

# Opening of Schools Preparation Federal and State Compliance

Session 1 - July 30, 2024, 8:00 a.m. – 4:30 p.m.

Session 2 - July 31, 2024, 8:00 a.m. – 4:30 p.m.

Location – Energy Institute High School  
3501 Southmore Blvd, Houston, TX 77004



# FEDERAL AND STATE COMPLIANCE DEPARTMENT RESPONSIBILITIES

---

## **Data Monitoring and Problem Identification**

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

## **Data Quality**

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

# Academics, Assessment, and Compliance (AAC)

---

Within the Office of Academics, the Assessment, Accountability, and Compliance division encompasses many different workstreams.

## Leadership

Interim Executive Director	Email address
Dr. Georgia Graham	Georgia.Graham@houstonisd.org

Interim Director 2	Email address
Freda Smith	Freda.Smith@houstonisd.org

# FSC Division Support

---

This team monitors official ADA attendance, reviews ADA and OFSDP attendance by 6-week period to ensure the data is accurate, maintains attendance accounting records, reconciles student membership and absences and monitors campus PEIMS data to ensure compliance with TEA requirements.

Director 1	Phone Number	Email address
Wanda D. Thomas	713-556-6775	wthomas1@houstonisd.org

Coordinator 1	Phone Number	Email address
Cynthia Morales-Santiago	713-556-6753	cmorale3@houstonisd.org
Dachundralyn Palmer	713-556-6774	dpalmer4@houstonisd.org
Latonya Smith	713-556-7657	lsmith3@houstonisd.org
Lisa Shannon	713-556-6766	lsmith3@houstonisd.org
Marina Tejada	713-556-6768	mtejada@houstonisd.org



# FSC Division Support

---

This team monitors official ADA attendance, reviews ADA and OFSDP attendance by 6-week period to ensure the data is accurate, maintains attendance accounting records, reconciles student membership and absences and monitors campus PEIMS data to ensure compliance with TEA requirements.

Specialist 1	Phone Number	Email address
Berta Garcia	713-556-6769	bgarcia3@houstonisd.org
Nina Grant	713-556-6813	ngrant@houstonisd.org
Felissa Salinas	713-556-7435	Felissa.Salinas@houstonisd.org
Alma Salazar	713-556-8801	Alma.Salazar@houstonisd.org

# FSC State Reporting

---

This team monitors official ADA attendance, reviews ADA and OFSDP attendance by 6-week period to ensure the data is accurate, maintains attendance accounting records, reconciles student membership and absences and monitors campus PEIMS data to ensure compliance with TEA requirements.

Coordinator 2	Email address
Irma Hasnain	ihasnain@houstonisd.org
Tamara Elijah	telijah@houstonisd.org

Coordinator 1	Email address
Nancy FigueroaTorres	nancy.figueroatorres3@houstonisd.org
Lamar Fike	lfike@houstonisd.org
Sylvia Guerrero	sylvia.guerrero@houstonisd.org
Gail Paschall	gail.paschall@houstonisd.org

# DATA INTEGRITY

---

- Attendance clerks, data entry clerks and SIR's play an essential role in HISD's efforts to ensure that all data is timely, accurate and properly documented.
- In no case should paraprofessional personnel be responsible for determining students coding information for attendance, program placement or special services.

# DATA INTEGRITY

---

- Consequences for inaccurate records:
  - Lowering of HISD's accountability record
  - Lowering of a school's accountability rating
  - Loss of funds to HISD which could impact jobs, salaries, and programs for students
  - Students may be retained inappropriately
  - Reprimands from the state

# DATA INTEGRITY

---

- Security Access
  - You must not give your passwords to others
  - You must always prevent unauthorized access from your computer when you are away from your desk
  - You must not accept the password from others

# The Family Educational Rights and Privacy Act (FERPA)

---

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

---

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

---

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

---

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

---

## **The Family Educational Rights and Privacy Act (FERPA)**

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;

Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

---

---

# The Family Educational Rights and Privacy Act (FERPA)

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.



# FERPA AS IT PERTAINS TO PROTECTING STUDENT'S PRIVACY

---

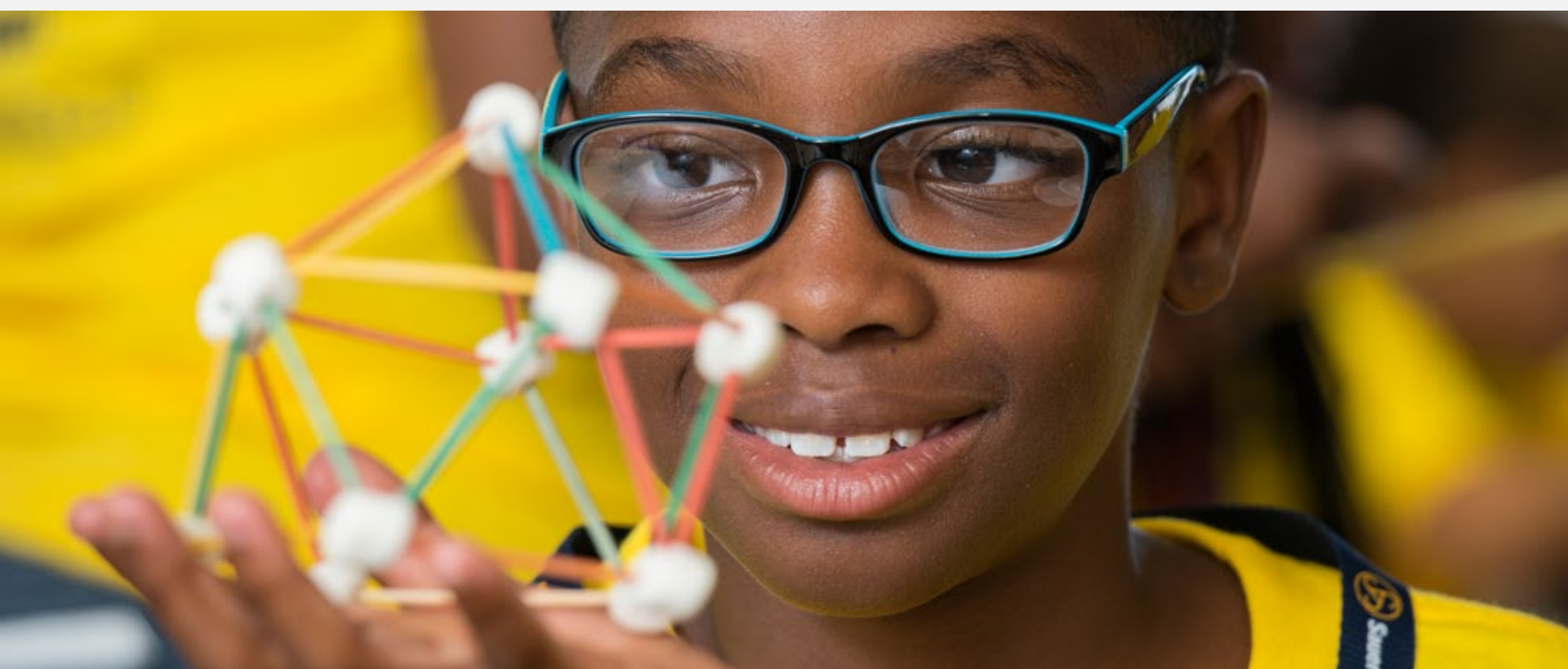
- FERPA serves a two-fold purpose: (1) to grant parents (and students 18 or older) access to information in the student's education record, and (2) to protect that information from disclosure to third parties without parental consent

## What are the 5 FERPA identifiers?

- (a) The student's name; (b) The name of the student's parent or other family members; (c) The address of the student or student's family; (d) A personal identifier, such as the student's social security number, student number, or biometric record; (e) Other indirect identifiers, such as the student's date of birth.

# School Choice





# School Choice: Opening of Schools 24-25

Dr. Zanovia Gatson-Franklin, CTM

Stephanie DuBroff-Acosta, Coordinator 1-Student Transfers

Dr. Jyoti Malhan, Executive Director

HOUSTON INDEPENDENT SCHOOL DISTRICT

# Overview

---

- Getting The Best from SC Operations Team
- What is School Choice?
- Who needs a Transfer?
- Transfers Commonly Used During First Week of School
- Address Exception Request Process
- First Week of School
- Resources

# Getting the Best from School Choice



# Contacting Office of School Choice

---



Email: [Schoolchoice@houstonisd.org](mailto:Schoolchoice@houstonisd.org) &  
CC: Your District Transfer Analyst



Booking: <https://bit.ly/OSCtransfers>



Call 713.556.6734

# Best Practices Within the School Choice Department

---

How to send an email and expedite your request.

- To: [Schoolchoice@houstonisd.org](mailto:Schoolchoice@houstonisd.org) (only)
- CC: **Your assigned District Transfer Analyst**
- Subject: **School Name Issue/Request**

# Best Practices Within School Choice

---

The principal is responsible for assigning 2 CTAs (campus transfer analysts) in iDelegate, to manage applications for the campus via ChooseHISD/Salesforce

THEN...

- You are automatically added to the Microsoft TEAMS: *School Choice iDelegate (Salesforce) Channel*.
- All updates are in the School Choice iDelegate Channel (*check here first*).
- If your principal or other leadership are 1 of the 2, then they are in this group as well.
- Communications from SC start in TEAMS, *then* other platforms (email, HISD Insider & other approved platforms).



# What is School Choice?



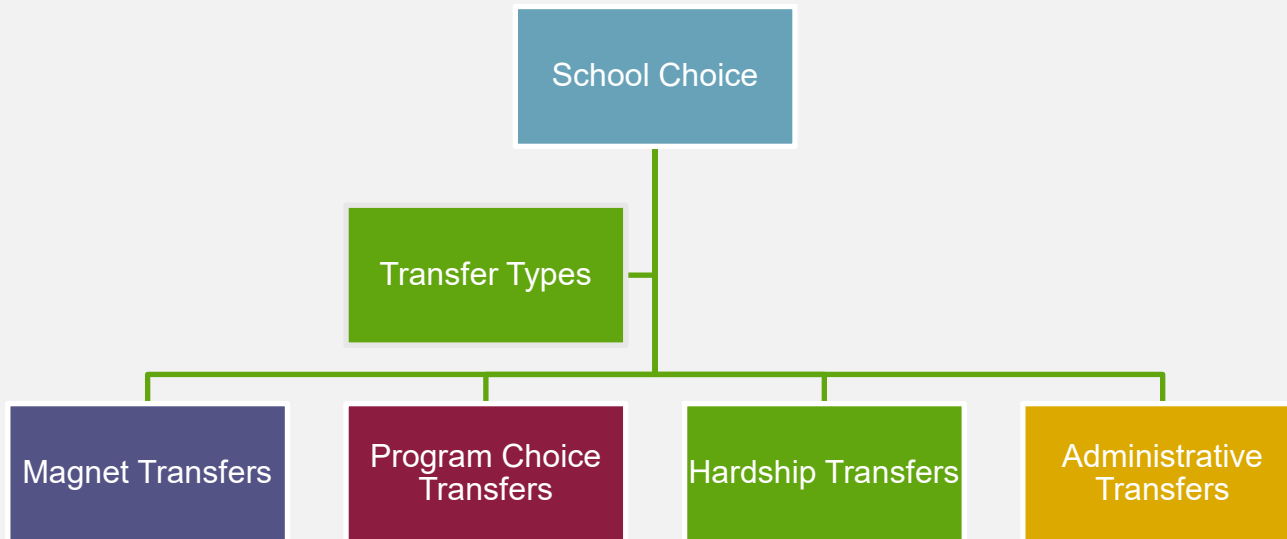
# What Is School Choice?

---

- Houston ISD defines School Choice as the process by which parents may apply to any school within the boundaries of the district, pending eligibility and availability of space.
- Note: If your zoned campus has a Gifted and Talented/Vanguard (elementary) program or is a secondary (middle or high school) Magnet program, an application is required.

# What Is School Choice?

---



# Who Needs A Transfer?



# Who Needs a Transfer?

---

- Is the student zoned to your school?
  - If 'yes' then no transfer needed—enroll.
  - If 'no' then a transfer is needed— [www.choosehisd.org/apply](http://www.choosehisd.org/apply)
- All PreK3 and PreK4 students (if there is a waitlist);
- Any student not zoned (K-12) to the campus;
- Any student attending a separate and unique campus—100% application-based;
- Students assigned to your campus via:
  - Special Education\*, Language of Instruction\*, Capped\*, PEG, or VCV\*
  - Homeless\*—complete SRQ form and follow-up with Student Assistance Department. They will approve or deny the request.

\*must meet additional requirements, final school destination is made by the Student Assistance Department for Homeless applications, Multilingual for Language of Instruction, Division for VCVs and Capped, Office of Special Education for Special Education applications

# Transfers Commonly Used During First Week of School



# Hardship Transfers

# Do They Need A Hardship?

---

First:

- Does your campus accept Hardships?
  - If no, STOP.
  - If yes, proceed.

\*If your campus does not accept Hardships, THEN there is no available application. In most cases, this applies to Separate and Unique campuses (no zoned option).



# Do They Need A Hardship?

---

Second:

- Does the applicant meet ONE of the qualifications?
  - Sibling currently attending the campus
    - (additional information required)
  - Parent works in the neighborhood or campus is on the route to workplace from home
    - (additional information required)
  - Before/After School Care
    - (additional documentation required)
  - Student wants to finish with their cohort in their final year (5<sup>th</sup>, 8<sup>th</sup>, & 12<sup>th</sup> grade students, single level campuses)
  - Other: exceptions as approved by the OSC

# Transfer Types

---

## ❖ Magnet Transfers

- Outcome of Supreme Court Ruling on Brown vs Board of Education (1954).
- Largest transfer within HISD. Thematic programming infused in all subjects, affiliated with various careers, and designed for all students.

## ❖ Program Choice Transfers

- Non-magnet program options for parents.
- Examples: Space Available, Boundary Option, Hardship, Dual Language\*, IB\*, CTE, etc.

## ❖ Administrative Transfers

- Transfers requiring review and approval from a collaborating department.  
**Campus staff must input transfer because it is not parent facing.**
- Examples: Special Education, Language of Instruction, VCV and others.

\* Could be Magnet or Program Choice (non-magnet).

# Three types of school choice transfers

Magnet Transfers	Program Transfers	Administrative Transfers
<ul style="list-style-type: none"><li>• Largest transfer type in HISD</li><li>• Families choose to transfer to a magnet</li></ul>	<ul style="list-style-type: none"><li>• Families choose to transfer to any other non-zoned program other than a magnet</li></ul>	<ul style="list-style-type: none"><li>• Transfers requiring review and approval from a collaborating department</li><li>• Campus staff must input transfer</li></ul>
Parent-facing	Parent-facing	School-facing

# Transfers & Transportation

Transportation provided?	Magnet Transfers	Program Transfers	Administrative Transfers
<p>Yes</p> <p>Students must live outside of a 2-mile radius to be eligible for HISD Transportation</p>	<p>All with the exception of those living OOD.</p>	<ul style="list-style-type: none"> <li>CTE Transfer – <i>when zoned HS does not offer POS</i></li> <li>IB</li> <li><b>Boundary Option</b></li> </ul>	<ul style="list-style-type: none"> <li>DAEP</li> <li>JJAEP</li> <li>Language of Instruction</li> <li>Special Education</li> <li>Capped School</li> <li>Program Placement</li> <li>Violent Crime Victim (VCV) Transfer</li> </ul>
<p>No</p>		<ul style="list-style-type: none"> <li>PreK Enrollment</li> <li>Space Available (gets students into the school, but does not get them guaranteed access into programs)*</li> <li>Dual Language (if not Magnet)</li> <li>Grandparent in District</li> <li>Hardship</li> </ul>	<ul style="list-style-type: none"> <li>Public Education Grant (PEG)</li> <li>School-Based Employee</li> <li>Link to exact verbiage for each house bill: <a href="#"><u>H.B.2892</u></a> and <a href="#"><u>H.B.1959</u></a>.</li> </ul>

\*Once a student is accepted to a school via a space available transfer, that student can then participate in a POS that their zoned school offered if there is space.

# Program Transfers (Parent-facing)

---

## Can occur during Phase 1 and Phase II

- **CTE Transfer** = Join a CTE POS at non-zoned HS
- **IB Transfer** = Join an IB program at non-magnet, non-zoned school
- **Space Available** = Join any non-magnet, non-zoned school
- **Dual Language** = Join dual language program at non-magnet, non-zoned school
- **PreK Enrollment** = Join any non-magnet PreK program, even at zoned school
- **Boundary Option** = Students in a limited number of school zones have the option to attend a designated relief school if space is available. The qualifying criteria is an address zoned to the school.

## During Phase II only, parents will be able to indicate a request for this type of transfer:

- **Hardship** = Request transfer due to extenuating circumstances (see slide 22.)
  - **Grandparent in District** = For students living outside HISD's boundaries whose grandparent lives within HISD and provides after-school care. The transfer is to the grandparents' zoned school.
  - **Homeless Student Transfer (2024-2025SY)** = McKinney-Vento Homeless Education Assistance Improvements Act, the district shall serve homeless children according to their best interests and offer transfer option. **HISD offers Homeless transfer to the school of origin and zoned campus.**

# Administrative Transfers (Campus-led)

---

- **DAEP** = Violations of the Code of Student Conduct which necessitate removal of a student from a campus are referred to as district alternative education program (DAEP)
- **JJAEP** = Violations of the Code of Student Conduct which necessitate the removal of a student from a campus are referred to Juvenile Justice Alternative Education Program (JJAEP)
- **Language of Instruction** = Student transferred to a school that provides instruction in home language (English and Spanish Only)
- **Special Education** = Student transferred to a school that provides necessary Special Education services
- **Capped School** = Zoned school is over-enrolled; student transferred to nearby hub school with open seats. (no application in Salesforce)
- **Program Placement** = Students are selected to attend specialized programs for credit recovery or alternative schools such as but not limited to High School Ahead, Community Services, etc.
- **Public Education Grant (PEG)** = Campuses with low ratings will be placed on the upcoming school year PEG List. Exact qualifications to be determined from TEA.
- **School-Based Employee** = K-12 Student has a parent or guardian who works at the non-zoned school
- **Violent Crime Victim (VCV) Transfer** = Section 9532 of the No Child Left Behind Act requires that each state ensure that students who are victims of a violent criminal act on school property have the option to transfer to a safe school within the local educational agency (LEA).

# How many transfers can a campus accept each year?

---

## **General Transfer Procedures:**

- All transfers are based on space availability at each campus.
- Space availability is defined as enrollment being less than 95% of building capacity.
- A school may not accept transfers if the school has any of the following:
  - Class-size waivers at the impacted grade level,
  - A Magnet waitlist, or
  - A history of capping (elementary only).
- These procedures apply to all transfer types excluding state mandated transfers and magnet transfers.

# Capping

Zoned school is over-enrolled; student transferred to nearby hub school with open seats. (no application in Salesforce)



# Capping Best Practices

---

- Students are treated as zoned students
- Receive transportation if 2-miles or more from new school.
- Transfer renews year-to-year.
- If grade was capped last year, more than likely it will be capped this year.

# General Capping Process

---

- Capping does not take effect until after attendance is taken on the first day of school.
  - Senior Executive Directors and/or Executive Directors or designee will determine when a grade is capped & hub campuses.
- Capping is determined by physical attendance, after the first day of school.
- AAC has a Capping tool to track campus and grade impacted by capping.
  - School Choice utilizes the tool to verify capping requests.
- SED or ED will provide campus and parent a capping letter for the receiving school.
- Student is entered in PowerSchool with capped AE.

# House Bill 2892 & 1959

Student has a parent or guardian who is a peace officer or servicemember.

# House Bill 2892 & 1959 Best Practices

---

- Using the Hardship Option:
  - Confirm parent or legal guardian is a peace officer or service member.
- For campuses with entry requirements (Vanguard, Fine Arts, etc.) student must meet requirements.
- Contact School Choice for additional support.
- No Transportation for PS (Peaceofficer/Service member).

# School-Based Employee

K-12 grade student has a parent or guardian who works at the non-zoned school.

# School-Based Employee Best Practices

---

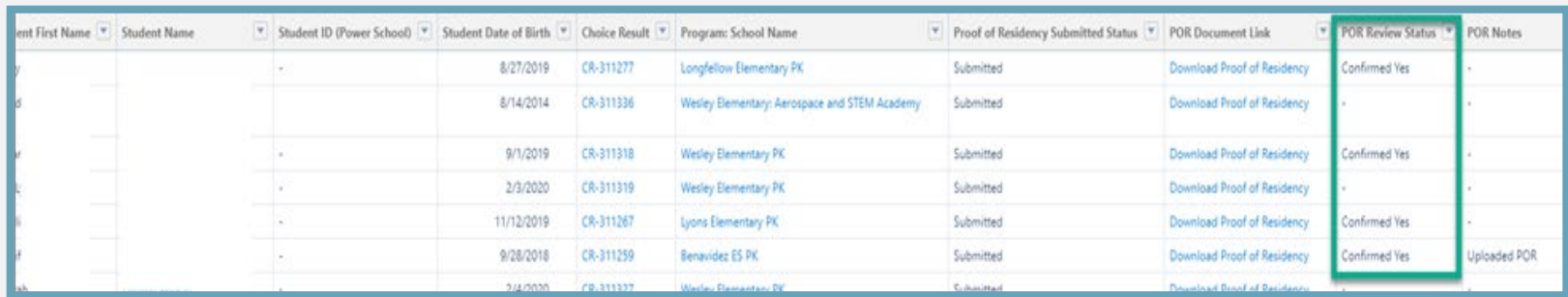
- Only applies to K-12 grades.
- Parent or legal guardian MUST work at the campus, in which the student is attending.
- If parent leaves the campus, the student does as well.
- Administrative Transfer submitted by campus staff, not parent.

# Address Exception Request Process



# Address Exception Request Process

1. Under the CONFIRMED YES Report, reflects students ready for enrollment. Only these students should be enrolled.



The screenshot shows a table with the following columns: Student First Name, Student Name, Student ID (Power School), Student Date of Birth, Choice Result, Program: School Name, Proof of Residency Submitted Status, POR Document Link, POR Review Status, and POR Notes. The 'POR Review Status' column is highlighted with a green box, showing values like 'Confirmed Yes'.

