the student's academic success and, ultimately, graduation. The information you provide will allow our program to plan instructional services without delay. Thank you.

PLEASE RETURN A COMPLETED, SIGNED, ORIGINAL FORM TO: School _____

Address: _____ Phone/Fax: _____

Student: _____ D.O.B.: _____

Address: _____ Parent/Guardian: _____

Home Number: _____ Work/Emergency Number: _____ Cell Number: _____

Approximate Due Date: _____

Diagnosis indicating prenatal complication(s):

_____ Pre-term labor	_____ Other _____
_____ Preeclampsia/eclampsia	_____ Other _____

This student is **not able** to attend school. Based on the indicated above, I am recommending that this student remain at home for the following length of time:

Start Date _____ **End Date** _____

This student is **able** to attend school

Without modifications.

With modifications to her school day as indicated below:

Elevator, if available Yes No

Leave class 5 minutes early Yes No

Other _____

Comments/precautions: _____

PRINTED Name of Licensed Medical Practitioner

Signature of Licensed Medical Practitioner

Address

Zip

Telephone/Fax

Date