

Opening of Schools Preparations Training



Tuesday, August 25, 2020

Microsoft TEAMS

8:30 AM – 4:30 PM

Wanda Thomas, Sr. Manager

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2020-2021
Opening of Schools Preparations Agenda
August 25, 2020

Opening Introductions

Wanda D. Thomas, Sr. Manager Federal and State Compliance

- ❖ Memos
- ❖ Opening of School Procedures
- ❖ First Day Membership Reporting on the HISD Portal
- ❖ Membership Reporting
- ❖ Family Educational Rights and Privacy Act ("FERPA")

Pablo Martinez, Sr. Compliance Analyst

- ❖ PEIMS Information
 - ❖ Important Fall Dates
 - Close of School-Start Window – September 25, 2020
 - PEIMS Training (Leaver, Fall/Summer PEIMS and Discipline)
 - PEIMS Snapshot Date – Last Friday in October – October 30, 2020
- ❖ Enrollment Information

Irma Hasnain, Sr. Compliance PEIMS Analyst

- ❖ TSDS Unique ID Information

Veda Winfree, Sr. Compliance Analyst

- ❖ Documentation for Leavers

Latonya Smith, Sr. Compliance Analyst

- ❖ Documentation for Discipline

Heidi Cisneros, Sr. Compliance Analyst

- ❖ TEA Attendance Updates

Cynthia Nemons, Manager Student Records

- ❖ District Calendars and Important Dates
- ❖ School Guidelines
- ❖ TREx
- ❖ Student Records

Student Records- Cynthia Nemons, Manager,
Xernona Martin, District Registrar,
Chris Roberson, Student Records Specialist

Office of School Choice – Margarita Aguilar, Manager, Student Transfer

Early Childhood – Marisol Castruita, Director

Student Assistance Department – Tanya Nero, Compliance Analyst
Paula Roberson, Compliance Analyst

Health and Medical Services – Dr. Lisa Blackmon Jones, Mgr.

Multilingual Department – Patricia Sanchez, Sr. Compliance Analyst
Maria Galindo, Mgr. Migrant Programs

External Funding – Shirlene Haynes, Elementary School Grant Administrator

Student Information System – Frank Williams, Director, IT

2020-2021

Opening of Schools Preparations Packet

I. 2020-2021 DISTRICT CALENDARS & DATES

- ❖ HISD Academic Calendar
- ❖ Important Dates
- ❖ Report Card Dates
- ❖ Membership Reporting on HISD Portal

II. MEMOS and HISD Connect Emails

- ❖ HISD Connect Important Reminders for Registration and Enrollment
- ❖ HISD Connect Registration and Enrollment Training
- ❖ HISD Connect Office Attendance Training
- ❖ Release of Students in Chancery
- ❖ Membership Reporting

III. DOCUMENTS

- ❖ FSC Contact List 2020-2021
- ❖ HISD SIS Security Access Request Form
- ❖ Request Access for Membership on the Portal
- ❖ General Attendance Requirements with ADA Codes from the Student Attendance Accounting Handbook
- ❖ ADA Exemptions
- ❖ Attendance Codes in PowerSchool
- ❖ Attendance Best Practices
- ❖ Helpful Opening of School Tips
- ❖ Important Enrollment Steps
- ❖ At-Risk Criteria

IV. SAMPLE FORMS

- ❖ First Day Membership Form
- ❖ Daily Membership Transaction Log for Designated Pre-K Centers & JJAEP Only
- ❖ Step-by-Step Guide: Daily Membership Transaction Log for Designated Pre-K Centers & JJAEP Only
- ❖ Age Formula Calculation Chart (Federal and State Compliance Website)
- ❖ ADA Attendance Change Form
- ❖ Daily Attendance Change Form
- ❖ Period Attendance Change Form
- ❖ Substitute Roster (PowerSchool)
- ❖ Teacher Grade Change Form (FSC Website)
- ❖ Student Demographic Change Form (FSC Website)
- ❖ Student Assistance Questionnaire (SAQ)
- ❖ FSC Fall Training Schedule

V. HISD LIST OF ELEMENTARY & SECONDARY SCHOOLS ALPHA & NUMERICAL

VI. RESOURCES

- ❖ Federal and State Compliance Website (<https://www.houstonisd.org/Domain/8334>)
- ❖ Houston ISD School Guidelines located on the Federal and State Compliance Website
- ❖ Houston ISD Board Policy located at Houstonisd.org
- ❖ Early Childhood (<http://www.houstonisd.org/Domain/8053>)
- ❖ IT Security and Access Forms
<https://houstonisd.sharepoint.com/sites/DEPTS/InfoTech/SitePages/ITForms.aspx>
- ❖ SIS Training Website (<https://connect.houstonisd.org/IT/SitePages/SIS%20Training.aspx>)
- ❖ Frequently Requested Forms (<https://www.houstonisd.org/parentforms>)
- ❖ Discipline Forms (<http://www.houstonisd.org/Page/61625>)
- ❖ Leaver Forms (<http://www.houstonisd.org/Page/68125>)
- ❖ 2019-2020 Student Attendance Accounting Handbook located on the TEA Website
<https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>
- ❖ TEAL (<https://tealprod.tea.state.tx.us/>)

SECTION I
DISTRICT CALENDARS
&
DATES

2020-2021 Academic Calendar
Houston Independent School District

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						





February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Key		Holidays		
	Holidays	September 7, 2020	Labor Day	
	Teacher Preparation Days (no students)	September 28, 2020	Fall Holiday (Students Only)	
	Teacher Service Days (no students)	November 23-27, 2020	Thanksgiving	
	Enrichment Opportunities*	December 21, 2020 - January 1, 2021	Winter Break	
<i>August 24-September 3 is offered virtually.</i>		January 18, 2021	Martin Luther King, Jr. Day	
School Day Start and End Times		March 15-19, 2021	Spring Break	
7:30-3:00	Elementary	March 29, 2021	Chavez-Huerta Day	
8:30-4:00	K-8 and Middle School	April 2, 2021	Spring Holiday	
8:30-4:10	High School	May, 31 2021	Memorial Day	
Significant Dates		Grading Periods	Report Card Dates	
August 24, 2020	Teachers report to work	Sept 8-Oct 16	28 days	October 23, 2020
September 8, 2020	First day of school	Oct 19-Dec 4	29 days	December 11, 2020
January 29, 2021	Last day of first semester	Dec 7-Jan 28	28 days	February 5, 2021
February 1, 2021	First day of second semester	Feb 1-March 12	29 days	March 26, 2021
June 11, 2021	Last day of school for students	March 22-April 30	28 days	May 7, 2021
June 14, 2021	Last day for teachers	May 3-June 11	29 days	June 11, 2021 (ES/MS)
				June 18, 2021 (HS)
Last updated on 08/14/20				

HISD IMPORTANT DATES

2020-2021

NOTE: The count of days in each cycle does not include professional development days, which are non-instructional.

SIX WEEKS ADA CYCLE DATES

CYCLE	Dates	# of Days	Progress Report Date	Report Card Date
Cycle I	Sept 8 – Oct 16	28	TBA	October 23 (Friday)
Cycle II	Oct 19 – Dec 4	29	TBA	December 11 (Friday)
Cycle III	Dec 7 – Jan 28	28	TBA	February 5 (Friday)
Cycle IV	Feb 1 – March 12	29	TBA	March 26 (Friday)
Cycle V	March 22-April 30	28	TBA	May 7 (Friday)
Cycle VI	May 3 – June 11	29	TBA	June 11 (Friday) – ES & MS June 18 (Friday) – HS
	Semester 1 (F)	67		
	Semester 2 (S)	104		

HOLIDAYS

Cycle I	September 7	Labor Day
Cycle II	September 28	Fall Holiday
Cycle III	November 23 – 27	Thanksgiving
	December 21 – Jan 1	Winter Holiday – Students
Cycle IV	January 18	Dr. Martin Luther King Day
Cycle V	March 15 – 19	Spring Break
Cycle V	March 29	Chavez/Huerta Day
Cycle VI	April 2	Spring Holiday
Cycle VI	May 31	Memorial Day

100th Day of School is February 19, 2020

HISD IS OPERATING ON A SIX-WEEKS GRADING CYCLE FOR THE 2020-2021 ACADEMIC YEAR

HISD REPORT CARD DATES

SECONDARY/ELEMENTARY SCHOOLS

2020-2021

SIX WEEKS GRADING CYCLES		CODING DEADLINES		# of Days in Cycle	REPORT CARD DATES
		TEACHER	DUE IN OFFICE		
CYCLE I	Sept 8 – Oct 16	Oct 19-20	Oct 21	28 days	October 23 (Friday)
CYCLE II	Oct 19 – Dec 4	Dec 7-8	Dec 9	29 days	December 11 (Friday)
CYCLE III	Dec 7 – Jan 28	Feb 1-2	Feb 3	28 days	February 5 (Friday)
CYCLE IV	Feb 1 – Mar 12	Mar 22-23	Mar 24	29 days	March 26 (Friday)
CYCLE V	Mar 22 – Apr 30	May 3-4	Apr 5	28 days	May 7 (Friday)
CYCLE VI	May 3 – June 11	Campus-Based Decision	Campus-Based Decision	29 days	June 11 (Friday) (ES/MS) June 18 (Friday) (HS)
				171 days TOTAL	

Membership Figures for School Year 2020-2021

Due Date	Audience	Contact
	Principals	Wanda D. Thomas, 713-556-6753, wthomas1@houstonisd.org, Federal and State Compliance

Many central office departments need accurate counts of the number of students enrolled in each school in order to conduct daily business. An application is available for reporting membership figures in the schools by grade level. Authorized staff will log in to the [HISD Employee Portal](#) and click on Membership Reporting on the HISD Applications Links list to access the system. School personnel are to conduct a **manual** count of the actual number of students in membership on the dates reflected in the attached schedule and input this data to this application. Federal & State Compliance department staff members will verify that each elementary campus has input their data by 11:30 a.m. and each secondary campus has input their data by 12:30 on the date membership is reported. There are three levels of access available for this application:

1. MSHP Campus (Reporting) User – User may access each assigned school's records for reporting and lookup; user may input/edit enrollment records for each assigned school.
2. MSHP (Administrative) User – User may access all schools in assigned areas for reporting and lookup as well as input/edit of enrollment records for those schools.
3. MSHP (Administrative) User – User may run all reports at all levels and across campuses.

Initial access has been granted to school support officers, principals and the staff on each campus who handled membership reporting during the school year 2019-2020. An individual may have only one level of access to the application.

If you need to authorize additional staff, please have the staff member to access to the Membership Reporting Application please complete The Application Access Request form on the HISD Employee Portal. Log in to the HISD Employee Portal > Click on Technology under FORMS > Scroll down to **Access Requests Forms** > Click **MSHP Application Access Request** > Fill out the form and click **SAVE button**.

Please contact Federal and State Compliance at fsc@houstonisd.org with any questions concerning membership.

Attachments

Membership Reporting for 2020-2021

SECTION II

MEMOS **& HISD Connect Emails**

HISD Connect is Now On-line for the 2020-2021 School Year

Important Reminders for Registration and Enrollment

All schools are starting classes on the same date, **September 8, 2020**, and will follow the instructions to Enroll, Transfer Out, and No-Show Students.

When **Enrolling** or **Transferring Out** students or entering a "**Left**" or "**No Show**" record, the date always defaults to the current date; edit as required for the process you are completing.

Before the Start of School:

Enrolling Students

- When **Enrolling** a new student before the start of school, use **9/8/2020** as the date of enrollment.

Transferring Out of School (Withdraw)

- When a student will be **Transferred Out of School** (withdrawn), use the **current date**, and use the **Exit Code "Left"**.

Before the start of school, this Transfer Out of School process will create a scenario where the exit date is prior to the entry date. These dates will be cleared by the SIS team at a later date.

First Day of School:

"No-Show" Records:

- The **Official No-Show** date for the 2020-2021 school year is **9/8/2020**, and it should be entered only for students who are enrolled at your school but not in attendance on the first day of school.

Enrolling Students

- When enrolling or re-enrolling students, use the date of the student's first day of attendance.

Please see the **attachment for instructions** on how to **Transfer Out of School Pre-Registered students or Active students** before start of school.

If you have any questions, please contact the Service Desk:

Email: ServiceDesk@houstonisd.org

Phone: (713) 892-7378



Houston Independent School District
4400 West 18th Street | Houston, TX 77092
www.houstonisd.org

From: [Project SIS News Line](#)
Subject: Reminder: HISD Connect: Registration and Enrollment Training
Date: Thursday, July 23, 2020 2:10:56 PM
Attachments: [image001.png](#)
[image002.png](#)



STUDENT INFORMATION SYSTEMS

DEPARTMENT OF INFORMATION TECHNOLOGY

Reminder:

HISD Connect: Registration and Enrollment Training

HISD Connect Registration and Enrollment training videos are available through OneSource.

- **Course Number** – 1441048 **Course Name** – H_C Registration and Enrollment

This training consists of courses that provide staff with the essential knowledge and skills to function in their new SIS—HISD Connect—for the 2020–2021 academic school year.

We recognize that time is limited as campuses multi-task countless responsibilities. The briefness of the videos is intended to simplify and outline the enrollment process in HISD Connect.

The core guidelines are included within the enrollment document. Please review the document attached to the course.

If you have any questions, please contact the Service Desk:

Email: ServiceDesk@houstonisd.org

Phone: (713) 892-7378



Houston Independent School District

4400 West 18th Street | Houston, TX
77092

www.houstonisd.org

From: [Project SIS News Line](#)
Subject: Reminder: HISD Connect: Office Attendance Training
Date: Thursday, July 23, 2020 12:25:50 PM
Attachments: [image001.png](#)
[image002.png](#)



STUDENT INFORMATION SYSTEMS

DEPARTMENT OF INFORMATION TECHNOLOGY

Reminder:

HISD Connect: Office Attendance Training

HISD Connect Office Attendance training videos are available through OneSource.

- **Course Number** – 1441045 **Course Name** – HC_ Office Attendance

This training consists of courses that provide staff with the essential knowledge and skills to function in their new SIS—HISD Connect—for the 2020–2021 academic school year.

We recognize that time is limited as campuses multi-task countless responsibilities. The briefness of the videos is intended to simplify and outline the attendance process in HISD Connect.

The core guidelines are included within the office attendance document. Please review the document attached to the course.

If you have any questions, please contact the Service Desk:

Email: ServiceDesk@houstonisd.org

Phone: (713) 892-7378



Houston Independent School District

4400 West 18th Street | Houston, TX
77092


www.houstonisd.org

SEP
4

Release of Students in PowerSchool SIS for Enrollment in Other Schools

When Friday, September 4, 2020, All day

(UTC-06:00) Central Time (US and Canada) ⓘ

 Add to my calendar

About this event

Students who have moved from one address to another or who have obtained a transfer during the summer may need to be withdrawn from one HISD school before they can enroll in another HISD school. The Federal and State Compliance (FSC) staff will work with all schools to help expedite this process from August 17, 2020, through September 4, 2020.

A request to withdraw a student must only be made if the parent or adult student requests to enroll at the school with proof of residence or has an approved transfer from the Office of School Choice (Student Transfer Department).

The FSC mailbox, FSC@houstonisd.org, is available to receive requests for releasing students, and after September 4, 2020, all requests must be made to the campus in which the student appears as enrolled. Please review the attached [Procedure for requesting the release of a student for enrollment](#). If you have any additional questions, please contact Wanda Thomas at wthomas1@houstonisd.org.

<https://houstonisd.sharepoint.com/sites/myHISD/ASM/SitePages/Release-of-Students-in-PowerSchool-SIS-for-Enrollment-in-Other-Schools.aspx>

Procedure for requesting the release of a student for enrollment:

1. Principals should identify and authorize the appropriate staff to send request to the FSC@houstonisd.org mailbox to request release of students who are attempting to enroll.
2. Principal sends an email to FSC@houstonisd.org stating who is authorized to send emails for students to be released.
3. The receiving campus must e-mail any request that students be released from another campus to the FSC@houstonisd.org, **including their school name in the subject line of the email:**

Subject: Release of students for (Campus Name)

For each student, list:

STUDENT NAME

LOCAL ID NUMBER

SENDING SCHOOL

4. Send all request to the FSC@houstonisd.org mailbox, DO NOT send request to individual staff members. The staff member may not be on duty and your request will go unanswered.
5. The FSC staff will release the student(s) from the sending campus.
6. The FSC mailbox will be available for releasing students from August 17, 2020 through September 5, 2020. After September 5, 2020 all requests must be made to the campus in which the student appears as enrolled.

Release of Students in PowerSchool SIS Fall 2020-2021 Enrollment

Students who have moved from one address to another or who have obtained a transfer during the summer may need to be withdrawn from one HISD school before they can enroll in another HISD school. The Federal and State Compliance staff will work with all schools to help expedite this process. A request to withdraw a student must only be made if the parent or adult student request to enroll at the school with proof of residence or has an approved transfer from the Office of School Choice (Student Transfer Department).

Please refer to the following scenarios to determine appropriate steps:

1. Previous HISD student moves over the summer and is now zoned to a new school:

On August 17, 2020 the new school can submit an e-mail request to Federal & State Compliance via the process below.

2. A zoned student who previously indicated that he/she would attend another school on a transfer has decided to attend his/her zoned school instead:

On August 17, 2020, the zoned school can submit an e-mail request to Federal & State Compliance via the process below.

Students always have the option of enrolling in their zoned school despite having an approved transfer to another school.

3. A student with a transfer approved by the Office of School Choice (Student Transfers) is attempting to enroll in the transfer school but is currently shown as enrolled in another school:

On August 17, 2020, the new school can submit an e-mail request to Federal & State Compliance via the process below.

Under no circumstance should a non-zoned student without a transfer approved by the Office of School Choice be allowed to attend class.

4. A non-zoned student without a transfer approved by the Office of School Choice is attempting to enroll:
 - If the student is new to HISD or returning after a 1-year absence, the parent should submit an on-line application at ChooseHISD.com
 - The last day for HISD student to apply for a transfer was February 28, 2020.

There is no need to send a parent to the Office of School Choice at the Hattie Mae White ESC to get a transfer. Please refrain from unnecessarily sending families to the Hattie Mae White ESC.

Only after the transfer has been approved by the Office of School Choice, the new school should attempt to contact the last school to have a "Left Record" entered, thus releasing the student for enrollment in the new school.

On August 17, 2020, the new school can submit an e-mail request to Federal and State Compliance via the process above.

Under no circumstance should a non-zoned student without an approved transfer from the Office of School Choice be allowed to attend class.

MEMBERSHIP REPORTING FOR 2020-2021

Membership figures should be shown by grade level (EE through 12). 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. 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.

WEEK	MONTH	CALENDAR DAY	INSTR DAY	WEEK	MONTH	CALENDAR DAY	INSTR DAY
First week:	NO CLASSES	LABOR DAY		Fourth week:	September	28	15
	September	8	1		September	29	16
	September	9	2		September	30	17
	September	10	3		October	1	18
	September	11	4		October	2	19
Second week:	September	14	5	Fifth week:	October	9	23
	September	15	6				
	September	16	7	Sixth week:	October	16	28
	September	17	8				
	September	18	9	Seventh week:	October	23	32
Third week:	September	21	10				
	September	22	11	Snapshot	October	30	37
	September	23	12				
	September	24	13				
	September	25	14				

SPECIAL MEMBERSHIP REPORTING DATE:				OCTOBER 30, 2020 PEIMS SNAPSHOT			
Friday	November	20	52	Friday	March	26	119
Friday	December	18	67	Friday	April	30	142
Friday	January	29	86	Friday	May	28	162
Friday	February	26	104	Friday	June	11	171

SECTION III

DOCUMENTS

Federal and State Compliance

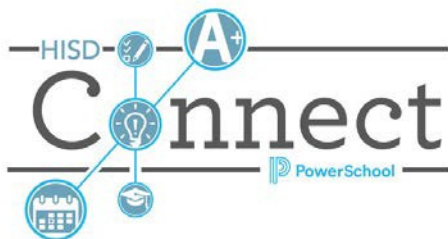
Hattie Mae White Educational Support Center, 4400 West 18th Street, Level 3NE, Houston, TX
77092 Department Number: 713-556-6753 FSC/Data Quality Fax: 713-556-6782 ET/UID Fax:
Wanda D. Thomas, Senior Manager, 3NE15, 713-556-6775

DATA AND COMPLIANCE MONITORING TEAM: This team monitors campus PEIMS data to ensure compliance with TEA requirements. The senior student information representatives also monitor official ADA attendance and OFSDP attendance, balance ADA attendance by 6-week period to ensure accurate data, maintain attendance accounting records and reconcile student membership. In addition, the senior compliance analysts review the digital and manual discipline and leaver records.

Name	Title
Cisneros, Heidi Heidi.Cisneros@houstonisd.org	Senior Compliance Analyst
Garcia, Berta bgarcia3@houstonisd.org	Senior Student Information Representative
Marshall, Patricia pmarshal@houstonisd.org	Senior Student Information Representative
Salazar, Elizabeth esalazar@houstonisd.org	Senior Student Information Representative
Shannon, Lisa F lshanno1@houstonisd.org	Senior Student Information Representative
Smith, Latonya S lsmith3@houstonisd.org	Senior Compliance Analyst
Tillmon, Angela W atillmo1@houstonisd.org	Senior Student Information Representative
TBA	Senior Student Information Representative
Whiting, Mechelle mwhiting@houstonisd.org	Senior Student Information Representative
Whitmire, Tamika A twhitmir@houstonisd.org	Senior Student Information Representative
Winfree, Veda L vwinfree@houstonisd.org	Senior Compliance Analyst
Evans, Mildred L mevans7@houstonisd.org	Senior Student Information Representative
Freeman, Felicia ffreeman@houstonisd.org	Senior Student Information Representative
Fuentes, Rosemary rfuentes@houstonisd.org	Senior Student Information Representative
TBA	Senior Student Information Representative

Federal and State Compliance – State Reporting

Name	Title
Cintron, Nancy ncintron@houstonisd.org	Senior Compliance Analyst
Martinez, Pablo pmartine@houstonisd.org	Senior Compliance Analyst
Hasnain, Irma ihasnain@houstonisd.org	Senior Compliance Analyst
Arian Sadri Arian.Sadri@houstonisd.org	Student Information and Report Analyst
Gamboa, Rose M. rgamboa@houstonisd.org	Senior Student Information Representative



HISD SIS SECURITY REQUEST FORM

Submit to: Student Management Systems (Attn: SIS Security)
Route 10 · 4400 West 18th St · Level 3NW · Houston, TX 77091
or fax to (713) 556-8870 or email to SSSecurity@houstonisd.org

I. Complete this section for ALL SIS requests.

Employee ID: _____ (8 digits) Network Username: _____ (NOT password)

Last Name: _____ First Name: _____ MI: _____

Current Work Location: Campus/Dept #: _____ Campus/Dept Name: _____

Work Location Telephone #: _____ Position/Title: _____

II. Complete Section I and Section II to ADD or REMOVE a role assignment.

When requesting change to CSO/SSO Level access, also specify the CSO/SSO. When requesting a change to Campus Level access, also specify the campus' location number and name. Additional forms are required for access to additional campuses.

District Level – [A]dd/[R]emove

A/R (check appropriate box)

- ☐ District View Only
☐ District Health
☐ District Special Education
☐ Other: _____

☐ REMOVE ALL ROLES

CSO/SSO Level – [A]dd/[R]emove

(check only one box for level and specify on line below)

- ☐ CSO ☐ SSO ☐ All Schools

Specify (CSO/SSO): _____

A/R (check appropriate box)

- ☐ View Only
☐ View Only w/ Discipline
☐ Other: _____

☐ REMOVE ALL ROLES

Campus Level – [A]dd/[R]emove

Location #: _____ Name: _____

A/R (check approp. box)

- ☐ Principal
☐ Discipline Edit
☐ Register / Enroll / Withdraw

☐ R/E/W w/ Attendance

☐ R/E/W w/ Grade

☐ Reporting

☐ Other: _____

☐ REMOVE ALL ROLES

A/R (check approp. box)

- ☐ Attendance
☐ Grade Reporting
☐ Magnet
☐ Student Sched.
☐ Master Sched.
☐ Special Pops
☐ Special Ed.

A/R (check approp. box)

- ☐ PRS / PEP
☐ Health
☐ View Only
☐ View Only w/ Discipline
☐ Teacher

INTERNAL USE ONLY

III. Complete ALL sections to request a change of location. Failing to do so may prevent access.

All role assignments will be removed from the *Previous Work Location* specified below. Previous role assignments are not transferred. Only the roles selected in Section II are applied.

Previous Work Location: Campus/Dept #: _____ Name: _____

Current Work Location: Campus/Dept #: _____ Name: _____

The Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C., Section 1232g, its implementing regulations (34 CFR Part 99), and amendments, the Texas Public Information Act (TPIA), Texas Government Code Section 552.001 et seq., and Houston Independent School District (HISD) Board Policies provide for the security, confidentiality, review, and disclosure of student educational records. All persons who access HISD student records hold a position of trust relative to this information and must recognize and acknowledge their responsibilities for preserving the security and confidentiality of this information. The requestor is aware of the state and federal laws pertaining to records tampering and the requestor is aware of the penalties under the law related to records tampering.

Access will not be granted without signatures and dates.

Requestor's Signature _____ Date: _____

Approver's Printed Name: _____
(please print legibly) (Principal, Executive Principal, SSO, CSO, or Superintendent)

Approver's Signature _____ Date: _____
SIS-PS-20191121

MSHP Application Access Request

Log in to the HISD Employee Portal > Click on Technology under FORMS > Scroll down to **Access Requests Forms** > Click **MSHP Application Access Request** > Fill out the form and click **SAVE button**.

The screenshot shows the top navigation bar of the HISD SharePoint portal. The bar includes the HISD logo, a SharePoint icon, and a 'BROWSE' button. Below the bar is a row of icons for various services: Check Email, Log on to the HUB, OneSource, OnTrack, HISD Connect, PowerTeacher Pro, Benefits, and Academic Service Memos. The main content area is divided into three columns: DIRECTORIES, APPLICATIONS, and FORMS. The FORMS column is circled in red. Under FORMS, the 'Technology' link is also circled in red.