Student First Name	Student Name	Student ID (Power School)	Student Date of Birth	Choice Result	Program: School Name	Proof of Residency Submitted Status	POR Document Link	POR Review Status	POR Notes
Y		-	8/27/2019	CR-311277	Longfellow Elementary PK	Submitted	<a href="#">Download Proof of Residency</a>	Confirmed Yes	-
d			8/14/2014	CR-311336	Wesley Elementary: Aerospace and STEM Academy	Submitted	<a href="#">Download Proof of Residency</a>	-	-
r		-	9/1/2019	CR-311318	Wesley Elementary PK	Submitted	<a href="#">Download Proof of Residency</a>	Confirmed Yes	-
t		-	2/3/2020	CR-311319	Wesley Elementary PK	Submitted	<a href="#">Download Proof of Residency</a>	-	-
li		-	11/12/2019	CR-311267	Lyons Elementary PK	Submitted	<a href="#">Download Proof of Residency</a>	Confirmed Yes	-
f		-	9/28/2018	CR-311259	Benavidez ES PK	Submitted	<a href="#">Download Proof of Residency</a>	Confirmed Yes	Uploaded POR
kh		-	2/4/2020	CR-311337	Wesley Elementary PK	Submitted	<a href="#">Download Proof of Residency</a>	-	-

2. Once application is “Confirmed Yes”, create a pending exception reason in PowerSchool/HISD Connect.
3. Request will be approved in the order received. Attention to detail and following of procedures will expedite the process.



# Address Exception Request Process

---

1. Create a *pending* request in SIS.
  - i. For new students to HISD, update their Choose HISD application with their HISD ID to expedite the process.
2. Request will be approved in the order received. Attention to detail and following of procedures will expedite the process.
3. Tentative completion time is 48-72 hours, pending volume of requests and quality of request.

# For More Assistance:

---

- Schedule an appointment:

<https://bit.ly/OSCtransfers>

Appointments will be in 10-20 minute increments.

# The First Week of School



# The First Week of School

---

- Ensure all non-zoned students have a “Confirmed Yes” application in ChooseHisd (Salesforce) system
- Request approval of a *Pending Address Exception Reason* via email to [SchoolChoice@houstonisd.org](mailto:SchoolChoice@houstonisd.org).
  - Formatted as: "Campus Name - Pending AE"
- If the student was enrolled in HISD at any time during the 2023-2024SY, the only transfer types you may offer after August 9th are:
  - Pre-K Enrollment
  - Hardship Transfers (must meet HISD criteria)
  - Administrative Transfers:
    - Language of Instruction (with support from Multilingual Dept.)\*
    - Homeless (with support from Student Assistance Dept.)\*
    - VCV (with support from Division office)\*
    - Special Education (with support from Special Education Dept.)\*

# Take Note

---

- Submit Pending Address Request **by emailing SchoolChoice@houstonisd.org**, for timely approval. (format: "Campus Name - Pending AE")
- August 1-9th
  - OSC staff will have limited accessibility to campus request due to parent assistance at HMW;
  - Campus assistance timeline 48 to 72 hours;
- Please send requests with all pending students
- Refrain from submitting duplicate requests for the same student(s) due to wait time from our office.
  - All request will be completed in the order they are received

# Resources



# Resources

---

## Email

- To: School Choice@houstonisd.org
- CC: Assigned District Transfer Analyst

## Bookings

- <https://bit.ly/OSCtransfers>

## Phone

- 713.556.6734

## Teams Channel

- [Files for additional support](#)



Thank you!

<https://bit.ly/OSCTransfers>  
[schoolchoice@houstonisd.org](mailto:schoolchoice@houstonisd.org)

713.556.6734



# Prekindergarten Eligibility Guidance

## Early Childhood Department

Marisol Castruita  
Director, Early Childhood  
Kimberly Guinn  
CTM, Early Childhood



# Pre-K Eligibility to Participate in Program

---

## Qualifications to be accepted to Pre-K:

**Child must be  
3 or 4 years of  
age on or  
before Sept. 1,  
2024**

**Child must live  
within HISD  
boundaries**

# Pre-K Eligibility to FREE Program

---

All students applying for the free Pre-K program must **meet ONE** of the following criteria:

- Speak another language other than English language; or
- Homeless; or
- Economically disadvantaged; or
- Foster Care; or
- Child of an active-duty member or part of the reserve of the armed forces of the US; or who was injured or killed while serving on active duty; or
- Child of a person eligible for the Star of Texas Award

If they do not qualify for the free program, tuition is available.

# 2024-2025 Income Chart

Income chart to verify family's income if qualifying through this criteria.

## 2024-2025 Pre-K Eligibility Income Chart/ **Tabla de ingresos 2024-2025**

Effective July 1, 2024 – June 30, 2025/ **lro de julio, 2024 al 30 de junio, 2025**

The income chart determines economic disadvantage prekindergarten eligibility.

**Esta tabla de ingresos determina elegibilidad en prekinder.**

Household Size/Número de personas en la vivienda	Total Income/ <b>Ingresos</b>			
	Annual/ <b>Anual</b>	Monthly/ <b>Mensual</b>	Bi-Weekly/ <b>Quincena</b>	Weekly/ <b>Semanal</b>
2	\$37,814	\$3,152	\$1,455	\$728
3	\$47,767	\$3,981	\$1,838	\$919
4	\$57,720	\$4,810	\$2,220	\$1,110
5	\$67,673	\$5,640	\$2,603	\$1,302
6	\$77,626	\$6,469	\$2,986	\$1,493
7	\$87,579	\$7,299	\$3,369	\$1,685
8	\$97,532	\$8,128	\$3,752	\$1,876
For each additional family	+\$9,953	+\$830	+\$383	+\$192

# Confirming Pre-K Seats

Pre-K enrollment is a district priority, make sure families are getting a confirmation for their Pre-K seat within 24 hours.

## Minimal Requirements to Confirm a Pre-K Seat

### STEP 1. PRE-K APPLICATION

- Parent must complete an [online](#) or [paper](#) Pre-K application.

### STEP 2. TWO REQUIRED DOCUMENTS

- Birth certificate/birth document- 3 or 4 by September 1
- Proof of residence with HISD attendance boundaries

### VERIFYING AGE- ALL STUDENTS

- ☐ Ensure student name is on the birth certificate.
- ☐ The birthdate should indicate student is or will be 3 or 4 years old by September 1, 2024.
- ☐ Baptismal records, passports, military ID, school ID card, hospital birth record, adoption record and any other legal document that establishes age may also be accepted.

### VERIFYING RESIDENCY- ALL STUDENTS

- ☐ Ensure parent name is on the utility bill or lease agreement.
- ☐ Ensure the document is current (within last 30 days).
- ☐ Ensure address is within the HISD boundaries by entering address in School Finder.
- ☐ A recently paid rent receipt or the most recent tax receipt indicating home ownership may also be accepted.

### 2. VERIFYING INCOME- STUDENTS CLAIMING INCOME/ HEAD START

- ☐ Ensure parent name is on the income document (pay stub, letter from employer with gross amount, SNAP/ TANF documentation). Tax returns are not accepted unless parent is self-employed.
- ☐ Ensure the document is current (within last 30 days).
- ☐ Ask parent how many people are in their household.
- ☐ Verify the 'Gross Amount' on the income document.
- ☐ Using the [24-25 income chart](#) verify the number of persons in the household and the income threshold.
- ☐ Ensure documentation for Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) includes certification dates and student name.

### 3. VERIFYING MILITARY- STUDENTS CLAIMING MILITARY

- ☐ Ensure parent name is on the military identification (Do not make a copy).

### 4. VERIFYING FOSTER CARE- STUDENTS CLAIMING FOSTER CARE

- ☐ Ensure student name is on court or Texas Department of Family and Protective Services document.

# Pre-K Scheduling Updates

---

- ✓ Pre-K 3 will no longer have a Science, Social Studies or Technology course.
- ✓ There is a new **Pre-K Head Start course** (Not a Homeroom) for the Head Start collaboration classrooms **only**.
  - This **course** (Head Start) will only be used to indicate the students in the classroom are in the Head Start collaboration.
  - This course (Head Start) will receive a grade (1,2,3) based on a Head Start guideline.
- ✓ Continue using the ECDS course for Pre-K.

# Creating Homerooms

---

Pre-K 3 and Pre-K 4 students will have separate homerooms.

GRADE	SUBJECT	COURSE NUMBER	COURSE NAME
PK	HR(A)	ADM00PK3	HOMEROOM 3PK
	HR(A)	ADM00PK4	HOMEROOM 4PK

# Pre-K 4 and Pre-K 3 Courses

---

- ✓ Pre-K 4 course names are labeled as PK in the master catalog.
- ✓ Pre-K 3 course names are labeled as PK3 in the master catalog.
- ✓ The ECDS course will continue to be used in the SY24-25.



# Pre-K 4 and Pre-K 3 Courses

PK 3 Courses (General, Dual Language 50/50 and Montessori)	PK4 Courses (General, Dual Language 50/50 and Montessori)
PK3 HOMEROOM ADM00PK3	PK4 HOMEROOM ADM00PK4
PK3 ENG LANG ART RDG (ELAR) OPK3ELAR	PK4 ENG LANG ART RDG (ELAR) OP01ELAR
PK3 MATHEMATICS (MTH) OPK3MATH	PK4 MATHEMATICS (MTH) OP301GEN
PK3 PHYSICAL DEVELOPMENT (PE) OPK31ANC	PK4 PHYSICAL DEVELOPMENT (PE) OP668ANC
PK3 SOCIAL EMOTIONAL LEARNING OPK30GEN	PK4 SOCIAL EMOTIONAL LEARNING OP810GEN
PK3 FINE ARTS (FA) OPK30FAR	PK4 FINE ARTS (FA) OPK40FAR
PK3 HEAD START ADMPK3HS	PK4 TECHNOLOGY OP671ANC
	PK4 HEAD START ADMPK4HS
	PK4 SOCIAL STUDIES OP501GEN
	PK4 SCIENCE OP401GEN

Please refer to the PK Course guidance on the ECH Sharepoint

# Tuition

---

The tuition rate for SY24-25 is **\$6,687.00**

Tuition can be paid in 1 payment of \$6,687 or 9 monthly payments of \$743

Payments must be paid by the 15th of each month

Payments are due on the first business day of each month

Credit Card payments can be made via School Pay or

Cash, check or money orders can be accepted in person

Please refer to the tuition flowchart on the ECH Sharepoint

# Resources

SharePoint site with guidance and resources for Pre-K eligibility and enrollment.

<https://houstonisd.sharepoint.com/teams/aca/CD/EIEC/SitePages/Home.aspx>

The screenshot displays the HISD Early Childhood Education SharePoint site. The top navigation bar includes the HISD logo, a search bar, and links to various services. The main content area features the HISD logo and the text 'Early Childhood Education BUILDING A FOUNDATION FOR SUCCESS'. Below this, the title '2024-2025 Prekindergarten Enrollment' is prominently displayed, followed by the subtitle 'Application Overview'. A section titled 'Two Options to Complete Pre-K Application:' provides details on enrollment options and prerequisites. A yellow banner at the top of the content area indicates that the page has been customized from its template.

**HISD** Early Childhood Education  
BUILDING A FOUNDATION FOR SUCCESS

## 2024-2025 Prekindergarten Enrollment

### Application Overview

**Two Options to Complete Pre-K Application:**

Option 1 - If the parent is applying to a school with seats available, they fill out the enrollment application online or in paper.

Option 2 - If the parent is applying to a school with NO seats available, they fill out the ChooseISD application and the child's name is added to the waitlist automatically.

The prerequisites for new to HISD Pre-K applicants are the following:

- The student must be 3 or 4 years old by September 1st, 2024
- The student must live within the HISD boundaries
- The Pre-K application is completely digital

*Offer 3- and 4-year-old students a seats if you have some available at your school. As a district, we offer full-day PK for both 3- and 4-year-old children.*

# Questions!

*Date: July 30 & 31, 2024*  
*Elizabeth Rodriguez,*  
*Early Childhood Analyst*  
*[erodri17@houstonisd.org](mailto:erodri17@houstonisd.org)*  
*713-556-4393*



# HISD | Health & Medical Services

HEALTHY BODIES SUPPORT POWERFUL MINDS.

To support Houston Independent School District Schools to build capacity to provide a safe and healthy environment in which students have the optimum opportunity to benefit from education and achieve their maximum potential.

Date: July 30 and July 31, 2024

Presenters:

Elizabeth Perez and Majorie Robinson-Vaval

Nurse Coordinator 2



# Our Norms

---

## STAY

---

**Focused**



**Reflective**

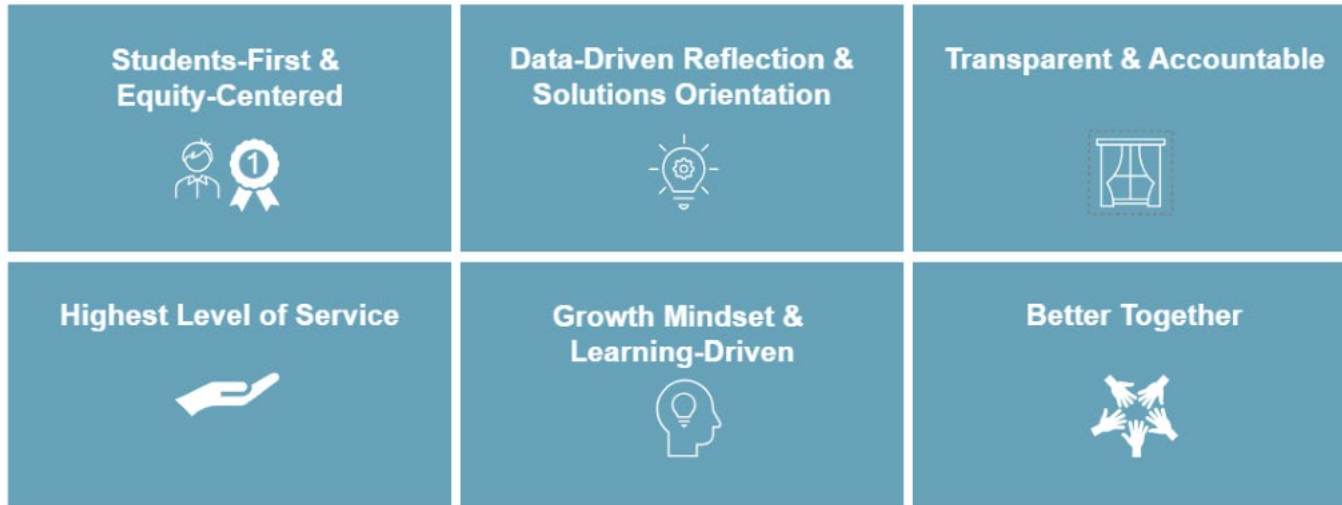


**Involved**



# Academic Values

---



# Agenda

---

- How Does Health and Medical Support Schools?
- Why are Immunization important?
- Immunization requirements, recommendations, enrollment and expectations.
- Immunization data entry information.
- Medication administration information.



# How does Health and Medical Services support Schools?



Support hiring, training, and the professional development for the school nurse.

Surveillance and monitoring of communicable disease; including implementation of appropriate control measures to promote safe school attendance.

Monitor and report on state mandated health requirements.

Conduct state mandated vision, hearing, spinal, and Type II Diabetes certification training.

Implement practices and policies for the care of children with chronic health conditions such as Diabetes, Epilepsy, Food allergy/risk of Anaphylaxis, Asthma.

Support the health care needs of children with complex medical conditions including those who require support of medical technology to sustain life or daily medication.

# Immunizations

---

Immunizations are an effective way to protect children from disease, including some cancers, as well as hospitalization, disability, and death. It is especially important during a pandemic or other public health emergency to maintain routine immunizations to prevent further outbreaks. (*American Academy of Pediatrics*)

# Required Immunizations

## 2024 - 2025 Texas Minimum State Vaccine Requirements for Students Grades K - 12

This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, §597.61-97.72. This document is not intended as a substitute for the TAC, which has other provisions and details. The Department of State Health Services (DSHS) is granted authority to set immunization requirements by the Texas Education Code, Chapter 38.

### IMMUNIZATION REQUIREMENTS

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a public or private elementary or secondary school in Texas.

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level												Notes		
	Grades K - sixth						Grade seventh		Grades eighth-12th						
	K	1	2	3	4	5	6	7		8	9	10		11	12
Diphtheria/Tetanus/ Pertussis(DTaP/DTP/DT/ Td/Tdap)	five doses or four doses						three dose primary series and one booster dose of Tdap / Td within the last five years		three dose primary series and one booster dose of Tdap / Td within the last 10 years		For K – sixth grade: five doses of diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the fourth birthday. However, four doses meet the requirement if the fourth dose was received on or after the fourth birthday. <sup>1</sup> For students aged 7 years and older, three doses meet the requirement if one dose was received on or after the fourth birthday. <sup>1</sup>  For seventh grade: one dose of Tdap is required if at least five years have passed since the last dose of tetanus-containing vaccine.*  For eighth – 12th grade: one dose of Tdap is required when 10 years have passed since the last dose of tetanus-containing vaccine.  **Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.				
Polio	four doses or three doses												For K – 12th grade: four doses of polio; one dose must be received on or after the fourth birthday. <sup>1</sup> However, three doses meet the requirement if the third dose was received on or after the fourth birthday. <sup>1</sup>		
Measles, Mumps, and Rubella <sup>2</sup> (MMR)	two doses												For K – 12th grade: two doses are required, with the first dose received on or after the first birthday. <sup>1</sup> Students vaccinated prior to 2009 with two doses of measles and one dose each of rubella and mumps satisfy this requirement		
Hepatitis B <sup>2</sup>	three doses												For students aged 11 – 15 years, two doses meet the requirement if adult hepatitis B vaccine (Recombivax®) was received. Dosage (10 mcg /1.0 mL) and type of vaccine (Recombivax®) must be clearly documented. If Recombivax® was not the vaccine received, a three dose series is required.		
Varicella <sup>2,3</sup>	two doses												For K – 12th grade: two doses are required, with the first dose received on or after the first birthday. <sup>1</sup>		
Meningococcal (MCV4)							one dose						For seventh – 12th grade, one dose of quadrivalent meningococcal conjugate vaccine is required on or after the student’s 11th birthday. NOTE: If a student received the vaccine at 10 years of age, this will satisfy the requirement.		
Hepatitis A <sup>2</sup>	two doses												For K – 12th grade: two doses are required, with the first dose received on or after the first birthday. <sup>1</sup>		

# Recommended Immunizations

---



Influenza (Flu) – Everyone 6 months and older should get a flu vaccine every year unless a doctor advises against the vaccine because of a health condition.

Human Papillomavirus (HPV) – All 11 thru 12 year olds should get a 2 shot series of HPV vaccine.

Coronavirus (COVID-19) – Everyone 6 months and older; boosters for everyone 5 years and older, unless a doctor advises against the vaccine because of a health condition.

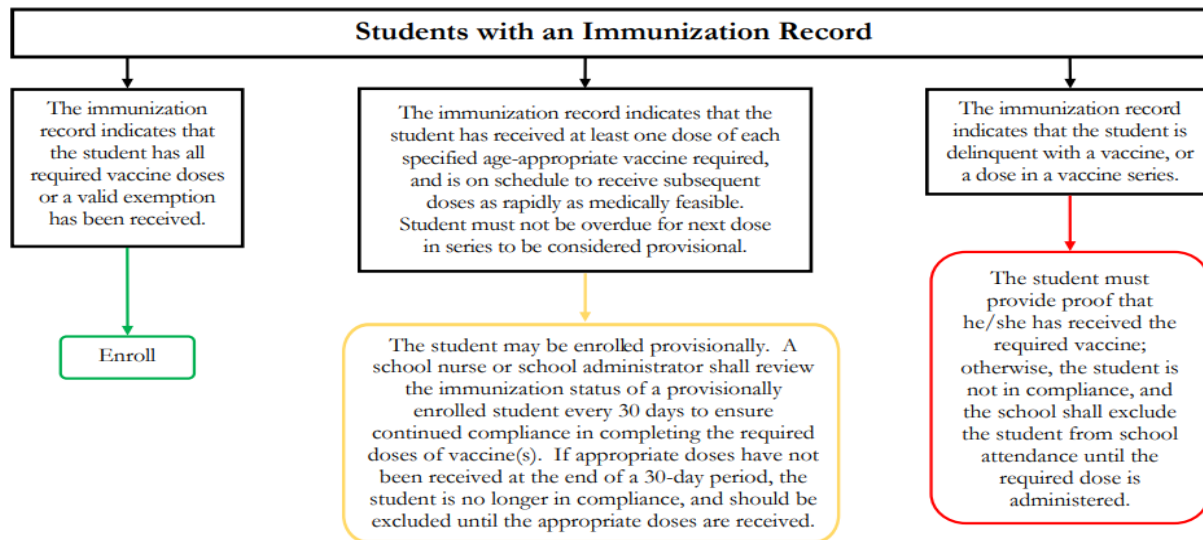
# Provisional Enrollment

## Students with an Immunization Record

### Texas Department of State Health Services, Immunizations Provisional Enrollment for Students (Non-Higher Education; Non-Veterinary Students)

The following charts are intended to aid school nurses, office staff, private practitioners and the general public in understanding the eligibility of students enrolling in Texas schools in accordance with Title 25, Rules §97.66 and §97.69 of the Texas Administrative Code. Please consult §97.65 and §97.68 of the Texas Administrative Code for guidance on verification of immunity/history of illness and acceptable evidence of vaccination(s).

**NOTE:** This resource does not apply to child-care facilities. Please refer to §97.66 for provisional enrollment criteria that apply to child-care facilities.



For more information, please contact Immunizations at (800) 252-9152 or visit <https://www.dshs.texas.gov/immunize/>.

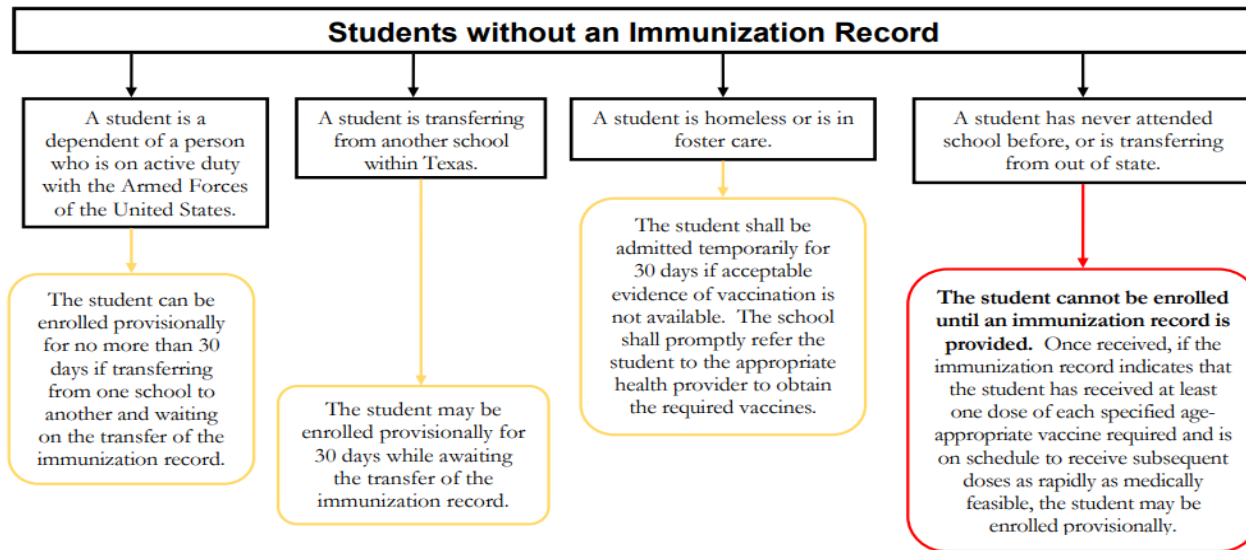
# Provisional Enrollment

## Students without an Immunization Record

### Texas Department of State Health Services, Immunizations Provisional Enrollment for Students (Non-Higher Education; Non-Veterinary Students)

The following charts are intended to aid school nurses, office staff, private practitioners and the general public in understanding the eligibility of students enrolling in Texas schools in accordance with Title 25, Rules §97.66 and §97.69 of the Texas Administrative Code. Please consult §97.65 and §97.68 of the Texas Administrative Code for guidance on verification of immunity/history of illness and acceptable evidence of vaccination(s).