HISD SharePoint

BROWSE PAGE

Check Email Log on to the HUB OneSource OnTrack HISD Connect PowerTeacher Pro Benefits Academic Service Memos

DIRECTORIES

- View department list
- School Listings
- Campus Information List (CIL)
- District Staff and Department Directory
- HISD Board of Education
- Principal Photo Directory
- Department Contact Guide for School Leaders

APPLICATIONS

- Aesop (Substitute Management)
- Appraisal & Incentive Management (AIM)
- Analytics for Education (A4E)
- Careers
- HISD Connect
- PowerTeacher Pro
- HISD Solution Center
- OneSource support/training
- MORE

FORMS

- Federal & State Compliance
- Human Resources
- Office of the Controller
- Technology**
- iDelegate

Access Requests Forms

- [A4E Access Request Form](#)
- [Bomgar Access Request Form](#)
- [Budgets Online Access Request Form](#)
- [Campus Telephone Access Request Form](#)
- [DAC \(Admin\) Access Request Form](#)
- [DAEP Access Request Form](#)
- [FootPrints Access Request Form](#)
- [Health Application Access Request](#)
- [HUB/itslearning Admin Access Request Form](#) (for Departments)
- [MAS Application Access Request](#)
- [MSHP Application Access Request](#)
- [OneSource Access](#) (requests should be submitted via OneSource by the Manager/Principal)

Membership Reporting | Access Request Form

Name *	Principal/Manager to approve this request *
<input type="text"/>	<input type="text"/>
Who needs access to this application? (Enter Last Name, First Name or Enter Username)	Enter Last Name, First Name or Enter Username
Request *	Level of access *
<input checked="" type="radio"/> GRANT ACCESS <input type="radio"/> REMOVE ACCESS	MEMBERSHIPS CAMPUS (MSHP) - Campus Use ▼
Notes	
<input type="text"/>	

An email will be sent to the **approver** listed above and the **application owner** requesting an electronic approval.
The request will not be processed until the electronic approval is received.

<input type="button" value="Cancel"/>	<input type="button" value="Submit"/>
---------------------------------------	---------------------------------------

Section 3 General Attendance Requirements

This section provides information on general attendance reporting requirements.

3.1 Responsibility

In the following spaces, provide the name and phone number of the district personnel responsible for answering general attendance questions.

Name: _____

Phone Number: _____

As stated in previous sections, the district **superintendent** is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for audit by the TEA Financial Compliance Division or for review by the State Funding Division. By signing the District Summary Report—or, in the case of a paperless attendance accounting system, by indicating his or her approval of data electronically—the superintendent affirms that he or she has taken measures to verify the accuracy and authenticity of the attendance data.¹⁶ **Important: If TEA detects errors during an audit, the agency either will assess an adjustment to subsequent allocations of state funds or will require your district to refund the total amount of the adjustment when the audit is finalized.**

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

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

The **teacher** who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature—or, in the case of a paperless attendance accounting system, with his or her entry of those data using the teacher's logon with a distinct secret password.¹⁷

The **attendance personnel** generating absence summaries and transcribing the absences or coding information into the accounting system are responsible for adhering to all laws and regulations pertaining to student attendance accounting. Each person entering data into the attendance accounting

¹⁶ [19 TAC §129.21\(d\)](#); [TEC, §42.255](#)

¹⁷ [19 TAC §129.21\(a\)](#)

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

Important: Your district must not assign attendance personnel the responsibility of determining a student's coding information. Special program staff members, directors, or teachers should provide attendance personnel with names and coding information of students who are eligible and whose documentation is in order. Special program directors and staff members 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 those changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At the end of each six-week reporting period, special program staff members should check the Student Detail Report for any coding errors.

3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding

Both **membership** and **eligibility to generate ADA** are related to the amount of time that a student receives instruction each day. However, they are not the same.

A student is in membership in your district if the student is enrolled in the district and is either:

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

A student who meets the criteria above is in membership regardless of whether the student is eligible to generate ADA.

A student is eligible to generate ADA, and thus FSP funding, only if the student is in membership and also meets the ADA eligibility requirements described in the following subsections.

3.2.1 ADA Eligibility Coding

A student's eligibility to generate ADA is reported with an ADA eligibility code. Your district must use the following codes when reporting student attendance.

Note: The two-through four-hour rule includes recess and in-class breakfast.

Note: For pre-K ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.

3.2.1.1 Code 0 Enrolled, Not in Membership

Code 0 indicates that a student is enrolled but is not in membership. Code 0 applies to students who are scheduled for and provided fewer than two hours of instruction by your district each school day and are not participating in an alternative attendance accounting program. This code is used for the following:

- a child who is scheduled to attend for fewer than two hours of instruction each school day, including a high school student who has met all graduation requirements other than passing required state assessments and continues to attend school to participate in a study program for those tests **if the student is scheduled for and attending fewer than two hours** of study program instruction each day (see [3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements](#))
- a child who attends a nonpublic school but receives some services from your district (for example, speech therapy services only)
- a student who is provided instruction totally in a federal Head Start program
- a student who has graduated but returned to school (for fewer than two hours of instruction per day) to further his or her education
- a student who receives all his or her special education and related services through an approved nonpublic school
- a parentally placed private school student with a disability, five through 21 years of age, who receives special education and related services through a services plan (see [4.5 Special Education Services for Private or Home School Students Who Are Eligible for and in Need of Special Education](#))

A student coded with an ADA eligibility code of 0 is not eligible to generate ADA or FSP funding.

3.2.1.2 Code 1 Eligible for Full-Day Attendance

Code 1 indicates that a student is eligible to generate full-day attendance. Code 1 applies to all students entitled to enroll under the [TEC, §25.001](#), who are scheduled and provided instruction at least four hours each school day.

Note: Districts that offer half-day kindergarten programs must not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance.

3.2.1.3 Code 2 Eligible for Half-Day Attendance

Code 2 indicates that a student is eligible to generate half-day attendance. Code 2 applies to all students entitled to enroll under the [TEC, §25.001](#), who are scheduled for and provided instruction at least two hours but fewer than four hours each school day for the purposes of ADA. These students include prekindergarten (pre-K) students who meet the eligibility requirements in [Section 7 Prekindergarten \(Pre-K\)](#) (see [7.5 Eligible Days Present and ADA Eligibility](#)). Additionally, districts providing a full-day pre-K program to eligible four year olds would need to provide 75,600 operational minutes unless they have received a waiver from the agency.

3.2.1.4 Code 3 Eligible Transfer Student Full Day

Code 3 indicates that a student is a transfer student who is eligible to generate full-day attendance. Code 3 applies to a student who is a nonresident, legally transferred into your district, and scheduled for and provided instruction at least four hours each school day. This code applies only to a student who transfers from one Texas school district to another. Such a student must meet all eligibility criteria other than residency.

Charter schools are only approved to serve students in the geographic boundary authorized in the charter school's charter agreement, unless the student is a child of an employee of the school and regardless of whether the child resides in the geographic boundary served by the school. Reporting a

student with ADA eligibility code 3 would demonstrate that the charter school is serving students outside of its approved geographic boundary and may constitute a material violation of the charter. A charter school should not use ADA eligibility code 3.

If a nonresident student is not legally transferred into a district, the receiving district cannot claim the attendance.

Note: The Student Transfer System (STS) has been closed, and districts are no longer required to report student transfers through the STS. However, your district should maintain documentation related to any transfer locally. Also, your district must report the transfer status of each student who has been transferred into the district in the TSDS PEIMS fall data submission.

3.2.1.5 Code 4 Ineligible Full Day

Code 4 indicates that a student is provided instruction at least four hours each school day but is ineligible to generate ADA. Code 4 applies to any student who is scheduled for and provided full-day instruction but does not meet the eligibility criteria for the service he or she receives. The types of students who are coded ineligible are listed below.

3.2.1.5.1 Underage:

- children provided instruction in an early childhood special education (ECSE) services program who are under the age of three, except for children with serious visual or hearing impairments or both
- children provided instruction in pre-K who are under the age of three on September 1 of the current school year
- children provided instruction in any grade (K–12) who are under age five on September 1 of the current school year are ineligible for full-day funding (see the notes under the table in [3.2.3 Age Eligibility](#) for exceptions). However, a four-year-old who is eligible for pre-K is eligible for half-day funding even if the student is provided instruction in a kindergarten classroom. The student must be coded with a grade level of pre-K.

3.2.1.5.2 Overage:

- students who are 26 years old on September 1 of the current school year and not enrolled in an adult high school diploma and industry certification charter school pilot program

3.2.1.5.3 Other:

- nonresident students who have not been transferred into your district
- students who reside outside the boundaries of the state of Texas
- students served by a juvenile justice alternative education program (JJAEP) on the basis of an expulsion under [the TEC, §37.007\(a\), \(d\), or \(e\)](#), unless specifically authorized in writing by TEA¹⁸
- students placed in residential facilities within your district whose maintenance expenses are paid in whole or in part by another state or the United States¹⁹
- students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education²⁰

¹⁸ [TEC, §37.011\(h\)](#)

¹⁹ [TEC, §25.003](#) (Adopted tuition charges under this section must be submitted to the commissioner of education for approval.)

²⁰ [TEC, §25.0031\(c\)](#)

3.2.1.6 Code 5 Ineligible Half Day

Code 5 indicates that a student is scheduled for and provided instruction for at least two hours but fewer than four hours each school day but is ineligible to generate ADA (for any of the reasons listed in the preceding subsection on code 4). Code 5 applies to any student who is provided half-day instruction but does not meet the eligibility criteria for the service he or she receives. Examples include the following:

- students enrolled only in pre-K who do not meet the pre-K eligibility requirements in [Section 7 Prekindergarten \(Pre-K\)](#)
- students enrolled in locally funded pre-K programs offered by your district
- students provided instruction by a JJAEP on the basis of an expulsion under [the TEC, §37.007\(a\), \(d\), or \(e\)](#), unless specifically authorized in writing by TEA
- students who are required, as a condition of obtaining or holding the appropriate US student visa, to pay tuition to your district to cover the cost of their education²¹

3.2.1.7 Code 6 Eligible Transfer Student Half Day

Code 6 indicates that a student is a transfer student who is eligible to generate half-day attendance. Code 6 applies to a student who is a nonresident, legally transferred into your district, and scheduled and provided instruction at least two hours but fewer than four hours each school day. The student must meet all eligibility criteria other than residency.

The information on transferring students included in the previous subsection on code 3 applies for code 6 as well. A charter school should not use ADA eligibility code 6.

3.2.1.8 Code 7 Eligible—Flexible Attendance Program Participation

Code 7 applies to a student who is eligible to participate in and is enrolled and provided instruction in an alternative attendance program, such as the OFSDP or the HSEP.

3.2.1.9 Code 8 Ineligible—Flexible Attendance Program Participation

Code 8 applies to a student who is enrolled and provided instruction in an alternative attendance program, such as the OFSDP or HSEP, but is ineligible to participate in the program.

3.2.2 Funding Eligibility

To be eligible to generate FSP funding for attendance, a student must:

- 1) be scheduled and provided instruction at least two hours (half-day attendance) or at least four hours (full-day attendance) each day (referred to as the two-through-four-hour rule²²) or
- 2) be eligible for, enrolled in, and scheduled and provided instruction in an alternative attendance accounting program (such as the OFSDP).
- 3) participate in work-based learning opportunities for at least two hours (half-day attendance) or at least four hours (full-day attendance). Work-based learning opportunities include internships, externships, apprenticeships, and mentorships. (This is not an exhaustive list of work-based learning opportunities). See [3.6.3 Requirements for a Student to Be Considered Present for FSP \(Funding\) Purposes](#).

²¹ [TEC, §25.0031\(c\)](#)

²² [19 TAC §129.21\(g\)](#)

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

Note: The two-through-four hour rule includes recess and in-class breakfast.

Note: For pre-K ONLY the two-through four-hour rule includes recess, breakfast, and lunch.

If the student is scheduled for and provided instruction	the student	and should be reported with
fewer than two hours (120 minutes) per day,	is not eligible to generate ADA	ADA eligibility code 0.
at least four hours (240 minutes) per day,	is eligible for full-day attendance (is eligible to generate ADA)	ADA eligibility code 1.
at least two hours (120 minutes) but fewer than four hours per day,	is eligible for half-day attendance (is eligible to generate ADA)	ADA eligibility code 2.
at least four hours (240 minutes) per day and meets the requirements for an eligible student other than residency or an alternative basis for eligibility under the TEC, §25.001 ,	is eligible for full-day attendance (is eligible to generate ADA). This status applies to a student who legally transfers from one Texas district to another Texas district and meets all eligibility criteria other than residency	ADA eligibility code 3.
at least four hours (240 minutes) per day but does not meet the eligibility requirements,	is not eligible to generate ADA (see 3.2.1.5 Code 4 Ineligible Full Day for more information)	ADA eligibility code 4.
at least two hours (120 minutes) per day but does not meet the eligibility requirements,	is not eligible to generate ADA (see 3.2.1.6 Code 5 Ineligible Half Day for more information)	ADA eligibility code 5.
at least two hours (120 minutes) per day and meets the requirements for an eligible student other than residency or an alternative basis for eligibility under the TEC, §25.001 ,	is eligible for half-day attendance (is eligible to generate ADA). This status applies to a student who transfers from one Texas district to another Texas district and meets all eligibility criteria other than residency	ADA eligibility code 6.
through a flexible program, such as OFSDP, according to the requirements of that program,	is eligible for flexible attendance program participation (is eligible to generate ADA)	ADA eligibility code 7.
through a flexible program, but not according to the requirements of that program,	is ineligible for flexible attendance program participation (is not eligible to generate ADA)	ADA eligibility code 8.

Students who are funding eligible and attending on a half-day basis may earn only a single half day of attendance each school day. Your district determines these students' attendance by taking attendance during a period in which the students are scheduled to be present.²³

²³ [19 TAC §129.21\(h\)\(1\)](#)

Two-through-four-hour rule eligibility chart

Included	Not Included
<ul style="list-style-type: none"> • instruction • in-class breakfast • breakfast and lunch (pre-K only) • recess • work-based learner • study program for state assessments (if the student has met all graduation requirements) 	<ul style="list-style-type: none"> • study hall • sign ins • repeated courses (if a student has already received credit for that course)

If a student who is funding eligible and attending on a full-day basis is not scheduled to attend school during the official attendance taking time (snapshot time), your district determines the student's attendance by taking attendance during a period in which he or she is scheduled to be present. See [3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations](#).

Attendance for any full-day student (ADA eligibility code 1 or 3) cannot exceed the number of days of instruction for the same reporting period for the same instructional track. Attendance for any half-day student (ADA eligibility code 2 or 4) cannot exceed one-half of the number of days of instruction for the same reporting period for the same instructional track. Also, the number of days of participation for any student in any special program cannot exceed the number of days present for the same reporting period for the same instructional track.

Instructional hours must not be averaged to determine attendance eligibility.

3.2.2.1 Study Halls Not Eligible as Instructional Hours

To be eligible for attendance for FSP purposes, students must either be provided instruction at least two hours (half-day attendance) or at least four hours (full-day attendance) each school day or be eligible for, enrolled in, and provided instruction in an alternative attendance accounting program. **Study halls are not considered instruction** and do not count toward the accumulation of attendance hours for FSP funding purposes.

3.2.2.2 Time Spent in Course for Which Student Has Already Received Credit Not Eligible as Instructional Hours

If a student repeats a course for which the student has already received credit, the time that the student spends taking the course for a subsequent time does not count toward the accumulation of attendance hours for FSP funding purposes; that is, this time does not count as instructional time for purposes of the two-through-four-hour rule.

3.2.2.3 Funding Eligibility of Students Who Have Met All Graduation Requirements

If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in PEIMS (E1612); or students who have not met the assessment requirements for graduation. (See [3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments](#).)

3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments

Your school district may serve and generate FSP funding for a student who has met all graduation requirements other than passing required state assessments and who continues to attend school to participate in a study program for those assessments, provided all other eligibility requirements are met. Time spent in the study program is considered instructional time for FSP funding purposes; that is, this time counts as instructional time for purposes of the two-through four-hour rule.

Note: Students who have met all graduation requirements other than passing required state assessments are the only students for whom time spent in such a study program may be considered instructional time for FSP funding purposes. For any other student, this time is **not** considered instructional time for FSP funding purposes.

3.2.2.5 Funding Eligibility for Students Award a Diploma Outside of the United States

If a student has been awarded a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. However, a student who holds a diploma from a country outside of the United States may be eligible to enroll and generate ADA for funding purposes in a Texas public school if the district has determined that the diploma does not meet the minimum requirements for a Texas high school diploma. Districts must evaluate out of country transcripts carefully. These students must still meet eligibility requirements for funding.

3.2.2.6 Funding Eligibility of Students Eligible for ECSE Services and Served in a Pre-K Classroom

See [4.9.3 ECSE Services and Pre-K Programs](#) and [7.5.1 Students Who Are Eligible for Special Education and Are Served in a Pre-K Classroom](#) for detailed information about students who are eligible for ECSE services and served in a pre-K classroom.

3.2.3 Age Eligibility

The following table shows the age requirements students must meet to be eligible to attend Texas public schools for FSP benefits. Students who meet the age requirements listed in the “Eligible” column are eligible for free attendance for either full-day or half-day attendance for the entire school year in the district in which they are entitled to attend for FSP benefits. For information on eligibility to attend a school district, see [3.3.6 Student Entitlement to Attend School in a Particular District](#).

Eligible	Ineligible
a student who is at least five years old on September 1 of the current school year but is less than 21 years old by the same date ²⁴ (See 3.2.3.1 Additional Information about Minimum Eligible Age.)	a student who is not at least five years old on September 1 of the current school year or is not less than 21 years old by the same date, unless the student meets some other eligibility requirement listed in the “Eligible” column
a student who is at least 21 years of age but less than 26 years of age on September 1 of the current school year and has been admitted by your school district to complete the requirements of a high school diploma ²⁵ (See 3.2.3.2 Additional Information about Maximum Eligible Age.)	a student who has previously graduated from high school
a student who is at least 19 years of age but less than 51 years of age on September 1 of the current school year and enrolled in an adult high school diploma and industry certification charter school pilot program ²⁶	a student who does not reside in Texas (even if the student’s parent or grandparent does)
a student who has a disability and who has reached his or her third birthday and meets other special education eligibility requirements described in Section 4 Special Education	a student with disabilities who has graduated with a high school diploma under 19 TAC §89.1070(b)(1) or (g)(1) or (3) (This student is no longer eligible to receive services or generate ADA.)
from date of birth through age two, a child who has serious visual impairments, hearing impairments, or both and who meets other special education eligibility requirements described in Section 4 Special Education	
a student receiving special education services who is 21 years of age on September 1 of a school year (This student is eligible for services through the end of that school year or until graduation, whichever comes first.)	
a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services ²⁷ (This student may be served through age 21 inclusive. ²⁸)	
a student who is eligible for state-funded pre-K classes and meets the age requirement by September 1 of the current school year (eligible only for half-day attendance)	

²⁴ [TEC, §42.003](#)

3.2.3.1 Additional Information about Minimum Eligible Age

If the school year starts before a student's birthday, the student is eligible to attend school for the entire year as long as he or she will be the required age on or before September 1.²⁹

A student who is five years of age on or before September 1 of the current school year is automatically eligible for the first grade for the full school term (ADA eligibility code 1) if the student has completed public school kindergarten or has been enrolled in the first grade in a public school in another state before transferring to a Texas public school.³⁰ Enrolled means actually receiving instruction by attendance in a public school rather than being registered before receiving instruction.

However, any five-year-old child who enrolls may be assigned to first grade for the full school term (ADA eligibility code 1). Such assignments are the decision of the local district.

A student younger than five years of age is entitled to the benefits of the FSP if the student performs satisfactorily on the required state assessments administered to students in the third grade and your district has adopted a policy for admitting students younger than five years of age.³¹

A child of a military family who moves to your district from another state that is a member state of the Interstate Compact on Educational Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, in which the student was enrolled in the sending state regardless of the child's age. Also, a child of a military family who moves to your district from another state that is a member of the compact and who has satisfactorily completed the prerequisite grade level (including pre-K) in the other state is entitled to enroll in the next highest grade level, regardless of age. These children would meet minimum age eligibility requirements for generating ADA, provided applicable documentation is provided. See [11.9 Interstate Compact on Educational Opportunity for Military Children](#) for documentation requirements, applicable definitions, and additional information.

3.2.3.2 Additional Information about Maximum Eligible Age

Students who are at least 21 years of age and under 26 years of age, have been admitted for the purpose of completing the requirements for a high school diploma, and have not attended school in the three preceding school years must not be placed with a student who is 18 years of age or younger in a classroom setting, cafeteria, or other district-sanctioned school activity. However, these students may attend a school-sponsored event that is open to the public as a member of the public.³²

Also, students receiving special education services who are at least 22 years of age and under 26 years of age on September 1 admitted for the purpose of completing the requirements for a high school diploma are **not** eligible for special education weighted state funding, but are eligible for other weighted state funding.

²⁵ [TEC, §42.003](#)

²⁶ under [the TEC, §29.259, §42.003](#)

²⁷ as determined by the ARD committee per [19 TAC §89.1070\(f\)](#)

²⁸ [34 Code of Federal Regulations \(CFR\), §300.102\(a\)\(3\)](#)

²⁹ [TEC, §25.001\(a\)](#)

³⁰ [TEC, §42.003\(c\)](#)

³¹ [TEC, §42.003\(d\)](#)

³² [TEC, §25.001\(b\)\(2\), §12.137](#)

Students with a disability who graduated by meeting the requirements of [19 TAC §89.1070\(b\)](#) as determined by an ARD committee and who are still in need of special education services³³ may be served through age 21 inclusive.³⁴

Your school district may provide instruction to a student who has already graduated with a regular high school diploma. However, unless the student is returning to school³⁵ after graduating under [19 TAC §89.1070\(b\)](#), the student is **not** eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard. These students must still meet eligibility requirements for funding. (See [3.6.3.1 Attendance Taken Before the End of the Academic Year](#).) Districts may allow a student to remain enrolled in order to graduate with their class if graduation will occur by the end of the school year in which the student completes graduation requirements. However, the student is **not** eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable.

3.2.4 Dual Credit (High School and College or University)

See [11.3.1 Dual Credit \(High School and College or University\) Programs](#) for information on dual credit courses.

3.3 Enrollment Procedures and Requirements

This subsection discusses enrollment procedures and requirements.

A student must be enrolled in only one district at a time, eliminating duplicate TSDS PEIMS reporting for a student.

Enrolling a student in a school district requires presentation of proof of the student's identity, age, and residency or other eligibility for enrollment. However, your school district may implement and use an automated system to confirm the address of a student who is continuing enrollment in your district from the prior school year. Your district may accept documentation of an updated address electronically for a student who is continuing enrollment in your district from the prior school year. To be eligible for FSP funding, your school district must maintain all proper documentation.

A charter school may enroll a child of an employee of the school regardless of whether the child resides in the geographic boundary served by the school under the [TEC, §12.117\(d\)](#).

Note: All documentation requirements for audit purposes and the required retention period for such records are outlined in [Section 2 Audit Requirements](#). The required retention period for all school district records is outlined in Texas State Library and Archives Commission's [Local Schedule SD – Retention Schedule for Records of Public School Districts](#).

3.3.1 Residency

Your local district policy should include measures to verify, on enrollment, that a student is entitled to enroll in the district under the [TEC, §25.001](#). If the student's entitlement is contingent on the residency

³³ as determined by the ARD committee per [19 TAC §89.1070\(f\)](#)

³⁴ [34 CFR, §300.102\(a\)\(3\)](#)

³⁵ under [19 TAC §89.1070\(f\)](#)

of a person, examples of methods of verifying residency include requesting utility bill receipts or lease information or verifying with designated district personnel that the applicable residence is within the boundaries of your district. Residency is not defined by an address on a driver's license, a signature on a lease, or the address on a utility bill. These are indicators that may expedite verifying residency, but the absence of such indicators is not conclusive that the applicable person is not a resident.

A student whose parent or guardian is an active duty member of the armed forces of the United States may establish residency for the purposes of being enrolled in a school district by providing a copy of a military order that requires the parent or guardian to transfer to a military installation in or adjacent to the district's attendance zone. Proof of residency must be provided within 10 days of the arrival date specified in the order. See the [TEC, §25.001\(c-1\)](#).

In establishing whether a student meets residency requirements for enrollment in your district, your district **must not** ask about the citizenship or immigration status of the student, his or her parent, or other person with legal control of the student under a court order.³⁶ To determine whether a student should have an immigrant indicator code of 1 for TSDS PEIMS reporting purposes, your district may ask the following questions:³⁷

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

Note: Some states define an academic year as nine months, while other states count an academic year as 10 months. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more state(s) must not add up to a total of more than three full academic years.³⁸ The three years do not have to be consecutive.

Note: A US Department of Defense (DoD) school that is not located within the 50 states or the District of Columbia is not considered a US school.

If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1. If the answer is yes to all three questions, the immigrant indicator should be removed.

Your district must keep a copy of the document it used to verify a student's residency.

3.3.2 District Responsibility to Secure Student Records

Upon a student's enrollment in your district, your district must request the required student information listed in [3.4 Withdrawal Procedures](#). Note that student records **must** be requested, sent, and received using the Texas Records Exchange (TReX) system. If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required

³⁶ See the US Department of Education/US Department of Justice letter and other guidance documents available at <http://www.ed.gov/news/press-releases/secretary-duncan-and-attorney-general-holder-issue-guidance-school-districts-ens>.

³⁷ These questions are based on the criteria defining "immigrant children and youth" in Title III of the Every Student Succeeds Act (ESSA), [20 United States Code \(USC\), §7011\(6\)](#). Texas is required to report the number of immigrant children and youth to receive certain federal funds.

³⁸ See the US Department of Education, "Section J: Immigrant Children and Youth," Part I: Non-Regulatory Guidance on Implementation of Title III State Formula Grant Program, at <https://www2.ed.gov/programs/sfgp/nrgcomp.html#immg>.

information within 10 working days, your district should report the noncompliant district to the Office of General Inquiry of TEA at (512) 463-9290.³⁹

Your district should make a bona fide effort to secure all records and required documentation pertaining to the student from the previous district and the parent or other person with legal control of the student under a court order, if applicable.

Note: For purposes of transferring records through TREx, a working day does not include a day that the campus receiving the records request is closed or a day that the district's administrative office is closed.

3.3.3 Documentation of Identity and Age

A parent or other person with legal control of a student under a court order who is enrolling the student has up to 30 days from the date of enrollment to provide proof of the student's identity.⁴⁰

Any of the documents in the following list is acceptable for proof of identity and age:

- birth certificate
- statement of the child's date of birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services⁴¹
- driver's license
- passport
- school ID card, records, or report card
- military ID
- hospital birth record
- adoption record
- church baptismal record
- any other legal document that establishes identity

For a student who is under 11 years of age and enrolling in your school for the first time, per the [Texas Code of Criminal Procedure, Article 63.019](#), certain additional requirements related to the documentation of identity and age apply. Your school must notify the person enrolling the student that the person has up to 30 days from enrollment, or up to 90 days from enrollment for a child not born in the United States, to provide a certified copy of the child's birth certificate. If the person is unable to produce a certified copy of the birth certificate, the person must produce, within the same time period, other acceptable proof of the child's identity and age (see list from preceding paragraph) and a signed note explaining why the person is unable to produce a certified copy of the birth certificate.

Your district must keep a copy of the document it used to verify a student's identity and age for as long as the document is administratively valuable to the district.

³⁹ [TEC, §25.002\(a\)\(1\)](#)

⁴⁰ [TEC, §25.002\(a\)\(1\)](#)

⁴¹ As provided for by the [Texas Health and Safety Code, §191.0046](#). A child's parent or guardian may request this statement free of charge from Texas Vital Statistics, a division of the Texas Department of State Health Services. To request this statement, the parent or guardian should complete the Mail Application for a Verification Letter, available at <http://www.dshs.state.tx.us/vs/regproc/forms.shtm>, marking the application "Free for School Admission."

3.3.4 Failure to Receive Student Records and Discrepancies in Student Names

Failure to receive the information required for student enrollment must not preclude your district from enrolling and serving a student.⁴² However, only students who meet the age and admission requirements may be reported as eligible for FSP purposes (ADA eligibility codes 1, 2, 3, 6, or 7) (see also [3.3.8 Immunization](#)). Your district may report an enrolled student it believes to be eligible for FSP purposes as eligible while awaiting documentation of eligibility from the student's previous school district or from the person enrolling the student.

If a child is enrolled under a name other than the name that appears in the identifying documents, your district must notify the Texas Department of Public Safety's Missing Persons Hotline at (800) 346-3243. If the student's records have not been received within 30 days of a request, making this comparison impossible, your district must notify the municipal police department or sheriff's department of the county to determine if the child has been reported as missing.⁴³

3.3.5 Entry and Reentry Dates

The student's entry date is the first day the student is physically present during the official attendance accounting period on a particular campus. A student's reentry date is the first day the student is physically present during the official attendance accounting period after having been withdrawn from the same campus. **A student cannot be absent on either the entry or the reentry date. Also, a student cannot be absent on the first day of school.**

The student is in membership on both the entry date and the reentry date. See [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#) for minimum time requirements for a student to be in membership.

3.3.5.1 Auditing Classes at School District or Charter School at Which the Student Is Not Enrolled

A school district or open-enrollment charter school must not permit a student to audit classes at the district or school without being enrolled in the district or school.

3.3.6 Student Entitlement to Attend School in a Particular District

A student's entitlement to attend a school district is determined under the [TEC, §25.001](#). Your district must serve any students who are entitled to enrollment under the [TEC, §25.001](#), even if they are expected to reside in your district for a short time. Your district must serve students in regular education in addition to in other programs, such as special education, if the students are eligible and all documentation is on file. **Your district cannot refuse to serve a student who is entitled to enroll.** For example, say a student enters a hospital for treatment. If the hospital is located within your school district, your district must immediately serve this student in regular education and also in special education if the student is determined to be eligible. This requirement applies not only to students in hospitals but also to students in juvenile detention centers, jails, and other such facilities. (See [3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer](#) for a limited exception to this requirement.) Additional eligibility provisions apply to students who are not entitled to enroll under the [TEC, §25.001](#), other than a residence separate and apart from a parent or legal guardian under the [TEC, §25.001\(b\)\(4\) and \(d\)](#).

⁴² [19 TAC §129.1\(b\)](#)

⁴³ [TEC, §25.002\(b\) and \(c\)](#)

Under the [TEC, §25.001\(b\)](#), your school district must admit a student who meets age eligibility requirements if the student:

- and either parent resides in your school district;
- does not reside in your school district but has a parent who does and that parent is a joint or the sole managing conservator or possessory conservator of the student;
- and the student's guardian or other person having lawful control of the person under a court order resides within your school district;
- has established a separate residence under the [TEC, §25.001\(d\)](#);
- is homeless, regardless of the residence of the student, either parent, or the person's guardian or other person having lawful control of the person;
- is a foreign exchange student placed with a family that resides in your district by a nationally recognized foreign exchange program;⁴⁴
- resides at a residential facility that is in your district;
- resides in your district and either is 18 years old or older or has had the disabilities of minority removed; or
- does not reside in your school district but has a grandparent who does and who provides a substantial amount of after-school care for the student⁴⁵; or
- resides or a parent of the student resides in a residence that is located on a parcel of property located on any part of two or more districts.

Also, your school district must admit, tuition free, a student who meets age eligibility requirements if the student has been placed in foster care and the foster parents reside in your district.⁴⁶ A student in the conservatorship of the Texas Department of Family and Protective Services (DFPS) who has been placed by the department at a residence outside your district but who was enrolled at a school in your district at the time of placement is entitled to continue to attend that school until he or she successfully completes the highest grade offered by the school without payment of tuition regardless of whether the student remains in DFPS conservatorship.⁴⁷ Also, if a student who is in the conservatorship of the DFPS enrolls in a primary or secondary public school other than the school in which the student was enrolled at the time of placement into conservatorship, the student is entitled to continue to attend that school without the payment of tuition until the student successfully completes the highest grade level offered by that school at the time of enrollment even if the child's placement is changed to a residence outside the attendance area for that school or the school district. The student is also entitled to continue to attend the school regardless of whether the student remains in the conservatorship of the DFPS for the duration of the student's enrollment.⁴⁸

A student who meets any of the previous criteria is eligible for attendance in your district as a regular student and should not be coded as a transfer student.

⁴⁴ unless the school district has applied for and been granted a waiver by the commissioner under the [TEC, §25.001\(e\)](#)

⁴⁵ as determined by the school board

⁴⁶ [TEC, §25.001\(f\)](#)

⁴⁷ [TEC, §25.001\(g\)](#)

⁴⁸ [TEC, §25.001\(g-1\)](#)

3.3.6.1 Entitlement of Certain Students to Transfer to a District of a Bordering State

A student who is entitled to attend a public school of a school district that is on the border of Louisiana, Arkansas, Oklahoma, or New Mexico, and finds it more convenient to attend public school in a district in the contiguous state may do so. In this case, the state and county available school funds for the student would be paid to the school district of the contiguous state, and any additional tuition, if necessary, would be paid by the district of the student's residence on terms agreed on by the trustees of the receiving district and of the residence district.⁴⁹

3.3.6.2 Students from Outside Your District Who Will Be in Your District for 10 Days or Fewer

If a student from outside your district will be in your district temporarily for 10 days or fewer (for example, because of a brief hospital stay), your district is not required to serve the student if all the following requirements are met:

- it is known at the time the student arrives that the student will be staying for 10 days or fewer,
- your district and the district in which the student is enrolled both agree that the student will continue enrollment in that district for the duration of the student's stay in your district, and
- enrollment will not be shown at your district.

However, if your district does serve the student, regardless of the number of days of service, your district **must enroll the student** and report the student as enrolled through TSDS PEIMS.

Also, this policy is not a basis for denying educational services if a parent, guardian, or student requests services, regardless of the number of days that the student will be in your district.

⁴⁹ See the [TEC, §25.040](#).

3.3.7 Homeless Students

A student who is homeless, as defined by the McKinney-Vento Homeless Assistance Act,⁵⁰ is entitled to enroll in any school district or open-enrollment charter school in the state without regard to the student's residence.⁵¹ The student must be allowed to attend either the student's "school of origin"⁵² ("the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled") or enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.⁵³ Eligibility to enroll in any other school in any school district or open enrollment charter school is determined by local policy.⁵⁴ A student is entitled to attend the school of origin if the student becomes homeless during a school year or between school years. Also, if the student becomes permanently housed during a school year, the student is entitled to attend the school of origin for the remainder of that school year.

You can learn more about school district responsibilities associated with homeless students on the Texas Education for Homeless Children and Youth (TEHCY) Program web page at [https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_\(TEHCY\)_Program/](https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/Texas_Education_for_Homeless_Children_and_Youth_(TEHCY)_Program/) or by contacting the Texas Homeless Education Office at 1-800-446-3142.

3.3.8 Immunization

Except as provided by the [TEC, §38.001\(c\)](#), a student is required to be fully immunized against certain diseases.⁵⁵ However, your district may admit a student provisionally if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible.⁵⁶ Except as provided by the [TEC, §38.001\(c\)](#), a student who is not fully immunized and has not begun the required immunization must not attend school. A homeless student may be admitted for 30 days pending initiation of vaccinations or receipt of vaccination documentation.⁵⁷ A student who is a military dependent or any student coming from another Texas school may be enrolled for 30 days pending transfer of immunization records.⁵⁸

For further information regarding immunization requirements, immunization exemptions, and immunization documentation, contact the Texas Department of State Health Services (DSHS) or see the following DSHS web page: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.

⁵⁰ [42 USC, § 11434a](#)

⁵¹ [TEC, §25.001\(b\)\(5\)](#)

⁵² as defined in [42 USC, §11432\(g\)\(3\)\(I\)](#)

⁵³ [42 USC, §11432\(g\)\(3\)\(A\)\(iii\)](#)

⁵⁴ State law determines eligibility to enroll in a Texas Virtual School Network course or Online School. See [12.2 Texas Virtual School Network \(TXVSN\)](#).

⁵⁵ [TEC, §38.001\(a\)](#)

⁵⁶ [TEC, §38.001\(e\)](#)

⁵⁷ [25 TAC §97.66\(b\)](#)

⁵⁸ [25 TAC §97.69](#)

3.3.9 Infants and Toddlers with Auditory or Visual Impairments or Both

Infants and toddlers birth through two years of age who have auditory or visual impairments or both and an individualized family services plan indicating a need for services by the district must be enrolled in the local district or regional day school program for the deaf (RDSPD). If district services are to be provided through the RDSPD, the RDSPD must involve the home district. Local education agencies should collaborate with the RDSPD to ensure that appropriate services are provided. (See [4.10 Special Education Services for Infants and Toddlers](#).)

3.3.10 Students Who Have Earned a Texas Certificate of High School Equivalency (TxCHSE) or Have Been Court Ordered to Obtain a TxCHSE

A student who has earned a TxCHSE or who has been court ordered to obtain a TxCHSE is still eligible to enroll in your district to complete the requirements for a high school diploma if the student chooses, provided all eligibility requirements are met. If the student meets all eligibility requirements, your district must not deny enrollment to the student. As with any other student, the ADA eligibility code assigned to the student depends on the number of hours the student is scheduled for and provided instruction, or on whether the student is eligible for and taking part in an alternative attendance program.

3.4 Withdrawal Procedures

Your district should withdraw a student from the attendance accounting system on the date your district becomes aware the student is no longer a member of the district. With proof of enrollment in a different district or campus, retroactive withdrawals are permitted to the day a student enrolled in another school. Your district must update all attendance accounting records affected by such a change. (See also [3.3.5 Entry and Reentry Dates](#).)

If a student withdraws before attendance is taken, the withdrawal date is that day. If a student withdraws after attendance is taken, the withdrawal date is the next school day. A student is not in membership on the withdrawal date.

3.4.1 Students 19 Years of Age or Older

Your district **may** withdraw a student who is at least 19 years old and voluntarily enrolled in school when he or she accumulates more than five unexcused absences in a semester. Your district may revoke the enrollment of such a student for the remainder of the school year, except that a district may not revoke enrollment on a day on which the student is physically present at school.⁵⁹ **A student who is removed from school under this provision will be considered a dropout for accountability purposes unless the student returns to school during the school start window the following fall. See *Secondary School Completion and Dropouts in Texas Public Schools* for the current definition of “dropout.”** (See also [3.5 Compulsory Attendance](#).)

This authority to revoke enrollment does not override your district’s responsibility to provide a free, appropriate public education to a student who is eligible for special education services.

⁵⁹ [TEC, §25.085\(e\)](#)

3.4.2 Temporary Absences and Withdrawal

Your district must **not** withdraw a student who is temporarily absent (for example, as a result of illness or suspension) but still a member of your district.

3.4.3 Students Whose Whereabouts Are Unknown

Your district should decide the withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, according to applicable local policies. For example, local policy may state that a student is withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades seven through 12 must be reported as a school leaver on a 40203 Record and could be considered a dropout according to [Section 2 Audit Requirements](#) of the TSDS PEIMS Data Standards.

3.4.4 Information and Record Transfer

When a student moves from one Texas public school district or charter school to another, the student record must be transferred via TREx within 10 working days of receiving a request. The student record must include the following information at a minimum:⁶⁰

- Texas Unique ID
- Social Security number or state-approved alternative ID last reported through TSDS PEIMS
- first, middle, and last name and generation code, if applicable
- date of birth
- gender
- ethnicity and race
- current grade level
- immunization information⁶¹
- receipt of special education services and individual education plan, if applicable
- academic year
- course completion
- final grade average
- teachers of record
- assessment instrument results
- district ID
- campus ID
- campus name
- campus phone number

For a high school student transferring from one Texas public school district or charter school to another, the following additional information is required to be sent via TREx for the student's high school transcript:

- student's address, including city, state, and zip code
- district name

⁶⁰ For a complete list of data elements that are able to be sent through TREx, see Appendix A of the current year TREx Data Standards, available at <http://tea.texas.gov/index4.aspx?id=3412>.

⁶¹ [TEC, §25.002\(a\)\(3\)](#)

- either the date the exit level requirement for Texas Assessment of Knowledge and Skills (TAKS) was met or the performance level on each end-of-course assessment and the date the performance was met for State of Texas Assessments of Academic Readiness (STAAR)
- advanced measures completed for the distinguished graduation program, if applicable
- graduation program type required by the end of the student's junior year
- College Board College Entrance Examination Board (CEEB) campus code and ACT high school code (optional)
- certification of coursework completion date, if applicable
- current and previous coursework, including the following:
 - academic year
 - session type
 - campus awarding credit
 - course category, name, number, abbreviation, semester, grades, and credit
 - course grade average, final grade average, or both
 - special explanation codes, if applicable
 - pass/fail credit indicator codes, if applicable

By law, each district is required to transfer student records within 10 working days of receipt of a request by the receiving district.⁶² Enrollment by a student in another school district constitutes authority for your district to release the education records of that student, regardless of whether parental authority has been received.⁶³ Also, the requirement to transfer records within 10 working days of a request applies regardless of whether a student or student's parent has failed to pay for a lost textbook, including an electronic textbook.

For purposes of transferring records through TReX, a working day does not include a day that the campus receiving the records request is closed or a day that the district's administrative office is closed.

3.4.5 Students 21 Years of Age or Older and Placement in a Disciplinary Alternative Education Program (DAEP) or JJAEP

A student who is 21 years of age or older and admitted for the purpose of completing the requirements of a high school diploma is not eligible for placement in a DAEP or JJAEP if he or she engages in conduct that would require or authorize such placement for a student under the age of 21. If a student engages in conduct that would otherwise require such placement, your district must revoke admission of the student into the public schools of the district.⁶⁴

3.5 Compulsory Attendance

Pre-K and kindergarten students are subject to compulsory school attendance while they are enrolled in school. On enrollment in pre-K or kindergarten, a child must attend school.⁶⁵ However, if a child has not reached mandatory compulsory attendance age (six years old as of September 1 of the current school year), the child's parent or guardian may withdraw the student from school, and the child will not be in violation of compulsory attendance.

⁶² [TEC, §25.002\(a-1\)](#)

⁶³ Family Education Rights and Privacy Act (FERPA), [34 CFR, §99.31\(a\)\(2\)](#) and [§99.34](#)

⁶⁴ [TEC, §25.001\(b-1\)](#)

⁶⁵ [TEC, §25.085\(c\)](#)

Unless specifically exempted by the [TEC, §25.086](#), a child who is at least six years of age or younger than six years of age and has previously been enrolled in first grade, and who has not yet reached his or her 19th birthday, must attend school.⁶⁶

A person who voluntarily enrolls in or attends school after turning 19 years of age is also required to attend school each day.⁶⁷

Note that an allegation of truant conduct applies only to an individual who is 12 years of age or older and younger than 19 years of age.⁶⁸ The offense of parent contributing to nonattendance, however, applies to parents of students who are subject to compulsory attendance, regardless of the student's age.⁶⁹

Note: A child engages in truant conduct if the child is required to attend school under the [TEC, §25.085](#), and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year.⁷⁰ School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the [TEC, §25.0915](#).⁷¹ In addition, tardies generally are not considered absences for purposes of compulsory attendance enforcement.⁷²

3.6 General Attendance-Taking Rules

Each teacher or other school employee who records student attendance must certify, in writing, that all such records are true and correct to the best of his or her knowledge and that the records have been prepared in accordance with laws and regulations pertaining to student attendance accounting by signing and dating the record of attendance within one calendar week of the attendance recorded. Electronic signatures are acceptable. Signature stamps and pencil are not acceptable.

Note: If your district uses an automated system that meets the requirements for a secure paperless system specified in [2.2.3 Paperless Attendance Accounting Systems](#) (that is, if the system can report the date and time of any attendance record alterations and the identity of the individual altering the record and meets all other requirements), then attendance records do not need to be generated and signed weekly. If your district uses an automated attendance accounting system but the system does **not** meet the requirements for a secure paperless system specified in [2.2.3 Paperless Attendance Accounting Systems](#) (that is, if the system cannot report the date and time of any attendance record alterations and the identity of the individual altering the record), then the attendance records must be generated on a weekly (one calendar week) basis and be signed and dated by the teacher taking the roll. Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance taken and completed by the classroom teacher. Attendance must not be taken by students or classroom aides and clerks that do not meet the requirements for paraprofessionals. (For

⁶⁶ [TEC, §25.085\(b\)](#)

⁶⁷ [TEC, §25.001\(e\)](#)

⁶⁸ [Texas Family Code, §65.002](#)

⁶⁹ [TEC, §25.093](#)

⁷⁰ [Texas Family Code, §65.003\(a\)](#)

⁷¹ [TEC, §25.0915; 19 TAC §129.1043](#)

⁷² Tardiness as it relates to compulsory attendance is addressed in [this November 13, 2001, To the Administrator Addressed letter](#) and in the [Opinion of the Texas Attorney General No. DM-0200, p. 1062 \(1993\)](#).

the requirements for paraprofessionals, see the TEA “Becoming an Educational Aide in Texas” web page located at

https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/.) Using a student sign-in sheet to record attendance is not an acceptable method of taking roll and will result in the attendance being disallowed.

Note: The only exception to a classroom teacher taking official attendance and the only method by which a student can take his or her own attendance is by using biometric technology. Examples of biometric technology include but are not limited to, fingerprint recognition, facial recognition, retina recognition, and iris recognition. All other methods by which a student takes his or her own attendance, such as sign-in sheets, are not allowed under any circumstance. Use of biometric technology does not require a waiver. The school must be able to produce printable documentation of attendance information that must provide detailed information about the date and time that the student logged in and out of the system.

Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes.

3.6.1 Manual Entries for or Corrections to Student Attendance Data

District staff members must always use ink to make manual entries or corrections in the attendance records, and on daily absence slips, six-week absence reports, and daily summary sheets. Staff members must never record manual entries in pencil, use liquid correction fluid, or use a signature stamp. If errors are made on any official attendance document, the staff member making the correction must strike through the error, enter corrections nearby, and initial.

3.6.2 Time of Day for Attendance Taking

Each campus must determine attendance for all grades by the absences recorded at the one particular point in time the campus has chosen for roll to be taken (a snapshot, for example, 9:45 a.m.). The selected time may vary from campus to campus within your district. Once a time has been selected, a campus must not change it during the school year.⁷³

Your campus may select an official attendance-taking time that is not during the official attendance-taking time selected for the school year if your local school board has adopted a district policy allowing for recording absences in an alternative hour, or if the superintendent has established documented procedures allowing for recording absences in an alternative hour after having been delegated authority to do so by the board.⁷⁴ The policy or procedures may:

- allow for each campus to choose an alternative attendance-taking time for the campus as a whole,

⁷³ [19 TAC §129.21\(h\)\(3\)](#)

⁷⁴ [19 TAC §129.21\(h\)](#)

- allow for each campus to choose an alternative attendance-taking time for certain groups of students as described in [3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations](#), or
- allow for both circumstances.

The policy may be adopted or the procedures established at any time during a school year. If the policy or documented procedures allow for a campus to choose an alternative attendance-taking time for certain groups of students as described in [3.6.2.2](#), a campus is free to choose an alternative attendance-taking time for a group of students as soon as the policy is adopted or the procedures are established. If the policy or documented procedures allow for a campus to choose an alternative attendance-taking time for the whole campus and the policy is adopted or procedures established after the start of the school year, a campus that wishes to change the attendance-taking time for the whole campus must wait until the next school year to do so.

These attendance provisions do not apply to alternative attendance programs such as the OFSDP or the HSEP. For special attendance provisions that apply to these programs, refer to [Section 11 Nontraditional Programs](#).

3.6.2.1 Attendance Taking and Delayed Start of School Day

If your district's superintendent delays the start of the school day for your campus for a reason related to health or safety (for example, because of flooding or bad weather), your campus may choose an alternative attendance-taking time for that day. This provision does not apply to a delayed start of the school day for a reason unrelated to health or safety (for example, the funeral of a student or teacher). If your district delays the start of the school day and your campus uses an alternative attendance-taking time, your campus must maintain documentation of the alternative time, the attendance recorded at that time, and the official reason for the delayed attendance taking.

3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations

Your campus may choose an alternative attendance-taking time for a group of students that is scheduled to be off campus during the regular attendance-taking time, such as the following (not an exhaustive list):

- dual credit students who are attending classes at an institution of higher education,
- career and technical education students who are scheduled to be at a worksite, or
- pre-K or ECSE students who are reported by a particular campus but served at an off-campus location.

To implement the alternative attendance-taking time, your local school board must have first adopted a district policy allowing for an alternative attendance-taking time, or the superintendent must have established documented procedures allowing for an alternative attendance-taking time after having been delegated authority to do so by the board, as described in [3.6.2 Time of Day for Attendance Taking](#). (The policy may be adopted or procedures established at any time during the school year.) The alternative attendance-taking time will be in effect for the period of days or weeks for which the group is scheduled to be off campus during the regular attendance-taking time (for example, for the semester or the duration of employment). Once selected, the alternative attendance-taking time for a particular group for a particular period (for example, for the semester or the duration of employment) must not be changed.

The alternative attendance-taking time for each applicable group, the students making up that group, and the attendance taken for the group each day must be documented for audit purposes.

An alternative attendance-taking time must not be used for any student who is scheduled to be on campus during the regular attendance-taking time.

3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

For official attendance accounting purposes, excused and unexcused absences do not exist.⁷⁵ Students present at the official attendance-taking time are counted present for funding purposes. Note that having students sign in is not an acceptable method of taking attendance. Except for the reasons listed in the following bulleted paragraphs, students who are absent at the official attendance-taking time are counted absent for funding purposes.

Students who are on campus at the time attendance is taken but who are not in their assigned classroom are considered in attendance for FSP purposes provided they were with a campus official (nurse, counselor, principal, etc.). Class admit slips or other documentation supporting that a student was with a campus official must be retained for audit purposes. Documentation from an electronic, radio frequency, smart card, or similar tracking system that indicates only whether a student monitoring device was on campus at a particular time is not acceptable documentation unless supported with documentation that a student was with a campus official.

Note: These attendance provisions do not apply to the OFSDP, the HSEP, or homebound programs (general education homebound [GEH], special education homebound, or compensatory education home instruction). For special attendance provisions that apply to these programs, refer to the applicable sections of the handbook.

A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes if the student:

- is enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day.

Students who are enrolled in and attending an off-campus dual credit program course and **are** scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus. See [3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations](#) for instructions on how to record attendance for these students if they are not scheduled to be on campus during the official attendance-taking time.

- is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day. Students who are participating in an off-campus work-based learning opportunity and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus. See [3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations](#) for instructions on how to record attendance for students not scheduled to be on campus during the official attendance-

⁷⁵ [19 TAC §129.21\(h\)\(4\)](#)

taking time.

- is enrolled **full-time** in Texas Virtual School Network (TXVSN) courses. See [12.2 Texas Virtual School Network \(TXVSN\)](#) for information on recording daily attendance.

Students who are enrolled in one or more TXVSN courses but attend a regular campus part of the day and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus. See [3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations](#) for instructions on how to record attendance for these students.

- is participating in an activity that is approved by your local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of your school district. The adjunct staff member must have a minimum of a bachelor's degree **and** be eligible for participation in the Teacher Retirement System of Texas.

Students participating in any activity that is not approved by your local school board or without certified district personnel supervision must be counted absent. For attendance to qualify for funding purposes, the professional staff member, adjunct staff member, or paraprofessional staff member must be accompanying the students as an official of your school district for the specific purpose of supervising the students and must be approved by your school board to supervise the activity. For example, students would be reported present if they are participating in 4H activities that are supervised by a county extension service agent who has been approved by the local school board as an adjunct staff member or a paraprofessional staff member of your school district.⁷⁶

Paraprofessionals must meet the requirements of an educational aide I, II, or III. (These requirements are explained on the TEA "Becoming an Educational Aide in Texas" web page located at

https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/.)