**NOTE:** This resource does not apply to child-care facilities. Please refer to §97.66 for provisional enrollment criteria that apply to child-care facilities.



For more information, please contact Immunizations at (800) 252-9152 or visit <https://www.dshs.texas.gov/immunize/>.



# Exemptions

---

“Texas law allows (a) physicians to write medical exemption statements which clearly state a medical reason exists and the person cannot receive specific vaccines, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools should maintain an up-to-date list of students with exemptions, so they may be excluded in times of emergency or epidemic declared by the commissioner of public health.” *(Texas Health and Human Services)*

“Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at Texas Department of State Health Services website: [www.dshs.texas.gov/immunize/school/exemptions.aspx](http://www.dshs.texas.gov/immunize/school/exemptions.aspx).” *(Texas Health and Human Services)*

“Original Exemption Affidavit must be completed and submitted to the school.” *(Texas Health and Human Services)*

# Immunization Data Entry

---

Health Office  
Anywhere (HOA)  
– electronic  
health record.

Data entry  
training for staff  
identified as  
Clinic Assistants.

Monthly HOA  
Immunization  
data entry class.



## Medication Administration



### Medication Administration for Unlicensed Staff

Participants must complete all four online courses before registering for face to face training.

Participants must bring certificates of completion or transcript to face to face class.

Participants will not be admitted without certificates or transcripts.

- Online prerequisite courses are:
  - HM\_Medication Administration Module
  - HM\_Compliance 2024: Food Allergies
  - HM\_Asthma Basics
  - HM\_Unlicensed Diabetes Care Assistants (UDCA)

# Medication Administration

---

After online prerequisites are completed staff should register for face to face course.

OneSource course

# What can we do as a TEAM?

---

## When registering

- Make of a copy of the immunization record.
- Make a copy of the health inventory record.
- Give resources/mobile immunization events calendars
- Consider communication with the nurse.
- Simplify do not complicate
- Be flexible

# Thank you for all you do to keep the community safe

---

- Increasing awareness of chronical ill students.
- Communicating not complicating
- Increased awareness of students with special needs.
- Supporting the welfare of all students by having conversations about concerns.

# Questions

---



# Special Education Nursing Services

---

[speciallednurse@houstonisd.org](mailto:speciallednurse@houstonisd.org)

# Contact Information

---

Health and Medical Services  
713.556.7280

Elizabeth Perez  
[Elizabeth.perez2@houstonisd.org](mailto:Elizabeth.perez2@houstonisd.org)

Marjorie Robinson-Vaval  
[Mrobins7@houstonisd.org](mailto:Mrobins7@houstonisd.org)

# Thank you

Date: July 30 and July 31, 2024

*Presenters:* Elizabeth Perez MSN. Edu RN, BSN, RN  
Majorie Robinson-Vaval BSN. RN.  
Nurse Coordinators 2 Health and Medical  
Services

PD Feedback Survey SY24-25





# Multilingual Programs LPAC Compliance

August 2024

# Managing Materials

Padlet



## Overview

1. In-Take Process

2. HISD Connect/ PowerSchool



# You are our first point of contact!

## Become besties with your LPAC Admin/Clerk

### Enrollment Packet

To include  
Home Language Survey  
or NOT.

Let's talk  
about it!



**TEA**  
Texas Education Agency  
2002 North Glass Street • Austin, Texas 78701-1404 • 512.463.2124 • 512.463.2125 FAX 512.463.2126

Commissioner Mike Morath

Student Name: \_\_\_\_\_ District Name: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ Campus Name: \_\_\_\_\_

**HOME LANGUAGE SURVEY**  
By TAC Chapter 89, Subchapter B, §89.1213  
(Home Language Survey only administered during initial enrollment in Texas public schools)

To be completed by Parent or Guardian for students enrolling in Prekindergarten\* through grade 8 (or 9) students in grades 9-12).

\* Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.

**Part One:**  
The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the guardian, not the school, to provide the language information.

**Dear Parent or Guardian:**  
Please answer the questions below about the languages spoken at home. The responses indicate the use of a language other than English. This information will be used to determine how well your child understands English. If you have questions about the survey, please contact your school district personnel.

**Part Two:**  
Please answer the questions to the best of your ability.

1. Which languages are used at home? \_\_\_\_\_  
2. Which languages are used by the child at home? \_\_\_\_\_  
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). \_\_\_\_\_

☐ By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:  
1) my child has not yet been assessed for English proficiency; and  
2) corrections are made within two calendar weeks of my child's enrollment date.

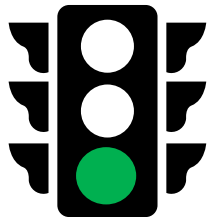
**Note:** Please contact your school about the benefits of bilingual education services. The following resources may also provide information on program services that foster bilingualism.

- Parent/Guardian Rights
- Bilingual Education Program
- Program Information Videos

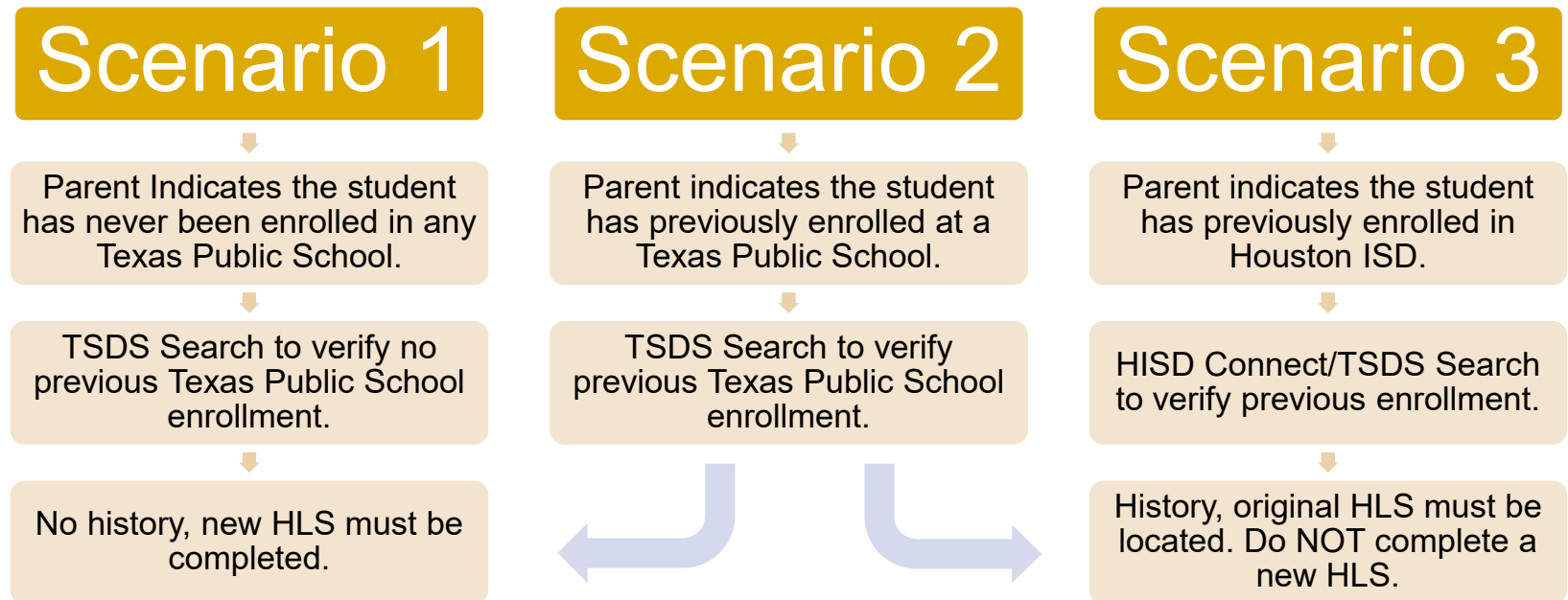
Please visit the Emergent Bilingual Support Portal ([edup.org](http://edup.org)) for additional information.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_  
Signature of Student (if Grades 9-12) \_\_\_\_\_ Date \_\_\_\_\_

August 2023 Page 2 of 2

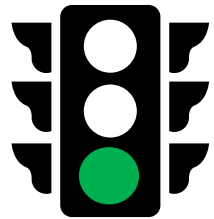


# In-Take Process for Determining HLS Requirement



Parent indicates the student has never been enrolled in any Texas Public School.

SIRs/Registrar will conduct a **TSDS Search** to verify no previous Texas Public School enrollment.



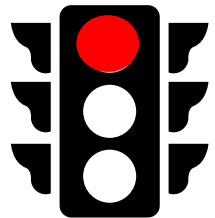
No

Registration Packet **must include** a Home Language Survey (HLS).

Texas Public School Enrollment

Yes

Registration Packet **must NOT include** a Home Language Survey (HLS).



Parent indicates the student has previously enrolled at a Texas Public School.

SIRs/Registrar will conduct a **TSDS Search** to verify no previous Texas Public School enrollment.



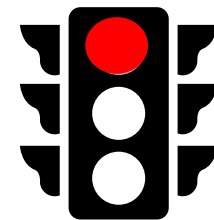
No

Registration Packet **must include** a Home Language Survey (HLS).

Texas Public School Enrollment

Yes

Registration Packet **must NOT include** a Home Language Survey (HLS).





Parent indicates the student has previously enrolled in Houston ISD

SIRs/Registrar will search for student in **HISD Connect/PowerSchool** to determine previous HISD campus enrollment. If no history in PowerSchool, verify with **TSDS search**.

No

Texas Public School Enrollment

Yes

Registration Packet **must include** a Home Language Survey (HLS).

Registration Packet **must NOT include** a Home Language Survey (HLS).



# New to Texas Public School

## 89.1215 Home Language Survey

- School districts shall administer only **one** home language survey to each new student enrolling **for the first time in a Texas public school** in any grade from prekindergarten through Grade 12.
- The **original** or copy of the original HLS shall be kept in the student's permanent record.

ML Documents: Category 1

The image shows two overlapping copies of the TEA Home Language Survey form. A large yellow starburst with the text "New required TEA Form!" is overlaid on the forms. The forms are titled "HOME LANGUAGE SURVEY" and include sections for "Part One" and "Part Two". The TEA logo is visible at the top of each form. The forms are dated August 2023.

**TEA**  
Texas Education Agency  
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 436-9838 FAX • [tea.texas.gov](http://tea.texas.gov)

Commissioner Mike Morath

Student Name: \_\_\_\_\_ District Name: \_\_\_\_\_  
Student ID#: \_\_\_\_\_

**HOME LANGUAGE SURVEY**  
19 TAC Chapter 89, Subchapter C, § 89.1215  
(Home Language Survey only administered during the first year of enrollment.)

To be completed by Parent or Guardian for students in grades 9-12.  
\* Prekindergarten includes any student enrolling in grade 1.

**Part One:**  
The state of Texas requires that the following information be provided to the school district by the parent or guardian, not the school, to provide the language survey to the student.

Dear Parent or Guardian:  
Please answer the questions below. Your responses indicate the use of a language proficiency assessment to determine instructional recommendations. This survey shall be completed by the parent or guardian of the student. The school district shall follow the student's language.

**Part Two:**  
Please answer the questions below to the best of your ability.

1. Which language(s) did you speak at home before you moved to Texas?  
2. Which language(s) do you speak now?  
3. Have you ever used any other language(s)? If there was no previous language used, please indicate.

Correct an error to this Home Language Survey by clicking on the "Correct Error" link in the top right corner of the survey.

Language Survey is a required component of the Bilingual Education Program services that foster bilingualism.

Bilingual Education Services Portal ([xel.org](http://xel.org)) for additional information.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_  
Signature of Student if Grades 9-12 \_\_\_\_\_ Date \_\_\_\_\_

August 2023 Page 2 of 2



## Home Language Survey (HLS)

If the response on the HLS indicates that a language **other than English** is used, the student shall be tested in accordance with §89.1226 of this title (relating to Testing and Classification of Students).\*

The TEA-developed home language survey shall be administered in English and a language that the parents can understand.

The home language survey shall include the following questions:

- “Which languages are used at home?”
- “Which languages are used by the child at home?”
- “If the child had a previous home setting, which languages were used?”
- If there was no previous home setting, answer Not Applicable (N/A).

*\*Parent or guardian permission for language proficiency testing is not required.*



# School Enrollment History

For all students,  
whose HLS indicates  
a language other than  
English



## School Enrollment History

(For students whose Home Language Survey indicates a language other than English.)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ School: \_\_\_\_\_  
Date Entered in U.S. School: \_\_\_\_\_

### Part I.

Has student ever attended school outside of HISD or the U.S.?

No – If “no” then skip part II and sign at the bottom.

Yes – If “yes” then complete part II and sign at the bottom.

### Part II.

School Enrollment History					
School Year	Grade	Country/ U.S. State	Total Time Enrolled (Circle)	If student did not attend school for a full academic year, specify months attended.	<u>For Office Use:</u> Document TELPAS Reading rating, if available/Years in U.S. Schools
	PK				
	K				
	1 <sup>st</sup>				
	2 <sup>nd</sup>				
	3 <sup>rd</sup>				
	4 <sup>th</sup>				
	5 <sup>th</sup>				
	6 <sup>th</sup>				
	7 <sup>th</sup>				
	8 <sup>th</sup>				
	9 <sup>th</sup>				
	10 <sup>th</sup>				
	11 <sup>th</sup>				
	12 <sup>th</sup>				

Please use the back of this form if more space is needed.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



@HISDmultiPrgm  
S

# Refugee Identification



The Registrar is the first point of contact in the in-take process. Here are the documents needed for refugee identification that may be submitted.

If any of these documents are submitted, please flag student for LPAC Administrator/Clerk.

- ☐ Form I-94 (Admission Class: AS; RE; SI; SQ)
- ☐ Permanent Resident Card (Status Code: AS; RE; SI; SQ)
- ☐ Form I-730 Approval Letter
- ☐ USCIS Form I-571
- ☐ Immigration Court Order
- ☐ Asylum Approval Letter
- ☐ Affirmation of Asylee/Refugee Status (Documentation Delayed)
- ☐ Form 1-766 (Category C11)

The Campus Principal or LPAC administrator is responsible for completing the Asylee/Refugee Identification Form on the ML SharePoint site.

*Schools do not code refugee students. This coding is done by the Multilingual Programs Department.*



# Unaccompanied Immigrant Youth



---

Please Note:

**Some Immigrant Students may also qualify as homeless.**

- 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.



# What if they already have Texas Public School History?

## ML Documents: Category 3

### Transfer Request Documentation

Within four weeks of initial enrollment the LPAC must gather *Emergent bilingual (EB)* student documentation, conduct an LPAC meeting to place transfer students, and obtain a signed HISD parent permission or denial of services. It is critical to receive this information from the previous district/campus to make the appropriate placement. If information is not available on TREx, you must request from previous district EB student documents before conducting an LPAC placement meeting to determine EB eligibility or continuation of services.

NOTE: Number of attempts is not limited to three times. If campus staff does not send requested information within 10 days of first request, contact previous district's head of Bilingual / ESL Programs Dept.

Student Name:	HISD Enrollment Date: / /
Previous District:	Previous Campus:
Phone #:	Phone #:
Transfer Documents Requested by:	Attempts Made to Request Information
<b>Check all documents requested</b>	
<input type="checkbox"/> Home Language Survey (HLS) - original or copy of the student's first HLS.	1 <sup>st</sup> Attempt - Date: Spoke to: Staff member's role at campus: Notes:
<input type="checkbox"/> TEA-Approved Oral Language Proficiency Test (OLPT) used for initial identification. If student was in a bilingual program, request should be made for the Spanish test as well.	2 <sup>nd</sup> Attempt - Date: Spoke to: Staff member's role at campus: Notes:
<input type="checkbox"/> LPAC Initial Review - form that contains information related to LPAC initial recommendations and eligibility as an Emergent bilingual student.	3 <sup>rd</sup> Attempt - Date: Spoke to: Staff member's role at campus: Notes:
<input type="checkbox"/> Most recent LPAC documentation prior to transfer.	
<input type="checkbox"/> Signed Parent Permission for student to participate in Bilingual or ESL program.	
<input type="checkbox"/> Signed Parent Denial of Bilingual or ESL program services.	
<input type="checkbox"/> Reclassification form - provides the student's reclassification information.	
<input type="checkbox"/> Monitoring form - provides the student's monitoring status (M1; M2).	
<input type="checkbox"/> Current TELPAS and STAAR Assessment information	

Use back of page if needed

TREx  
Documents  
to request

### Transfer Documents Requested by:

#### Check all documents requested

- ☐ Home Language Survey (HLS) - original or copy of the student's first HLS.
- ☐ TEA-Approved Oral Language Proficiency Test (OLPT) used for initial identification. If student was in a bilingual program, request should be made for the Spanish test as well.
- ☐ LPAC Initial Review - form that contains information related to LPAC initial recommendations and eligibility as an Emergent bilingual student.
- ☐ Most recent LPAC documentation prior to transfer.
- ☐ Signed Parent Permission for student to participate in Bilingual or ESL program.
- ☐ Signed Parent Denial of Bilingual or ESL program services.
- ☐ Reclassification form - provides the student's reclassification information.
- ☐ Monitoring form - provides the student's monitoring status (M1; M2).
- ☐ Current TELPAS and STAAR Assessment information

### Attempts Made to Request Information

1 <sup>st</sup> Attempt - Date:	Spoke to:
Staff member's role at campus:	
Notes:	
2 <sup>nd</sup> Attempt - Date:	Spoke to:
Staff member's role at campus:	
Notes:	
3 <sup>rd</sup> Attempt - Date:	Spoke to:
Staff member's role at campus:	
Notes:	

Use back of page if needed



# What if I don't have a Bilingual Program on my campus?

- **Enroll:** You cannot deny enrollment of a student based on the assumption they will be an emergent bilingual student.
- **Test:** If HLS has a language other than English.
- **LPAC Meeting:** LPAC must offer bilingual services if HLS has Spanish as a language.
- **Parent/Guardian Conference:** If your campus does not have a bilingual program, you must meet with the parent/guardian to discuss Bilingual Services. They have the option to transfer to a campus that does offer a Bilingual Program. They may also choose to deny Bilingual and approve ESL and remain at current campus. Contact the Multilingual Department for more support.



# Important Entries made by SIRs and Registrars

HISD Connect/PowerSchool



@HISDmultiPrgm  
s



# Demographics Panel

## Information

[Access Accounts](#)

[Attachments](#)

[Demographics](#)

[Photo](#)

[State/Province - TX](#)

[Special Programs](#)

## General Demographics

[Redacted]  [Redacted]

Demographics

Contacts

Email

Other Info

Alerts

Transportation

CCR Setup

The Student Language Information must reflect the **ORIGINAL** Home Language Survey.

### Student Language Information

Home Language Survey Date

[Redacted]



Enter the date the original Home Language Survey was administered to a student upon initial enrollment in a Texas public school.

Home Language Code

[Redacted]



Home Language the language spoken in the student's home most of the time, as determined by the student's home language survey.

Student Language Code

[Redacted]





Student Language is the language spoken by the student most of the time, as determined by the student's home language survey.



## Other Info Panel

Demographics	Contacts	Email	Other Info	Alerts	Transportation
--------------	----------	-------	------------	--------	----------------

Date Entered US Schools	<input type="text" value="MM/DD/YYYY"/> 
Last School/Daycare Attended	<input type="text"/>
Counselor	<input type="text"/>
Elementary Program Type	<input type="text" value=""/>
Correspondence Language	<input type="text" value=""/>
<b>Birth Information</b>	
Birthdate	<input type="text" value="03/27/2017"/> 
Birth Certificate on File	<input type="text" value="N/A"/>
Birthdate Verification	<input type="text" value=""/>
Birthplace	<input type="text"/>
Birth State	<input type="text" value=""/>
Birth Country	<input type="text" value=""/>



Thank you!

---

## Have questions?

Contact us on  
TEAMs or Email.

Patricia G. Perez

[pperez1@houstonisd.org](mailto:pperez1@houstonisd.org)

Coordinator 2, Multilingual



@HISDmultiPrgm  
s

# Thank you



# Homeless Education



# Homeless Education

## *Who's Homeless?*

**Any** student who lacks a fixed, regular, adequate, primary night-time residence

## *The McKinney – Vento Act*

**Requires** the immediate enrollment of children and youth experiencing homelessness, even in the absence of records normally required for enrollment

## McKinney-Vento Requirements for All LEAs



**Appoint a local McKinney-Vento Homeless Liaison and ensure they have the capacity to carry out the duties listed in statute**



**Identify students experiencing homelessness**



**Enroll students experiencing homelessness immediately, even without required records**



**Make student records available in a timely manner**



**Provide services to students experiencing homelessness that are comparable to those offered to other students**

# STUDENT RESIDENCY QUESTIONNAIRE

Part C



HOUSTON INDEPENDENT SCHOOL DISTRICT				
<b>2024 - 2025 STUDENT RESIDENCY QUESTIONNAIRE (SRQ)</b> All information MUST be completed by parent, school personnel or community liaison.				
School _____	Date _____			
Student Name _____	Date of Birth _____ HISD ID _____			
Current Address _____	Grade _____ <input type="checkbox"/> Male <input type="checkbox"/> Female			
Lives with: <input type="checkbox"/> Both Parents, <input type="checkbox"/> Mother, <input type="checkbox"/> Father, <input type="checkbox"/> Legal Guardian, <input type="checkbox"/> Caretaker/Relative without legal guardianship, <input type="checkbox"/> Other: _____ (relationship)				
Is the student <u>currently</u> in the conservatorship of the Department of Family & Protective Services (Foster Care)? <input type="checkbox"/> Yes <input type="checkbox"/> No				
If Yes – name of DFPS Case Manager: _____ Contact Information: _____				
Was the student <u>previously</u> in the conservatorship of the Department of Family & Protective Services (Foster Care)? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Does the student reside at a residential treatment center? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Facility Name: _____	Case Manager: _____ Contact Information: _____			
Please complete the Current Housing Situation <u>AND</u> Background Situation sections below to determine McKinney-Vento eligibility:				
<b>Part A: CURRENT HOUSING SITUATION – Check the student's <u>current</u> housing situation:</b>				
<b>I CURRENTLY LIVE:</b>				
<input type="checkbox"/> 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)				
<input type="checkbox"/> In my own home or apartment, in Section 8 housing, HUD Subsidized Housing or in military housing with parent(s) with parent(s) but lacks				
<input type="checkbox"/> My home has no electricity <input type="checkbox"/> My home has no running water				
<b>OR I CURRENTLY LIVE IN A <u>TRANSITIONAL HOUSING SITUATION</u>:</b>				
<input type="checkbox"/> Living in a shelter <input type="checkbox"/> Living in a motel or hotel				
<input type="checkbox"/> Living with more than one family in a house or apartment (Doubled-up) due to economic hardship				
<b><u>Unsheltered</u></b>				
<input type="checkbox"/> Moving from place to place <input type="checkbox"/> Living in a structure not usually used for housing <input type="checkbox"/> Living in a car, park, campsite, camper, or outside				
UNACCOMPANIED YOUTH: <input type="checkbox"/> Yes <input type="checkbox"/> 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).				
PARENTING STUDENT: <input type="checkbox"/> Yes <input type="checkbox"/> No (A student who has a child/children).				
<b>Part B: BACKGROUND SITUATION (If a Transitional Housing Situation is checked above – please check any below that apply)</b>				
<input type="checkbox"/> Catastrophic illness/ Medical expenses / disability	<input type="checkbox"/> House fire or other destruction	<input type="checkbox"/> Parent(s) involved in military		
<input type="checkbox"/> New to Town	<input type="checkbox"/> Natural disaster/evacuation	<input type="checkbox"/> Parent incarcerated/recently released		
<input type="checkbox"/> Loss of Employment	<input type="checkbox"/> Domestic Issue	<input type="checkbox"/> Student has been previously incarcerated		
<input type="checkbox"/> Economic hardship/low earnings	<input type="checkbox"/> Migrant work in fishing or agriculture	<input type="checkbox"/> Awaiting placement in foster care/CPS custody		
<input type="checkbox"/> Evicted/kicked out	<input type="checkbox"/> Student is a parent	<input type="checkbox"/> COVID-19 impacted: _____		
<b>Part C: NEEDED SERVICES – based on availability (Check services needed and call 713-556-7237 to speak to an Outreach Worker)</b>				
<input type="checkbox"/> Enrollment Assistance	<input type="checkbox"/> Transportation	<input type="checkbox"/> Emergency Clothing, Uniforms	<input type="checkbox"/> School Supplies	<input type="checkbox"/> Personal Hygiene Items
<input type="checkbox"/> Free Lunch/ Breakfast	<input type="checkbox"/> Immunizations	<input type="checkbox"/> SNAP/Medicaid/ TANF/CHIP	<input type="checkbox"/> Housing	<input type="checkbox"/> Food
<input type="checkbox"/> Homeless Verification Letter for FAFSA	<input type="checkbox"/> Other: _____			
To the best of my knowledge this information is true and correct.				
Name (PLEASE PRINT): _____		Signature: _____		Phone #'s _____
<small><b>School Personnel:</b> 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" <u>AND</u> the family has indicated one of the "Background Situations" (1) Immediately add PEIMS Coding in HISD Connect under the Homeless tab (2) <u>Copy</u> all of the McKinney-Vento Panels on their screen (the start date should be the date the form was completed and also add the end date, and (3) Add requested services under the Services Tab (4) Email forms to <a href="mailto:HomelessEducation@houstonisd.org">HomelessEducation@houstonisd.org</a>. If information is missing, please follow-up with the parent/guardian/school personnel who completed the form to make sure each section is completed, as needed.</small>				



# IDENTIFICATION

## Identification

- Should be provided:
  - To every student during enrollment.

- At anytime a student or parent states their living situation has changed.

- To students who are withdrawing to see if their living situation has changed.

## CAMPUS IDENTIFICATION PROCEDURES

Review SRQ

Ensure student  
qualifies as  
homeless or  
foster care

Code student in  
SIS

Send SRQ to  
[homelesseducation@houstonisd.org](mailto:homelesseducation@houstonisd.org)  
to activate services

## SUNRISE IDENTIFICATION PROCEDURES

Student  
at a Sun

Campus Registrar,  
SIR, or Wraparound  
is notified

SRQ is sent to  
campus to code  
SIS

Campus codes in SIS



```
graph LR; A[Student at a Sun] --> B[Campus Registrar, SIR, or Wraparound is notified]; B --> C[SRQ is sent to campus to code SIS]; C --> D[Campus codes in SIS];
```

The diagram illustrates the Sunrise Identification Procedures as a four-step flowchart. It is set against a light blue background with a large, light blue arrow pointing to the right. The steps are contained within blue rounded rectangular boxes with white text. The first box is partially cut off on the left. The second box contains the text 'Campus Registrar, SIR, or Wraparound is notified'. The third box contains 'SRQ is sent to campus to code SIS'. The fourth box contains 'Campus codes in SIS'.

# Unaccompanied Youth

Youth in homeless situations who are not in the physical custody of a parent or guardian.

- They have the same rights as any other student experiencing homelessness
  - Remain in their school of origin
  - Transportation to and from the school of origin
  - Immediate enrollment regardless of documentation
  - Equal access to programs.

# MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT:

## SCHOOL STABILITY

- School stability is the heart of MV
- Homeless students are more successful if they do not have to change schools ***every time*** they change housing
- Students in homeless situations have a **federally protected right** to remain in their school of origin
- This right remains in place during disasters

## MCKINNEY-VENTO REQUIREMENTS

- McKinney-Vento requires LEAs to provide adequate and appropriate transportation
- Liaisons must ensure that parents and guardians, and unaccompanied youths, are fully informed of all transportation services, and are assisted in accessing transportation services.

- LEAs must provide transportation to and from the school of origin, including until the end of the year when the student obtains permanent housing.
- If the school of origin and current residence are in the same LEA, that LEA must provide or arrange transportation to the school of origin.

## SCHOOL OF ORIGIN TRANSPORTATION

- LEAs must consider what is in the best interest of the student
    - It is **presumed** that remaining in the school of origin is in the best interest of students
  - There is no time or distance limits for transportation under McKinney-Vento
- Consider the impact of mobility on achievement, education, health, and safety.
  - Give priority to the parent's/guardian's request.
  - Give priority to the youth's request (in the case of an unaccompanied youth).

11432(g)(3)(B)(i)-(ii)

# Homeless Verification Letter

## Verification of Homeless Student or Unaccompanied Homeless Youth For the Purposes of Federal Financial Aid

**Student Name:**

D.O.B.

Student Identification:

**AGENCY SECTION**

I am providing this letter of verification as a McKinney-Vento School District Liaison.

Name: Lisa A. Jackson  
Organization / School: Houston Independent School District  
Address: 4400 W 18<sup>th</sup> St, Houston, TX 77092  
Phone: 713-556-7237

Per the *College Cost Reduction and Access Act* (Public Law 110-84) and/or pursuant to (20 U.S.C. 1087tt(a)) *Discretion of Student Financial Aid Administrators*, I affirm that I am authorized to verify this student's living situation. No further verification by a college Financial Aid Administrator is necessary. If there are additional questions or more information is needed about this student, please contact me at the number listed above.

I hereby confirm that:

- ☐ Was certified as being an "unaccompanied homeless youth" after July 1, 2021. This means that, after July 1, 2021, the student was living in a homeless situation, as defined by Section 725 of the McKinney-Vento Act, and was not in the physical custody of a parent or guardian.
- ☐ Can be certified as an "unaccompanied, self-supporting youth at risk of homelessness" after July 1, 2021. This means that, after July 1, 2021, student was not in the physical custody of a parent or guardian, was able to provide for his/her own living expenses entirely on his/her own, and is at risk of losing his/her housing.
- ☐ Was certified as having experienced a change in housing status that resulted in the individual being homeless as of or after July 1, 2021, (as defined in section 11302 of title 42).

---

Authorized Signature

Lisa A. Jackson, MS/AJS  
McKinney-Vento Homeless Liaison  
Houston Independent School District  
ljacks14@houstonisd.org

---

Date



## **Title I, Part A Amendments: Foster Care— Local Title I Plans**

- Maintain foster youth in their schools of origin, when in their best interest
- Ensure that foster youth who need transportation to the school of origin promptly receive it in a cost-effective manner, and in accordance with the child welfare agency's authority to use child welfare funding available under section 475(4)(A) of Title IV-E of the Social Security Act to provide transportation.

## FOSTER CARE SETTINGS



**Foster family  
homes**

**Foster group  
homes**

**Residential group  
care facilities**

**Facilities overseen  
by another state  
agency**

## FOSTER CARE IDENTIFICATION

GUARDIAN PROVIDES THE 2085 FORM



CAMPUS STAFF PROVIDES SRQ



Campus staff codes student in SIS

## SUPPORTING FOSTER CARE YOUTH



- Provide support and guidance to students who are currently in the foster care system
- Provide uniforms, school supplies, hygiene items, undergarments and backpacks
- Ensure that students enroll and enter school in a timely and efficient manner
- Provide school of origin transportation
- Work closely with guardians, caregivers, DFPS, CASA Advocates and RTC staff

## Enrollment Conferences



- LEA's must convene an enrollment conference with a student who is homeless or in foster care within the within the first two weeks, or as soon as feasible, after a student who is homeless or in substitute care enrolls at a new school.
- Transition Toolkit (See attached guidance)
- Provide Welcome Packets to students

# Questions and Answers



# CONTACT US



SCAN ME

**Houston ISD Sunrise Center at Brock  
Homeless Education Office  
1417 Houston Avenue  
Houston, TX 77007  
713-556-7237**

**Lisa Jackson, Coordinator 2 & Homeless Liaison**

[ljacks14@houstonisd.org](mailto:ljacks14@houstonisd.org)

**Ilka Rosado, Coordinator 1 & Foster Care Liaison**

[irosado@houstonisd.org](mailto:irosado@houstonisd.org)

# Wraparound Services

Presenters: Tiffany Green & Paula Roberson





# Objectives:

---

- **WHO:** One department under the Student Supports Division that provides support and services to campuses.
- **WHAT:** Comprehensive overview of the scope of work and the platforms used to support attendance, dropouts, and special populations.
- **HOW:** Key contacts to ensure effective direct support.

---


# Who We Are



### Crisis Response & Behavioral Supports

Uyen Tieu, Executive Director | [phuong.tieu@houstonisd.org](mailto:phuong.tieu@houstonisd.org)

Wilson Renteria, CTM | [wrenteri@houstonisd.org](mailto:wrenteri@houstonisd.org)



Sean Ricks, Director | [sricks@houstonisd.org](mailto:sricks@houstonisd.org)

Neeka Polk, CTM | [Rodneeka.polk@houstonisd.org](mailto:Rodneeka.polk@houstonisd.org)



### Health & Medical Services




Mary (Christine) Barraza, Director | [mbarraz1@houstonisd.org](mailto:mbarraz1@houstonisd.org)

Priscilla Chavera, CTM | [pchavera@houstonisd.org](mailto:pchavera@houstonisd.org)



### Wraparound Services



Tynette Guinn, Director | [tguinn@houstonisd.org](mailto:tguinn@houstonisd.org)

Maggie Ramon, Director of Unit Support | [MRamon2@houstonisd.org](mailto:MRamon2@houstonisd.org)



## Wraparound Services

Tynette Guinn, Director | [713.556.1883](tel:713.556.1883) | [tguinn@houstonisd.org](mailto:tguinn@houstonisd.org)

Maggie Ramon | Director of Unit Supports | [713.556.1937](tel:713.556.1937) | [MRamon2@houstonisd.org](mailto:MRamon2@houstonisd.org)

Shayeeda Mahario | CTM | [713.556.5917](tel:713.556.5917) | [Shayeeda.Mahario@houstonisd.org](mailto:Shayeeda.Mahario@houstonisd.org)

Roberto Zamora | Coordinator 2 | [713.556.1892](tel:713.556.1892) | [Roberto.Zamora@houstonisd.org](mailto:Roberto.Zamora@houstonisd.org)

### Jacquelyn Gentry

Director of Student Assistance  
Supports

[713.556.1935](tel:713.556.1935)

[Jacquelyn.Rockamore@houstonisd.org](mailto:Jacquelyn.Rockamore@houstonisd.org)

### Tiffany Green

Coordinator 2

[713.556.1858](tel:713.556.1858)

[tgreen9@houstonisd.org](mailto:tgreen9@houstonisd.org)

### Paula Roberson

Coordinator 2

[713.556.1928](tel:713.556.1928)

[proberso@houstonisd.org](mailto:proberso@houstonisd.org)

### Nolan Jeffery

Director of Basic Needs Resource  
Access

[713.556.1891](tel:713.556.1891)

[Nolan.Jeffery@houstonisd.org](mailto:Nolan.Jeffery@houstonisd.org)

### Keshia Cokes

Coordinator 2

[713.556.1892](tel:713.556.1892)

[Keshia.Cokes@houstonisd.org](mailto:Keshia.Cokes@houstonisd.org)

### Chyijuana Cooper

Coordinator 2

[713.556.1892](tel:713.556.1892)

[Chyijuana.Cooper@houstonisd.org](mailto:Chyijuana.Cooper@houstonisd.org)

### Angela Jones

Director of Health and  
Transportation Resource Access

[713.556.1861](tel:713.556.1861)

[Angela.Jones2@houstonisd.org](mailto:Angela.Jones2@houstonisd.org)

### Sharvete Mallard

Coordinator 2

[713.556.1892](tel:713.556.1892)

[smallard@houstonisd.org](mailto:smallard@houstonisd.org)

# Overview of Wraparound Priorities

---

1. Increase the utilization of SAF requests
2. Basic Needs and Food Insecurities
3. Health & Transportation Access
4. Attendance Intervention Efforts
5. Special Population Programming

## Wraparound Services

is committed to delivering high-quality comprehensive support and resources to students and families enhancing students' readiness to learn so that all students are better prepared for the Year 2035 and beyond.



---

# WRAPAROUND SERVICES

# What We Do:

---

1

Addressing  
Basic Needs

- Maintain resource hubs (basic needs supplies)
- Ensure school staff are trained on accessing hubs

2

Food Insecurity

Operate:

- Routine food distribution for highest risk families
- Community-wide food distribution events with partners

3

Health &  
Transportation Access

- Connect students & families to transportation resources
- Health and medical programs for low income and/or uninsured.

4

Student Assistance

Support with:

- Attendance
- Identification of potential dropouts
- Students of special populations.

# What We Do:

---

1

## Addressing Basic Needs

- Maintain resource hubs (basic needs supplies)
- Ensure school staff are trained on accessing hubs

2

## Food Insecurity

### Operate:

- Routine food distribution for highest risk families
- Community-wide food distribution events with partners

3

## Health & Transportation Access

- Connect students & families to transportation resources
- Health and medical programs for low income and/or uninsured.

4

## Student Assistance

### Support with:

- Attendance
- Identification of potential dropouts
- Students of special populations.



---

# STUDENT ASSISTANCE

# What We Do:

---

1

Addressing  
Basic Needs

- Maintain resource hubs (basic needs supplies)
- Ensure school staff are trained on accessing hubs

2

Food Insecurity

- Operate:
- Routine food distribution for highest risk families
  - Community-wide food distribution events with partners

3

Health &  
Transportation Access

- Connect students & families to transportation resources
- Health and medical programs for low income and/or uninsured.

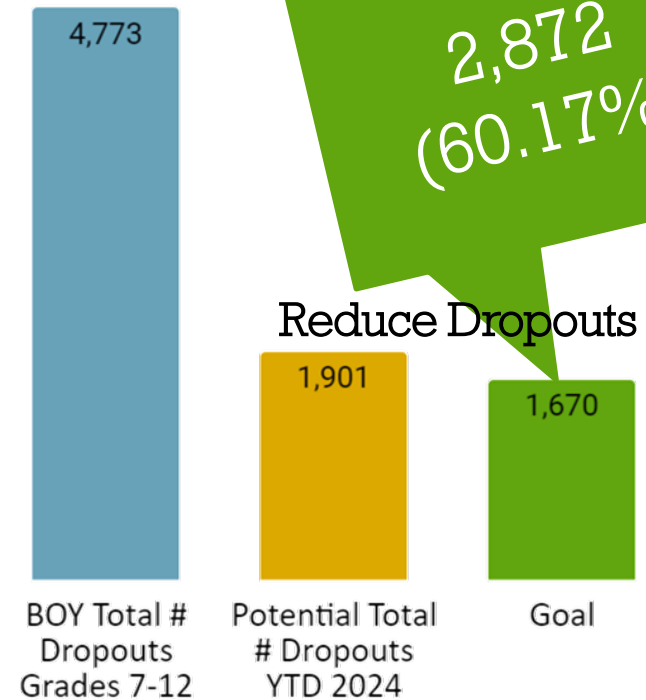
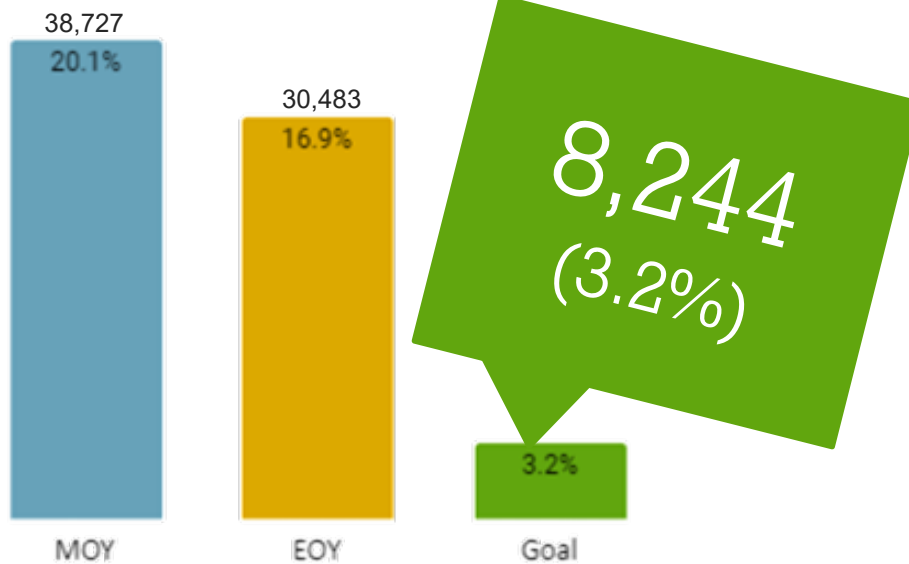
4

Student Assistance

- Support with:
- Attendance
  - Identification of potential dropouts
  - Students of special populations.

# Impact:

## Reduce Chronic Absenteeism



# Wraparound Services is here to help!

Complete a Student Assistance Form (SAF) if you know of a student in need of support!



---

# ATTENDANCE

# Chronic Absenteeism = Learning Lost



Quick Response

<b>Absence rate</b>	<b>Days missed each year</b>	<b>Learning lost over K-12</b>
<b>5%</b>	<b>9</b>	<b>6 months</b>
<b>10%</b>	<b>18</b>	<b>1.3 school years</b>
<b>20%</b>	<b>36</b>	<b>2.6 school years</b>
<b>30%</b>	<b>54</b>	<b>3.9 school years</b>

*Based on a 180 day school year with a 5 day school week.*

---

95

# Attendance: Chronic Absenteeism

---

## Quick Facts

This year, **128** campuses had an attendance rate between **90 and 94%.**

## Call to Action

1. Participate actively on the Stakeholder Collaborative team (Student at the Center/GSM).
2. Provide input on the campus attendance plan.
3. Submit a SAF for students who miss 5 or more consecutive days who may have a need.



# How We Can Support: SAF

---

Student Assistance Form

I am a...

82,969

Parent or Caregiver

Service Provider

---

# Attendance Support Platform

# EveryDay Labs - Attendance Platform

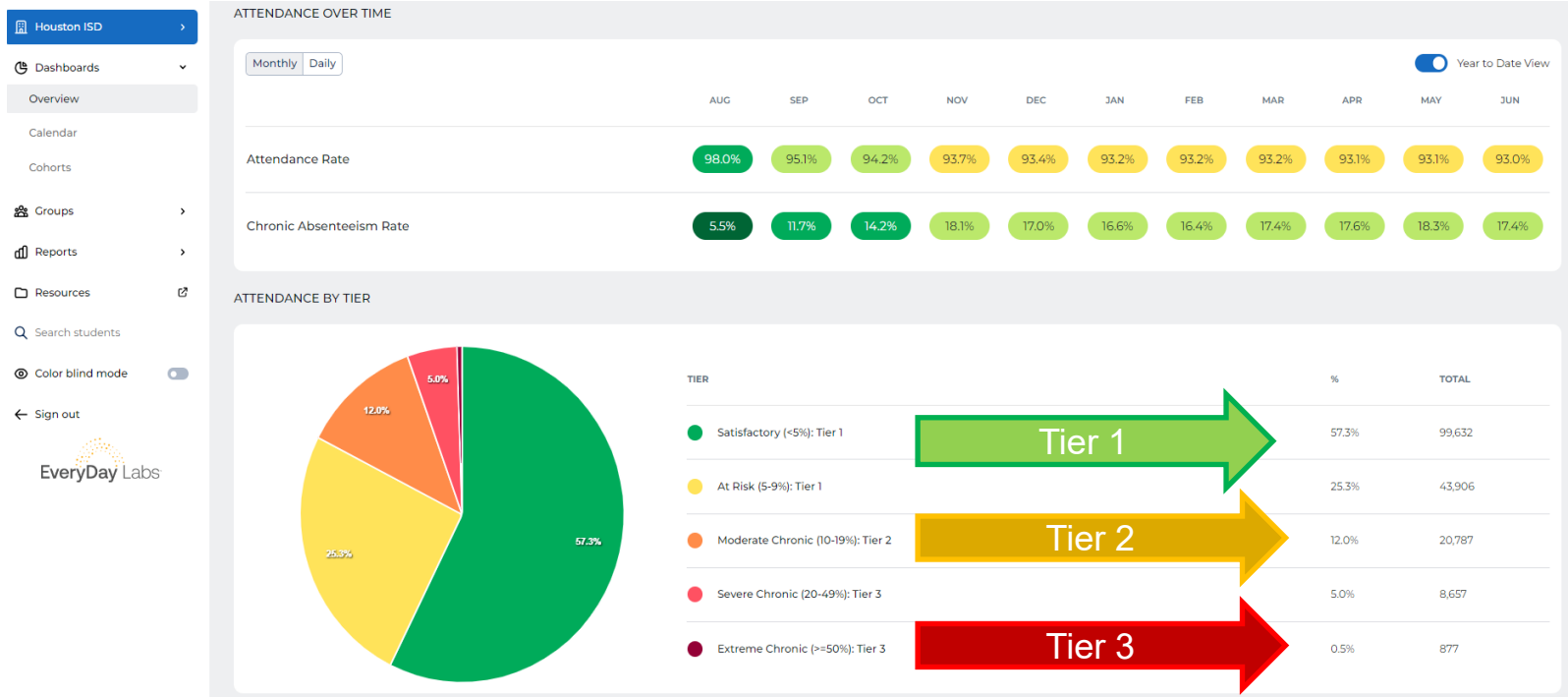
---

*The EveryDay Labs offers a comprehensive data solution to improve student attendance in K-12 schools.*

*EveryDay offers:*

1. A multi-tiered system that allows users to analyze attendance patterns.
2. Intervention focuses on reducing absenteeism through proactive family outreach and engagement.