- is participating, with local school board approval, in a short-term (for example, five-day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus.⁷⁷ The student must not be considered in attendance for FSP purposes on any day the student is traveling between the student's district and the location of the class but is not attending class. (However, travel days may be excused for compulsory attendance purposes. See [3.6.4 Excused Absences for Compulsory Attendance Purposes](#).) Your school district is responsible for obtaining documentation of the student's class attendance from the TSBVI or TSD.

⁷⁶ [19 TAC §129.21\(j\)\(1\)](#); county extension service agents are eligible to be considered adjunct staff members because they are required to have at least a bachelor's degree and are eligible for participation in the Teacher Retirement System of Texas. They are eligible for participation in the Teacher Retirement System because they are employed by the Texas A&M AgriLife Extension Service, which is a member of the Texas A&M University System.

⁷⁷ [19 TAC §129.21\(k\)](#)

- is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in [19 TAC §74.44](#).
- misses school for the purpose of observing religious holy days, including traveling for that purpose.⁷⁸ Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

Your school district is responsible for determining what constitutes a religious holy day for purposes of excusing absences. The agency does not maintain a list of days that qualify as religious holy days for purposes of being considered in attendance for FSP purposes. However, we do provide the following guidance: To be considered a religious holy day, the day should be one generally recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination. Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.

- is in grades six through 12 and misses school for the purpose of playing "Taps" at a military honors funeral held in Texas for a deceased veteran.⁷⁹
- misses school for the purpose of attending a required court appearance, including traveling for that purpose.⁸⁰ Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is required to appear in court. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

A court appearance is considered to be required if the law (federal or state) or the court mandates an appearance by the student in a criminal, civil, or traffic matter. Examples of required court appearances would be appearances in response to a jury summons in the name of the student, a subpoena in the name of the student, or a traffic ticket marked "You Must Appear" or "Court Appearance Required." Additional examples would be a student's appearance in court as a plaintiff or defendant or as the subject of a court proceeding, such as an adoption or custody proceeding. Acceptable forms of documentation include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, or a subpoena.

Important: Absences to meet with probation officers and other absences related to court-ordered activities *outside* the courtroom do not qualify as required court appearances. However, see the next bullet, related to court-ordered activities for students in the conservatorship of the DFPS.

⁷⁸ [TEC, §25.087\(b\)\(1\)\(A\)](#)

⁷⁹ [TEC, §25.087\(c\)](#)

⁸⁰ [TEC, §25.087\(b\)\(1\)\(B\)](#)

- is in the conservatorship of the DFPS and misses school:
 - to participate in an activity ordered by a court under the [Texas Family Code, Chapter 262](#) or [Chapter 263](#), provided that scheduling the participation outside of school hours is not practicable⁸¹ or
 - to attend an activity under a service plan under the [Texas Family Code, Chapter 263, Subchapter B](#).⁸²

The student may be considered in attendance for travel days for this purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is participating in the activity, appointment, or visitation.

- misses school for the purpose of serving as a student early voting clerk, if your school district has a policy allowing for this type of excused absence,⁸³ or an election clerk or student election clerk.⁸⁴ Your school district may excuse a student's absence for this purpose for a maximum of two days in a school year.⁸⁵

A student may be considered in attendance for travel days related to an absence to serve as an election clerk or student election clerk but not for travel days to serve as a student early voting clerk. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is serving as an election clerk. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. Travel days do not count toward the two days per school year maximum.

To serve as a student election clerk or student early voting clerk, a student must:

- be ineligible to serve as an election clerk under the [Texas Election Code, §32.051\(c\)](#);
- be at least 16 years of age;
- have the consent of the principal of the school the student attends;
- be a US citizen; **and**
- have completed any training course required by the entity holding the election.⁸⁶

To serve as an election clerk (as opposed to a **student** election clerk), a student must meet the requirements specified in the [Texas Election Code, §32.051](#).

- misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for US citizenship, including traveling for that purpose.⁸⁷ Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the governmental office.

⁸¹ [TEC, §25.087\(b\)\(1\)\(F\)](#)

⁸² [TEC, §25.087\(b\)\(1\)\(F\)](#)

⁸³ [TEC, §25.087\(b-1\)](#)

⁸⁴ [TEC, §25.087\(b\)\(1\)\(E\)](#)

⁸⁵ [TEC, §25.087\(e\)](#)

⁸⁶ [Texas Election Code, §32.0511, §83.012](#)

⁸⁷ [TEC, §25.087\(b\)\(1\)\(C\)](#)

Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

- misses school for the purpose of taking part in the student's own US naturalization oath ceremony, including traveling for that purpose.⁸⁸ Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the ceremony. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.
- is temporarily absent because of a documented appointment for the student or the student's child that is with a health care professional licensed, certified, or registered to practice in the United States.⁸⁹ A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner⁹⁰ to receive a generally recognized service⁹¹ for persons with that disorder.⁹² To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. The appointment must be supported by a document, such as a note, from the health care professional.⁹³

A consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. An appointment with a school nurse will not count for FSP funding as an appointment with a health care professional.

- is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student's interest in attending the institution.⁹⁴ Your district must not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying students' visits to institutions of higher education.
- is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard. Your district must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying the student's activities related to pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard.
- is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately

⁸⁸ [TEC, §25.087\(b\)\(1\)\(D\)](#)

⁸⁹ [TEC, §25.087\(b\)\(2\)](#)

⁹⁰ See the [Texas Insurance Code, §1355.015\(b\)](#), for a description of the term "health care practitioner."

⁹¹ Generally recognized services include, but are not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

⁹² [TEC, §25.087\(b-3\)](#)

⁹³ [19 TAC §129.21\(j\)\(3\)](#)

⁹⁴ [TEC, §25.087\(b-2\)](#)

returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides. Your district is required to excuse up to five days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.⁹⁵

Your school district must allow a student whose absence is excused for any of the previously listed reasons—with the exception of the first five reasons, for which this paragraph does not apply—a reasonable amount of time to make up school work missed on these days. If the student satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance.⁹⁶

If your school district excuses a student's absence for any of the previously listed purposes (counts the student as present for FSP purposes), the district must keep documentation related to the absence on file for audit purposes. Your school district should establish a local policy describing what constitutes acceptable documentation for each of the listed absences.

Numerous absences, whether excused or unexcused, may jeopardize a student's ability to receive credit or final grades for classes (see the [TEC, §25.092](#), for requirements related to minimum attendance for class credit or a final grade).

3.6.3.1 Attendance Taken Before the End of the Academic Year

Students Who Graduate Early: If a student graduates from high school before the last school day of the school year, the student is not eligible to continue to generate ADA for funding purposes for the remaining days of the school year. For example, if a high school's seniors graduate and receive their diplomas two days before the official end of the school year but return to school to sign in for those last two days, the students would not generate ADA for funding purposes for those days.

Students Who Have Not Yet Graduated but Who Have Attended Graduation Ceremonies: A student who attends a graduation ceremony before completing requirements for a high school diploma is eligible to continue to generate ADA funding as long as the student meets the minimum two-through-four-hour requirement or is continuing to participate in an alternative attendance accounting program, such as the OFSDP. A senior who has attended graduation ceremonies before the end of the school year and who attends for the last days of the school year only to sign in has not met the minimum two-through-four-hour requirement⁹⁷ for those days. A student must be provided the appropriate number of hours of instruction, be counted absent, or be withdrawn.

3.6.4 Excused Absences for Compulsory Attendance Purposes

A teacher, principal, or superintendent of the school in which a student is enrolled may excuse the temporary absence of the student for any reason acceptable to the teacher, principal, or superintendent. However, the student will not be counted as present for FSP (funding) purposes for the day(s) of the absence unless the absence is for one of the reasons specified in [3.6.3 Requirements for a Student to Be Considered Present for FSP \(Funding\) Purposes](#) and meets applicable requirements.⁹⁸

⁹⁵ [TEC, §25.087\(b-4\)](#)

⁹⁶ [TEC, §25.087\(d\)](#)

⁹⁷ [19 TAC §129.21\(g\)](#)

⁹⁸ [TEC, §25.087](#)

Numerous absences, whether excused or unexcused, may jeopardize a student's ability to receive credit or final grades for classes (see the [TEC, §25.092](#), for requirements related to minimum attendance for class credit or a final grade).

3.6.5 Instruction Provided outside of the Regular School Day

If selected students are required to attend school on Saturday to make up for absences, their attendance must **not** be counted for funding purposes. (See [3.8.1 Makeup Days and Waivers](#) for information on makeup days when all students are required to attend. See also [3.6.4 Excused Absences for Compulsory Attendance Purposes](#).) Also, for funding purposes, a student attending school on a Saturday does not nullify any previously recorded absence.

If your school district provides instructional services for special education after school or on Saturday, the contact hours may be counted only if the services cannot be provided or are unavailable at any other time (for example, speech therapy provided on Saturday as a result of the unavailability of speech therapists during the regular school week, orientation and mobility services or vision instruction provided outside the regular school day because they must be provided at night or in periods of darkness).

3.6.6 Attendance Accounting during Testing Days

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

If your district exempts certain students from taking final exams, note that that exemption does not exempt the students from the two-through-four-hour requirement. Also, a student who is exempt from taking exams and who attends school on an exam day only to sign in during the attendance-taking time has not met the minimum two-through-four-hour requirement for that day. A student must either be provided the appropriate number of hours of instruction or be counted absent. See [3.2.2 Funding Eligibility](#).⁹⁹

3.6.7 Attendance and Students Who Are Not in Membership or Are Served outside the Home District

Your district is not required to take attendance for students who are not in membership (not receiving the minimum two hours of instruction per day). Also, for students who are participating in an approved program with alternative attendance accounting (see [Section 11 Nontraditional Programs](#)), your district is not required to take attendance during the standard specified periods. However, your district **must** maintain the demographic and special program information for these students in the attendance accounting system in accordance with the applicable coding instructions in Sections 3 through 11 of this handbook.

For example, a three-year-old special education student's only service is speech therapy for 30 minutes each week. Your district is not required to record attendance for this speech therapy student since he does not receive at least two hours of instruction per day, but your district must report demographic and special program information for the student. Your district should report

⁹⁹ [19 TAC §129.21\(g\)](#)

demographic and special program information for all students served in the district through TSDS PEIMS Collection 1.

Students who are served outside the home (sending) district, but who are reported for all TSDS PEIMS submissions by the home (sending) district, should **not** be included in the official attendance reports of the district where the student is served (see [3.9 Data Submission](#)).

3.6.8 Tardies

For official attendance accounting and FSP purposes, tardies do not exist. However, locally designed codes may be implemented to indicate that the following occurred:

- a student arrived late to class **before** official roll call and was counted **present** for ADA and FSP purposes, or
- a student arrived late to class **after** official roll call and was counted **absent** for ADA and FSP purposes.

Adequate documentation that defines all locally designed codes must be retained with all other auditable records. Proof must be evident that absences for students assigned this code are included in total absences in all attendance reports.

3.6.9 Effective Dates for Program Changes

Effective dates for program changes may be recorded on a day when a student is absent. However, controls must be in place to ensure that a student does not generate ADA or special program contact hours on any day that he or she is absent.

In addition, for TSDS PEIMS reporting purposes, individual student records are not allowed for a student who was not in attendance during a reporting period. Procedures must be in place to ensure that “0-filled” TSDS PEIMS records are **not** created when effective dates for program changes are preposted.

3.6.10 Students Attending Nonresidential Treatment Facilities

If a student who is enrolled in your school district is absent from school because the student is attending a nonresidential treatment facility within your district or another district during the day, your district may choose to excuse the student’s absences for compulsory attendance purposes. However, the student must not be counted present for FSP (funding) purposes unless your district chooses to follow the procedures described in the following two paragraphs.

If the facility is located in your district, your district may enter into a written agreement with the facility that provides for your district sending a certified teacher to the facility to instruct the student. The student may be considered present for FSP purposes if the student is scheduled for and provided at least two hours of instruction (half-day eligibility) or at least four hours of instruction (full-day eligibility) each school day. Note that the student is **not** eligible for the GEH program because the student is not confined to home or hospital bedside.

If the facility is located outside your district, your district may follow the procedure described in the preceding paragraph. Or, your district may enter into a written agreement with the district in which the

facility is located for that district¹⁰⁰ to provide instruction to any student who is enrolled in your district and attending the facility. (It would be the responsibility of the district providing instruction to enter into a written agreement with the facility.)

3.7 General Education Homebound (GEH) Program

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

- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks **need not** be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed¹⁰¹ to practice in the United States.

A student served through the GEH program at home or hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.

Note: For guidance in determining GEH instruction for pregnant students who are receiving PRS, see [Section 9 Pregnancy-Related Services \(PRS\)](#).

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

For information on remote homebound instruction, see [12.3.3 Remote Homebound Instruction—Regular Education Students](#).

3.7.1 GEH Policy Requirements

To qualify for GEH funding, your school district must have policy and procedures for implementation of GEH instruction that have been approved by the local school board.

3.7.2 GEH Committee

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

- a campus administrator,
- a teacher of the student, and
- a parent or guardian of the student.

¹⁰⁰ If the district that plans to provide instruction to students at the facility is an open-enrollment charter school, the school's charter must explicitly allow for the school to provide this type of instruction at the facility.

¹⁰¹ Access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp. Throughout Section 3.7, "licensed" means licensed to practice in the United States.

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home or hospital bedside. If instruction is to be provided at home or hospital bedside, the GEH committee determines the type(s) and amount of instruction to be provided. Over the period of his or her confinement, however, the student must be provided instruction in all core academic subject area courses in which the student is enrolled and, if possible, should be provided instruction in all other courses in which the student is enrolled.

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

3.7.2.1 GEH Committee Documentation Responsibilities

In qualifying a student for and providing the student GEH services, the following documentation is required:

- a district-developed form that documents the GEH committee decision about serving a student through GEH;
- documentation on the form of the GEH committee's decision about the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided;
- a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of four weeks;
- documentation of the day(s) homebound instruction started and stopped; and
- the teacher's homebound instruction log.

The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) includes:

- the name of the homebound teacher,
- the student's name and Texas Unique ID,
- the date that the homebound teacher visited the homebound student, and
- the specific time period that the student was served (for example, 10:00 a.m. until 1:00 p.m.).

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

3.7.3 GEH Funding Chart

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

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

GEH Funding Chart	
Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present

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

Eligible days present are determined each week. For GEH purposes, a week starts Sunday and ends Saturday. GEH service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

3.7.4 Test Administration and GEH

A student receiving GEH services may earn eligible days present as stated in the GEH funding chart when a homebound instructor administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

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

If the routine, standardized, six-weeks, semester, or final exam administration or required state assessment testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the one day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn one day present.

A student receiving GEH services **who returns to his or her campus to take required state assessments must have a medical release** from a licensed physician¹⁰² to do so. The time spent on campus taking required state assessments must not count as any part of the number of hours of GEH service for eligible days present.

3.7.5 Transition from GEH to the Classroom

A student transitioning back to a school-based setting may continue to generate eligible days present based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on current medical information. Once the student has completed the transition period determined by the GEH committee, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

¹⁰² Access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

3.7.6 Transitioning Students with Chronic Illness between Homebound and the Classroom

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

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

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

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

3.7.7 Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem **that is a recurring condition** and requires the student to be in the GEH program for a period of time (in daily or weekly increments) totaling at least four weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the GEH program and a school-based placement generate eligible days present for those days they are served through the GEH program subject to the GEH funding chart.
- Students with a recurring condition generally do not require a transition period. Use the following chart to determine how to record attendance information for students with a recurring condition.

**Attendance Accounting Information Related to
Students with a Recurring Chronic or Acute Health Condition**

For any week in which the student with the recurring condition	the student earns contact hours or attendance
is served solely at home or hospital bedside through the GEH program,	according to the requirements of the GEH funding chart.
is served for at least 240 minutes (four hours) at home or hospital bedside through the GEH program and attends school at his or her campus,	according to the requirements of the GEH funding chart.
is served from 60 to 180 minutes (one to three hours) at home or hospital bedside through the GEH program and attends school at his or her campus,	<ul style="list-style-type: none"> • according to the requirements of the GEH funding chart for those days the student is provided instruction at home or hospital bedside through the GEH program and • according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.

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

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the GEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Attendance Accounting and Documentation: To document the changing instructional settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student's attendance information (see [3.7.2.1 GEH Committee Documentation Responsibilities](#)).

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

3.8 Calendar

The following table provides the required number of operational and/or instructional minutes for districts and charter schools to receive full funding.

Calendar Requirements for Funding

Program Type	Operational Minutes	Instructional Minutes	Days of Instruction	Full Funding
School Districts	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
Charter Schools Operating Before January 1, 2015	75,600		180	Provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and comply with charter contract terms regarding student instruction time OR provide 75,600 minutes of operation along with any applicable waivers.
Charter Schools Operating After January 1, 2015	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
Full-day Pre-K for Eligible Four Year Olds	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
Half-day Pre-K for Eligible Three Year Olds and Ineligible Students		32,400		Provide 32,400 minutes of instruction along with any applicable waivers.
<ul style="list-style-type: none"> Dropout Recovery Campus(es) or Program(s)¹⁰³ Day Treatment Facility Residential Treatment Facility Psychiatric Hospital Medical Hospital Correctional Facility DAEP Adult High School and Industry Certification charter school¹⁰⁴ 		43,200		Provide 43,200 minutes of instruction along with any applicable waivers.
JJAEP			180	Provide seven hours (420 minutes) of operation per day. Refer to 10.3.1 Requirements for JJAEP .

¹⁰³ [TEC, §12.1141\(c\)](#) or [§39.0548](#); school program(s) and campus(es)

¹⁰⁴ [TEC, §29.259](#)

Note: If your district has been approved to provide fewer school minutes to certain students through a program such as the Optional Flexible Year Program (OFYP),¹⁰⁵ under no circumstances may it offer fewer than 71,400 school minutes.

Note: Since school districts and charter schools—as part of their third TSDS PEIMS data submission—do not report their calendars to TEA until after the school year is complete, districts may not realize they are subject to a funding reduction until time has expired to correct their calendars. Therefore, ensure that you have the required number of minutes/days built into your school board-approved calendar.

Charter schools operating before January 1, 2015, are not subject to the 75,600-minute requirement. However, charter schools operating before January 1, 2015, must provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and complying with their charter contract terms regarding student instruction time. Also, districts or charter schools operating under the provisions in the [TEC, §42.005\(i-k\)](#),¹⁰⁶ are eligible to receive full ADA funding in accordance with the operational and/or instructional minutes listed.

Your district has flexibility in structuring its calendar with respect to the following:

- the starting date,
- the ending date,
- the number of days in each semester and six-week reporting period, and
- the dates of preparation days.

The first school day must be scheduled no earlier than the fourth Monday in August.¹⁰⁷ The final school day must not be scheduled earlier than May 15.¹⁰⁸

Charter schools are not subject to the fourth Monday in August and the May 15 requirements and may schedule an earlier first or final school day.

The number of days taught reported in TSDS PEIMS must be the actual number of days of instruction offered (the actual number of school days in the school calendar or track calendar for a specific reporting period). Days the school is closed for holidays or local events and days of teacher in-service or preparation must not be counted. Your district must not report attendance on days when no instruction is offered (for example, senior days **when seniors are not required to attend school**). When a holiday occurs within an attendance accounting period, your district must document the date and name or purpose of the holiday in all reports required for audit purposes (detailed in [Section 2](#)).

Note: A school district may not provide student instruction on Memorial Day.

¹⁰⁵ [TEC, §25.081](#)

¹⁰⁶ [TEC, §42.005\(i-k\)](#)

¹⁰⁷ [TEC, §25.0811](#). A school district with a student enrollment of more than 190,000 (currently only Houston Independent School District) may schedule school days earlier than the fourth Monday in August for up to 20 percent of district campuses if those days are financed with local funds and are in addition to the minimum number of days of instruction under the [TEC, §25.081](#). Each district campus at which instruction begins earlier than the fourth Monday in August must be undergoing comprehensive reform, as determined by the board of trustees, and have the majority of its student population made up of educationally disadvantaged students.

¹⁰⁸ [TEC, §25.0812](#).

Note: All the students in a particular school or track will have the same number of school days (NUMBER-DAYS-TAUGHT). Please refer to the TSDS PEIMS Data Standards for more information. Regardless of the structure of the actual instructional calendar, the full school year for each instructional track offered by your district must be reported in **six, approximately equal reporting periods**.

3.8.1 Makeup Days and Waivers

This section discusses makeup days and waivers.

3.8.1.2 Makeup Days

Your district must adopt a school calendar that is in accordance with the program type listed on the chart in Section 3.8. Your district is encouraged to make sure that the adopted calendar includes additional minutes to account for at least two bad weather or other missed school days related to health and safety concerns.

If your district or charter school closes school on a scheduled school day, your district or charter school should have enough minutes built into its adopted calendar to make up for any missed minutes or your district's or charter school's FSP funding may be reduced proportionately.

A school district or charter school may add additional minutes to its school calendar to reach the required number of minutes/days in accordance with the program type that is listed on the chart in [3.8 Calendar](#). While TEA does not prohibit a district or charter school from scheduling additional minutes on a weekend day or a national holiday, TEA strongly discourages scheduling any additional minutes on this type of day because attendance is likely to be low. TEA encourages districts and charter schools to **select practical days** that do not fall on the weekend or on national holidays because **the agency does not grant waivers for low attendance on a makeup day**. TEA also encourages school districts and charter schools to carefully consider local circumstances when adopting their calendars and selecting days to add additional minutes to. For instance, if your school district or charter school has been affected by ice storms in January or February for the last several school years, your district may wish to consider adopting a calendar that includes additional minutes to account for these types of issues.

See [3.8.2 Closures for Bad Weather or Other Issues of Health or Safety](#) for more information.

3.8.1.3 Missed School Day Waivers

If weather, safety, or health issues cause you to fall short of the required number of minutes/days in accordance with the program type listed on the chart in [3.8 Calendar](#) beyond the additional minutes/days already built into the adopted school calendar for makeup minutes/days, a missed school day waiver application must be submitted using TEA's automated waiver application system. This system is available in TEAL.

Charter schools applying for a missed school day waiver must submit their applications as soon as possible after the missed school day so that FSP System calendars can be updated and FSP System six-week report submissions are accurate.

See [3.8.2 Closures for Bad Weather or Other Issues of Health or Safety](#) for more information.

3.8.1.4 Low-Attendance Day Waivers

For a day when school was held but attendance was at least 10 percentage points below the overall **average** attendance rate for your district or the applicable campus for the prior year because of inclement weather-related or health or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.

An application for a low-attendance day waiver must be submitted using TEA's automated waiver application system, which is available in TEAL. Your district must include the following items in its application:

- documentation of low attendance for the day, including the reason for the low attendance rate, and
- the prior year's attendance report, showing the overall **average** attendance rate for the year for the district or applicable campus. For a district or campus with multiple tracks, the overall average attendance rate for all tracks must be used. For a campus that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.

These documents can be uploaded as attachments in the automated waiver application system.

3.8.1.5 Staff Development Waivers

Staff development waiver minutes are for staff development in place of student instruction. Therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. The total waiver minutes for staff development may not exceed 2,100 minutes per school year. For charter schools operating before January 1, 2015, staff development waivers may not exceed five days per school year.

Staff development waiver minutes/days may not be used prior to the first day of student instruction or after the last day of student instruction. On staff development days when students are in attendance part of the day, the district or open-enrollment charter school must provide at least 120 minutes of student instruction to receive full ADA funding. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided.

Note: Districts or charter schools must demonstrate that they are providing high quality staff development that will impact student outcomes.

3.8.1.6 Documenting Waiver Approval, Attendance Accounting for Missed School Days or Low-Attendance Days

To determine if a requested missed school day or low-attendance day waiver has been granted and to create a record that a request was approved, district staff members must visit the TEA Waivers Online Report page at <http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx> and generate and print a report of the waiver request's status. (TEA will not send a letter notifying your district of approval for these waivers.) Your district must retain documentation of waiver approval for five years for audit purposes.

If TEA grants your school district a waiver for a missed school day or a low-attendance day (a waiver approving a shortened calendar), your district should not include the day exempted as a day of

membership or instruction. Treat the day as a nonschool day in your district’s student attendance accounting system, and do not report the day as a school day in your district’s TSDS PEIMS reporting.

3.8.1.7 Waivers Related to Students Taking Dual Credit Courses at Institutions of Higher Education (IHEs) with Calendars of Fewer than 75,600 Minutes

If district students are taking dual credit courses at an IHE with a calendar of fewer than 75,600 minutes, including intermissions and recesses, your district may apply for a waiver of the 75,600 minute calendar requirement. Submit requests for a waiver using TEA’s automated waiver application system, which is available in TEAL. See [11.3.1.2 Reporting Dual Credit Attendance in TSDS PEIMS When the Higher Education Calendar Is Shorter Than the School District Calendar](#) for information on how to report the attendance of dual credit students.

3.8.1.8 Waivers Related to Students Taking Dual Credit Courses at IHEs with Calendars Beginning before the Fourth Monday in August

If early college high school (ECHS), P-TECH, Industry Cluster Innovative Academy (ICIA), or Texas Science, Technology, Engineering, and Math (T-STEM) students and students take dual credit courses at an IHE with a calendar that begins before the fourth Monday in August, your district may apply for a waiver of the start date requirement. Submit requests for a waiver using TEA’s automated waiver application system, which is available in TEAL.

3.8.2 Closures for Bad Weather or Other Issues of Health or Safety

The following table provides information on what actions to take in certain situations related to school closure for bad weather or other issues of student health or safety.