# Everyday Labs



# EveryDay Labs - Mailing and Text Nudges


---

## Mail nudge

- Created based on **research**
- Helps increase understanding of attendance and connection to learning
- Designed for **all** family members and guardians:
  - Accessible reading level
  - Home language
  - Clear graph

# EveryDay Labs - Mailing Nudge

**Front**



Anytown Unified High School  
555 North Main Street  
Anytown, USA 12345

Parent/Guardian of:  
CASEY LEE  
123 2nd Street  
Anytown, USA 12346

**Your March Update**

**Casey has missed 14 days this school year\***

*How can we help?*

Dear Parent/Guardian of Casey Lee,

**Casey has missed 14 days this school year.\***

Attending school every day will help Casey learn and stay on track.

You are key to helping Casey attend every day.

If we can help you, call the school or see the resources on the back of this letter. Our school is a better place when Casey is present.

Sincerely,  
Kendal Sanchez  
Principal  
Anytown High School

**Casey's Attendance Snapshot**

Casey	14 Absences
Average 5th Grader at Casey's School	11 Absences

*Total Missed Days of School*

\*Questions about this letter? Call 555-123-4567 and reference this unique code **lct1234**, or see the footnote on the back for more info.

**Turn Over**

**Back**

**Track Casey's Absences**

Casey's most recent absences occurred on the following dates:


*(abs\_list\_key)*

Wed, Sep 2 (E)	Tues, Oct 10 (E)
Thurs, Sep 3 (U)	Wed, Oct 11 (E)
Fri, Sep 4 (U)	Fri, Oct 13 (U)
Mon, Sep 7 (U)	Fri, Oct 20 (U)
Fri, Sep 11 (E)	Mon, Oct 23 (E)
Tues, Sep 15 (U)	Tues, Oct 24 (E)
Wed, Sep 16 (U)	Tues, Oct 31 (U)

**Did you know?** All missed school, for both excused and unexcused reasons, adds up to lost learning time.

**To-Do: Update your contact info**

If you've recently moved or changed your phone number or email address, update your contact info so we can reach you with important updates and information.



**To check and update your contact info, please call the school at 555-123-4567.**

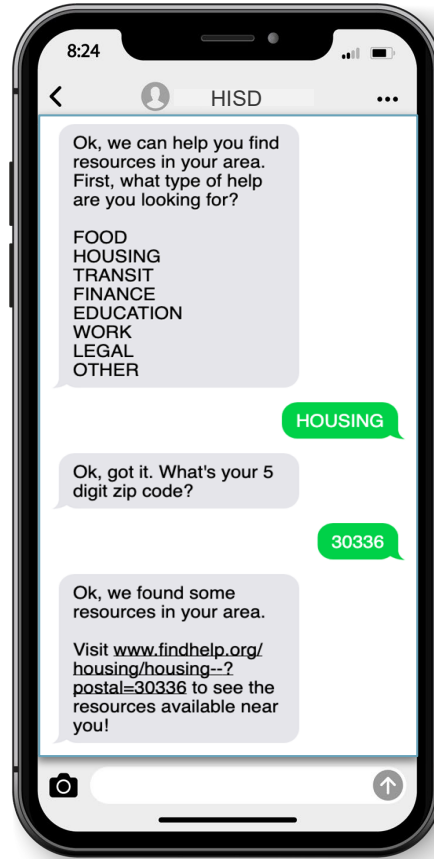
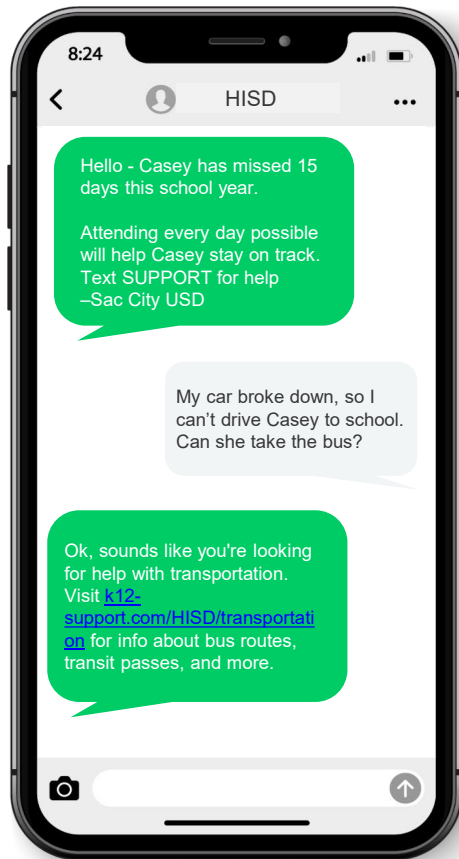
**We're Here to Help!**

If we can help with anything, call the school: (school\_phone)  
For Parent Services and resources visit: [k12-support.com/sdoc/parents](https://k12-support.com/sdoc/parents)

\* We send these letters to help families keep track of attendance. It's just for your information, and we hope you find it helpful. The letter lists excused and unexcused absences between the first day of school and (pull\_date). We know students miss school due to illness, religious holidays, or emergencies. Please talk with your student's school and health provider in advance when your student will miss school. For questions and support, or if you no longer want to receive these letters, contact (parent\_support\_phone) and provide the code below.

**Unique Code:** <<01\_unique\_code>>

# EveryDay Labs - Text Nudge



## Homeless Prevention

by Hosea Feed the Hungry & Homeless, Inc. (Hosea Helps)

The Homeless Prevention program helps prevent homelessness by stabilizing households before...

### Next Steps:

Call 404-755-3353 or apply on their [website](#).

📍 1.66 miles (serves your local area)

4779 Mindy Drive, Atlanta, GA 30336

🕒 Closed Today See open hours

INFO



SAVE



SHARE

🔗 APPLY

## Public Housing

by Housing Authority of Fulton County (HAFC)

Public Housing (PH) is a federally funded program, overseen by the U.S. Department of Housing an...

### Next Steps:

Call 404-588-4950.

📍 2.92 miles (serves your local area)

4273 Wendell Drive Southwest, Atlanta, GA 30336

[www.findhelp.org](https://www.findhelp.org)

# Everyday Labs – Communications Timeline

---

Communication Name	Date Received by Family
Back to school nudge	Wednesday, August 5th, 2024
General Support Nudge	Wednesday, September 4th, 2024
Text Nudge	Every 2 weeks starting September 9th, 2024
Mail Nudge 1	Monday, October 14th, 2024
Mail Nudge 2	Monday, December 2nd, 2024
Mail Nudge 3	Monday, January 6th, 2025
Mail Nudge 4	Monday, February 17th, 2025
Mail Nudge 5	Monday, March 17th, 2025
Mail Nudge 6	Monday, April 21st, 2025



---

# POTENTIAL DROPOUTS

# Attendance: Potential Dropouts

---

## Quick Facts

Beginning 23-24 school year, the No-Show report included **4,773** students from the first day of school.

## Call to Action

1. Identify students who are coded as L98s or 88s.
2. Support in discovering and recovering L98s/88s and update their coding.
3. Submit a SAF for those students.
4. Partner with a staff member to conduct home visits.

# Reasons Students Dropout of School

---

1

Conflict  
between  
home and  
school

2

Pregnant and  
Parenting  
Teens

3

Behavior/  
discipline  
problems

4

Lack  
of parental  
involvement

5

Student on  
parole,  
probation  
or deferred  
prosecution

6

Experiencing  
homelessness/  
foster care

---

# SPECIAL POPULATIONS

# Identification & Coding of Special Populations

---

1

## Children of Incarcerated Parents

Gather information from parents during student enrollment to learn if either parent has been incarcerated.

2

## Military-Connected Students

Ensure that the Military-Connected Survey is distributed to all students enrolling in the school.

3

## Parenting Students

Partner with the school nurse and counselor to ensure that all parenting students (male and female) are coded.

# How Can We Support: Attendance

---



Quick Response

## Scenario:

Assistant Principal, Mr. Johnson, at Lincoln School has received news that a family experienced a devastating house fire two nights ago. The student Steven, has been arriving late to school for the past three weeks and has lost all his school uniforms in the fire. Also, his teacher has marked him absent for missing his 1<sup>st</sup> period class. What are your next steps?

# How Can We Support: Potential Dropouts

---



Quick Response

## Scenario:

Ms. Duncan, parent of Michael Duncan, at Hope HS, received a call from the campus that Michael was involved in a fight and is being suspended for 3 days. Shortly after, Ms. Duncan arrived at the campus, withdrew Michael and stated she was taking him to enroll at Kingsley HS. It has been five days and Michael has not enrolled at Kingsley HS. What are your next steps?



## Wraparound Services

Tynette Guinn, Director | [713.556.1883](tel:713.556.1883) | [tguinn@houstonisd.org](mailto:tguinn@houstonisd.org)

Maggie Ramon | Director of Unit Supports | [713.556.1937](tel:713.556.1937) | [MRamon2@houstonisd.org](mailto:MRamon2@houstonisd.org)

Shayeeda Mahario | CTM | [713-556-5917](tel:713-556-5917) | [Shayeeda.Mahario@houstonisd.org](mailto:Shayeeda.Mahario@houstonisd.org)

Roberto Zamora | Coordinator 2 | [713-556-1892](tel:713-556-1892) | [Roberto.Zamora@houstonisd.org](mailto:Roberto.Zamora@houstonisd.org)

### Jacquelyn Gentry

Director of Student Assistance  
Supports

[713.556.1935](tel:713.556.1935)

[Jacquelyn.Rockamore@houstonisd.org](mailto:Jacquelyn.Rockamore@houstonisd.org)

### Tiffany Green

Coordinator 2

[713.556.1858](tel:713.556.1858)

[tgreen9@houstonisd.org](mailto:tgreen9@houstonisd.org)

### Paula Roberson

Coordinator 2

[713.556.1928](tel:713.556.1928)

[proberso@houstonisd.org](mailto:proberso@houstonisd.org)

### Nolan Jeffery

Director of Basic Needs Resource  
Access

[713.556.1891](tel:713.556.1891)

[Nolan.Jeffery@houstonisd.org](mailto:Nolan.Jeffery@houstonisd.org)

### Keshia Cokes

Coordinator 2

[713.556.5917](tel:713.556.5917)

[Keshia.Cokes@houstonisd.org](mailto:Keshia.Cokes@houstonisd.org)

### Chyijuana Cooper

Coordinator 2

[713.556.](tel:713.556.)

[Chyijuana.Cooper@houstonisd.org](mailto:Chyijuana.Cooper@houstonisd.org)

### Angela Jones

Director of Health and  
Transportation Resource Access

[713.556.1861](tel:713.556.1861)

[Angela.Jones2@houstonisd.org](mailto:Angela.Jones2@houstonisd.org)

### Sharvete Mallard

Coordinator 2

[713.556.xxxx](tel:713.556.xxxx)

[smallard@houstonisd.org](mailto:smallard@houstonisd.org)



---

Q & A

# Student Supports Feedback Survey

---



Please complete the survey in the QR or link below to receive credit and be marked present for the session. Thanks!

<https://forms.office.com/r/MrpyF7LiiL?origin=lprLink>

# Enrollment

Dachundralyn Palmer  
Coordinator I



# Step 1:

## HISD Connect Enrollment Application and Documentation for New Student Enrollment

---

Log onto HISD Connect using your HISD network Username and Password.



The screenshot shows the PowerSchool SIS Administrator Sign In page. At the top, there is a dark blue header with the PowerSchool SIS logo and name. Below the header, the title "Administrator Sign In" is displayed. The form contains three input fields: "Select Language" with a dropdown menu showing "English", "Username" with the text "smith3", and "Password" with masked characters ".....". A blue "Sign In" button is located to the right of the password field. At the bottom left, the date and time "03/07/2022 10:01 AM" and version "21.4.3" are displayed.

PowerSchool SIS

### Administrator Sign In

Select Language English ▼

Username smith3

Password .....

Sign In

03/07/2022 10:01 AM 21.4.3

## Step 2: PowerSchool Registration Admin Portal

---

Once applications are open and list of confirmed "Yes" applications is at hand, campus SIRs must enter enrollment portal to proceed.

1. From your start page on HISD Connect, you will scroll to Applications on the menu bar and select PowerSchool Registration Admin Portal. This will open your HISD Connect enrollment screen.



## Step 2: PowerSchool Registration Admin Portal cont.

---

**Next you will select the 2024-2025 School Year**

The screenshot shows the PowerSchool Enrollment Admin Portal. The top navigation bar is dark blue with the 'Enrollment' logo. On the left, there is a sidebar with icons for 'Student Data' and 'Configuration'. The main content area is titled 'Student Data' and contains a table with the following columns: 'Form', 'Academic Year', and 'Status'. The table has two rows: 'New Student Registration (Next School Year) (2024-2025)' and 'New Student Registration'. The first row is highlighted with a red box, indicating it is the selected option.

Form	Academic Year	Status
New Student Registration (Next School Year) (2024-2025)		Open
New Student Registration	2020-2021	Open

## Step 3







# Submission Workspace for Pending Approval

1. The Submission Workspace will open to Pending Approval view. A new column for “Intended School” has been added that will list the non-zoned school parent selected. These records will be forwarded to intended school for review.

Submission Workspace

Select a... View: Pending Approval | Filter: None | Tag: None

Tasks | 3 Found | Page 1 of 1

ExternalStudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School	Grade	Submitted	Tags	LangUsedInForm	Notes
<input type="checkbox"/>	SaMiya	Palmer	08/28/2008	Roderick R. Paige Elementary School		K	03/03/2022	Delivery Exception, Medical Concerns, Polished	English	 
<input type="checkbox"/>	Carson	Monroe	02/15/2008	Forville Middle School		8	03/04/2022	Delivery Exception, Missing Transcript, Polished	English	 
<input type="checkbox"/>	Mahmoud	Testing	02/02/2014	Anderson Elementary School		3	03/02/2022	Delivery Exception, Polished, Printed		 

## Step 3

# Submission Workspace for Pending Approval

---

- Before enrolling your students, make sure that you check TSDS to see if your students have ever been enrolled into a HISD campus.



### TEA Login (TEAL)

**NOTICE:** TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. **You could lose data.**

Don't have an account? [Request New User Account](#)

Username:

Password:  [Show Password](#)

[Forgot your password?](#)  
[Forgot your username?](#)



## Step 3

# Submission Workspace for Pending Approval

---

- You're able to search for your students with their name and birthdate or Unique ID or social security number.

BASIC SEARCH

ADVANCED SEARCH

ID SEARCH

First Name:\*

Middle Name:

Last Name:\*

Suffix:

▼

BASIC SEARCH

ADVANCED SEARCH

ID SEARCH

ID:\*

ID Type:\*

☒ Unique ID

☐ SSN

☐ Alias ID

Source:

▼

## Step 3

## Submission Workspace for Pending Approval

2. Campus SIRs also have the options to leave list as is; (a)filter by entering data on blank boxes above column titles, (b)select specific records by checking box in front of name or (c)selecting box on column title row.
3. Once selection is made, click edit button with pencil.

Submission Workspace

Select a...

View: Pending Approval







Filter: None

Tag: None

Tasks 3 Found | Page 1 of 1

3

Find Records

	ExternalStudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School	Grade	Submitted	Tags	LangUsedInForm	Notes	
		Se'Miya	Palmer	08/28/2008	Roderick R. Paige Elementary School		K	03/03/2022	Delivery Exception, Medical Concerns, Polished	English		 
		Carson	Monroe	02/15/2008	Fonville Middle School		8	03/04/2022	Delivery Exception, Missing Transcript, Polished	English		 
		Mahmoud	Testing	02/02/2014	Anderson Elementary School		3	03/02/2022	Delivery Exception, Polished, Printed			 

## Step 3

# Submission Workspace for Pending Approval

---

- Before enrolling your students, make sure that you check TSDS to see if your students have ever been enrolled into a HISD campus.



**TEA Login (TEAL)**

**NOTICE:** TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. **You could lose data.**

Don't have an account? [Request New User Account](#)

Username:

Password:  [Show Password](#)

[Forgot your password?](#)  
[Forgot your username?](#)

## Step 3

# Submission Workspace for Pending Approval

---

- You're able to search for your students with their name and birthdate or Unique ID or social security number.

BASIC SEARCH

ADVANCED SEARCH

ID SEARCH

First Name:\*

Middle Name:

Last Name:\*

Suffix:

▼

BASIC SEARCH

ADVANCED SEARCH

ID SEARCH

ID:\*

ID Type:\*

☒ Unique ID

☐ SSN

☐ Alias ID

Source:

▼

## Step 3

## Submission Workspace for Pending Approval

2. Campus SIRs also have the options to leave list as is; (a)filter by entering data on blank boxes above column titles, (b)select specific records by checking box in front of name or (c)selecting box on column title row.
3. Once selection is made, click edit button with pencil.

Submission Workspace

Select a...

View: Pending Approval ▼

Filter: None ▼

Tag: None ▼

Tasks ▼

3 Found




Page 1 of 1

▼

🔑

3

Find Records

<input type="checkbox"/>	ExternalStudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School ▼	Grade	Submitted	Tags	LangUsedInForm	Notes	
<input type="checkbox"/>		SaMya	Palmer	08/28/2008	Roderick R. Paige Elementary School		K	03/03/2022	Delivery Exception, Medical Concerns, Polished	English		
<input type="checkbox"/>		Carson	Monroe	02/15/2008	Fonville Middle School		8	03/04/2022	Delivery Exception, Missing Transcript, Polished	English		
<input type="checkbox"/>		Mahmoud	Testing	02/02/2014	Anderson Elementary School		3	03/02/2022	Delivery Exception, Polished, Printed			

## Step 3

### Submission Workspace for Pending Approval cont.

1. Campus SIRS will review record and verify data is correct with attached documents that will be found on the right hand of your student record page towards the bottom. If incorrect documents were uploaded, the Campus SIR can delete and upload correct document before approving record.

- Note: Immunization record is not a required document on the parent side, however campus SIRS must continue to follow guidelines for student immunizations. There is only 4 criteria that allow for a 30 day waiver: 1) Homeless

2) Foster

3) Military

4) Coming from a TX school without documentation

If student does not fall under this criteria, student must have a complete immunization record or current state issued affidavit before Campus SIR can approve the record.

#### Uploaded Documents

BirthRecord | [Delete](#)

Immunizations | [Delete](#)

ParentID | [Delete](#)

PoR | [Delete](#)

Field Name New Value

Data entered matches documents provided



- If data matches documentation, you will confirm by selecting the drop-down menu and selecting **Yes**. Selection must be saved.



## Step 3

### Submission Workspace for Pending Approval cont.

---



2. Campus SIRS will scroll down to the section of enrolled and intended school. If intended school is selected, SIR will select Yes if approved “Accepted-Yes” application is found or No for missing application/pending acceptance.

stu_EnrollSchool	Benbrook Elementary School
stu_IntentToEnroll	No
stu_IntendedSchool	Alcott Elementary School

I have verified that there is a confirmed “Yes” smart choice application. Yes ▾  

3. If students are enrolling for Kindergarten, Campus SIRs will need to verify that Student’s age is 5 on or before September 1<sup>st</sup>. If student’s age qualifies for Kindergarten, SIR will select YES.

stu_DoBMonth	05
stu_DoBDay	11
stu_DoBYear	2016
stu_EnrollGrade	K

Confirmed the Kinder student is 5 yrs old on or before Sept. 1st Yes ▾  



## Step 3

### Submission Workspace for Pending Approval cont.

---

3. Campus SIRS will also need to verify if student is enrolling for GT Testing purposes only. If this is the case for the student, you will also select No for SalesForce application to create ID and send to Central Registration. This will prevent having inactive records or having to withdraw students who only needed an ID.


stu_EnrollSchool	Berry Elementary School
stu_IntentToEnroll	No
stu_IntendedSchool	Askew Elementary School
Registering for GT Testing purposes only	Yes

I have verified that there is a confirmed "Yes" smart choice application. No  

4. Once confirmed yes, SIR will click on Approve & Continue.

**Approve**

This record meets the criteria for approval, but you still must **Approve** it. Please review the record, and when ready, click the **Approve & Continue** button.

 Approve & Continue

5. Once completed, return to New Student Registration.

 New Student Registration (Next School Year) (2024-2025)



## Step 4

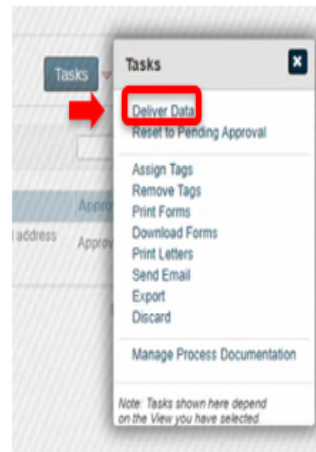
# Approved/Pending Delivery

---

Once Approved, SIR can move to **Pending Delivery View** to display the records that have been approved but not delivered. As records listed in this view are both approved and undelivered, there will be overlap.

SIR can continue to review and upload documents if received before delivery. As soon as records are ready to deliver and create ID, SIR will Click on Tasks and select Deliver Data.

Confirm submission deliver data for “selected only”.

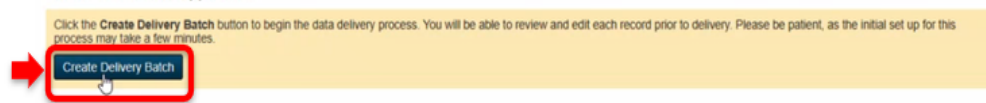


## Step 4

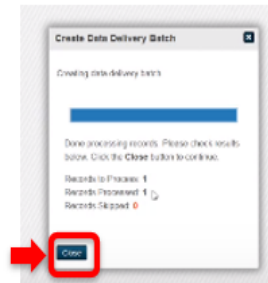
### Approved/Pending Delivery cont.

---

After SIR selects to deliver, SIR will be prompted to create a batch for delivery. This will then prompt the system to search for possible matches to merge with existing records or prepare to create new IDs for new students.



Confirmation will appear and SIR will then select Close when complete.



# Step 5

## Delivery

Important Note: When color is yellow, this means that a possible match has been found. SIR will click on Match and review the records found. If record is the same student, SIR will match and orb will turn green. Please be sure to review records carefully to avoid creating duplicates.

Currently SIR will notice that student number has not been created yet. If match is found, original student number will populate.

If the system finds potential matches, they will populate in a separate window for SIR to review. If SIR finds that one of the records does match, then SIR will select the record to match and therefore a new ID will not be created.

Once SIR has completed reviewing, SIR will then select close.

Review and Edit • 1 of 1 (CodyTwo Test)

CodyTwo Test 01/02/2001 | Race | Contact: Parent Test, M | Contact: Guardian Test, F | Contact: | Contact: | studentcorefields | s\_ftu\_x | s\_ftu\_x | u\_ftu\_common\_x

CodyTwo Test 01/02/2001

Field Name Value Existing Data

Student\_Number

CodyTwo Test 01/02/2001

The following potential matches were found. Click the **Select** button for the record you want to match to, or if none of the records match, then just click the **Close** button.

ID	Prefix	First Name	Middle Name	Last Name	Suffix	Nickname	Gender	Birthdate	Address (line 1)	Primary Phone	Status
2105343		Cadence	Anae	Testamark			F	1/6/2015	3725 Ave St Apt A	252-405-3519	Active

Showing 1 to 1 of 1 entries

First Previous Next

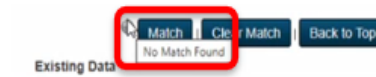
Close No Match

## Step 5 Delivery Cont.

---

These are the other views that do not require review.

While system is matching existing records, the gray orb indicates “No Match Found” and no review is required.



If system has found an exact match, the orb will already be green and no review is required.



## Step 5 Delivery Cont.

When records have been reviewed and matches are complete, SIR can then deliver the record to SIS.

The screenshot displays the SIR interface for record delivery. On the left, a table lists student information with columns 'Field Name' and 'Value'. The 'Existing Data' column shows green plus signs, indicating successful matches. A red arrow points to the 'Deliver Record' button in the right-hand panel. Below the main interface, a modal window titled 'Deliver Record' shows the status 'Delivering record to target system...'.

Field Name	Value	Existing Data
Student_Number		+
First_Name	CodyTwo	+
Middle_Name		+
Last_Name	Test	+
DOB	01/02/2001	+
Gender	F	+
Grade_Level	0	+
FedEthnicity	YES	+
Street	4400 W 18th St	+

**Deliver Record**

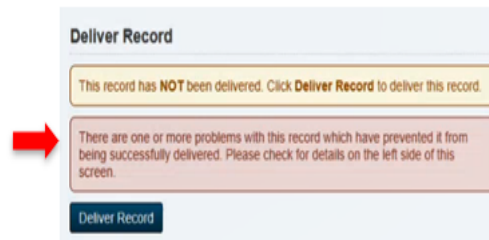
This record has NOT been delivered. Click **Deliver Record** to deliver this record.

**Deliver Record**

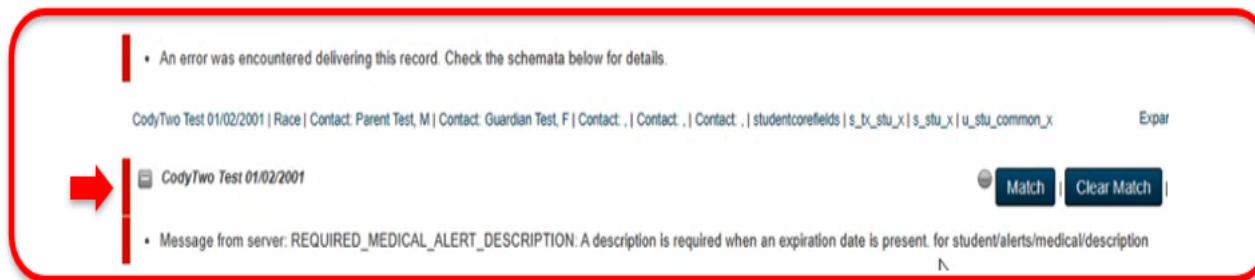
Delivering record to target system...

## Step 5 Delivery Cont.

If there are any problems found, you will be prompted with an alert that will require further review.



As indicated in the alert, the error description will be populated above the student record to the left of the screen.



## Step 5 Delivery Cont.

Once errors have been fixed and you successfully deliver the record, Student ID will be created and populated.

**Deliver Record**

This record has been **Delivered**. You may deliver it again if necessary.

[Deliver Record](#)

CodyTwo Test 01/02/2001 [Match](#) [Clear Match](#) [Back to Top](#)

Field Name	Value	Existing Data
Student_Number	2126380	2126380
First_Name	CodyTwo	CodyTwo
Middle_Name		
Last_Name	Test	Test
DOB	01/02/2001	2001-01-02
Gender	F	F
Grade_Level	0	0
FedEthnicity	YES	YES
Street	4400 W 18th St	4400 W 18th St
City	Houston	Houston
State	TX	TX
Zip	77092	77092

## Step 5

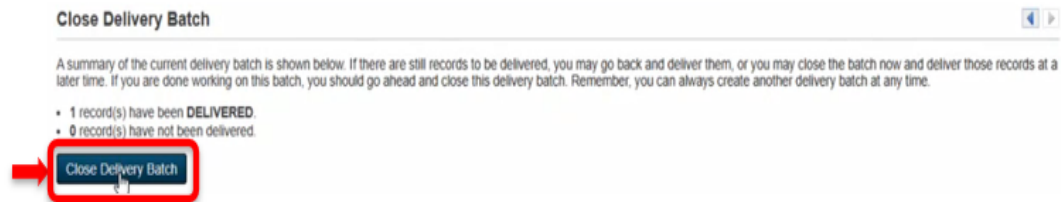
# Delivery Cont.

---

You can then exit out of the record by selecting "Close Delivery Batch".



A confirmation will then indicate how many records were delivered and you can then select to "Close Delivery Batch" again.





## Step 5 Delivery Cont.

You will be directed back to your submission workspace and you can view "Delivered" records. Student ID is now populated.

**Select a...** View: **Delivered** | Filter: **None** | Tag: **None**

Tasks | 1 Found | Page 1 of 1

ExternalStudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School	Grade	Submitted	Tags	DeliveryHistory	DeliveryDate
<input type="checkbox"/> 2128380	CodyTwo	Test	01/02/2001	Bentbrook Elementary School		K	01/25/2021	Missing immunizations, Missing Parent ID, Missing POR, Polished, Verified address or transfer on file	Student Contacts - Restricted - Generic	02/05/2021

Page Size: 20 | 50 | 100 | 500

Your records are now complete and exported to your SIS. I would recommend that you highlight your recent records and print before returning to review records on HISD Connect.

# Important Information

---

- Pre-k students must be 3 or 4 by or on September 1<sup>st</sup>. Kindergarten students must be 5 by or on September 1<sup>st</sup>. (Please use Age Calculation Chart located on FSC homepage)
- Students that are enrolled for testing only should be withdrawn the same day as enrollment once testing has been completed. Students that are enrolled for GT testing purposes only should indicate in the entry comment line of enrollment, have a 0 ADA, marked as excluded from PEIMS, and have no schedule.
- Make sure that you no show students by the end of the first day of school. You will receive rosters from your teachers. They will have placed a line through the student with NS listed on the line. Attendance isn't completed in PowerSchool until the 2<sup>nd</sup> day of school.
- When scheduling students and you need to change the schedule or a course, make sure that you drop and add for the same day. This has caused many issues when attempting to reconcile your Membership Reconciliation. Make sure to check your PIEMS Error Check weekly.
- If you need access to Online Enrollment, please complete the required online course (1441048) HC\_Registration and Enrollment, the SIS form, then send it to the SIS Department.

# Necessary Documentation for Enrollment

---

- Parent Identification: Driver's License, Passport, Military ID, etc.
- Student Identification: Social Security Card (if available), Birth Certificate, Passport, Baptismal Records, etc.
- Proof of Address: Current Rental Lease or Mortgage Statement, Utility Bill (not including internet).
- Proof of Grade: Prior Academic Records, Final Report Card(s), Final Transcripts, etc.
- Immunization Records: Doctor's Records or other Official Record of Vaccinations.

# Thank you



# First Day of School

Wanda Thomas, Director 1  
Lisa Shannon, Coordinator 1



# Attendance Procedures

---

- 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 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.

# Task Prior to Opening of School

---

- Post rosters throughout campus for parents to review
- Distribute Class Rosters to teachers with written instructions on how to document "No Show" students.
- Generate a list of students with no homeroom number (if applicable) or schedule and verify status.
- Verify that ADA time is posted in your school. Note: Attendance should be submitted no later than 10 minutes after ADA time in your building.

# First Day Procedures

---

- Distribute first day rosters to teachers to verify attendance (must be signed in ink by teachers).
- Communicate to teachers that attendance rosters must be sent to the office no later than 30 minutes after official ADA time.
- Log into HISD Connect to Report Manual Membership Figures by 10:30 am.
- KEEP originals of first day rosters (ALL SCHOOLS).
- Teachers should only take attendance for the first day on the first day rosters not in HISD Connect.



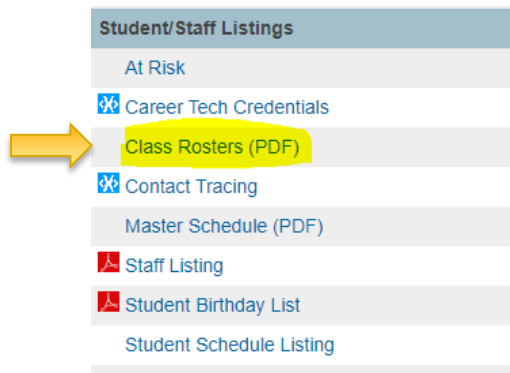
# No Show/Absentee Process

---

More Information will be forthcoming regarding the No Show Process

# First Day Class Rosters

Start Page>System Reports>Class Rosters(PDF)



# Class Rosters

Select HISD Class Enrollment Verification and highlight your ADA (secondary)/Homeroom(elementary) teachers and select the correct period(secondary) or HR for elementary.

## Elementary Class Roster

Class Rosters (PDF)

Print Rosters for (hold the CTRL key to make multiple selections)

Blanketing (leave unchecked for all)

A	B
LA	<input type="checkbox"/>
STH	<input type="checkbox"/>
SC	<input type="checkbox"/>
SS	<input type="checkbox"/>
RC	<input type="checkbox"/>
ANC	<input type="checkbox"/>
RT	<input type="checkbox"/>

## Secondary Class Roster:

Class Rosters (PDF)

Print Rosters for (hold the CTRL key to make multiple selections)

Blanketing (leave unchecked for all)

A	B
1	<input type="checkbox"/>
1U	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>
8	<input type="checkbox"/>
9	<input type="checkbox"/>
10	<input type="checkbox"/>
11	<input type="checkbox"/>

## Find the Heading text (Fields) section:

### Heading text (Fields)

Enter ^(<teachername>) to cause the teacher name to appear, and ^(<class\_expression>) for the expression

## In the text box, change wording to the following:

<b>School Year: </b>-(yearname)<table 6><b>Effective Date:</b>-(short.date]

<b>Teacher Instruction:</b> Draw a line across the name of each student who is not in attendance during your ADA time and identify as a No-Show "NS". Sign and Date below and return to your school attendance office. <i>-(if your roster exceeds one page you must sign each page)</i>

<b>Print Name:</b> \_\_\_\_\_ <b>Signature:</b> \_\_\_\_\_

<b>Date:</b> \_\_\_\_\_ <b>Membership Total:</b> \_\_\_\_\_

## Remove Verified from Roster columns (Fields):

Format: field name \ column title \ column width \ alignment

LastFirst\Student Name\2\l
Student Number\Student ID\1\c
<b>Verified\1.5\c</b> ←
\Comment\2.75\l

## First Day Class Roster Example:

Houston Independent School District  
HISD Class Roster (Weekly)  
██████████ Elementary School

Page: 1

Class: HOME ROOM - HR(A)      Section: 005

Teacher: ██████████      Room: ██████████      Total Students: 3

School Year: **2024-2025**      Effective Date: **8/12/2024**

**Teacher Instruction:** Draw a line across the name of each student who is not in attendance during your ADA time and identify as a No-Show "NS". Sign and Date below and return to your school attendance office. (if your roster exceeds one page you must sign each page)

Print Name: \_\_\_\_\_      Signature: \_\_\_\_\_

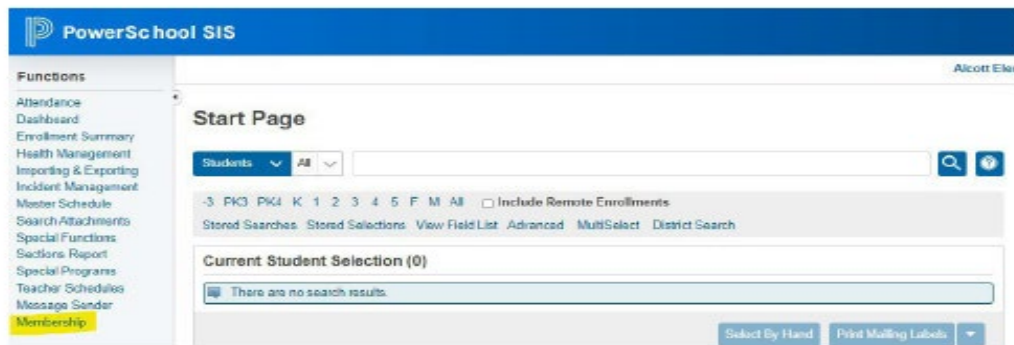
Date: \_\_\_\_\_      Membership Total: \_\_\_\_\_

Student Name	Student ID	Comment
<del>John Doe</del>	1234567	NS
Jennifer Doe	8910112	
Sam Doe	7654321	

# Membership Reporting Pathway

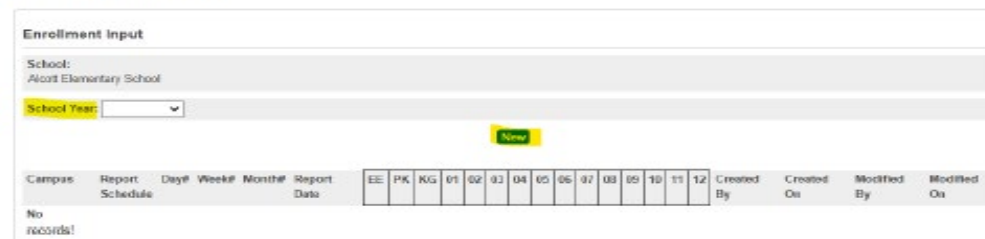
## Membership Reporting Pathway

1. From the start page under **Functions** select **Membership**.



2. Select **School Year: 2024-2025**, click **New** and enter campus membership figures.

### Membership Reporting



Campus	Report Schedule	Day#	Week#	Month#	Report Date	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Created By	Created On	Modified By	Modified On
No records!																								

# Second Day Procedures

---

- Teachers begin taking attendance in HISD Connect on Day 2.
- Clerk Logs into HISD Connect to post Manual Membership Figures before 10:30 am.

# HISD Calendars

---

- The following Calendars are listed in the Opening of Schools Packet
- HISD Academic Calendar
- Important Dates
- Report Card/Progress Report Dates
- UIL Grade Reporting Dates
- Membership Reporting



# HOUSTON INDEPENDENT SCHOOL DISTRICT

## 2024-2025 YEARLY CALENDAR

JUNE 2024						
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						

JULY 2024						
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 2024						
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 2024						
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 2024						
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 2024						
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 2024						
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 2025						
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 2025						
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 2025						
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 2025						
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					

MAY 2025						
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 2025						
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					

JULY 2025						
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 2025						
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					

<b>SCHOOL DAY START AND END TIMES</b> 7:30 – 3:00 Elementary 8:30 – 4:00 K-8 and Middle School 8:30 – 4:00 High School	<b>INSTRUCTIONAL DAY START AND END TIMES: NES</b> 8:00 – 3:00 PK – 1 <sup>st</sup> grade 8:00 – 4:00 2 <sup>nd</sup> – 5 <sup>th</sup> grade 8:30 – 4:30 6 <sup>th</sup> – 12 <sup>th</sup> grade	<b>RECESS (NO CLASSES)</b> Thanksgiving – Nov. 25 – 29 Winter Recess – Dec. 23 – Jan. 3 Spring Recess – Mar. 10 – 14	<b>POSSIBLE MAKE-UP DAYS</b> June 6 – June 12	<b>STAFF PD (NO CLASSES)</b> Jun. 14, Sep. 3, Oct. 3, Nov. 8, Jan. 6, Feb. 14, May 2, Jun. 5, Jun. 13
---	--	---	--	--

<b>FIRST DAY OF SCHOOL</b> August 12, 2024	<b>HOLIDAY (NO CLASSES)</b> Jul. 4 – Independence Day Sep. 2 – Labor Day Oct. 4 – Fall Holiday Nov. 28 – Thanksgiving Jan. 1 – New Year's Day Jan. 20 – MLK Jr. Day Feb. 17 – President's Day Mar. 31 – Chavez Huerta Day Apr. 18 – Spring Holiday May 26 – Memorial Day Jun. 19 – Juneteenth	<b>5TH QUARTER (SUMMER 2025)</b> Voluntary summer courses 2024 – Jun. 17 – Jul. 19 2025 – Jun. 16 – Jul. 23 (Mandatory for some students)
---	--	---

<b>LAST DAY FOR STUDENTS</b> June 4, 2025	<b>LAST DAY FOR TEACHERS</b> June 5, 2025	<b>GRADING CYCLES</b> Aug. 12 – Sep. 20 Sep. 23 – Nov. 1 Nov. 4 – Dec. 20 Jan. 7 – Feb. 21 Feb. 24 – Apr. 17 Apr. 21 – Jun. 4	<b>REPORT CARD</b> Sept. 27 (Friday) Nov. 11 (Monday) Jan. 13 (Monday) Feb. 28 (Friday) Apr. 25 (Friday) Jun. 4 (ES, KB, MS) Jun. 13 (HS)	<b>SCHOOL LEADERS' INDUCTION AND PREPARATION</b> July 22 – July 29 – Principals and APs	<b>NEW STAFF INDUCTION</b> July 30 and July 31 – Staff New to HISD	<b>ALL STAFF INDUCTION AND PREPARATION</b> Aug. 1 – Aug. 9 – All staff
--	--	---	--	--	---	---

UPDATED 6/20/2024

## HISD IMPORTANT DATES

2024-2025

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

REPORT CARD/PROGRESS REPORT DATES				
CYCLE	Dates	# of Days	Progress Report Date	Report Card Date
Cycle I	Aug. 12 – Sept. 20	28	9/9/2024	Sept. 27 (Friday)
Cycle II	Sept. 23 – Nov. 1	28	10/18/2024	November 11 (Monday)
Cycle III	Nov. 4 – Dec. 20	29	12/6/2024	January 13 (Monday)
Cycle IV	Jan. 7 – Feb. 21	31	1/31/2025	February 28 (Friday)
Cycle V	Feb. 24 – Apr. 17	33	3/28/2025	April 25 (Friday)
Cycle VI	Apr. 21 – Jun. 4	31	45/16/2025	June 4 (Wednesday) – ES, K-8, MS June 13 (Friday) – HS
	Semester 1 (F)	85		
	Semester 2 (S)	95		

SIX WEEKS ADA CYCLE DATES		
ADA CYCLE I	AUGUST 12 – SEPTEMBER 20	28 DAYS
ADA CYCLE II	SEPTEMBER 23 – NOVEMBER 1	28 DAYS
ADA CYCLE III	NOVEMBER 4 – DECEMBER 20	29 DAYS
ADA CYCLE IV	JANUARY 7 – FEBRUARY 21	31 DAYS
ADA CYCLE V	FEBRUARY 24 – APRIL 17	33 DAYS
ADA CYCLE VI	APRIL 21 – JUNE 4	31 DAYS
		180 TOTAL DAYS

HOLIDAYS		
Cycle I	September 2	Labor Day
Cycle II	October 4	Fall Holiday
Cycle III	November 25 – 29	Thanksgiving
Cycle III	December 23 – January 3	Winter Break for Teachers
Cycle III	December 23 – January 6	Winter Break for Students
Cycle IV	January 20	Martin Luther King Day
Cycle IV	February 17	President's Day
Cycle V	March 10 – 14	Spring Break
Cycle V	March 31	Chavez/Huerta Day
Cycle V	April 18	Spring Holiday
Cycle VI	May 26	Memorial Day

STAFF PROFESSIONAL DEVELOPMENT DAYS	
	September 3 - Tuesday
	October 3 - Thursday
	November 8 - Friday
	January 6 - Monday
	February 14 - Friday
	May 2 - Friday
	June 5 - Thursday
	June 13 - Friday

100<sup>th</sup> Day of School is January 28, 2025

HISD IS OPERATING ON A SIX-WEEKS GRADING CYCLE FOR THE 2024-2025 ACADEMIC SCHOOL YEAR

**2024-2025 HISD Connect Dates for 6-WEEK Report Card and Progress Report**

	HISD Connect		Progress Report (PR) and		HISD Connect	Teacher Verification	HISD Connect	Store Grades	Submit PR/Report Cards to FSC (pdf only)	Progress Reports/Report Cards Go Out to Parents
Progress Report (PR)/ Cycle (CY)		Number of Days	Report Card Cycle (CY)	End Date	Teacher Timeframe	Due (CY) @ 5pm	Lock Date @ 5 pm			
PR1	PR Run 1		8/30/2024 (Friday)		9/04/2024-09/05/2024		Open	9/4/2024	9/9/2024	09/09/2024(Monday)
CY1	CY1	26	9/20/2024 (Monday)		9/23/2024-09/25/2024	9/27/2024	9/25/2024	9/26/2024	9/27/2024	09/27/2024(Friday)
PR2	PR Run 2		10/11/2024 (Friday)		10/14/2024-10/16/2024		Open	10/17/2024	10/18/2024	10/18/2024(Friday)
CY2	CY2	26	11/1/2024 (Friday)		11/4/2024-11/06/2024	11/6/2024	11/6/2024	11/7/2024	11/11/2024	11/11/2024(Monday)
PR3	PR Run 3		11/22/2024 (Friday)		12/2/2024-12/4/2024		Open	12/6/2024	12/6/2024	12/6/2024(Friday)
CY3	CY3	29	12/20/2024 (Friday)		1/7/2025-1/9/2025	1/9/2025	1/9/2025	1/10/2025	1/13/2025	1/13/2025(Monday)
PR4	PR Run 4		01/24/2025 (Friday)		1/27/2025-1/29/2025		Open	1/30/2025	1/31/2025	1/31/2025(Friday)
CY4	CY4	31	2/21/2025 (Friday)		2/24/2025-2/26/2025	2/26/2025	2/26/2025	2/27/2025	2/28/2025	2/28/2025(Friday)
PR5	PR Run 5		3/21/2025 (Friday)		3/24/2025-3/26/2025		Open	3/27/2025	3/28/2025	3/28/2025(Friday)
CY5	CY5	33	4/17/2025 (Thursday)		4/21/2025-4/23/2025	4/23/2025	4/23/2025	4/24/2025	4/25/2025	4/25/2025(Friday)
PR6	PR Run 6		5/9/2025 (Friday)		5/12/2025-5/14/2025		Open	5/15/2025	5/16/2025	5/16/2025(Friday)
CY6	CY6	31	6/4/2025** (Wednesday)		6/29/2025 - 6/2/2025	6/2/2025	6/2/2025	6/3/2025	6/4/2025	6/4/2025(Wednesday) ES/6-6/MS
			6/4/2025** (Wednesday)		6/9/2025 - 6/11/2025	6/11/2025	6/11/2025	6/12/2025	6/13/2025 MS	6/13/2025(Friday) MS

\*\* End of Semester

180

7/29/2024

Athletics Department  
UIL Grade Reporting Dates  
School Year 2023-2024

SIX WEEK CALENDAR

END OF GRADING PERIOD	LOSE/REGAIN ELIGIBILITY	NO COMPETITION	GRADE CHECK DATES	REGAIN ELIGIBILITY
Oct. 2 / Mon.	Oct. 9 / Mon.	Oct. 9 — Oct. 30	Oct. 20 / Fri.	Oct. 27 / Fri.
Nov. 10 / Fri.	Nov. 17 / Fri.	Nov 17 — Dec. 8	Dec. 8 / Fri.	Dec.15 / Wed.
Dec. 22 / Fri.	Jan. 16 / Tue.	Jan. 12 — Feb. 2	Jan. 29 / Mon.	Feb. 5 / Mon.
Feb. 23 / Fri.	Mar. 1 / Fri.	Mar. 1 — Mar. 22	Mar. 22 / Fri.	Mar. 29 / Fri..
Apr. 19 / Fri.	Apr. 26 / Fri.	Apr. 26 — May 17	May 10 / Fri.	May 17 / Fri.