Situation	Agency Policy
Our school district or charter school closed all campuses for one day (420 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, use one of your district’s or charter school’s scheduled makeup days (420 minutes) to make up the missed day or add minutes to your instructional days to make up the minutes. Show the day that schools were closed as a holiday or other nonschool day in your district’s or charter school’s student attendance accounting software calendar so that the day is not reported to TSDS PEIMS.</p> <p>Additionally, for charter schools: In the FSP System calendar, delete one makeup day so that it becomes a school day, and add the day that schools were closed as a “missed school day” in the list of nonschool days. Note that your school’s student attendance accounting software calendar should reconcile with your school’s FSP System calendar.</p>

Situation	Agency Policy
<p>Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason (for example, an ice storm made roads dangerous).</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use your district's or charter school's two scheduled makeup days (840 minutes) to make up the missed days or add minutes to your instructional days to make up the minutes. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS.</p> <p>Additionally, for charter schools: In the FSP System calendar, delete the two makeup days so that they become school days, and add the days that schools were closed as "missed school days" in the list of nonschool days. Note that your school's student attendance accounting software calendar should reconcile with your school's FSP System calendar.</p>

Situation	Agency Policy
<p>Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason. One of the scheduled makeup day dates has passed.</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use the scheduled makeup day (420 minutes) that has not already passed to make up one of the missed days or add additional minutes to the instructional day to make up the minutes. Choose a new second makeup day (420 minutes) to make up the other missed day. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS.</p> <p>Additionally, for charter schools: In the FSP System calendar, delete the one makeup day that has not yet passed so that it becomes a school day, and add the day that schools were closed as a "missed school day" in the list of nonschool days. Rename the makeup day that has passed as an "other" nonschool day. Add a school day by either deleting a nonschool day that has not passed so that it becomes a school day or adding a day to the end of the last reporting period. Note that your school's student attendance accounting software calendar should reconcile with your school's FSP System calendar.</p>

Situation	Agency Policy
<p>Our school district or charter school closed all campuses for two days (840 minutes) for a health or safety reason. Both scheduled makeup day dates have passed.</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, choose two new makeup days (840 minutes) to make up the missed days. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS.</p> <p>Additionally, for charter schools: In the FSP System calendar, add the days that schools were closed as "missed school days" in the list of nonschool days. Rename the makeup days as "other" nonschool days. Add two school days by either deleting nonschool days that have not passed so that they become school days or adding days to the end of the last reporting period. Note that your school's student attendance accounting software calendar should reconcile with your school's FSP System calendar.</p>
<p>Our school district or charter school closed all campuses for one day (420 minutes) for a health or safety reason. We have a scheduled makeup day left in our calendar; however, we would like to use a different day to make up the missed day.</p>	<p>Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, TEA advises using the already scheduled makeup day. However, if your school district or charter school chooses to select a different makeup day, be aware that your district or charter school must not request a low-attendance day waiver for that makeup day. (TEA will not grant a low-attendance day waiver for any makeup day.)</p>

Situation	Agency Policy
Our school district or charter school closed all campuses for more than two days (840 minutes) for a health or safety reason.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, use your district's or charter school's two scheduled makeup days (840 minutes) to make up the first two missed days. (See preceding rows for how to report days in the student attendance accounting system, FSP System calendar, or both, and for information on what to do if one or both makeup days have already passed.) Your district or charter school may apply for a waiver for the missed school days beyond the first two missed days. See 3.8.1.2 Makeup Days for more information.
Our school district or charter school closed some, but not all, campuses for one day (420 minutes) or more for a health or safety reason (for example, flooding that affected only part of the district or charter school area).	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed day. If not, the school district or charter school must request missed school day waivers for those campuses. Exception for certain charter schools: If the charter school is one with campuses that are in different regions of the state, each campus that closed must make up the missed day or days following the procedures described in the preceding rows, as if all campuses were closed. For a charter school with campuses in different regions of the state, TEA evaluates each campus separately for purposes of determining whether missed days must be made up and whether waivers will be granted.
Our school district or charter school delayed the start of the school day for two hours (120 minutes) for a health or safety reason.	District or charter school campuses may use an alternative attendance-taking time for the day. See 3.6.2.1 Attendance Taking and Delayed Start of School Day for instructions and requirements.
Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for at least four instructional hours (240 minutes).	If campuses will close before the official attendance-taking time, record attendance before the closure. Your district or charter school does not need to take any further action.

Situation	Agency Policy
Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes), and the official attendance-taking time has passed.	Your district or charter school does not need to take any further action.
Our school district or charter school has decided to close all campuses early because of an imminent health or safety issue (for example, an ice storm is coming). Campuses have been open for fewer than four instructional hours (240 minutes) and will be closed before the official attendance-taking time.	Each district or charter school is encouraged to adopt a calendar that includes additional minutes to account for bad weather or other missed school days related to health and safety concerns.
Our school district or charter school operates an OFYP. Our district or charter school closed all campuses for more than two days (420 minutes) for a health or safety reason. Must we make up all the days that campuses were closed?	<p>For school districts: Your district, like any district, is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the Optional Flexible Year Program, then your district must make up those days/minutes.</p> <p>For charter schools: Your charter school is required to make up missed minutes. Additionally, if not making up the additional minutes missed would cause the school calendar to drop below 170 days (71,400 minutes) for students not participating in the OFYP, then your charter school's FSP funding will be reduced. (FSP funding will not be reduced if the additional minutes missed are made up.)</p>
May our school district or charter school apply for and receive waivers (of any kind, including staff development) such that the district or charter school has more than 10 school days (4,200 minutes) waived?	No. Your district or charter school must not have more than 10 school days (4,200 minutes) waived, unless otherwise authorized by the commissioner.

3.8.3 Summer School and State Funding

Summer school programs (programs that provide for school days beyond the 75,600 minutes that make up the state funding year) are not eligible for state funding except for specific programs authorized by statute. For the 2019–2020 school year, the only program that allows for state funding of school days

beyond the 75,600 minutes that make up the state funding year provides extended school year (ESY) services for certain students receiving special education services. See [4.13 Extended School Year \(ESY\) Services](#) for more information.

Beginning in the 2020–2021 school year, an additional instructional days incentive will be available to district or charter school campuses that offer up to an additional 30 days of half-day instruction for students enrolled in pre-K through fifth grade. In order to be eligible for the incentive for the additional 30 days, a district or charter school campus will have to meet the regular year minimum operational and instructional minutes requirements and provide at least 180 days of instruction, not including waivers. Participating campuses will receive half-day funding for students attending each additional day. Similar to [3.2.1.3 Code 2](#) requirements, additional days must provide a minimum of two hours of instruction for students. If all the criteria are met for the additional days of incentive funding, a school district or charter school that is entitled to both the incentive and funding for a campus under the [TEC, §48.252](#), may receive only the incentive or the funding for the campus under the [TEC, §48.252](#), whichever would result in the greater amount of funding. Additional days funding does not start until September 1, 2020. See the [TEC, §48.0051](#), for more information.

The Optional Extended Year Program, a grant program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year, has not been funded for the 2019–2020 school year.

If a student is in membership for additional days beyond the 75,600 minutes, including intermissions and recesses, that make up the state funding year, the attendance that exceeds the 75,600 minutes will not generate state funding other than the exceptions noted above, assuming eligibility requirements have been met such as providing a 180-day calendar for Additional Days School Year funding. For the purposes of calculating state funding, the state funding calendar year begins the fourth Monday in August unless a district uses a year-round system or is a District of Innovation that changes its start date.

Situations sometimes occur in which a student who has been served in one public school throughout the school year moves to another public school that is operating a calendar track during the summer. To account for situations in which school calendars do not align, up to 77,700 minutes of state funding will be allowed for individual students. However, no public school will be funded in excess of a 180-day calendar except for the schools that meet all the criteria for the additional days incentive funding that becomes available starting in the 2020–2021 school year. The criteria are defined in the [TEC, §48.0051](#).

TEA will adjust the state funding accordingly for any school district or charter school that reports a student whose membership exceeds 77,700 minutes during a state funding year. TEA will not make such adjustments when additional attendance is reported for eligible special education extended school year services.

If a student attends additional instructional days, the school in which they are enrolled is held accountable to the 180-day requirement, regardless of if the student is attending a different campus. Additionally, the funding for additional days will go the campus in which the student is officially enrolled, even if the services are offered at a different location.

The following table provides details specific to additional days incentive funding implications for three situations for campuses not providing a full 180-day calendar.

Situation	Agency Policy
<p>Students Attend a 35-Day Summer Program at Their Enrolled Campus</p> <p>Campus A conducts 175 days of instruction for all enrolled students and 25 percent of students attend a 35-day summer program (five required days in addition to additional instructional days).</p>	<p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA. Campus A also receives funding for the additional days.</p>
<p>Students Attend a 35-Day Summer Program at a Different Campus</p> <p>Campus A conducts 175 days of instruction for all students and 25 percent of their students attend a 35-day summer program at Campus B (five required days in addition to additional instructional days)</p>	<p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA.</p> <p>Campus A would also receive the funding for the additional days since the students' enrollment campus does not change even though they are attending Campus B.</p>
<p>Students Unenroll and Attend a Summer Program at a Different Campus</p> <p>Campus A conducts 175 days of instruction for all students and 25 percent of students unenroll from Campus A and enroll in Campus B to attend a 35-day summer program (five required days in addition to additional instruction days).</p>	<p>Campus A's ADA has no negative impact. Campus B receives the additional ADA from the five required days and the additional instructional days for the newly enrolled students.</p>

Note that while the OFSDP allows for state funding-eligible OFSDP credit recovery classes to be offered during the summer recess, an OFSDP-eligible student cannot earn more than the equivalent of one ADA (75,600 minutes worth of perfect attendance in the regular attendance program) for a 12-consecutive-month school year. A district must not charge tuition for OFSDP classes, including those offered during the summer recess. For more information on the OFSDP, see [11.6 Optional Flexible School Day Program \(OFSDP\)](#).

3.9 Data Submission

Your district must record attendance information for the entire school year. Report student-level attendance through TSDS PEIMS according to the requirements in the TSDS PEIMS Data Standards. Links to the Data Standards and the TSDS PEIMS data collection schedule are available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

Regardless of the basis used for student attendance accounting, your district must submit all the information required in the TSDS PEIMS Data Standards and must follow all definitions and instructions in this handbook.

For districts with year-round programs: If your district is registered with TEA to operate a year-round program and has one or more tracks ending later than the June 20, 2019, due date for initial Collection 3 data submission, your district still must submit its initial Collection 3 data by that due date. Your district may delay resubmission of Collection 3 data until August 15, 2019, or two weeks after the completion of the latest year-round track, whichever comes first. However, the PEIMS staff will not process any resubmission after August 15, 2019. Corrections made after August 15, 2019, will be handled by the State Funding Division.

Note: If a district other than a student's home (sending) district is serving a student who is reported by the student's home (sending) district for all TSDS PEIMS submissions, the receiving district's student information system should track the student for grades and attendance but should not create any TSDS PEIMS records. A common example of this situation would be a special education shared services arrangement in which the home district has opted to report a student as eligible full day (ADA eligibility code 1) when the student attends regular school for four hours and also attends night school in the district. The full-day student must be reported through TSDS PEIMS as eligible full day for the time spent in regular school. The attendance system should simultaneously allow the time spent in night school to be tracked yet not create any TSDS PEIMS records for this time.

3.10 Quality Control

The total of all attendance figures reported by student name in the Student Detail Report must add up to corresponding totals reported in the respective Campus Summary Report covering the same instructional track in the same six-week period.

The total of all attendance figures reported by campus in the Campus Summary Report must add up to corresponding district totals reported in the District Summary Report covering the same instructional track in the same six-week period.

Your district should balance all attendance reports by six-week period to ensure that all reports match. If any attendance data are changed in the accounting system for a six-week period whose information previously balanced, new reports must be generated and balanced.

If any attendance data are changed in the accounting system after data submission to TEA, such changes must be documented. Record, by name, the students affected by the change, the code each student was assigned before data submission, the code each student was assigned after the change, and the effective date of each change. **New reports reflecting the change should be generated, balanced by six-week period, and retained for audit purposes.**

3.11 Examples

3.11.1 Example 1

A five-year-old student enrolls in kindergarten in a district that offers only a half-day program. Because of special circumstances, this student attends both the morning and the afternoon sessions.

*This student's ADA eligibility code is **2 - Eligible for Half-Day Attendance** because a student cannot attend the same program twice and generate funding twice.*

*If this same student was served in the regular kindergarten classroom by special education personnel for the entire afternoon session (in accordance with the student's Individualized Education Program [IEP]), the student's ADA eligibility code would be **1 - Eligible for Full-Day Attendance** because of the time the student spends with special education personnel. The special education instructional setting would be **40**.*

3.11.2 Example 2

A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds. This student qualifies based on identification as limited English proficient (LEP)/English learner (EL). Additionally, the ARD committee identifies this student as a special education student and places the student in a self-contained ECSE classroom for a three-hour afternoon session.

*This student's ADA eligibility code is **1 - Eligible for Full-Day Attendance**, and the student's grade level is pre-K. The special education instructional setting code is **43 - Self-contained Mild/Moderate/Severe, Regular Campus - At Least 50 Percent and No More than 60 Percent**, because the student spends at least 50 percent and no more than 60 percent of the school day in special education instruction.*

3.11.3 Example 3

A three-year-old special education student is served in speech therapy for 30 minutes a day. The ARD committee also determines that the student will be placed in a pre-K classroom for three hours each day, although the student does not qualify for pre-K.

*This student's ADA eligibility code is **5 - Ineligible Half-Day** because the student is served for a minimum of two hours per day but is not eligible for the type of service the student is receiving.*

3.11.4 Example 4

Your school district decides to serve a four-year-old student in a kindergarten classroom. Examples of reasons a district may choose to do this could include: the student previously completing pre-K in another state; beginning but not completing kindergarten in another state; completing private kindergarten in Texas; or an individualized assessment of the appropriate placement for the student.

*Since the student was not five years old on September 1 of the current school year, the student is not eligible for kindergarten. If the student is enrolled in kindergarten, the ADA eligibility code is **4 - Ineligible Full-Day** or **5 - Ineligible Half-Day**, depending on if your district operates a full-day or a half-day kindergarten program.*

*If this student, who was four years old on September 1 of the current school year, qualifies for pre-K, then the ADA eligibility code is **2 - Eligible for Half-Day Attendance**. As long as the student qualifies for pre-K (see [7.2 Eligibility](#)), the student is eligible for enrollment in pre-K and for pre-K funding even if the district serves the student in a kindergarten classroom.*

3.11.5 Example 5

A special education student receives special education service through a shared services arrangement with a neighboring district. The student is scheduled for and attends a full day of instruction each day. The superintendents of your district and the neighboring district agree that the receiving (serving) district will claim the ADA and the contact hours for that student.

*The receiving district reports this student with an ADA eligibility code **1 - Eligible for Full-Day Attendance**.*

3.11.6 Example 6

A 21-year-old student who graduated the prior year returns for one class.

*Since this student does not attend the two-hour minimum to be included in membership, the student's ADA eligibility code is **0 - Enrolled, Not in Membership**.*

This same student decides to take five classes in the spring semester.

*At the change of semesters, this student's ADA eligibility code changes to **4 - Ineligible Full-Day**.*

3.11.7 Example 7

A 21-year-old special education student graduated the prior year by meeting the requirements outlined by the ARD committee in the student's IEP. The ARD committee determines that this student is still in need of special education and related services and places the student back in school full day.¹⁰⁹

*Since this student graduated by meeting the requirements in his IEP and is receiving a full day of service as required by the ARD committee, his ADA eligibility code is **1 - Eligible for Full-Day Attendance**. A student receiving special education and related services should not be graduated until all requirements in [19 TAC §89.1070](#) have been met.*

3.11.8 Example 8

A student is transferred into your district through meeting all the legal requirements associated with transfer students.

*If this student is a full-day student, the student's ADA eligibility code is **3 - Eligible Transfer Student Full-Day**. If this same student is served only a half day, the student's code is **6 - Eligible Transfer Student Half-Day**.*

3.11.9 Example 9

A student who is auditorily impaired attends an RDSPD in a neighboring school district. The student is in self-contained classes. The superintendents of the neighboring district and your district agree that your district will report this student and, as prescribed by rules relating to data submission, must report the student for all student submissions.

*The ADA eligibility code for this student is **3 - Eligible Transfer Student Full-Day**. The student would also be reported as a transfer student on the 40100 record (see [Section 4 Special Education](#)).*

¹⁰⁹ [19 TAC §89.1070\(b\)\(2\)](#)

3.11.10 Example 10

A student who is auditorily impaired attends an RDSPD in a neighboring school district. The student receives special education and related services in general education classes. The superintendents of the neighboring district and your district agree that the fiscal agent district will report this student and, as prescribed by rules relating to data submission, must report the student for all student submissions.

*The ADA eligibility code for this student is **3 – Eligible Transfer Student Full-Day**. The student would also be reported as a transfer student on the 40100 record (see [Section 4 Special Education](#)).*

3.11.11 Example 11

A student attends school for four hours each day. The student receives instruction for three of those hours and is in a study hall for one of those hours.

*The ADA eligibility code for this student is **2 - Eligible Half-Day**. Time spent in study hall does not count as instructional time. To generate full eligible days present, a student must be provided instruction for at least four hours each day.*

3.11.12 Example 12

A campus that uses an automated attendance accounting system stores the required first semester attendance reports, printed by six-week period and reviewed by the appropriate personnel, in a safe in the administration office. During the spring semester, personnel discover an error in coding a student from the first day of school and subsequently correct it.

Since changing the student's code affects attendance totals for the entire first semester, the campus reprints all first semester reports, has the appropriate personnel reverify the data, destroys the old copies that were being stored for audit purposes, and replaces those copies with the new reports.

Campuses using manual attendance accounting systems must document the change in the Student Detail Report and then recompute the respective Campus Summary Report totals and the respective District Summary Report totals.

3.11.13 Example 13

A student is absent for three days to attend the National Cheerleaders Association convention. The student is accompanied by a teacher with school board approval.

Since the student is accompanied by a professional staff member of your district and the school board has approved this activity, your district will receive ADA funding for this student for the days missed to attend the convention.

3.11.14 Example 14

A high school student who is a junior is absent for one day to attend College Day at a local university to determine if she would like to attend the university. The university is accredited by a generally recognized accrediting organization, and your school district has adopted a policy on such absences and a procedure for verifying student visits to institutions of higher education.

Since the student's absence and your district's policies meet the requirements of the [TEC, §25.087](#), your district will receive ADA funds for this student on this day. Your district must not count a student who is absent for this purpose as present for FSP funding purposes for more than two days per school year.

3.11.15 Example 15

A high school exempts a student from having to attend finals if the student has not missed any class meetings. On the day of finals, attendance is taken at the official attendance-taking time of 9:30 a.m., and 100 students do not attend school until 1:00 p.m.

The 100 students are absent for FSP funding purposes since they were not in attendance at the official attendance-taking time.

3.11.16 Example 16

Your district plans to have several days of early dismissal (early release days) during the school year.

Since the beginning of the 2018–2019 school year, the agency no longer offers Early Release waivers. Early Release waivers previously approved for the 2018–2019 school year are rescinded.

3.11.17 Example 17

Your district plans to have students arrive late on the days that the required state assessments are administered. Students will not arrive until after the time of official attendance at 9:30 a.m.

Your district should submit a request for approval of a waiver to modify the class schedule for the days of testing using TEA's automated waiver application system, which is available in TEAL. The waiver will allow your district to take official attendance at an alternative time (fifth period) instead of your district's normal official attendance time.

3.11.18 Example 18

Your school district decides that it will have an early release day on which classes are dismissed at noon. Your district has morning and afternoon sections of three-year-old pre-K students. The morning section meets, and the afternoon section does not meet.

District personnel may take one of these courses of action:

- *Count the afternoon section of pre-K students as absent because the students received no instruction on that school day.*
- *Have students make up the day on an alternative day, and report the afternoon pre-K section with a separate calendar.*
- *Bring the afternoon pre-K students in for instruction with the morning section.*

3.11.19 Example 19

A district or a charter school operating after January 1, 2015, receives a waiver for 2,100 minutes of staff development. This waiver allows the district or charter school to offer an instructional track that contains 73,500 minutes of operation. The only rule associated with attendance accounting that is affected by this particular waiver is the requirement that all instructional tracks must consist of at least 75,600 minutes, including intermissions and recesses.

The attendance of all students who attend this instructional track must be reported in six, approximately equal reporting periods. The total number of school days, if added together from all reporting periods, must equal the actual number of school days offered over the full year.

A charter school operating before January 1, 2015, receives a waiver for five additional days of staff development. This waiver allows the district to offer an instructional track that contains only 175 days of instruction.

3.11.20 Example 20

The year-round track of the middle school is not complete on the date your district attendance data for the district is due at the education service center. The students have met for 21 days, yet 10 days remain at the time your district extracts the attendance data for these students. Your district submits the data to meet the due date.

Regardless of whether your district must resubmit the data to correct errors in the initial submission, a resubmission of all attendance data is required to report the completed year-round instructional track once it has been completed. At that time, your district reports the 10 days that were not included for students on the year-round track in the resubmission.

3.11.21 Example 21

A student is required to go to court on a school day. The student is not present at 9:30 a.m., the school's official attendance time.

This is an excused absence, and your district will receive ADA funding for this student for the days missed to attend the required court appearance.¹¹⁰

3.11.22 Example 22

Your district determines that the best educational placement for a five-year-old student is first grade, but the parent wants the student to attend kindergarten with same-age peers.

Although consideration of parental concerns is always important, your district has authority to place the student at the grade level it determines is appropriate for the student. A parent may request a change in assignment pursuant to the [TEC, §26.003](#). Under that section, the board of trustees has authority to make the final determination of appropriate placement.

3.11.23 Example 23

A student who turned five years of age on August 20 of the current year moves to your district from a school district in another state. The student completed kindergarten in the previous district. The student's parents would like to enroll the student in first grade in your district.

Your district may enroll the student in the first grade. A student who is five years of age on or before September 1 of the current school year is automatically eligible to be enrolled in the first grade for the full school term (ADA eligibility code 1) if the student has completed public school kindergarten or has

¹¹⁰ [TEC, §25.087](#)

been enrolled in the first grade in a public school in another state before moving to a Texas public school district.¹¹¹

3.11.24 Example 24

A student qualifies for pre-K based on being educationally disadvantaged (the student qualifies for free or reduced-price lunch). Several weeks later, the parent or guardian withdraws the student because the parent or guardian feels that the child is not ready to attend school.

Since the student is not of compulsory attendance age (six through 19 years of age as of September 1 of the current school year), compulsory attendance does not apply, except during the period the student is enrolled.

3.11.25 Example 25

A general education student develops a medical condition, and the school obtains a licensed physician's statement that the medical condition will prevent him from attending school for at least four weeks. *The GEH committee should convene to review all the student's information, including the physician's statement, to determine if homebound services are appropriate. If the GEH committee determines homebound services are appropriate, the following must be retained:*

- *documentation of the committee's decision regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided*
- *a note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of four weeks*
- *documentation of the day(s) homebound instruction started and stopped*
- *the teacher's homebound instruction log*

At the end of each week, designated staff members should inform the attendance clerk of the amount of time the student received service from the certified general education teacher and the number of absences to be recorded in the attendance accounting system.

Example 25A

If the student is served four or more hours during a week, the student is recorded present every day that week.

Example 25B

If the student is served two hours during a week, the student is recorded present for two days and absent for three days of that week.

Example 25C

If the student does not receive any service during a week, absences must be recorded every day of that week, resulting in zero eligible days present.

The GEH committee should convene to review current student information, including the physician's statement, to determine if a transition period is necessary and to determine the date homebound

¹¹¹ [TEC, §42.003\(c\)](#)

services are no longer appropriate. If the student requires a transition period when returning to the classroom, the GEH committee should document the following:

- *the length of time for the transition period*
- *the amount of time the student will be served in both settings, homebound and classroom, during the transition period*
- *the effective date the student returns to the classroom full time*

3.11.26 Example 26

The student in the preceding example provides the licensed physician's statement that the student's medical condition will confine him to home or hospital bedside for a minimum of four weeks. There are three weeks left in the school year.

The GEH committee should convene as described in the last example. If the committee determines homebound services are appropriate, the student should receive them for the remainder of the school year.

3.11.27 Example 27

A student with a chronic, **recurring** illness normally receives GEH program services at home. The student's doctor has provided documentation stating that the student may attend school when able.

On Tuesday, the student is served at home through the GEH program for three hours. On Friday of the same week, the student feels well enough to attend five hours of school at the student's campus. The student is **present when attendance is taken and is recorded present**.

The student earns three eligible days present for the time the student was served on Tuesday, per the Homebound Funding Chart. The student also earns one additional day of attendance for attending school on Friday, per the two-through-four-hour rule and because the student was present at the time attendance was taken.

3.11.28 Example 28

A student enrolled in your district goes to a treatment facility daily to attend a treatment program. The student returns to her home each night. District staff members would like to serve the student through the GEH program.

The student is considered absent for funding purposes for those days she attends the treatment program. Because the student is not confined at home or hospital bedside, which is a requirement for GEH program eligibility, the student is not eligible for GEH services.

District staff members should work with the student and the student's parents to develop a plan for the student to meet academic requirements.

3.11.29 Example 29

A student attends a 50-minute dual credit class for the first period of the school day. He attends regular classes, each 50 minutes long, for second and third periods. He attends a 50-minute career preparation class for fourth period and then goes to his job (the training site for the career preparation class) for the rest of the day. The career preparation class is a V3 class.

The ADA eligibility code for this student is 1 - Eligible Full-Day. The first through fourth period classes are each 50 minutes of instruction. The time at the training site counts as 120 minutes. The student should be working an average of three hours per day; if he were working two hours per day, then only 60 minutes would be counted. Therefore, the student is scheduled for 320 minutes of instruction each day.

3.11.30 Example 30

A student enrolled in your district will be absent for a five-day hospitalization, after which the student will be returning to school. District staff members would like to withdraw the student for the days the student will be absent. Your district's local policy allows for district-initiated withdrawals only if a student has been absent for 10 days and the student's whereabouts are unknown.

Your district must not withdraw the student because the student will be temporarily absent for fewer than 10 days and the student's whereabouts are known.

3.11.31 Example 31

A student enrolled in your district has left the district to act in a movie that is being filmed in another state. The student's parent said that the student will be in the other state for several months but might return before the end of the school year. District staff members would like to withdraw the student for the duration of the student's absence.

Because your district is aware that the student no longer resides in the district, your district may withdraw the student.

3.11.32 Example 32

The parent of a student enrolled in your district lets the district know that the student will be absent frequently to act in a movie being filmed locally (or for any other non-board-approved activity). The parent has requested that the student's absences for filming be excused.