\* "If a grading period or 3-week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g., Thanksgiving break, spring break, winter holidays), the seven-calendar day grace period to lose eligibility and the seven-calendar day waiting period to regain eligibility begin the first day that classes resume." From [TEA/UIL Side-by-Side Academic Requirements](#)

+ "No Pass, No Play" begins after the first six weeks of the school year.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Hattie Mae White Educational Support Center • 4400 West 18<sup>th</sup> Street • Houston, Texas 77092-8501  
www.HoustonISD.org • www.facebook.com/HoustonISD • www.twitter.com/HoustonISD

## MEMBERSHIP REPORTING FOR 2024-2025

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
<u>First Week</u>	August	12	1	<u>Fourth Week</u>	September	2	Labor Day
	August	13	2		September	3	Prof Dev
	August	14	3		September	4	16
	August	15	4		September	5	17
	August	16	5		September	6	18
<u>Second Week</u>							
	August	19	6	<u>Fifth Week</u>	September	13	23
	August	20	7				
	August	21	8	<u>Sixth Week</u>	September	20	28
	August	22	9				
	August	23	10	<u>Seventh Week</u>	September	27	33
<u>Third Week</u>							
	August	26	11	<u>Eighth Week</u>	October	2	36
	August	27	12				
	August	28	13	<u>Ninth Week</u>	October	11	41
	August	29	14				
	August	30	15	<u>Tenth Week</u>	October	18	46
-							
				<b>Snapshot</b>	October	25	51

SPECIAL MEMBERSHIP REPORTING DATE: OCTOBER 25, 2024 PEIMS SNAPSHOT							
Last Friday of each month after Snapshot and the last day of school							
Friday	November	22	70	Friday	March	28	136
Friday	December	20	85	Friday	April	25	154
Friday	January	31	103	Wednesday	June	4	180
Friday	February	28	121				

# Attendance and Membership Updates

Marina Tejada, Coordinator 1  
Berta Garcia, Specialist 1  
Elementary Division Support



# DATA INTEGRITY

---

- Attendance clerks, data entry clerks and SIR's play an essential role in HISD's efforts to ensure that all data is timely, accurate and properly documented.
- In no case should paraprofessional personnel be responsible for determining students coding information for attendance, program placement or special services.

# Taking and Recording Student Attendance

---

- It is your district's responsibility to ensure that the basis used to record and process attendance accounting data meets the standard set forth in the *Student Attendance Accounting Handbook*.
- District personnel must create the original documentation of attendance at the time of attendance. Original documentation may not be created after the fact. Original documentation that is not created at the time of attendance will not be accepted by agency auditors. **If auditors determine that original documentation was not created at the time of the attendance it is intended to support, the TEA will retain 100% of your district's FSP allotment for the inappropriately documented attendance for the school year(s) for which records have been requested.** TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized.
- 19 TAC §129.21(f) and §129.1025



# Campus Responsibilities

---

## **Campus Principal**

- Chair the School Attendance Committee
- Establish a period-by-period attendance management system
- Implement a process for identifying students with attendance problems

## **Campus Teacher of Record**

- Take attendance at the official designated ADA time (must be within the second instructional hour) and for each class period.
- Provide documentation to attendance clerk when changes are made by Teacher on SIS after the initial recording or when coding error is identified.

## **SIR/Attendance Clerk**

- Post ADA time where visible by students and parents.
- Verify that attendance is taken by ADA time.
- Enter/Change attendance coding when provided with documentation from Teacher, Sub, or other Professional personnel in care of student(s) during attendance time.
- Run Attendance Change History Report to verify that all changes have the appropriate documentation.

# Manual Official Attendance Documents

---

All manual official attendance documents (***Absentee Slips***) must meet these conditions:

- This applies when a teacher cannot log into HISD Connect or there is a substitute in the teacher's classroom. (**Teacher aides/ Learning Coach can not take attendance**)
- Always use blue or black ink (never record manual entries in pencil, marker, crayons, liquid correction fluid, and never use a signature stamp);
- Always use the legal names of the students (no nicknames or shortened version of the name); if two last names must use both.
- Always use the correct student ID number;
- Teacher or Substitute Teacher's Signature must be in blue or black ink.
- If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in blue or black ink.

## Examples from the Attendance Change History Report

HISD Connect considers marking a student Absent as a change since the system automatically defaults to present. In the first example to the right the system defaulted the student to present, the teacher marked the student absent, then changed it from absent to present all in the same period – this teacher needs to fill out a **Teacher Attendance Correction Form**.

In the second example, system defaults student to present, teacher marked student absent, teacher does not need to fill out the Teacher Attendance Correction Form.

Examples from the Attendance Change History Report

System Automatically Defaults Student To Present	<table><tr><td>Change From</td><td>Change To</td></tr><tr><td>**</td><td>AT</td></tr><tr><td>AT</td><td>**</td></tr></table>	Change From	Change To	**	AT	AT	**	Teacher Marks Student Absent
Change From	Change To							
**	AT							
AT	**							
Same Period, Same Teacher, Same Student	<table><tr><td>Change From</td><td>Change To</td></tr><tr><td>AT</td><td>**</td></tr></table>	Change From	Change To	AT	**	Teacher Marks Student Present		
Change From	Change To							
AT	**							
Teacher needs to fill out Teacher Attendance Change Form								

System Automatically Defaults Student To Present	<table><tr><td>Change From</td><td>Change To</td></tr><tr><td>**</td><td>AT</td></tr></table>	Change From	Change To	**	AT	Teacher Marks Student Absent
Change From	Change To					
**	AT					
Teacher <b>does not</b> fill out Teacher Attendance Change Form						

## Attendance Corrected by the Classroom Teacher within 24 hours



This form is used when the classroom teacher makes a change in the attendance file before the file is locked.

Attendance Office can use the Attendance Change History Report to see when a teacher has made a change.

\_\_\_\_\_  
School Name Here

2024-2025

Attendance Corrected by the Classroom Teacher within 24 hours

Student Name (First & Last): \_\_\_\_\_

Student ID#: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Date Corrected: \_\_\_\_\_

ADA Period: \_\_\_\_\_ Non-ADA Period: \_\_\_\_\_

Corrected From \_\_\_\_\_ To \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Elementary – ADA Change Form

This form should be used when a student's absent code has been changed from **Absent to Present** or from **Present to Absent**. If the student is not physically present in the teacher's classroom at the time of ADA the teacher should mark the student absent. If the student is to be marked with one of the

## TEA Exception Codes

(ACT, DFPS, COL, CRT, DL, DC, ELC, GOV, MD, MTR, MIL, NAT, OCWBL, PEAS, REL, TAP, TSBD, UDC)

## HISD Local Exception Codes

- Other school personnel
- In School Suspension
- Field Trip
- Homebound Student
- Pregnancy Related Services

## All the above codes convert to Present

- Suspended is an Absence Code
- Teacher Error depends on the error teacher made



HOUSTON ISD

School Name \_\_\_\_\_

2024-2025

## ADA ATTENDANCE CHANGE FORM ELEMENTARY

DATE: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ ADVISOR NAME: \_\_\_\_\_

DATE(S) OF ATTENDANCE CHANGE: \_\_\_\_\_

ADA Period: HOMEROOM

FROM: (CHECK ONE) ☐ PRESENT ☐ ABSENT

TO: (CHECK ONE) ☐ PRESENT ☐ ABSENT

REASON: (CHECK ONE) ☐ ACT ☐ DFPS ☐ CIT ☐ CRT ☐ FT ☐ GOV ☐ HB ☐ SRC ☐ MD ☐ MTR  
☐ NAT ☐ OSP ☐ PRS ☐ REL ☐ SUS ☐ TAP ☐ TSBD ☐ UDC ☐ ER

ACT: Activity  
DFPS: Child Protection  
CIT: Citation  
CRT: Court Appearance  
DL: Driver's License  
FT: Field Trip  
GOV: Government Office  
HB: Homebound Service  
SRC: In School Suspension  
MD: Medical Appointment

MTR: Mentor  
NAT: Naturalization Oath  
OSP: Other School Personnel  
PRS: Pregnancy Related Services  
REL: Religious  
SUS: Suspended  
TAP: TAPS Military Funeral  
TSBD: Texas School for Blind or Deaf  
UDC: Under Doctor's Care  
ER: Teacher Error (Does not require documentation)

\_\_\_\_\_  
SCHOOL PERSONNEL SIGNATURE

\_\_\_\_\_  
PRINCIPAL APPROVED

**SUPPORTING DOCUMENTATION MUST BE ATTACHED**

## Secondary – ADA Change Form

This form should be used when a student's absent code has been changed from **Absent to Present** or from **Present to Absent**. If the student is not physically present in the teacher's classroom at the time of ADA the teacher should mark the student absent. If the student is to be marked with one of the

### TEA Exception Codes

(ACT, DFPS, COL, CRT, DL, DC, ELC, GOV, MD, MTR, MIL, NAT, OCWBL, PEAS, REL, TAP, TSBD, UDC)

### HISD Local Exception Codes

- Other school personnel
- In School Suspension
- Field Trip
- Homebound Student
- Pregnancy Related Services

### All of the above codes convert to Present

- Suspended is an Absence Code
- Teacher Error depends on the error teacher made



HOUSTON ISD

School Name \_\_\_\_\_

2024-2025

### ADA ATTENDANCE CHANGE FORM SECONDARY

DATE: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ ADVISOR NAME: \_\_\_\_\_

DATE(S) OF ATTENDANCE CHANGE: \_\_\_\_\_

ADA Period: \_\_\_\_\_

FROM: (CHECK ONE) ☐ PRESENT ☐ ABSENT

TO: (CHECK ONE) ☐ PRESENT ☐ ABSENT

REASON: (CHECK ONE) ☐ ACT ☐ DFPS ☐ CIT ☐ COL ☐ CRT ☐ DC ☐ DL ☐ ELC ☐ FT ☐ GOV ☐ HB  
☐ SRC ☐ MD ☐ MTR ☐ MIL ☐ NAT ☐ OCWBL ☐ OSP ☐ PRS ☐ PEAS  
☐ REL ☐ SUS ☐ TAP ☐ TSBD ☐ UDC ☐ TE

ACT: Activity  
DFPS: Child Protection  
CIT: Citation  
COL: College Visit  
CRT: Court Appearance  
DL: Driver's License  
DC: Dual Credit  
ELC: Election Clerk  
FT: Field Trip  
GOV: Government Office  
HB: Homebound Service  
SRC: In School Suspension (Student Ref Ctr)  
MD: Medical Appointment

MTR: Mentor  
MIL: Military Deployment  
NAT: Naturalization Oath  
OCWBL: Off-Campus Work Base Learning  
OSP: Other School Personnel  
PRS: Pregnancy Related Services  
PEAS: Pursue Enlistment Armed Services  
REL: Religious  
SUS: Suspended  
TAP: TAPS Military Funeral  
TSBD: Texas School for Blind or Deaf  
UDC: Under Doctor's Care  
TR: Teacher Error (Does not require documentation)

\_\_\_\_\_  
SCHOOL PERSONNEL SIGNATURE

\_\_\_\_\_  
PRINCIPAL APPROVED

**SUPPORTING DOCUMENTATION MUST BE ATTACHED**

## Period Attendance Change Form

This form should be used periods other than the ADA period when a student's absent code has been changed from **Absent to Present** or from **Present to Absent**. If the student is not physically present in the teacher's classroom at the time of ADA the teacher should mark the student absent. If the student is to be marked with one of the

### TEA Exception Codes

(ACT, DFPS, COL, CRT, DL, DC, ELC, GOV, MD, MTR, MIL, NAT, OCWBL, PEAS, REL, TAP, TSBD, UDC)

### HISD Local Exception Codes

- Other school personnel
- In School Suspension
- Field Trip
- Homebound Student
- Pregnancy Related Services

### All of the above codes convert to Present

- Suspended is an Absence Code
- Teacher Error depends on the error teacher made



HOUSTON ISD

School Name \_\_\_\_\_

2024-2025

#### PERIOD ATTENDANCE CHANGE FORM

DATE: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ ADVISOR NAME: \_\_\_\_\_

DATE(S) OF ATTENDANCE CHANGE: \_\_\_\_\_

NON-ADA Period: \_\_\_\_\_

FROM: (CHECK ONE) ☐ PRESENT ☐ ABSENT

TO: (CHECK ONE) ☐ PRESENT ☐ ABSENT

REASON: (CHECK ONE) ☐ ACT ☐ DFPS ☐ CIT ☐ CRT ☐ FT ☐ GOV ☐ HB ☐ SRC ☐ MD ☐ MTR  
☐ NAT ☐ OSP ☐ PRS ☐ REL ☐ SUS ☐ TAP ☐ TSBD ☐ UDC ☐ ER

ACT: Activity  
DFPS: Child Protection  
CIT: Citation  
CRT: Court Appearance  
DL: Driver's License  
FT: Field Trip  
GOV: Government Office  
HB: Homebound Service  
SRC: In School Suspension  
MD: Medical Appointment

MTR: Mentor  
NAT: Naturalization Oath  
OSP: Other School Personnel  
PRS: Pregnancy Related Services  
REL: Religious  
SUS: Suspended  
TAP: TAPS Military Funeral  
TSBD: Texas School for Blind or Deaf  
UDC: Under Doctor's Care  
ER: Teacher Error (Does not require documentation)

\_\_\_\_\_  
SCHOOL PERSONNEL SIGNATURE

\_\_\_\_\_  
PRINCIPAL APPROVED

**SUPPORTING DOCUMENTATION MUST BE ATTACHED**

# HISD CONNECT Attendance Code Descriptions

---

(Present)
A (Absent)
EX (Absent Excused)
AT (Absent by Teacher)
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)
DL (Driver's License)
UDC (Under Doctor's Care)



# Texas Education Agency ADA Exemptions

---

<b>A student not actually on campus at the time attendance is taken may be considered in attendance for FSP (Funding) purposes if the student:</b>  <b>Note: The following codes require documentation that has signed and dated by the principal or principal's designee.</b>	<b>Description</b>	<b>Short Code in HISD Connect</b>
<ul style="list-style-type: none"><li>• is in grades 6 through 11 and misses school for the purpose of sounding "Taps" at a military honors funeral held in Texas for a deceased veteran.</li></ul>	"TAPS" Military Funeral	TAP
<ul style="list-style-type: none"><li>• 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.</li></ul>	Activity	ACT

# TEA ADA Exemptions Continued

<ul style="list-style-type: none"> <li>• is in the conservatorship of the DFPS and misses school:               <ul style="list-style-type: none"> <li>- to participate in an activity ordered by a court under the Texas Family Code, Chapter 161 or 163, provided that scheduling the participation outside of school hours is not practicable or</li> <li>- to attend an activity under a service plan under the Texas Family Code, Chapter 163, Subchapter B.</li> </ul> </li> </ul> <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</p>	Child Protection	DFPS
<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 continued	DFPS
<ul style="list-style-type: none"> <li>• 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 1) may not excuse for this purpose more than 1 days during a student's junior year and 1 days during a student's senior year and 1) must adopt a) a policy stating when an absence will be excused for this purpose and b) a procedure for verifying students' visits to institutions of higher education.</li> </ul>	College Visit	COL

# TEA ADA Exemptions Continued

<p>• 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> <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 be 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, etc.</p> <p><b>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.</b></p>	Court	CRT
<p>• 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>	Dual Credit	DC

# TEA ADA Exemptions Continued

<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 misses school for the purpose of serving as an election clerk or student election clerk. Your school district may excuse a student's absence for this purpose for a maximum of 1 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 1 day for travel to and 1 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 1-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"><li>- be ineligible to serve as an election clerk under the Texas Election Code, §31.051(c);</li><li>- be at least</li><li>- 16 years of age;</li><li>- have the consent of the principal of the school the student attends;</li><li>- be a US citizen; and</li><li>- have completed any training course required by the entity holding the election.</li></ul> <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, §31.051.</p>	Election	ELC
--	----------	-----

# TEA ADA Exemptions Continued

<ul style="list-style-type: none"> <li>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.</li> </ul>	Government Office	GOV
<ul style="list-style-type: none"> <li>is temporarily absent because of a documented appointment for <b>the student or the student's child</b> that is with a health care professional licensed, certified, or registered by an appropriate agency of the State of Texas 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 school on the same day of the appointment. The appointment should be supported by a document, such as a note from the health care professional.</li> </ul> <p>The appointment must be a face-to-face consultation with a health care professional. A consultation over the phone or via video (telemedicine) is not considered an appointment with a health care professional. A school nurse will not count for FSP funding as a health care professional appointment.</p>	Medical Appointment	MD



# TEA ADA Exemptions Continued

<ul style="list-style-type: none"><li>• 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.</li></ul>	Mentor	MTR
<ul style="list-style-type: none"><li>• 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 5 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.</li></ul>	Military Deployment	MIL
<ul style="list-style-type: none"><li>• 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 1 day for travel to and 1 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.</li></ul>	Naturalization Oath	NAT

# TEA ADA Exemptions Continued

<p>• misses school for the purpose of observing religious holy days, 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 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.</p> <p>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 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. <b><i>Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.</i></b></p>	Religious	REL
---	-----------	-----

# TEA ADA Exemptions Continued

<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Off-Campus Work Base Learning	OCWBL
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Tx School for Blind or Deaf	TSBD
<ul style="list-style-type: none"> <li>• is 17 years of age or older and pursuing enlistment in a branch of the United States Armed Services or the National Guard. Your district 1) 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 2) must adopt a) a policy stating when an absence will be excused for this purpose and b) a policy that verifies the student's activities related to pursuing enlistment in a branch of the Armed Services or the Texas National Guard.</li> </ul>	Pursue Enlistment Armed Services	PEAS



# TEA ADA Exemptions Continued

---

<ul style="list-style-type: none"><li>misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit. The student must be enrolled in high school and 15 years of age or older. Your district may not excuse the student for more than one day of school during the period the student is enrolled in high school for each purpose (obtaining a driver's license and obtaining a learner license). Your district must verify the student's visit to the driver's license office in accordance with the procedures adopted by your district.</li></ul>	Driver's License	DL
---	------------------	----

# TEA ADA Exemptions Continued

---

<ul style="list-style-type: none"><li>• is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment. A student with a mental health or substance abuse condition who is being treated for a serious illness (TEC, §25.087(b)(3)) in an outpatient day treatment program or partial hospitalization program, under the care of a health care professional licensed, certified, or registered to practice in Texas, shall be excused for the authorized treatment period, and shall not be withdrawn from school. The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.</li></ul>	Under Doctor's Care	UDC
--	---------------------	-----

# Funding Eligibility – ADA Codes

---

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 <b>not</b> 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 (240 minutes) 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 <a href="#">TEC, §25.001</a> .	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 <b>not</b> eligible to generate ADA (see <a href="#">3.2.1.5 Code 4 Ineligible Full Day</a> for more information)	ADA eligibility code 4.

# Funding Eligibility – ADA Codes

---

at least two hours (120 minutes) per day but does not meet the eligibility requirements,	is <b>not</b> eligible to generate ADA (see <a href="#">3.2.1.6 Code 5 Ineligible Half Day</a> 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 <a href="#">TEC, §25.001</a> ,	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 <b>not</b> eligible to generate ADA)	ADA eligibility code 8.

# ADA – Eligibility Coding Tips

---

## ADA 0

- Speech Only Students
- Students enrolled with less than 2 hours of instruction.

## ADA 1

- Kindergarten through 12<sup>th</sup> grade students attending school 4 or more hours a day (240 minutes).

## ADA 2

- Students who attend school less than 4 hours a day but at least 2 hours a day.
  - Pre-Kindergarten students are coded as half day students even though they attend school full day. (Exception PK3 students at Energized ECC and some SPED students – follow the SPED Coding Chart for ECSE) chart included later in ppt.