If he or she chooses, the district superintendent or the school principal may excuse some or all of the absences for compulsory attendance purposes (see [3.6.4 Excused Absences for Compulsory Attendance Purposes](#)). However, absences resulting from the student's acting in the movie must not be excused for FSP (funding) purposes. Additionally, numerous absences may jeopardize the student's ability to receive credit or final grades for classes (see the [TEC, §25.092](#), for information on minimum attendance for class credit or a final grade).

Texas Education Agency ADA Exemptions

<p>A student not actually on campus at the time attendance is taken may be considered in attendance for FSP (Funding) purposes if the student:</p> <p>Note: The following codes require documentation that has signed and dated by the principal or principal's designee.</p>	<p>Description</p>	<p>Short Code in PowerSchool</p>
<ul style="list-style-type: none"> • is in grades 6 through 12 and misses school for the purpose of playing "Taps" at a military honors funeral held in Texas for a deceased veteran. 	<p>"TAPS" Military Funeral</p>	<p>TAP</p>
<ul style="list-style-type: none"> • is participating in an activity that is approved by your local school board and is under the direction of a professional staff member, an adjunct staff member or a paraprofessional staff member of your school district. The adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas. <p>Students participating in any activity that is not approved by your local school board or without certified district personnel supervision must be counted absent. For attendance to qualify for funding purposes, professional staff member, an adjunct staff member or a paraprofessional staff must be accompanying the students as an official of your school district for the specific purpose of supervising the students and must be approved by your school board to supervise the activity. For example, students would be reported present if they are participating in 4H activities that are supervised by a county extension service agent who has been approved by the local schoolboard as an adjunct staff member or a paraprofessional staff member of your school district. Paraprofessionals must meet the requirements of an educational aide I, II, or III.</p>	<p>Activity</p>	<p>ACT</p>

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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Texas Education Agency ADA Exemptions

<ul style="list-style-type: none"> • is in the conservatorship of the DFPS and misses school: <ul style="list-style-type: none"> - to participate in an activity ordered by a court under the Texas Family Code, Chapter 262 or 263, provided that scheduling the participation outside of school hours is not practicable or - to attend an activity under a service plan under the Texas Family Code, Chapter 263, Subchapter B. <p>The student may be considered in attendance for travel days for this purpose. Travel days for which the student is considered in attendance are limited to not more than 1 day for travel to and 1 day for travel from the site where the student is participating in the activity, appointment, or visitation.</p>	Child Protection	DFPS
<ul style="list-style-type: none"> • is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student's interest in attending the institution. Your district must not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying students' visits to institutions of higher education. 	College Visit	COL

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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Texas Education Agency ADA Exemptions

<ul style="list-style-type: none">misses school for the purpose of attending a required court appearance, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than 1 day for travel to and 1 day for travel from the site where the student is required to appear in court. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. <p>A court appearance is considered to be required if the law (federal or state) or the court mandates an appearance by the student in a criminal, civil, or traffic matter. Examples of required court appearances would be appearances in response to a jury summons in the name of the student, a subpoena in the name of the student, or a traffic ticket marked "You Must Appear" or "Court Appearance Required." Additional examples would be a student's appearance in court as a plaintiff or defendant or as the subject of a court proceeding, such as an adoption or custody proceeding. Acceptable forms of documentation may include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, a subpoena.</p> <p>Important: Absences to meet with probation officers and other absences related to court-ordered activities outside the courtroom do not qualify as required court appearances.</p>	Court	CRT
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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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Texas Education Agency ADA Exemptions

<ul style="list-style-type: none">• is enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day. <p>Students who are enrolled in and attending an off-campus dual credit program course and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus. See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students if they are not scheduled to be on campus during the official attendance-taking time.</p>	Dual Credit	DC
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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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Texas Education Agency ADA Exemptions

<p>• misses school for the purpose of serving as a student early voting clerk, if your school district has a policy allowing for this type of excused absence, or an election clerk or student election clerk. Your school district may excuse a student's absence for this purpose for a maximum of two days in a school year.</p> <p>A student may be considered in attendance for travel days related to an absence to serve as an election clerk or student election clerk but not for travel days to serve as a student early voting clerk. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is serving as an election clerk. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. Travel days do not count toward the two days per school year maximum.</p> <p>To serve as a student election clerk or student early voting clerk, a student must:</p> <ul style="list-style-type: none"> - be ineligible to serve as an election clerk under the Texas Election Code, §32.051(c); - be at least 16 years of age; - have the consent of the principal of the school the student attends; - be a US citizen; and - have completed any training course required by the entity holding the election. - <p>To serve as an election clerk (as opposed to a student election clerk), a student must meet the requirements specified in the Texas Election Code, §32.051.</p>	Election	ELC
<p>• misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for US citizenship, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than 1 day for travel to and 1 day for travel from the site of the governmental office. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.</p>	Government Office	GOV

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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Texas Education Agency ADA Exemptions

<ul style="list-style-type: none"> • is temporarily absent because of a documented appointment for the student or the student's child that is with a health care professional licensed, certified, or registered to practice in the United States. A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner to receive a generally recognized service for persons with that disorder. To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. The appointment must be supported by a document, such as a note, from the health care professional. <p>A consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. An appointment with a school nurse will not count for FSP funding as an appointment with a health care professional.</p>	Medical Appointment	MD
<ul style="list-style-type: none"> • is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC Chapter 74. 	Mentor	MTR
<ul style="list-style-type: none"> • is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides. Your district is required to excuse up to five days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment. 	Military Deployment	MIL
<ul style="list-style-type: none"> • misses school for the purpose of taking part in the student's own US naturalization oath ceremony, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the ceremony. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. 	Naturalization Oath	NAT

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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

Texas Education Agency ADA Exemptions

<ul style="list-style-type: none"> • is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day. Students who are participating in an off-campus work-based learning opportunity and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus. 	Off -Campus Work Base Learning	OCWBL
<ul style="list-style-type: none"> • is participating, with local school board approval, in a short-term (for example, 5-day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus. The student must not be considered in attendance for FSP purposes on any day the student is traveling between the student's district and the location of the class but is not attending class. (However, travel days may be excused for compulsory attendance purposes. 	TX School for Blind or Deaf	TSBD
<ul style="list-style-type: none"> • is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard. Your district must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying the student's activities related to pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard. 	Pursue Enlistment Armed Service	PEAS

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 FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

PowerSchool Attendance Code Descriptions

(Present)

A (Absent)

EX (Absent Excused)

AT (Absent by Teacher)

RA (Remote Asynchronous Present) 1st 6 Weeks of School

T (Tardy)

ACT (Activity)

DFPS (Child Protection)

CIT (Citation)

COL (College Visit)

CRT (Court Appearance)

DC (Dual Credit)

ELC (Election Clerk)

FT (Field Trip)

GOV (Government Office)

HB (Homebound Services)

SRC (in School Suspension)

MD (Medical Appointment)

MTR (Mentor)

MIL (Military Deployment)

NAT (Naturalization)

OCWBL (Off-Campus Work Base Learning)

OSP (Oth Sch Per)

PRS (Pregnancy Related Services)

PEAS (Pursue Enlistment Armed Service)

REL (Religious)

TAP (Taps Military Funeral)

TSBD (TX School for Blind or Deaf)

Attendance Best Practices

- Download a copy of State Reporting and Attendance Procedures Manual located on the Federal and State Compliance Website.
- Download a copy of the TEA Student Attendance Accounting Handbook.
- Attend all Federal and State Compliance Trainings.
- Attend TSDS PEIMS training – check HISD Portal for updates and training.
- Attend training for changes to School Guidelines.
- Review attendance and No Show procedures with teachers.
- After processing No Shows run the PSCB Custom Reports > Enrollment Search - Exit Codes (under enrollment search reports) in PowerSchool SMS at the end of the fourth day, this will give you a record of all students entered in PowerSchool SMS on the first week.
- Generate a list of students with no homeroom number (if applicable) or schedule and verify status – (Found under System Reports and titled Section Enrollment Audit).
- Track Entries, Returns, Withdrawals, ADA Code Changes, Program Changes and Grade Level Changes daily.
- Enter transactions on the Membership Transaction Log on a daily basis (JJAEP and Young Learners Only).
- Enter and verify absences daily.
- Verify membership totals daily.
- Run and print the **Campus Summary Report** at the end of each six weeks and obtain the principal's signature. Run the report no earlier than the following Monday so that all data can be calculated.
- Run and save the **System Reports - ADA/ADM Student Report** in PowerSchool SMS daily; it will help you keep an account of absences, attendance changes, student entries and student withdrawals (be sure to use filters) - save it to a folder on your desktop or a USB Drive.
- Run the **Enrollment Summary** found under the Functions tab in PowerSchool periodically to verify student's ADA Eligibility.
- When balancing membership, reports used should be printed or saved to a file for future reference.
- Check Absentee Slips (Manual Teacher/Substitute Attendance Rosters) daily for signatures and dates in ink. *File by Cycle for End of Year Documentation.*

Houston ISD 2020-2021 Student Attendance Procedures Manual

- 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. 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.
Only the Attendance Office should use the Attendance Change Form. Teachers must use the PowerTeacher Pro Attendance Change Form to submit attendance corrections.
- Update leaver codes for No-show students.
- Verify that leaver codes are correct for previous year withdrawals and have supportive documentation on file.

End of Year Manual Attendance Records Collection Required for a TEA Audit

- First Day Rosters (totaled, signed and dated) – JJAEP and Young Learners ONLY.
- Membership Transaction Logs – JJAEP and Young Learners ONLY.
- Optional Flexible School Day Program Reports – for Schools using OFSDP Reporting.
- Any documentation submitted to the Attendance Office for input into PowerSchool SMS, i.e. Daily Absentee Slips, Teacher or Substitute Rosters, or emails - sorted by cycles.
- Attendance Change Forms with documentation attached (posted to PowerSchool SMS) signed and dated in ink – sorted by cycles.
- Color-Coded Cards signed in ink and in alpha order by grade level.
- Calendar Setup 20-21 Report found in PowerSchool under School Setup
- CARs Cycles 1-6 – Charter Schools Only
- STAAR/EOC Absentee Documentation (*Keep on file at the campus for Student Assessment Dept.*)
- STAAR/EOC Testing Calendar from the school
(*Keep on file at the campus for Student Assessment Dept.*)
- Campus Summary Cycles 1-6 signed by the Principal and Clerk

Problems Experienced During TEA Funding Audits or Compliance Reviews

- Students erroneously coded as Ineligible or Eligible
- Students who either graduated at mid-term, dropped out of school, or

registered and never attended were counted in attendance with either perfect attendance until the end of the year or until the error was discovered

- Ineligible prekindergarten students incorrectly coded as Eligible
- Schools showing days with 100 percent attendance (if 100%, must have appropriate documentation and principal's signature)
- Underage (four-year-old) students enrolled in kindergarten
- Over age (five-year-old) students enrolled in prekindergarten program
- Manual logs/documentation (color coded cards, transaction logs) not up to date

ATTENDANCE CLERK

Attendance Procedures that should be done Daily:

1. Enroll and withdraw students if applicable.
 - ✓ Check the following documentation
 - Proof of Residency
 - Proof of Parent's Identity
 - Birth Certificate / Birth Fact
 - Immunization Record
 - ✓ Research student in TSDS Unique ID System before enrolling
 - ✓ Request student records from previous school
2. Make sure that attendance is taken on every student enrolled in your school by the teacher of record or substitute teachers (If students are with other school personnel, the correct documentation must be obtained along with the appropriate signature and enter the change in the Student Information System - SIS).
3. Enter attendance from manual rosters submitted by substitutes or teachers who cannot access PowerSchool.
4. Run the **Teacher Attendance Submission Status Report** found under the Attendance tab in PowerSchool. Send report to the principal or administrator in charge of attendance. Report teachers who do not consistently take attendance.
5. Update color-coded cards with new entries, withdrawals, returns, grade level changes, program changes and ADA Eligibility code changes.
6. **JJAEP and Young Learners ONLY** - Update the **Membership Transaction Log**. The attendance clerk is not to wait until the end of the cycle and copy the Membership Transaction Log from the **Attendance Count Report found under Attendance in the Functions tab**. This is the daily *manual record* that is compared to the **Attendance Count Report**.
7. Enter excuse notes from parents.
8. Enter attendance code changes in the Student Information System - SIS as soon as you receive the correct documentation.
 - ✓ Attendance clerks may only accept two forms of documentation from teachers regarding **attendance changes**:

- Attendance Correction Form
- An email from the teacher with the student's name, ID number and the reason for the change.
- ✓ **Teachers are not allowed to complete the Attendance Correction Form used by office staff.**
 - If a substitute teacher makes an error and the error is caught on the same day, allow the substitute to correct the error on the Substitute Roster. The substitute needs to initial the correction.
 - If the error is caught the next day by the classroom teacher, the classroom teacher will correct the error by using the Correction Form or email.
- 9. The documentation for attendance code changes must be entered and the change form must be signed by the principal/principal's designee.
- 10. **Review** and **Correct** the errors found in **Certify** reports **daily**.

Procedures to follow at the end of each 6 Weeks Attendance Cycle prior to the Federal & State Compliance Review

1. Run the **Enrollment Search – Student Entry/Exit** report and compare the data from the report to the color-coded cards. *This report is located under the PSCB Custom Reports.*
2. **Designated PK Centers and JJAEP** - Compare the Membership Transaction Log line by line to the **Attendance Count Report** for the entire 6 Weeks Attendance Cycle.
3. Run the **Campus Summary** for the current cycle.
 - This report should be signed by the clerk and the principal.
 - The report is located under the Summary Report heading.
4. Run and check the **Absentee Report found in Attendance under the Functions tab** from the start of school until the end of the current cycle.
5. Run and check the **ADA/ADM by Date Report** for low attendance days. *The report is located under the System Reports tab.*

Helpful Opening of School Data Tips 2020-2021

1. Do a **TSDS Unique ID (UID) search** prior to enrolling students in the district/school to help avoid duplicate student ID/records. You can search for a student in the TSDS UID system with:
 - Social Security Number
 - State Alternate ID
 - First Name and Last Name
2. When **enrolling students** in Power School SIS be sure to complete the required field codes. (Ex: *ADA, ethnicity, gender, SS#/Alternate ID, Title I, etc.* Review the following reports daily to check for missing data and errors and make corrections.
 - **Certify Emails – Student Information Scorecard**

When enrolling **NEVER** use a Saturday, a Sunday or a holiday as the enrollment date. **DO NOT** use a future date because these students will not appear on any class or student roster until that future date.

3. **PK student - To be eligible for enrollment in a district free prekindergarten program, a child must:**
 - Be **four years of age** on or before September 1 of a given school year; Parents can complete and submit the 2020-2021 official prekindergarten application document to the school of their choice.
 - Live **within the boundaries** of the Houston Independent School District**AND meet at least one of the following criteria:**
 - Child is homeless
 - Child unable to speak or understand English
 - Child is economically disadvantaged
 - Child of an active-duty member of the U.S. military or one who has been killed, injured, or missing in action while on active duty
 - Child is or has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family code
 - Child meets any eligibility criteria for Head Start
 - Child of a person eligible for the Star of Texas Award as a peace officer as defined in Section 3106.002, a firefighter as defined in Section 3106.003, or an emergency medical first responder as defined in Section 3106.004

Ineligible four-year-old students must be placed on a waitlist. If seats are still available after enrollment of all eligible four-year-old students, the school may enroll ineligible four-year-olds as tuition-paying students. Tuition-paying students must reside within the boundaries of HISD

HISD POLICY ON THREE-YEAR-OLDS

HISD policy gives priority for enrollment in the prekindergarten program to eligible students who are at least four years of age on September 1, 2020. If additional space is available and there is no waiting list for eligible four-year-old students and non-eligible tuition-paying four-year-old students who reside in HISD,

schools have the option of enrolling students who are 3 years of age on September 1, 2020 provided they meet the eligibility requirements.

- After all eligible and ineligible four-year-old students have been enrolled, if there are available seats, schools may then enroll three-year-old students who qualify after June 21, 2020.
- It is recommended that a waitlist by birthdate be created for three-year-olds so that when enrolling students, they may be close in age and development to their classmates.
- Should a significant number of three-year-olds be enrolled, creating classes with predominantly three-year-olds is preferred over mixed-age classes.
- Schools enrolling three-year-olds must receive permission in advance from the School Office and the Early Childhood Department.

PK Military and PK Foster Indicators

Complete the TX Military panel on the Overview screen for a PK student who is a dependent of a member of the US military. The Military Connected Code for PK students must be 4-PK STU Dep Uniform Active Duty Kill/Injured. See screen shot below.

Foster Care Indicator (E1528)	Select Code ▼
Code R is not reported to TEA, but is used to identify students referred to DFPS for the At-Risk auto-code	
Military Connected (E1529)	(4) PK dependent of US military, state military, or reserves on active duty or killed/injured on active duty ▼

HISD POLICY ON STUDENTS OF DISTRICT EMPLOYEES

District employees with 4-year-old children who live outside the district may bring their child to HISD provided their child meets one of the Pre-K eligibility requirements. An *"Application for Out-of-District Student Transfer"* form must be completed, signed by the receiving principal, and submitted to the Student Transfer Department. Non-qualifying 4-year-old children of district employees may be accommodated if all eligible four-year-old students have been enrolled. An ineligible child of an employee pays tuition.

Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to attend for Foundation School Program benefits, with the exception described in 7.2.2 in the [Student Attendance Accountability Handbook](#).

- **NOTE: NEVER MAKE COPIES OF MILITARY ID'S**
 - **DO NOT FORGET** to use the "AGE FORMULA CALCULATION SHEET" to determine the age eligibility for students as of September 1, 2020.
4. **Campuses must post to the FSC Membership Reporting form by 12:30 P.M. for elementary campuses and 1:30 P.M. for secondary campuses.**
 5. **Beginning September, 14, 2020, campuses must post to the FSC Membership Reporting form by 10:30 A.M.** Please do not wait until 10:30 a.m. to post your membership counts. It is encouraged to post your membership counts the first chance you get after your official ADA time. **Membership must be reported by grade level. (Membership counts include ALL students by grade level). Non-ADA students must be INCLUDED.**

If you need access to the Membership Portal please go to the Technology website on the HISD employee portal and click on **Application Access Request** (MAS, MSHP, Health, Budgets Online)

6. **School Start Window for Leavers: (Secondary Grade Levels Only)**

The Texas Education Agency (TEA) requires HISD 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 who do not enroll in the district in 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. HISD is **not** required to report leavers and movers who were in grades EE-6 during the prior school year unless a student was reported for even 1 day in grades 7-12 then later reclassified to 6th grade.

7. **Discipline: (All Grade Levels)**

DO NOT wait until the end of the year or the second semester to input discipline in Power School SIS. Input discipline immediately as it happens including any discipline that occurs on the first day of school.

Important Enrollment Steps

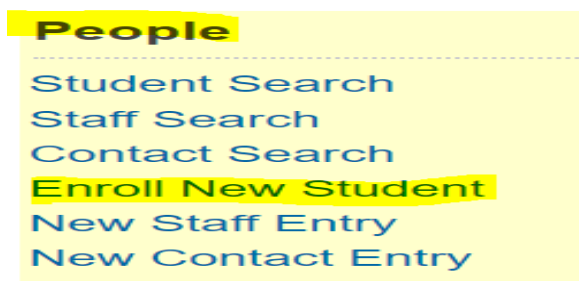
1. In TSDS Unique ID (UID) system you can search for a student by doing a **Basic search** using the student's complete legal name and date of birth.

The screenshot shows the 'UNIQUE ID HOME' interface. Below the header, there's a sub-header 'Person Search - Individual Person'. Three tabs are visible: 'BASIC SEARCH' (active), 'ADVANCED SEARCH', and 'ID SEARCH'. The form fields include: 'First Name:*' (text input), 'Middle Name:' (text input), 'Last Name:*' (text input), 'Suffix:' (dropdown menu), and 'Date Of Birth:' (three dropdown menus for mm, dd, and yyyy).

You can also search for a student by doing an **ID Search** using the student's social security number (SSN), state alternate id or Unique ID.

The screenshot shows the 'UNIQUE ID HOME' interface with the 'ID SEARCH' tab active. The form fields include: 'ID:*' (text input), 'ID Type:*' (radio buttons for 'Unique ID', 'SSN', and 'Alias ID', with 'Unique ID' selected), and 'Source:' (dropdown menu).

2. Once you made a thorough search in TSDS, you will begin enrollment from the PowerSchool home page. Under the People section click on Enroll New Student.



3. The District Search screen will appear, and you will complete at least 2 required fields, Last Name, First Name and/or Date of Birth for your search (strongly recommend you include DOB in your search). Match offers include:
 - Any Criteria will yield results that match any of the queried fields. This option may result in too many records too broad of a search and will take longer.
 - All Criteria will yield only those records that match all queried fields. (Recommended)

District-Wide Student Search

Search by the criteria below

Student Number	equals	
Last Name	contains	Bear
First Name	contains	Brother
Date of Birth:	equals	5/5/2015
Home Phone	contains	

4. Click Search

Searching for students using all criteria with:

- First Name starts with [REDACTED]
- Last Name starts with garza

#	Student Number	Student Name	DOB	Grade	Home Phone	TEA Unique Id	Entry Date	Exit Date	Enroll Status	School
8	[REDACTED]	Garza, [REDACTED]	03/18/2013	-3	[REDACTED]	[REDACTED]	08/15/2016	05/27/2017	Transferred Out	[REDACTED] Elementary School
9	[REDACTED]	Garza, [REDACTED]	11/11/2001	1	[REDACTED]	[REDACTED]	09/30/2008	10/10/2008	Transferred Out	[REDACTED] Elementary School
10	[REDACTED]	Garza, [REDACTED]	10/17/2013	1	[REDACTED]	[REDACTED]	09/08/2020	06/12/2021	Active	[REDACTED] Elementary School
11	[REDACTED]	Garza, [REDACTED]	03/01/2005	2	[REDACTED]	[REDACTED]	08/20/2012	06/07/2013	Transferred Out	[REDACTED] Elementary School
12	[REDACTED]	Garza, [REDACTED]	06/05/1996	12	[REDACTED]	[REDACTED]	08/19/2013	05/30/2014	Graduated	[REDACTED] High School
13	[REDACTED]	Garza, [REDACTED]	05/08/2008	7	[REDACTED]	[REDACTED]	09/08/2020	06/12/2021	Active	[REDACTED] School
			07/26/2				09/08/2	06/12/2		[REDACTED] for

Page 1 of 1
50
View 1 - 17 of 17

Enroll New Student
Search Again

You can click on the # line in any of the titles and this will sort the information by the requested field. If you don't see the student you are searching for try searching again using different criteria. Once you find the student in the dropdown you can click on the name if it has a status of Transferred Out and begin enrollment process once you have clicked on the student's name. If you are certain that the fields were accurately completed, and the student is not among the potential duplicate students and you were able to verify through TSDS that this student has never been with HISD then you will click on **Enroll New Student(to HISD)**, this field is only used for students brand new to HISD.

Once you are ready to start reviewing ADA codes, you will find this information with the steps specified below:

Quick Lookup

Print A Report

Switch Student

List (1)

PowerSchool SIS

Start Page > Student Selection > Texas State Information

Information

Access Accounts

Demographics

Emergency/Medical

Health

Photo

State/Province - TX

Special Programs

Technology Needs

Academics

Attendance

Career Tech

Counselor Dashboard

Arellano, [REDACTED]

0 2061053

Texas State Information

PEIMS General information

Graduation Information

Student Census Block

COVID-19 Crisis Code

Student Early Reading

Student Restraints

Here you will see ADA coding and enrollment information

Quick Lookup

Print A Report

Switch Student

List (53)

PowerSchool SIS

Start Page > Student Selection > Texas State Information > PEIMS General Information

PEIMS General Information

Arellano, [REDACTED]

0 [REDACTED]

PEIMS General - Current Records

Entry Date	Exit Date	ADA Code	Campus ID of Residence	Campus ID of Accountability	Crisis Code	Attribution Code	Homeless Status Code	Unschooler-Asylee/Refugee	Unaccompanied Youth Status Code	Foster Care Indicator	Military Connected Student	T-STEM Override	T-STEM
09/08/2020		1											

PEIMS General - Previous Records

Entry Date	Exit Date	ADA Code	Campus ID of Residence	Campus ID of Accountability	Crisis Code	Attribution Code	Homeless Status Code	Unschooler-Asylee/Refugee	Unaccompanied Youth Status Code	Foster Care Indicator	Military Connected Student	T-STEM Override	T-STEM
08/26/2019	06/02/2020	2										0	0

Student Enrollments

Entry Date	Entry Code	Exit Date	Exit Code	G
09/08/2020	R	06/12/2021		0

On the *Demographic* screen, enter the SSN; if the student does not have a SSN, or is not in the TSDS UID System with a state alternate ID or SSN, click on *Request S- Number*, choose Request State Alt ID# and click submit. During the overnight process, PowerSchool will assign the student a state alternate ID in the social security field.

Information

Access Accounts

Demographics

SSN

Request S-Number

Request Auto Assignment of State Alt ID

If the student's SSN/State Alternate ID# is blank, check the box below to confirm that a TSDS Unique ID search was performed and no TEA record was found for the student.

A State Alternate ID# will be automatically assigned by the system.

Request State Alt ID#

☐

Submit

Select *Special. Programs* under the *Enrollment* Section on the left and click on *Title I*. Add/update Title I Coding; if campus is Title I Schoolwide, student MUST have 6 Schoolwide Participation for Title I Part A code.

Enrollment

Activities

Uil/Activities

All Enrollments

Functions

Special Programs

Transfer Info

Local Programs
Career and Tech
PRS
LEP/EL

Title I

Pre-K
At-Risk
Immigrant
Migrant
Gifted and Talented
Economic Disadvantaged

Special Education
Intervention
504
RFT
Dyslexia

New

Title I - Current Records

Entry Date	Exit Date	Title I Part A
No Records		

Title I - Previous Records

Entry Date	Exit Date	Title I Part A
No Records		

Every student enrolled must be assigned a schedule, even if enrolled for only one day, except for zero non-ADA SPEECH ONLY students. Ensure bilingual and ESL students are scheduled appropriately.

Who can receive services with State Compensatory Education funds?

- Students who meet one of the 14 criteria are eligible for the same supplemental services they received before the passage of HB3.
- Students who were designated as educationally disadvantaged can receive supplemental services paid for with SCE funds.

At-risk Criteria

According to the Texas Education Code (TEC) 29.081(d) a “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

1. was not advanced from one grade level to the next for one or more school years; (Retained – stays with them for entire school career) NOTE: a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student’s parent.
2. 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;
3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. 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;
5. is pregnant or is a parent; (Pregnant/Parent – stays with them for entire school career unless they are no longer parenting)
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (dropout – stays with them for entire school career)
10. is a student of limited English proficiency, as defined by Section 29.052; (Until exited)
11. is in the custody or care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official

12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility in the district, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code

HISD local criteria (not reported to PEIMS) are:

students who are identified as dyslexic under general education; and,
students who are placed in a Disciplinary Alternative Education Program for reasons other than those in §37.006, such as continued misbehavior in the classroom.

ADOPTED BY THE HISD BOARD OF EDUCATION SEPTEMBER 10, 2009

SECTION IV

SAMPLE FORMS

Enter Principal's Name _____
Enter Campus Name _____

Date: _____
School ID: _____

FIRST DAY MEMBERSHIP

PE	PK	KN	01	02	03	04	05	06	07	08	09	10	11	12	TOTAL

DO NOT INCLUDE 0-ADA STUDENTS IN YOUR MEMBERSHIP OR ABSENTEE FIGURES.

SCHOOL CONTACT NAME

**Please return these figures to your assigned Federal and State Sr. Student Information Rep by
Tuesday September 22, 2020.**

SMS Staff Signature

[illegible]

Federal and State Compliance

Membership Transaction Log: A Step-by-Step Guide

What is the Membership Transaction Log?

The Membership / Transaction log adds and subtracts from the first day counts on a student-by-student transaction basis. Totals for campus counts and grade level counts are kept on the right-most columns for easier use in the reconciliation process. **This form is used by JJAEP and Young Learners ONLY.**

Instructions for Completing the Log

1. **Enter Principal's Name and Campus Name.**
2. **Enter Membership Counts by grade level for the first day of school.** *"Beginning of School Counts and the First Day of School (Effective date) will be preprinted on the first line of the log.*

NOTE – The color-coded cards should match this count exactly by grade level. First-day color-coded cards should have the upper right corner cut at an angle to indicate that they were "first-day" cards.

3. **Enter the information below for each student that enrolls (E), returns (R), or withdraws (W) after the first day of school. This includes grade level changes.** *Begin entries for individual students on the second line of the log.*
 - a. **Student Name** – Enter student's legal first and last name.
 - b. **Student ID** – Enter assigned local student identification number.
 - c. **Grade Level** – Enter Student's assigned grade level.
 - **NOTE:** Grade Levels should be entered in two-character format: PE, PK, KN, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12.
 - **DO NOT USE:** 1st, 2nd, and 3rd, or use spaces after the grade level.
 - d. **Effective Date** – Enter the student's entry or withdrawal date.
 - **NOTE:** If there are multiple transactions on the same date, enter the date once and then enter subsequent transactions on a separate line in the column to the right of that date. Sometimes this is easier to note the change in days.
 - e. **Code (E, R, W)** – Enter Entry code type (E – Original Entry, R – Returned within the school year) or the withdrawal code (W-withdrew from school).
 - **NOTE:** For a grade level change, withdraw the student from the current grade level and enroll the student in the new grade level. There should be two lines for each grade level change – out of one grade level and into the other.
 - f. **W/D Reason** – Enter PEIMS withdrawal code.
 - g. **Comments** – Enter any appropriate comments (i.e. withdrawal destination, grade level change, etc.).

***See SAAH, Sections 3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding, 3.4 Withdrawal Procedures, and 3.3.5 Entry and Reentry Dates.**

AGE FORMULA CALCULATION SHEET

For School Year 2020-2021

Instructions: Enter the student's birth date in the yellow-highlighted cell.

The student's age, as of September 1st, will be calculated and will appear in the green-highlighted cell.

Age calculated from this date: 9/1/2020

Enter Student's Birth Date:---> (mm/dd/yyyy)	9/1/2015
Calculated Age as of September 1, 2020	5

years old

Rules:

- EE** - must be 0-5 years old and a special education student or a student in Even Start or other early childhood program other than state-approved pre-kindergarten and kindergarten.
- Pre-K** - must be 3 or 4 on September 1 and attending the state-approved pre-kindergarten program.
- Kindergarten** - must be at least 5 on September 1.
- 1st Grade** - must be at least 6 on September 1; but, may be 5 if the student has completed KN in a public school.

ADA Codes:

- 0 - Enrolled, not in membership.** Student is receiving some services, but less than 2 hours daily / 5 days a week.
- 1 - Eligible for full day attendance.** Attends 4 hours daily / 5 days per week. (includes PK Expansion Grant students)
- 2 - Eligible for half day attendance.** Attends 2 hours daily / 5 days per week (mainly PK students)
- 3 - Eligible transfer student-full day.** Transfer from out-of-district, attends 4 hours daily / 5 days per week.
- 4 - Ineligible-full day.** Attends 4 hours daily / 5 days per week, but is not eligible for funding.
- 5 - Ineligible-half day.** Attends 2 hours daily / 5 days per week, but is not eligible for funding. (mainly tuition PK students)
- 6 - Eligible transfer student-half day.** Transfer from out-of-district, attends 2 hours daily / 5 days per week.
- 7 - Eligible - flexible attendance program participation.** Enrolled in OFSDP program (high school only).
- 8 - Ineligible - flexible attendance program participation.** Enrolled in OFSDP program, but not eligible for funding (HS only).



HOUSTON ISD

2020-2021

ADA ATTENDANCE CHANGE FORM

DATE: _____

STUDENT NAME: _____ **Student ID#:** _____

GRADE LEVEL: _____ **ADVISOR NAME:** _____

DATE(S) OF ATTENDANCE CHANGE: _____

ADA PERIOD: _____

FROM: (CIRCLE ONE) **PRESENT** **ABSENT**

TO: (CIRCLE ONE) **PRESENT** **ABSENT**

REASON: (CIRCLE ONE) **ER** **RH** **OSP** **MD**

ER: Error

RH: Religious Holiday

OSP: Other School Personnel

MD: Medical Excuse

SCHOOL PERSONNEL SIGNATURE

PRINCIPAL APPROVED

SUPPORTING DOCUMENTATION MUST BE ATTACHED



Houston ISD Elementary School

2020 – 2021

DAILY ATTENDANCE CHANGE FORM

DATE: _____

STUDENT NAME: _____ Student ID#: _____

GRADE LEVEL: _____ ADVISOR NAME: _____

DATE(S) OF ATTENDANCE CHANGE: _____

FROM: (CIRCLE ONE) **PRESENT** **ABSENT**

TO: (CIRCLE ONE) **PRESENT** **ABSENT**

REASON: (CIRCLE ONE) **ER** **RH** **OSP** **MD**

ER: Error

RH: Religious Holiday

OSP: Other School Personnel

MD: Medical Excuse

SCHOOL PERSONNEL SIGNATURE

PRINCIPAL APPROVED

SUPPORTING DOCUMENTATION MUST BE ATTACHED



HOUSTON ISD

2020-2021

PERIOD ATTENDANCE CHANGE FORM

DATE: _____

STUDENT NAME: _____ **Student ID#:** _____

GRADE LEVEL: _____ **ADVISOR NAME:** _____

DATE(S) OF ATTENDANCE CHANGE: _____

ADA Period: _____

INDICATE NON-ADA PERIOD: _____

FROM: (CIRCLE ONE) **PRESENT** **ABSENT**

TO: (CIRCLE ONE) **PRESENT** **ABSENT**

REASON: (CIRCLE ONE) **ER** **RH** **OSP** **MD**

ER: Error

RH: Religious Holiday

OSP: Other School Personnel

MD: Medical Excuse

SCHOOL PERSONNEL SIGNATURE

PRINCIPAL APPROVED

SUPPORTING DOCUMENTATION MUST BE ATTACHED

Houston Independent School District
HISD Class Roster (Weekly)
100 - Any School

Page: 1

Class: HOME ROOM - HR(A) **Section:** 003

Teacher: Teacher, Any **Room:** 106

Total Students: 4

School Year: 2020-2021

Effective Date:08/12/2020

Teacher Instruction: Check off each student on this roster who has attended your class, even if the student is absent on the day of this verification. If the student never attended this class or has missed the past five consecutive days, note that in the Comment section. Sign and Date below and return to your school designee *(if your roster exceeds one page you must sign each page)*.

Print Name: _____

Signature: _____

Student Name	Student ID	Verified	Comment
Bena, Allie	1234567	_____	_____
Pire, Lota	8910111	_____	_____
Riques, Marriela	3232323	_____	_____
Wish, Victoria	5454212	_____	_____

SAMPLE
Name of School
Teacher Grade Change Form

Student ID _____ Student Name _____

Course No. _____ Course Name _____

Semester/Year _____ Teacher Name _____

Current Grade:

1st six weeks 2nd six weeks 3rd six weeks Final Exam Sem Avg

New Grade:

Reason for change: **(check only one)**

_____ There was an error in the computation of the student's grade

_____ An error was made marking the grade sheet or submitting the grade
through the teacher's electronic grade book

Teacher signature

Principal signature

Date submitted _____

Date grade change was completed in student data system _____

Registrar/records clerk signature

Houston ISD – Federal & State Compliance

Student Demographic Change Form

Use this form only when the student's demographic information from PowerSchool does not match TSDS or you have made a change on PowerSchool and need to update TSDS.

Student Information on PowerSchool	
Student Name:	
Student ID:	
Clerk/From:	
School Name:	School #:
Phone:	Date:

Fill in the student information below that requires correction/change only.

	Enter <u>incorrect</u> information in this column		Enter <u>correct</u> information in this column	Office Use Only
First Name:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Middle Name:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Last Name:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Generation:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Birth Date:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Gender:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Federal Ethnicity:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Federal Race:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
Social Security:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		
State Alt-ID:		<input type="checkbox"/> Change to <input type="checkbox"/> Add		

School made the change/s on PowerSchool: <input type="checkbox"/> Yes <input type="checkbox"/> No
--

Comments: _____

*Make the necessary changes on PowerSchool and send this form with document/s copies (*Birth Certificate, Social Security Card...*) Make sure that all documents are clear copies, scanned and emailed documents are preferred.

Send documentation to your Senior Compliance Analyst

Direct Department Line: 713-556-6753

Fax: 713-556-6783

HOUSTON INDEPENDENT SCHOOL DISTRICT

STUDENT ASSISTANCE QUESTIONNAIRE (SAQ)

All information MUST be completed by parent, school personnel or community liaison.

School _____ Date _____

Student Name _____ Date of Birth _____ HISD ID _____

Current Address _____ Grade _____ ☐ Male ☐ Female

Lives with: ☐ Both Parents, ☐ Mother, ☐ Father, ☐ Legal Guardian, ☐ Caretaker/Relative without legal guardianship, ☐ Other _____
relation

Is the student currently in the conservatorship of the Department of Family & Protective Services (Foster Care)? ☐ Yes ☐ No

If Yes – name of DFPS Case Manager: _____ Contact information: _____

Was the student previously in the conservatorship of the Department of Family & Protective Services (Foster Care)? ☐ Yes ☐ No

Please complete the Current Housing Situation AND Background Situation sections below to determine McKinney-Vento eligibility:

Part A: CURRENT HOUSING SITUATION – Check the student's current housing situation

I CURRENTLY LIVE:

☐ In my own home or apartment, in Section 8 housing, HUD Subsidized Housing or in military housing with parent(s), legal guardian(s), or caregiver(s) (if you checked this box, check one or both of the boxes below, if applicable).

☐ My home has no electricity ☐ My home has no running water

OR I CURRENTLY LIVE IN A TRANSITIONAL HOUSING SITUATION:

☐ Living in a shelter ☐ Living in a motel or hotel

☐ Living with more than one family in a house or apartment (Doubled-up) due to economic hardship

Unsheltered

☐ Moving from place to place ☐ Living in a structure not usually used for housing ☐ Living in a car, park, campsite, camper, or outside

UNACCOMPANIED YOUTH ☐ Yes ☐ No (An unaccompanied youth is a student who is not in the physical custody of a parent or legal guardian. This would include students living with non-custodial relatives or friends without a parent or legal guardian.)

Part B: BACKGROUND SITUATION (If a Transitional Housing Situation is checked above - please Check ANY below that apply)

- | | |
|---|---|
| <input type="checkbox"/> Catastrophic illness / medical expenses / disability | <input type="checkbox"/> Natural disaster / evacuation |
| <input type="checkbox"/> New to Town | <input type="checkbox"/> Domestic Issue |
| <input type="checkbox"/> Loss of Employment | <input type="checkbox"/> Migrant work in fishing or agriculture |
| <input type="checkbox"/> Economic hardship/low earnings | <input type="checkbox"/> Awaiting placement in foster care / CPS custody |
| <input type="checkbox"/> Evicted/kicked out | <input type="checkbox"/> Parent(s) involved in military deployment |
| <input type="checkbox"/> House fire or other destruction | <input type="checkbox"/> Parent Incarcerated/Recently released from incarceration |

Part C: NEEDED SERVICES – based on availability (Check services needed and call 713-556-7237 to speak to an Outreach Worker)

- | | | |
|---|---|--|
| <input type="checkbox"/> Enrollment Assistance | <input type="checkbox"/> Transportation | <input type="checkbox"/> Emergency Clothing, Uniforms |
| <input type="checkbox"/> Free Lunch/Breakfast (Child Nutrition) | <input type="checkbox"/> School Supplies | <input type="checkbox"/> Personal Hygiene Items |
| <input type="checkbox"/> Immunizations | <input type="checkbox"/> Medicaid/CHIP Assistance | <input type="checkbox"/> Food Stamps (SNAP) Assistance |
| <input type="checkbox"/> Temporary Assistance for Needy Families (TANF) | <input type="checkbox"/> Other _____ | |

To the best of my knowledge this information is true and correct.

Name (PLEASE PRINT): _____ Signature _____ Phone #'s _____

School Personnel: This form is intended to address the McKinney-Vento Act U.S.C. 11435. If any "Transitional Housing Situation" is checked under "Current Housing Situation" AND the family has indicated one of the "Background Situations", immediately contact the Homeless Education Office at 713-556-7237 for coding instructions in PowerSchool. Email forms to HomelessEducation@houstonisd.org. If any information is missing, please follow up with the parent/guardian/school personnel to ensure each section is completed as needed.

2020-2021 PROPOSED FSC TRAININGS

Department	Description	Webinar or Face to Face	Assessment Required	Instructor	Date	Start Time	End Time	Location	Comments
FSC	Opening of Schools	Virtual		Wanda	8/25/2020	8:30am	4:30 PM	Teams	
FSC	Opening of Schools	Virtual		Wanda	8/25/2020	8:30am	4:30 PM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual	Job alike	Heidi	8/26/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Enrollment Training (SIRS - Elementary)	Virtual	Job alike	Latonya	8/26/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Enrollment Training (SIRS - Secondary)	Virtual	Job alike	Latonya	8/26/2020	1:30 PM	4:30 PM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual	Job alike	Latonya	8/27/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Enrollment Training (SIRS - Elementary)	Virtual	Job alike	Veda	8/27/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Enrollment Training (SIRS - Secondary)	Virtual	Job alike	Veda	8/27/2020	1:30 PM	4:30 PM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual	Job alike	Veda	8/28/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Enrollment Training (SIRS - Elementary)	Virtual	Job alike	Heidi	8/28/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Enrollment Training (SIRS - Secondary)	Virtual	Job alike	Heidi	8/28/2020	1:30 PM	4:30 PM	Teams	
FSC	FC PEIMS Leaver 6-12	Virtual		Pablo/Veda	9/16/2020	8:30 AM	11:30 AM	Teams	
FSC	FC PEIMS Leaver 6-12	Virtual		Pablo/Veda	9/16/2020	1:30 AM	4:30 PM	Teams	
FSC	FC PEIMS Leaver 6-12	Virtual		Pablo/Veda	9/17/2020	8:30 AM	11:30 AM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual		Latonya	9/21/2020	8:30 AM	11:30 AM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual		Latonya	9/21/2020	8:30 AM	11:30 AM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual		Veda	9/21/2020	8:30 AM	11:30 AM	Teams	
FSC	FC PEIMS Coordinator Training	Virtual		Heidi	9/21/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	9/22/2020	9:00 AM	12:00 PM	Teams	
FSC	FC_Attendance Overview (Attendance Overview/School Guidelines / Student Attendance Accounting Handbook)	Virtual		Wanda/Heidi	9/23/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Attendance Overview (Attendance Overview/School Guidelines / Student Attendance Accounting Handbook)	Virtual		Wanda/Heidi	9/23/2020	1:00 PM	4:00 PM	Teams	
FSC	FC PEIMS Discipline - New Clerks	Virtual		Pablo/Latonya	9/24/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Discipline Open Lab - New Clerks	Virtual		Latonya	9/24/2020	1:00 PM	4:00 PM	Teams	
FSC	FC Attendance Open Lab (New Clerks)	Virtual		Heidi	9/24/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Attendance Open Lab (New Clerks)	Virtual		Heidi	9/24/2020	1:00 PM	4:00 PM	Teams	
FSC	FC Discipline Open Lab - Returning Clerks	Virtual		Latonya	9/29/2020	9:00 AM	12:00 PM	Teams	
FSC	FC PEIMS Discipline - Returning Clerks	Virtual		Pablo/Latonya	9/29/2020	1:30 PM	4:30 PM	Teams	
FSC	FC Fall PEIMS	Virtual		Pablo	9/30/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Fall PEIMS	Virtual		Pablo	9/30/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	10/1/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	10/1/2020	1:00 PM	4:00 PM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	1:30 PM	4:30 PM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	1:30 PM	4:30 PM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	1:30 PM	4:30 PM	Teams	
FSC	FC Special Populations Open Lab / State Coding	Virtual		Pablo	10/7/2020	1:30 PM	4:30 PM	Teams	
FSC	FC Fall PEIMS	Virtual		Pablo	10/8/2020	8:30 AM	11:30 AM	Teams	
FSC	FC Fall PEIMS	Virtual		Pablo	10/8/2020	1:30 PM	4:30 PM	Teams	
FSC	FC Discipline Open Lab - Returning Clerks	Virtual		Latonya	10/13/2020	9:00 AM	12:00 PM	Teams	

2020-2021 PROPOSED FSC TRAININGS

FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	10/13/2020	1:30 PM	12:00 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	10/14/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Enrollment Training (SIRS - Elementary)	Virtual		Latonya	10/15/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Enrollment Training (SIRS - Secondary)	Virtual		Latonya	10/15/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Enrollment Training (SIRS - Elementary)	Virtual		Veda	10/15/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Enrollment Training (SIRS - Secondary)	Virtual		Heidi	10/15/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	10/19/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	10/19/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	10/19/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	10/21/2020	9:00 AM	12:00 PM	Teams	
FSC	FC_PEIMS Discipline - Returning Clerks	Virtual		Pablo/Latonya	11/12/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	11/12/2020	1:00 PM	4:00 PM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	11/16/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	11/16/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	11/16/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	11/18/2020	9:00 AM	12:00 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	11/18/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	12/3/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	12/3/2020	1:30 PM	4:30 PM	Teams	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	12/10/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	12/10/2020	1:00 PM	4:00 PM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	12/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	12/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	12/14/2020	8:30 AM	11:30 AM	Teams	
FSC	FC_Enrollment Training (SIRS - Elementary)	Virtual		Latonya	1/4/2021	8:30 AM	11:30 AM	North	
FSC	FC_Enrollment Training (SIRS - Secondary)	Virtual		Latonya	1/4/2021	1:30 PM	4:30 PM	North	
FSC	FC_Enrollment Training (SIRS - Elementary)	Virtual		Veda	1/4/2021	8:30 AM	11:30 AM	South	
FSC	FC_Enrollment Training (SIRS - Secondary)	Virtual		Heidi	1/4/2021	1:30 PM	4:30 PM	South	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	1/11/2021	8:30 AM	11:30 AM	North	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	1/11/2021	8:30 AM	11:30 AM	South	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	1/11/2021	8:30 AM	11:30 AM	East	
FSC	FC_Attendance Overview (Attendance Overview/School Guidelines / Student Attendance	Virtual		Wanda/Heidi	1/13/2021	8:30 AM	11:30 AM	HMW	
FSC	FC_Attendance Overview (Attendance Overview/School Guidelines / Student Attendance Accounting Handbook)	Virtual		Wanda/Heidi	1/13/2021	1:00 PM	4:00 PM	HMW	
FSC	FC_PEIMS Discipline - New Clerks	Virtual		Pablo/Latonya	1/14/2021	8:30 AM	11:30 AM	HMW	

2020-2021 PROPOSED FSC TRAININGS

FSC	FC_Discipline Open Lab - New Clerks	Virtual		Latonya	1/14/2021	1:00 PM	4:00 PM	HMW	
FSC	FC_Attendance Open Lab (New Clerks)	Virtual		Heidi	1/14/2021	8:30 AM	11:30 AM	HMW	
FSC	FC_Attendance Open Lab (New Clerks)	Virtual		Heidi	1/14/2021	1:00 PM	4:00 PM	HMW	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	1/20/2021	8:30 AM	11:30 AM	East Field Office	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	1/20/2021	1:30 PM	4:30 PM	East Field Office	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	1/20/2021	8:30 AM	11:30 AM	East Field Office	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	1/20/2021	1:00 PM	4:00 PM	East Field Office	
FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	1/21/2021	9:00 AM	12:00 PM	HMW	
FSC	FC_PEIMS Discipline - Returning Clerks	Virtual		Pablo/Latonya	1/21/2021	1:30 PM	4:30 PM	HMW	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	1/27/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	2/15/2021	8:30 AM	11:30 AM	North	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	2/15/2021	8:30 AM	11:30 AM	South	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	2/15/2021	8:30 AM	11:30 AM	East	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	2/18/2021	8:30 AM	11:30 AM	HMW	
FSC	FC_PEIMS Discipline - Returning Clerks	Virtual		Pablo/Latonya	3/3/2021	1:30 PM	4:30 PM	East Field Office	
FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	3/3/2021	9:00 AM	12:00 PM	East Field Office	
FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	3/3/2021	9:00 AM	12:00 PM	East Field Office	
FSC	FC_Enrollment Training (SIRS - Elementary)	Virtual		Latonya	3/3/2021	8:30 AM	11:30 AM	North	
FSC	FC_Enrollment Training (SIRS - Secondary)	Virtual		Latonya	3/3/2021	1:30 PM	4:30 PM	North	
FSC	FC_Enrollment Training (SIRS - Elementary)	Virtual		Veda	3/3/2021	8:30 AM	11:30 AM	South	
FSC	FC_Enrollment Training (SIRS - Secondary)	Virtual		Heidi	3/3/2021	1:30 PM	4:30 PM	South	
FSC	FC_Pk-12 Summer PEIMS	Virtual		Pablo	3/4/2021	8:30 AM	11:30 AM	East Field Office	
FSC	FC_Pk-12 Summer PEIMS	Virtual		Pablo	3/4/2021	1:30 PM	4:30 PM	East Field Office	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	3/8/2021	8:30 AM	11:30 AM	North	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	3/8/2021	8:30 AM	11:30 AM	South	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	3/8/2021	8:30 AM	11:30 AM	East	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	3/25/2021	1:30 PM	4:30 PM	HMW	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	8:30 AM	11:30 AM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_Special Populations Open Lab / State Coding	Virtual		Pablo	4/8/2021	1:30 PM	4:30 PM	Teams	
FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	4/15/2021	9:00 AM	12:00 PM	East Field Office	
FSC	FC_PEIMS Discipline - Returning Clerks	Virtual		Pablo/Latonya	4/15/2021	1:30 PM	4:30 PM	East Field Office	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	4/19/2021	8:30 AM	11:30 AM	North	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	4/19/2021	8:30 AM	11:30 AM	South	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	4/19/2021	8:30 AM	11:30 AM	East	
FSC	FC_TSDS Enrollment Tracking	Virtual		Irma	4/21/2021	8:30 AM	11:30 AM	HMW	
FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	4/21/2021	8:30 AM	11:30 AM	East Field Office	

2020-2021 PROPOSED FSC TRAININGS

FSC	FC_Attendance Open Lab (Returning Clerks)	Virtual		Heidi	4/21/2021	1:00 PM	4:00 PM	East Field Office	
FSC	FC_Pk-12 Summer PEIMS	Virtual		Pablo	4/22/2021	8:30 AM	10:00 AM	Teams Meeting	
FSC	FC_Pk-12 Summer PEIMS	Virtual		Pablo	4/22/2021	1:30 PM	4:30 PM	Teams Meeting	
FSC	FC_Pk-12 Summer PEIMS	Virtual		Pablo	4/29/2021	8:30 AM	10:00 AM	Teams Meeting	
FSC	FC_Discipline Open Lab - Returning Clerks	Virtual		Latonya	5/13/2021	9:00 AM	12:00 PM	East Field Office	
FSC	FC_PEIMS Discipline - Returning Clerks	Virtual		Pablo/Latonya	5/13/2021	1:30 PM	4:30 PM	East Field Office	
FSC	FC_PEIMS Coordinator Training	Virtual		Latonya	5/17/2021	8:30 AM	11:30 AM	North	
FSC	FC_PEIMS Coordinator Training	Virtual		Veda	5/17/2021	8:30 AM	11:30 AM	South	
FSC	FC_PEIMS Coordinator Training	Virtual		Heidi	5/17/2021	8:30 AM	11:30 AM	East	
FSC	FC_Summer School Training	Virtual		Latonya	5/19/2021	8:30 AM	11:30 AM	North	
FSC	FC_Summer School Training	Virtual		Veda	5/19/2021	8:30 AM	11:30 AM	South	
FSC	FC_Summer School Training	Virtual		Heidi	5/19/2021	8:30 AM	11:30 AM	East	
FSC	FC_Summer School Training	Virtual		Pablo	5/19/2021	8:30 AM	11:30 AM	Central / West	
FSC	FC_Best Practices for Leaver Documentation	Webinar		Veda	Ongoing				
FSC	FC_PEIMS 101 for Administrators	Webinar		Veda	Ongoing				
FSC	FC_Certify Training	Webinar		Heidi	Ongoing				
FSC	FC_On Data Suite	Webinar		Heidi	Ongoing				

SECTION V
HISD LIST OF SCHOOLS
ALPHA**BETICAL** &
NUMERICAL

HISD-ELEMENTARY SCHOOLS

ALPHABETICAL LISTING - 2020-2021

CAMP #	SCHOOL NAME	GR LEVEL	CAMP #	SCHOOL NAME	GR LEVEL	CAMP #	SCHOOL NAME	GR LEVEL
102	ALCOTT	EE-05	157	GARDEN OAKS MONTESSORI**	EE-08	213	OSBORNE	EE-05
104	ALMEDA	EE-05	158	GARDEN VILLAS	EE-05	214	PARK PLACE	EE-05
105	ANDERSON	EE-05	159	GOLFCREST	EE-05	215	PARKER	EE-05
478	ARABIC IMMERSION MAGNET SCHOOL	PK-02	162	GREGG	EE-05	216	PATTERSON	EE-05
273	ASHFORD	EE-05	058	GREGORY-LINCOLN ED CTR	EE-08	217	PECK	EE-05
274	ASKEW	EE-05	262	GRISSOM	EE-05	265	PETERSEN	EE-05
106	ATHERTON	EE-05	369	GROSS	EE-05	218	PILGRIM ACADEMY**	EE-08
107	BARRICK	EE-05	131	HALPIN EARLY CHILDHOOD CTR	EE-KG	219	PINEY POINT	EE-05
108	BASTIAN	EE-05	320	HARRIS CO J J A E P **	04-12	220	PLEASANTVILLE	EE-05
151	BELL	EE-05	166	HARRIS, J R	EE-05	221	POE	EE-05
360	BELLFORT EARLY CHILDHOOD CTR	EE KG	167	HARRIS, R P	EE-05	222	PORT HOUSTON	EE-05
295	BENAVIDEZ	EE-05	168	HARTSFIELD	EE-05	223	PUGH	EE-05
268	BENBROOK	EE-05	169	HARVARD	EE-05	380	R D S P D	EE
109	BERRY	EE-05	170	HELMS	EE-05	396	RAY DAILY	EE-05
110	BLACKSHEAR	EE-05	171	HENDERSON, J	EE-05	382	REAGAN K-8 EDUCATIONAL CTR **	EE-08
111	BONHAM	EE-05	172	HENDERSON, N	EE-05	224	RED	EE-05
112	BONNER	EE-05	173	HEROD	EE-05	225	REYNOLDS	EE-05
114	BRAEBURN	EE-05	286	HERRERA	EE-05	080	RICE SCHOOL/LA ESCUELA RICE**	KG-08
116	BRIARGROVE	EE,KG-05	174	HIGHLAND HEIGHTS	EE-05	228	RIVER OAKS	EE,KG-05
344	BRIARMEADOW CHARTER**	EE-08	473	HILLIARD	EE-05	229	ROBERTS	EE-05
117	BRISCOE	EE-05	395	HINES-CALDWELL	EE-05	186	ROBINSON	EE-05
119	BROOKLINE	EE-05	175	HOBBY	EE-05	113	RODERICK R PAIGE	EE-05
120	BROWNING	EE-05	178	HORN	EE-05	372	RODRIGUEZ	EE-05
121	BRUCE	EE-05	180	ISAACS	EE-05	231	ROOSEVELT	EE-05
122	BURBANK	EE-05	181	JANOWSKI	EE-05	232	ROSS	EE-05
124	BURNET	EE, KG-05	182	JEFFERSON	EE-05	233	RUCKER	EE-05
125	BURRUS	EE-05	185	KASHMERE GARDENS	EE-05	281	SANCHEZ	EE-05
275	BUSH	EE-05	187	KELSO	EE-05	237	SCARBOROUGH	EE-05
287	CAGE	EE-05	188	KENNEDY	EE-05	353	SCHOOL AT ST GEORGE PLACE	EE-05
292	CARRILLO	EE-05	389	KETELSEN	EE-05	269	SCROGGINS	EE-05
123	CODWELL	EE-05	355	KING EARLY CHILDHOOD CTR	EE PK	373	SEGUIN	EE-05
013	COMMUNITY SERVICES-SEC**	EE-12	189	KOLTER	EE-05	276	SHADOWBRIAR	PK-05
130	CONDIT	EE-05	192	LANTRIP	EE-05	479	SHADYDALE	EE, KG-05
358	COOK JR	EE-05	340	LAS AMERICAS**	04-08	239	SHEARN	EE-05
132	COOP	EE-05	357	LAURENZO EARLY CHILDHOOD CTR	EE-KG	240	SHERMAN	EE-05
133	CORNELIUS	EE-05	263	LAW	EE-05	241	SINCLAIR	EE-05
290	CRESPO	EE-05	194	LEWIS	01-05	242	SMITH	EE-05
135	CROCKETT	EE-05	195	LOCKHART	EE-05	069	SOAR CTR	EE-12
136	CUNNINGHAM	EE-05	196	LONGFELLOW	EE-05	244	SOUTHMAYD	EE-05
297	DAVILA	EE-05	197	LOOSCAN	EE-05	245	STEVENS	EE-05
137	DE CHAUMES	EE-05	198	LOVE	EE-05	248	SUTTON	EE-05
138	DE ZAVALA	EE-05	199	LOVETT	EE,KG-05	039	T H ROGERS SCHOOL**	EE,KG-12
383	DEANDA	EE-05	128	LYONS	EE-05	100	TEXAS CONNECTIONS ACADEMY **	03-12
140	DOGAN	EE-05	201	MACGREGOR	EE-05	243	THOMPSON	EE-05
115	DURHAM	EE-05	203	MADING	EE-05	279	TJERINA	EE-05
144	DURKEE	EE-05	460	MANDARIN IMMERSION MAGNET SCHOOL* **	PK-08	374	TINSLEY	EE, 01-05
466	EL DAEP	KG-05	483	MARK WHITE	EE-05	249	TRAVIS	EE-05
147	ELIOT	EE-05	480	MARSHALL	EE,KG-05	251	TWAIN	EE-05
475	ELMORE	EE, KG-05	289	MARTINEZ, C	EE-05	285	VALLEY WEST	EE-05
148	ELROD	EE-05	298	MARTINEZ, R	EE-05	252	WAINWRIGHT	EE-05
149	EMERSON	EE-05	179	MCGOWEN	EE-05	253	WALNUT BEND	EE-05
350	ENERG FOR EXCELL ACADEMY ECC	PK	227	MCNAMARA	EE-05	254	WESLEY	EE-05
364	ENERG FOR EXCELL ACADEMY EL	KG-05	204	MEMORIAL	EE-05	255	WEST UNIVERSITY	EE,KG-5
352	FARIAS EARLY CHILDHOOD CENTER	EE-PK	299	MILNE	EE-05	256	WHARTON K-8 DUAL LANGUAGE ACADEMY**	EE-08
152	FIELD	EE-05	354	MISTRAL CENTER FOR EARLYCHILDHOOD	EE-KG	257	WHIDBY	EE-05
271	FOERSTER	EE-05	264	MITCHELL	EE-05	267	WHITE E	EE-05
153	FONDREN	EE-05	207	MONTGOMERY	EE-05	258	WHITTIER	EE-05
470	FONWOOD EARLY CHILDHOOD CTR	EE-KG	359	MORENO	EE-05	259	WILSON MONTESSORI**	EE-08
154	FOSTER	EE-05	209	NEFF ECC	EE-01	260	WINDSOR VILLAGE	EE-05
155	FRANKLIN	EE-05	394	NEFF EL	02-05	127	WOODSON SCHOOL	PK-05
156	FROST	EE-05	210	NORTHLINE	EE-05	247	YOUNG	EE-05
291	GALLEGOS	EE-05	211	OAK FOREST	EE-05	392	YOUNG LEARNERS	PK
283	GARCIA	EE-05	212	OATES	EE-05	371	YOUNG SCHOLARS ACADEMY FOR EXEC**	PK-08

HISD-ELEMENTARY SCHOOLS

NUMERICAL LISTING - 2020-2021

CAMP #	SCHOOL NAME	GR LEVEL	CAMP #	SCHOOL NAME	GR LEVEL	CAMP #	SCHOOL NAME	GR LEVEL
013	COMMUNITY SERVICES-SEC **	EE-12	178	HORN	EE-5	259	WILSON MONTESSORI**	EE-8
039	T H ROGERS SCHOOL **	EE,KG-12	179	MCGOWEN	EE-5	260	WINDSOR VILLAGE	EE-5
058	GREGORY-LINCOLN ED CTR	EE-8	180	ISAACS	EE-5	262	GRISSOM	EE-5
069	SOAR CTR	EE-12	181	JANOWSKI	EE-5	263	LAW	EE-5
080	RICE SCHOOL/LA ESCUELA RICE **	KG-8	182	JEFFERSON	EE-5	264	MITCHELL	EE-5
100	TEXAS CONNECTIONS ACADEMY **	12-Mar	185	KASHMERE GARDENS	EE-5	265	PETERSEN	EE-5
102	ALCOTT	EE-5	186	ROBINSON	EE-5	267	WHITE E	EE-5
104	ALMEDA	EE-5	187	KELSO	EE-5	268	BENBROOK	EE-5
105	ANDERSON	EE-5	188	KENNEDY	EE-5	269	SCROGGINS	EE-5
106	ATHERTON	EE-5	189	KOLTER	EE-5	271	FOERSTER	EE-5
107	BARRICK	EE-5	192	LANTRIP	EE-5	273	ASHFORD	EE-5
108	BASTIAN	EE-5	194	LEWIS	1-5	274	ASKEW	EE-5
109	BERRY	EE-5	195	LOCKHART	EE-5	275	BUSH	EE-5
110	BLACKSHEAR	EE-5	196	LONGFELLOW	EE-5	276	SHADOWBRIAR	PK-5
111	BONHAM	EE-5	197	LOOSCAN	EE-5	279	TIJERINA	EE-5
112	BONNER	EE-5	198	LOVE	EE-5	281	SANCHEZ	EE-5
113	RODERICK R PAIGE	EE-5	199	LOVETT	EE,KG-5	283	GARCIA	EE-5
114	BRAEBURN	EE-5	201	MACGREGOR	EE-5	285	VALLEY WEST	EE-5
115	DURHAM	EE-5	203	MADING	EE-5	286	HERRERA	EE-5
116	BRIARGROVE	EE,KG-5	204	MEMORIAL	EE-5	287	CAGE	EE-5
117	BRISCOE	EE-5	207	MONTGOMERY	EE-5	289	MARTINEZ, C	EE-5
119	BROOKLINE	EE-5	209	NEFF ECC	EE-1	290	CRESPO	EE-5
120	BROWNING	EE-5	210	NORTHLINE	EE-5	291	GALLEGOS	EE-5
121	BRUCE	EE-5	211	OAK FOREST	EE-5	292	CARRILLO	EE-5
122	BURBANK	EE-5	212	OATES	EE-5	295	BENAVIDEZ	EE-5
123	CODWELL	EE-5	213	OSBORNE	EE-5	297	DAVILA	EE-5
124	BURNET	EE, KG-5	214	PARK PLACE	EE-5	298	MARTINEZ, R	EE-5
125	BURRUS	EE-5	215	PARKER	EE-5	299	MILNE	EE-5
127	WOODSON SCHOOL	PK-5	216	PATTERSON	EE-5	320	HARRIS CO J J A E P **	04-12
128	LYONS	EE-5	217	PECK	EE-5	340	LAS AMERICAS	4-8
130	CONDIT	EE-5	218	PILGRIM ACADEMY**	EE-8	344	BRIARMEADOW CHARTER **	EE-8
131	HALPIN EARLY CHILDHOOD CTR	EE-KG	219	PINEY POINT	EE-5	350	ENERG FOR EXCELL ACADEMY ECC	PK
132	COOP	EE-5	220	PLEASANTVILLE	EE-5	352	FARIAS EARLY CHILDHOOD CENTER	EE PK
133	CORNELIUS	EE-5	221	POE	EE-5	353	SCHOOL AT ST GEORGE PLACE	EE-5
135	CROCKETT	EE-5	222	PORT HOUSTON	EE-5	354	MISTRAL CENTER FOR EARLYCHILDHOOD	EE-KG
136	CUNNINGHAM	EE-5	223	PUGH	EE-5	355	KING EARLY CHILDHOOD CTR	EE PK
137	DE CHAUMES	EE-5	224	RED	EE-5	357	LAURENZO EARLY CHILDHOOD CTR	EE-KG
138	DE ZAVALA	EE-5	225	REYNOLDS	EE-5	358	COOK JR	EE-5
140	DOGAN	EE-5	227	MCNAMARA	EE-5	359	MORENO	EE-5
144	DURKEE	EE-5	228	RIVER OAKS	EE,KG-5	360	BELLFORT EARLY CHILDHOOD CTR	EE-KG
147	ELIOT	EE-5	229	ROBERTS	EE-5	364	ENERG FOR EXCELL ACADEMY	KG-5
148	ELROD	EE-5	231	ROOSEVELT	EE-5	369	GROSS	EE-5
149	EMERSON	EE-5	232	ROSS	EE-5	371	YOUNG SCHOLARS ACADEMY FOR EXEC **	PK-8
151	BELL	EE-5	233	RUCKER	EE-5	372	RODRIGUEZ	EE-5
152	FIELD	EE-5	237	SCARBOROUGH	EE-5	373	SEGUIN	EE-5
153	FONDREN	EE-5	239	SHEARN	EE-5	374	TINSLEY	EE,1-5
154	FOSTER	EE-5	240	SHERMAN	EE-5	380	R D S P D	EE
155	FRANKLIN	EE-5	241	SINCLAIR	EE-5	382	REAGAN K-8 EDUCATIONAL CTR **	K-8
156	FROST	EE-5	242	SMITH	EE-5	383	DEANDA	PK-5
157	GARDEN OAKS MONTESSORI **	EE-8	243	THOMPSON	EE-5	389	KETELSEN	EE-5
158	GARDEN VILLAS	EE-5	244	SOUTHMAYD	EE-5	392	YOUNG LEARNERS	PK
159	GOLFCREST	EE-5	245	STEVENS	EE-5	394	NEFF	2-5
162	GREGG	EE-5	247	YOUNG	EE-5	395	HINES-CALDWELL	EE-5
166	HARRIS, J R	EE-5	248	SUTTON	EE-5	396	RAY DAILY	EE-5
167	HARRIS, R P	EE-5	249	TRAVIS	EE-5	460	MANDARIN IMMERSION MAGNET SCHOOL **	PK-8
168	HARTSFIELD	EE-5	251	TWAIN	EE-5	466	EL DAEP	KG-5
169	HARVARD	EE-5	252	WAINWRIGHT	EE-5	470	FONWOOD EARLY CHILDHOOD CTR	EE-KG
170	HELMS	EE-5	253	WALNUT BEND	EE-5	473	HILIARD	EE-5
171	HENDERSON, J	EE-5	254	WESLEY	EE-5	475	ELMORE	EE,KG-5
172	HENDERSON, N	EE-5	255	WEST UNIVERSITY	EE,KG-5	478	ARABIC IMMERSION MAGNET SCHOOL	PK-02
173	HEROD	EE-5	256	WHARTON K-8 DUAL LANGUAGE ACADEM Y**	EE-8	479	SHADYDALE	EE,KG-5
174	HIGHLAND HEIGHTS	EE-5	257	WHIDBY	EE-5	480	MARSHALL	KG-5
175	HOBBY	EE-5	258	WHITTIER	EE-5	483	MARK WHITE	EE-5

HISD-SECONDARY SCHOOLS

ALPHABETICAL LISTING - 2020-2021

CAMP #	SCHOOL NAME	GR LEVEL	CAMP #	SCHOOL NAME	GR LEVEL
041	ATTUCKS MS	06-08	059	LONG ACADEMY	06-12
001	AUSTIN HS	09-12	010	MADISON HS	09-12
467	BAYLOR COLLEGE OF MEDICINE ACADEMY AT RYAN	06-08	460	MANDARIN IMMERSION MAGNET SCHOOL **	06-08
234	BAYLOR COLLEGE OF MEDICINE BIOTECH ACADEMY AT RUSK	06-08	061	MARSHALL MS	06-08
002	BELLAIRE HS	09-12	062	MCREYNOLDS MS	06-08
042	BLACK MS	06-08	055	MEYERLAND MS	06-08
344	BRIARMEADOW CHARTER **	EE-08	458	MICKEY LELAND COLLEGE PREP ACADEMY	06-12
043	BURBANK MS	06-08	485	MIDDLE COLLEGE HS AT HCC FRAGA	09-12
322	CARNEGIE VANGUARD HS	09-12	484	MIDDLE COLLEGE HS AT HCC GULFTON	09-12
323	CHALLENGE EARLY COLLEGE HS	09-12	011	MILBY HS	09-12
027	CHAVEZ HS	09-12	311	MOUNT CARMEL ACADEMY	09-12
048	CLIFTON MS	06-08	054	NAVARRO MS	06-08
013	COMMUNITY SERVICES **	EE-12	477	NORTH FOREST HS	09-12
044	CULLEN MS	06-08	308	NORTH HOUSTON EARLY COLLEGE HS	09-12
045	DEADY MS	06-08	003	NORTHSIDE HS	09-12
026	DEBAKEY HS FOR HEALTH PROFESSIONS	09-12	338	ORTIZ MS	06-08
345	EAST EARLY COLLEGE HS	09-12	064	PERSHING MS	06-08
301	EASTWOOD ACADEMY	09-12	218	PILGRIM ACADEMY **	EE-08
046	EDISON MS	06-08	337	PIN OAK MS	06-08
342	ENERGIZED FOR EXCELLENCE ACADEMY INC MS	06-08	071	PROJECT CHRYSALIS MS	06-08
321	ENERGIZED FOR STEM ACADEMY CENTRAL H S	09-12	382	REAGAN K-8 EDUCATIONAL CTR **	PK-08
390	ENERGIZED FOR STEM ACADEMY WEST MIDDLE	06-08	060	REVERE MS	06-08
468	ENERGY INSTITUTE HS	09-12	080	RICE SCH /LA ESCUELA RICE **	KG-08
078	FLEMING MS	06-08	024	SCARBOROUGH HS	09-12
072	FONDREN MS	06-08	402	SECONDARY DAEP	06-12
047	FONVILLE MS	06-08	023	SHARPSTOWN HS	09-12
476	FOREST BROOK MS	06-08	081	SHARPSTOWN INTERNATIONAL SCHOOL	06-12
004	FURR HS	09-12	069	SOAR CENTER **	01-12
157	GARDEN OAKS MONTESSORI **	EE-08	486	SOUTH EARLY COLLEGE HS	09-12
058	GREGORY-LINCOLN ED CTR**	EE-08	014	STERLING HS	09-12
456	H S AHEAD ACADEMY	06-08	098	STEVENSON MS	06-08
034	H S FOR LAW AND JUSTICE	09-12	163	SUGAR GROVE ACADEMY	06-08
049	HAMILTON MS	06-08	039	T H ROGERS SCHOOL **	EE, KG-12
351	HARPER DAEP	06-12	068	TANGLEWOOD MS	06-08
320	HARRIS COUNTY JJAEP	04-12	100	TEXAS CONNECTIONS ACADEMY **	03-12
051	HARTMAN MS	06-08	077	THOMAS MS	06-08
097	HCC LIFE SKILLS	12	015	WALTRIP HS	09-12
012	HEIGHTS HS	09-12	016	WASHINGTON B T HS	09-12
052	HENRY MS	06-08	056	WELCH MS	06-08
053	HOGG MS	06-08	099	WEST BRIAR MS	06-08
050	HOLLAND MS	06-08	017	WESTBURY HS	09-12
348	HOUSTON ACADEMY FOR INTERNATIONAL STUDIES	09-12	036	WESTSIDE HS	09-12
310	HOUSTON MATH SCIENCE AND TECHNOLOGY CENTER	09-12	256	WHARTON K-8 DUAL LANGUAGE ACADEMY**	EE-08
006	JONES FUTURES ACADEMY	09-12	018	WHEATLEY HS	09-12
025	KINDER HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS	09-12	82	WILLIAMS MS	06-08
007	KASHMERE HS	09-12	259	WILSON MONTESSORI**	EE-08
079	KEY MS	06-08	009	WISDOM HS	09-12
008	LAMAR HS	09-12	019	WORTHING HS	09-12
057	LANIER MS	06-08	020	YATES HS	09-12
340	LAS AMERICAS MS **	04-08	371	YOUNG SCHOLARS ACADEMY	PK-08
075	LAWSON MS	06-12	463	YOUNG WOMEN'S COLLGE PREP ACADEMY	06-12
324	LIBERTY HS	12			

HISD-SECONDARY SCHOOLS

NUMERICAL LISTING - 2020-2021

CAMP #	SCHOOL NAME	GR LEVEL	CAMP #	SCHOOL NAME	GR LEVEL
001	AUSTIN HS	09-12	071	PROJECT CHRYSALIS MS	06-08
002	BELLAIRE HS	09-12	072	FONDREN MS	06-08
003	NORTHSIDE HS	09-12	075	LAWSON MS	06-08
004	FURR HS	09-12	077	THOMAS MS	06-08
006	JONES FUTURES ACADEMY	09-12	078	FLEMING MS	06-08
007	KASHMERE HS	09-12	079	KEY MS	06-08
008	LAMAR HS	09-12	080	RICE SCH /LA ESCUELA RICE **	KG-08
009	WISDOM HS	09-12	081	SHARPSTOWN INTERNATIONAL SCHOOL	06-12
010	MADISON HS	09-12	082	WILLIAMS MS	06-08
011	MILBY HS	09-12	097	HCC LIFE SKILLS	12
012	HEIGHTS HS	09-12	098	STEVENSON MS	06-08
013	COMMUNITY SERVICES **	EE-12	099	WEST BRIAR MS	06-08
014	STERLING HS	09-12	100	TEXAS CONNECTIONS ACADEMY **	03-12
015	WALTRIP HS	09-12	127	WOODSON SCHOOL **	EE-08
016	WASHINGTON B T HS	09-12	157	GARDEN OAKS MONTESSORI **	EE-08
017	WESTBURY HS	09-12	163	SUGAR GROVE ACADEMY	06-08
018	WHEATLEY HS	09-12	218	PILGRIM ACADEMY **	EE-08
019	WORTHING HS	09-12	234	BAYLOR COLLEGE OF MEDICINE BIOTECH ACADEMY AT RUSK **	06-08
020	YATES HS	09-12	256	WHARTON K-8 DUAL LANGUAGE ACADEMY **	EE-08
023	SHARPSTOWN HS	09-12	259	WILSON MONTESSORI **	EE-08
024	SCARBOROUGH HS	09-12	301	EASTWOOD ACADEMY	09-12
025	KINDER HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS	09-12	308	NORTH HOUSTON EARLY COLLEGE HS	09-12
026	DEBAKEY HS FOR HEALTH PROFESSIONS	09-12	310	HOUSTON MATH SCIENCE AND TECHNOLOGY CENTER	09-12
027	CHAVEZ HS	09-12	311	MOUNT CARMEL ACADEMY	09-12
033	JORDAN HS	09-12	320	HARRIS COUNTY JJAEP **	04-12
034	H S FOR LAW AND JUSTICE	09-12	321	ENERGIZED FOR STEM ACADEMY CENTRAL HS	09-12
036	WESTSIDE HS	09-12	322	CARNEGIE VANGUARD HS	09-12
039	T H ROGERS SCHOOL **	EE, KG-12	323	CHALLENGE EARLY COLLEGE HS	09-12
041	ATTUCKS MS	06-08	324	LIBERTY HS	12
042	BLACK MS	06-08	337	PIIN OAK MS	06-08
043	BURBANK MS	06-08	338	ORTIZ MS	06-08
044	CULLEN MS	06-08	340	LAS AMERICAS MS	04-08
045	DEADY MS	06-08	342	ENERGIZED FOR EXCELLENCE ACADEMY INC MS	06-08
046	EDISON MS	06-08	344	BRIARMEADOW CHARTER **	EE-08
047	FONVILLE MS	06-08	345	EAST EARLY COLLEGE HS	09-12
048	CLIFTON MS	06-08	348	HOUSTON ACADEMY FOR INTERNATIONAL STUDIES	09-12
049	HAMILTON MS	06-08	351	HARPER DAEP	09-12
050	HOLLAND MS	06-08	371	YOUNG SCHOLARS ACADEMY FOR EXCELLENCE **	PK-08
051	HARTMAN MS	06-08	382	REAGAN K-8 EDUCATIONAL CTR **	PK-08
052	HENRY MS	06-08	390	ENERGIZED FOR STEM ACADEMY WEST MIDDLE	06-08
053	HOGG MS	06-08	402	SECONDARY DAEP *	06-12
054	NAVARRO MS	06-08	456	HS AHEAD ACADEMY	06-08
055	MEYERLAND MS	06-08	458	MICKEY LELAND COLLEGE PREP ACADEMY	06-12
056	WELCH MS	06-08	460	MANDARIN IMMERSION MAGNET SCHOOL **	06-08
057	LANIER MS	06-08	463	YOUNG WOMEN'S COLLGE PREP ACADEMY	06-12
058	GREGORY-LINCOLN ED CTR **	EE-08	467	BAYLOR COLLEGE OF MEDICINE ACADEMY AT RYAN	06-08
059	LONG ACADEMY	06-12	468	ENERGY INSTITUTE HS	09-12
060	REVERE MS	06-08	476	FOREST BROOK MS	06-08
061	MARSHALL MS	06-08	477	NORTH FOREST HS	09-12
062	MCREYNOLDS MS	06-08	484	MIDDLE COLLEGE HS AT HCC GULFTON	09-12
064	PERSHING MS	06-08	485	MIDDLE COLLEGE HS AT HCC FRAGA	09-12
068	TANGLEWOOD MS	06-08	486	SOUTH EARLY COLLEGE HS	09-12
069	SOAR CENTER **	01-12			