# ADA – Eligibility Coding Information

---

## ADA 3

- Students eligible for a **full day of attendance** on an approved transfer from one Texas School District to another Texas School District (example: live in Ft. Bend but have a transfer to attend an HISD school).

## ADA 4

- Students not eligible to generate ADA Funding
  - Ineligible – Full Day
    - Tuition pay students
    - Some overage students check SAAH for guidance

## ADA 5

- Students is not eligible for **half day attendance**; attends school at least two hours (120 minutes) but does not meet the eligibility requirements.

# ADA – Eligibility Coding Information

---

## ADA 6

- Students eligible for a half day of attendance on an approved transfer from one Texas School District to another Texas School District (example: live in Ft. Bend but have a transfer to attend an HISD school).

## ADA 7

- Students eligible for **flexible attendance** receive an ADA Code of 7
  - All Students at On Time Grad – Grad Lab MA on schedule
  - No students should be coded with a 7 at this time, FSC will notify those campus when the students can be changed to a 7

## ADA 8

- Students not eligible for flexible attendance receive an ADA Code of 8
  - All Students at On Time Grad – Grad Lab MA on schedule
  - At this time students are coded with an ADA Code of 8 because the HISD OFSDP Application has not be approved by TEA.

# Compulsory Attendance vs. 90% Rule

## Compulsory Attendance

TEC§25.085:

- A child is required to attend a school under this section and shall attend school each school day for the entire period the program of instruction is provided. Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school.
- Prekindergarten and kindergarten students who are enrolled in school are subject to the Compulsory School Attendance section of the Texas Education Code. However, if the child has not reached mandatory compulsory attendance age (six years old as of September 1 of the current school year) the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rules.
- For students over the age of 19, truancy may result in revocation of enrollment in certain circumstances. Tex. Educ. Code §§ 25.085-.086.

According to a 2001 memorandum from the Commissioner of Education, excused absences are distinctly different from the "unexcused absences" and "without excuse". They "are not grounds for filing a complaint or making a referral to juvenile court. There is no basis for referring a student for nonattendance based upon absences that have been excused". In addition, schools are prohibited from converting "tardiness to class as an absence for the purpose of compulsory attendance enforcement".

**Note: Excused absences do not count against a student in regard to compulsory attendance.**

## 90% Rule

### What is the 90% Rule?

The 90% rule is a provision in the Texas Education Code (TEC) that applies to a student in any grade level from kindergarten through grade 12. TEC Section 25.092 provides that a student may not be given credit or a final grade for a class unless the student is in attendance 90% of the days the class is offered.

### What absences count under the 90% rule?

All absences count, whether excused or unexcused, in determining whether the student has attended the requisite number of days to receive class credit or a final grade. According to the Texas Education Agency the 90% attendance requirement in Section 25.092 applies regardless of whether the student is exempt from compulsory attendance under Section 25.086 for the period of the absence or whether the absence is otherwise excused by the school district.

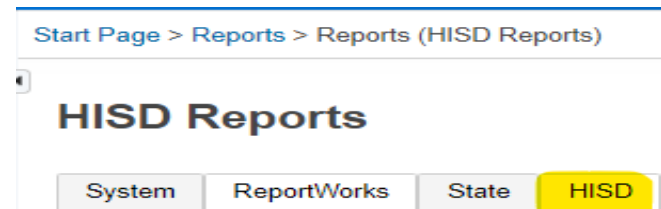


90 % Rule	Compulsory Attendance
<p>Student loses course credit once the 10% threshold has been exceeded.</p> <ul style="list-style-type: none"> <li>• Example 1 – Student is enrolled in A/B day classes, Semester 1 for 80 days. Student receives 4 absences (excused or unexcused) on the 5<sup>th</sup> absence student receives an asterisk for the class.</li> <li>• Example 2 - Student is enrolled in A/B day classes, Semester 1 for 60 days. Student receives 3 absences (excused or unexcused) on the 4<sup>th</sup> absence student receives an asterisk for the class.</li> <li>• Example 3 – Elementary/Middle School student enrolled in yearlong courses for 172 days. Student receives 17 absence excused or unexcused on the 18<sup>th</sup> absence student receives an NG.</li> <li>• Example 4 – Elementary/Middle School student enrolled in yearlong courses for 152 days. Student receives 15 absence excused or unexcused on the 16<sup>th</sup> absence student receives an NG.</li> </ul>	<p>A campus shall notify a student's parent in writing at the beginning of the school year that, if the student is absent from school without excuse on ten or more days or parts of days within a six-month period in the same school year, the campus shall within ten school days of the tenth absence refer the student to a truancy court for truant conduct under Family Code 65.003(a).</p> <p>If a student fails to attend school without excuse on three days or more days of parts of days within a four-week period, The notice must:</p> <ol style="list-style-type: none"> <li>1. Inform the parent that:             <ol style="list-style-type: none"> <li>a. It is the parent's duty to monitor the student's school attendance and require the student to attend school</li> <li>b. The student is subject to truancy prevention measures under Education Code 25.0915; and</li> </ol> </li> <li>2. Request a conference between school officials and the parent to discuss the absences.</li> </ol> <p>The fact that a parent did not receive the notices described above is not a defense for the parent's failure to require a child to attend school nor for the student's failure to attend school.</p>

**Note: Elementary students will not see NG on Report Cards.**

# Truancy Warning notices

- Campuses should run Truancy Warning notices at least every two weeks to capture students with excessive unexcused absences.













## HISD Truancy Warning Notice Report

Report Name	HISD Truancy Warning Notice
Version	1.3.4
Description	This report will generate a PDF of student truancy notification letters (1 page per student).
Comments	This report supports both a) 4-Week notifications of 3 absences, and b) 6-Month notifications of 10 absences.
Use	Current School Only
Students to Include	<input checked="" type="radio"/> The selected 1 student only <input type="radio"/> All students
Grades (leave blank for all)	<input type="checkbox"/> -3 <input type="checkbox"/> PK3 <input type="checkbox"/> PK4 <input type="checkbox"/> KG

# Truancy Reports

- Once campuses begin to issue truancy notices, campus should follow up with Attendance Committee for next steps.
- Follow ups may require the following reports found under HISD Reports:

Truancy	Reports and Utilities for Managing Truancy.
 Truancy Warning Notices	Print student <i>Truancy Warning Notices</i> for a given "As Of" date.
 Secondary Student Status - Truancy	Print <i>Student Secondary Student Status - Truancy</i> report.
 Truancy Letters Issued	A listing of Truancy Letters issued for the current school year. Version: 1.1
 ADA Absence Report	Print the <i>ADA Absence Report</i> list. Reports attendance based upon the <b>Official Attendance Period</b> (a.k.a. ADA Period) designated in Bell Schedule Items.
 Period Absence Report	Print the <i>Period Absence Report</i> report (formerly the "Secondary Truancy Absences" report).
 Attendance Referral	Print the <i>Attendance Referral</i> report.
 Student Attendance Contracts	Print <i>Student Attendance Contracts</i> .
 Student Truancy Prevention & Intervention	Print the <i>Student Truancy Prevention and Intervention</i> form.
 Court Filing on Student	Print the <i>Court Filing on Student</i> form.
 Court Filing on Parent	Print the <i>Court Filing on Parent</i> form.

# Six Weeks ADA Cycle Dates

---

Six Weeks ADA Cycle Dates		
ADA CYCLE I	August 12-September 20	28 Days
ADA CYCLE II	September 23-November 1	28 Days
ADA CYCLE III	November 4-December 20	29 Days
ADA CYCLE IV	January 7-February 21	31 Days
ADA CYCLE V	February 24-April 17	33 Days
ADA CYCLE VI	April 21-June 4	31 Days
		180 Days

# Campus Membership Reconciliation Dates

---

Reconcile Date	Membership Form Due
September 11, 2024	September 18, 2024
October 23, 2024	October 30, 2024
December 4, 2024	December 11, 2024
January 29, 2025	February 5, 2025
March 19, 2025	March 26, 2025
May 14, 2025	May 21, 2025

Training dates TBA soon.

# Opening of Schools Discipline

2024-2025

Wanda Thomas, Director  
Cynthia Morales-Santiago, Coordinator 1  
Latonya Smith, Coordinator 1



# FERPA Act

---

## Family Educational Rights and Privacy Act (FERPA)

---

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.** However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

# SUSPENSION OF STUDENTS ENROLLED IN A GRADE LEVEL BELOW 3

---

- A student who is enrolled in a grade level below grade 3 may not be placed in out-of-school suspension unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in:
  1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;
  2. Conduct that contains the elements of a violent offense related under Penal Code 22.01, 22.011, 22.02, 22.021; or
  3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
    - a. Marihuana or a controlled substance, as defined by Health and Safety Code Chapter 481, or by 21 U.S.C. Section 801 et seq.;
    - a. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
    - b. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.



# Suspension of Homeless Students

---

## SUSPENSION OF HOMELESS STUDENTS

**UNDER HB 692, SUSPENSION FOR HOMELESS STUDENTS ARE ADDRESSED: A HOMELESS STUDENT SHOULD NOT RECEIVE AN OUT-OF-SCHOOL SUSPENSION UNLESS HE/SHE IS BEING DISCIPLINED FOR ONE OF THE FOLLOWING PEIMS DISCIPLINARY REASONS. PLEASE SEE THE PEIMS 425 OFFENSE CHART FOR THE COMPLETE DEFINITIONS FOR EACH CODE.**

- 04 - Possessed, sold or used marijuana or other controlled substance
- 05 - Possessed, sold, used or was under the influence of an alcoholic beverage
- 11 - Brought a firearm to school
- 12 - Unlawful carrying of a location-restricted knife
- 13 - Unlawful carrying of a club
- 14 - Conduct containing the elements of an offense relating to Prohibited weapon
- 27 - Assault against a school district employee or volunteer
- 28 - Assault against someone other than a school district employee or volunteer
- 29 - Aggravated assault against a school district employee or volunteer
- 30 - Aggravated assault against someone other than a school district employee or volunteer
- 31 - Sexual assault or aggravated sexual assault against a school district employee or volunteer
- 32 - Sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer

# AAC Website Content

---

# DO NOT USE CODES

---

- **Reason Code 21**
  - Use only the breakdown of 21's
    - **Reason Code 04**
- Use ONLY PS04, IN04, DI04
  - **Reason Code 05**
- Use ONLY PS05, IN05, DI05
  - **Reason Code VP21**
- **PS62/63, VP62/63, DI62/63, IN62/63/64**

# Length of Placement for DAEP

---

- Elementary DAEP 15 days
- Secondary DAEP 45 days
- JJAEP 45 days

# Length of Placement for Vaping Incidents

---

- Elementary 10 days
- Secondary 15 days

# Suspensions

---

- In-school Suspensions
  - 5 days max
- Out-of-school Suspension
  - 3 days max

# Discipline Referral Form

- Required for every student that is removed from their instructional setting
- Fulfills all TEA PEIMS requirements
- Used for HISD compliance review purposes and should be the cover page for all disciplinary actions
- Requirements for All referral forms
  - Demographic Information
  - Reason for referral
  - Chancery incident number
  - PEIMS reason / PEIMS action
  - Days and dates assigned
  - Administrators signature BLUE OR BLACK INK
  - No signature stamps
  - No correction tape or correction fluid

Houston Independent School District  
Discipline Referral Form

Campus Name: \_\_\_\_\_ Date of Referral: \_\_\_\_\_

Student ID: \_\_\_\_\_ Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

Referred by: \_\_\_\_\_ Location of Infraction: \_\_\_\_\_

Incident Date: \_\_\_\_\_ Incident Time: \_\_\_\_\_ Room No.: \_\_\_\_\_ Phone: \_\_\_\_\_

Problem Behavior (i.e., unwanted behavior)	Replacement Behavior (i.e., desired behavior)	Interventions (i.e., Actions taken)	Reinforcement
Reason for Referral	Date		

\*\*\*\*\* For Administrative Use Only \*\*\*\*\*

CHANCERY INCIDENT NU: \_\_\_\_\_ MBER: \_\_\_\_\_ S weekly Level: ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐ Level 5

Local Reason (Offense) Code: \_\_\_\_\_ Local Action (Consequence) Code: (s) \_\_\_\_\_

Select the Category of Incident for Bullying Allegations:

☐ Disability ☐ Race/Color/ National Origin ☐ Religion ☐ Sex ☐ Sexual Orientation ☐ Other: \_\_\_\_\_

PEIMS REASON (OFFENSE)		E) CODE:		PEIMS ACTION (CONS)		SEQUENCE CODE(S):	
Infraction Location	<input type="checkbox"/> 01 (On Campus)	<input type="checkbox"/> 04 (Off Campus, not school related sponsored activity)					
	<input type="checkbox"/> 02 (Off Campus, within 300 ft)	<input type="checkbox"/> 05 (On school property, or at school related/sponsored activity, of another school district)					
Codes	<input type="checkbox"/> 03 (School Related/ Sponsored Activity Off Campus)						
PEIMS Action	* Details:	Date Assigned	Begin Date	End Date	Days Assigned	Days Completed	Disciplinary Reason
In - School Suspension (ISS)							Campus Assigned
Out - of - School Suspension (OSS)							Campus Responsible
Placement in DMSP							

OTHER ACTIONS: \_\_\_\_\_ ARMS/Police Incident Number (if police notified): \_\_\_\_\_ Victim of Violent Crime Letter: ☐ Y ☐ N

**NOTE: Use one of the following PEIMS Action Codes when a Mandatory Action is not taken:**

☐ 27 Special Ed. Student

**Reason for use of Mandatory Action Not Taken**

☐ Student's age and intent or lack of intent at the time the student engaged in the conduct

☐ Student's attitude

☐ Self -lessness of the offense

☐ Student's disciplinary history

☐ Potential effect of the misconduct on the school environment

☐ The facts of the case warrant consideration of self -defense as a mitigating factor in the assessment of any punishment

☐ The student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct

☐ State law requirements for certain disciplinary consequences

Administrator's Comments: \_\_\_\_\_

**IMPORTANT NOTE:** The campus discipline coordinator/principal must complete, sign and date the referral form before the data is entered into Chancery. Signature stamps and copies of signatures are invalid. Do not send referrals home that include the names of or were involved in the incident.

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Folder Documentation

---

## In-School Suspension (ISS)

PEIMS action (06) or (26)

Must not exceed 5 days unless awaiting DAEP or JJAEP assignment

- ❖ Discipline Referral Form
  - Original must remain in discipline folder
  
- ❖ In-school parent notification
  - Addressed to parent
  - Signed and dated by administrator
  - Include description of the offense
  - Include action(s) taken
  - Include dates and number of days

## Out-of-School Suspension (OSS)

PEIMS action (0S) or (25)





Must not exceed 3 days for **each** offense

- ❖ Discipline Referral Form
  - Original must remain in discipline folder
  
- ❖ Out-of-school parent notification
  - Addressed to parent
  - Signed and dated by administrator
  - Include description of the offense
  - Include action(s) taken
  - Include dates and number of days



# HISD Connect Reports

---

 Incident Management Bullying and Cyberbullying Verification Report	22.5.3	School-level counts of bullying and cyberbullying with incident details
 Incident Management TEA Discipline Edits Validation Report	23.12.1	Incidents violating one or more TEA discipline business rules
 Incident Management Verification Report	23.6.2	Incidents with checks for invalid record structure or missing fields
 Incident Management TEA Discipline Records Verification Report	23.5.1	Incidents reported in the Summer PEIMS TEA discipline records

# Thank you



# Federal and State Compliance Monitoring Information – Leavers

Wanda Thomas- Director 1  
Nina Grant-Specialist 1



# Leavers Information

## Coding

**Leaver coding is assigned by the campus principal or administrative designee.** Campus clerks and/or SIRs do not assign leaver codes.

## Close of the School Start Window

- **September 27, 2024** – The "School Start Window" is from the first day of school through the last Friday of September. It has been designated by TEA as the timeframe we are allowed to account for all students in grades 7-12 who attended Houston ISD last school year and may or may not have returned this school year. Students who did not leave the Texas Education System and did not enroll in another Texas Public School District must be reported as dropouts if they are not located and enrolled before the last day of the "School Start Window".

## PEIMS Leaver Training

- TBA

## Fall PEIMS Submission Timeline

- Fall PEIMS First Submission Deadline, **December 12, 2024** (Campus data entry deadline will be a few weeks prior to this date)
- Fall PEIMS Resubmission Deadline (no leaver code changes can be made after the Fall PEIMS Resubmission deadline), **January 16, 2025** (Campus data entry deadline will be a few weeks prior to this date)

# Leaver Folders– Required Documents

Districts must document the withdrawal of students and maintain on file the appropriate paperwork associated with student withdrawals.

**FSC conducts leaver reviews each fall. Every student leaver folder** – including folders for students who leave during the summer – **must have the leaver documentation**. **Each student leaver must have an individual folder.**

## 1. District-Approved Leaver Form(s)

- Exit Information/Leaver Code Assignment Form (Revised in 2021-2022)
- Leaver Code Change Form (Revised in 2021-2022)
- Home School Questionnaire
- Oral Statement Form
- CPS/L66 Form

## 2. Supporting Documentation

- Authentic documentation for the assigned leaver code.
- Sufficient documentation per TWEDS-Enabled Data Standards.



# Leaver Documentation – General Guidelines

## Signatures on Documentation

- ❑ Documentation must be signed and dated by an authorized representative of the district.
- ❑ Forms must be completed in **BLUE/BLACK** ink with all required information **AND** signed by the administrator in charge of leavers or the campus principal. **NO COPIES OF SIGNATURES OR SIGNATURE STAMPS.**
- ❑ An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail **DO NOT** need to be signed by the parent/guardian or qualified student.
- ❑ Written documentation of oral statements made in person or by telephone by the parent/guardian or qualified student is **acceptable in SOME situations** if it is signed and dated by the district representative.

## Evaluation of Documentation

- ❑ **Merits of leaver documentation are assessed at the time the documentation is requested** during a data inquiry investigation.
- ❑ Determination of the acceptability of the documentation is made by the **professional staff** conducting the investigation.

## Completeness of Documentation

- ❑ Withdrawal documentation shall be considered **INCOMPLETE** without a date, signature, and destination.

## Changing Leaver – Reason Codes

- ❑ **Merits of leaver documentation are assessed at the time the documentation is requested** during a data inquiry investigation.
- ❑ Determination of the acceptability of the documentation is made by the **professional staff** conducting the investigation.



# Leaver Forms – Required Documents

**HOUSTON INDEPENDENT SCHOOL DISTRICT  
EXIT INFORMATION AND LEAVER CODE ASSIGNMENT FORM**

CAMPUS ID#: \_\_\_\_\_ CAMPUS NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**STUDENT INFORMATION PORTION: Please print**  
STUDENT'S NAME (Last, First, Middle): \_\_\_\_\_

ID NUMBER: \_\_\_\_\_ BIRTH DATE: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_ GENDER: ☐ M ☐ F

**EXIT INFORMATION PORTION:** This portion is NOT supporting documentation for a Leaver Code.

PARENT/GUARDIAN or QUALIFIED STUDENT NAME: _____	RELATIONSHIP TO STUDENT: _____
E-MAIL ADDRESS: _____	PHONE NUMBER: _____
<input type="checkbox"/> CURRENT OR <input type="checkbox"/> NEW MAILING ADDRESS: _____	CITY: _____ STATE: _____

IF APPLICABLE PLEASE PROVIDE  
NEW SCHOOL DISTRICT & CAMPUS: \_\_\_\_\_

NEW SCHOOL CITY & STATE: \_\_\_\_\_

HOME COUNTRY (INCLUDE CITY): \_\_\_\_\_

REASON FOR WITHDRAWAL: \_\_\_\_\_

**EXIT CODE ASSIGNMENT SECTION (REQUIRED):** (Type/print the appropriate leaver code.)

80 - TX Public School	L82 - Enroll Outside TX	ADMINISTRATOR'S INFORMATION SIGNATURE: _____	The Leaver code is determined by the administrator, not the clerks
L03 - Died	88 - Another HISD Campus		
L08 - Student (female or male) withdrew from/left school because of pregnancy	L83 - Falsification of Enrollment (RARE)	PRINTED NAME: _____	TITLE: _____
L16 - Student returned to family's home country or emigrated to another country	L86 - Student Completed GED outside of Texas		
L20 - Student withdrew from/left school because of a medical injury	L87 - Texas Tech/UT HS Diploma	DATE: _____	
L24 - Pursue college degree	L88 - Court Ordered GED - not earned		
L60 - Home Schooling	L89 - Incarcerated in State or Federal Facility		
L66 - CPS	L90 - Military Grad - Outside of Texas		
L81 - Enroll TX Private School	L98 - Unknown / Dropout		

POSTING CLERK'S SIGNATURE \_\_\_\_\_ PRINTED NAME & TITLE \_\_\_\_\_ DATE OF POSTING \_\_\_\_\_

**OFFICE USE ONLY: LEAVER DOCUMENTATION ON FILE. ATTACH ALL SUPPORTING DOCUMENTS TO THIS FORM.**

<input type="checkbox"/> 80/88 Verification of Enrollment in another Texas Public School or HISD school	<input type="checkbox"/> L60 Completed Home School Questionnaire/ Written statement from parent/guardian, including the date home schooling began	<input type="checkbox"/> L85/L90 Transcript showing sufficient credits, or diploma with seal (Military Interstate Compact Agreement)
<input type="checkbox"/> L03 Death Certificate, Obituary, Funeral Program, Written/Oral statement	<input type="checkbox"/> L86 Written Statement from CPS Officer, includes badge number and phone number	<input type="checkbox"/> L86 GED certificate/written documentation from testing company showing completion, must include date, location, contact information
<input type="checkbox"/> L08 Oral/Written Statement by parent, guardian or student indicating that student is withdrawing or has withdrawn due to pregnancy	<input type="checkbox"/> L81/L82/L87 Transcript/Records Request from receiving private school, school outside of Texas or HS Diploma program	<input type="checkbox"/> L88 Court Order from a JUDGE requiring completion of a GED
<input type="checkbox"/> L16 Oral/Written Statement by relative or adult neighbor of student's return to family's home country or emigrated to another country	<input type="checkbox"/> L81/L82/L87 Oral/Written notice from parent or guardian to authorized District representative	<input type="checkbox"/> L89 Oral/Written notification from law enforcement, prosecuting attorney, or state / federal penitentiary
<input type="checkbox"/> L20 Written/oral statement from parent, guardian, or qualified student that student has suffered a condition/injury/illness that requires substantial medical care, the student is unable to attend school	<input type="checkbox"/> L81/L82/L87 Verification of Enrollment in a private school, school outside of Texas or HS Diploma program	<input type="checkbox"/> L98 DROP OUT/OTHER
<input type="checkbox"/> L24 Verification by authorized college rep, or student schedule, at least 9 hours per semester	<input type="checkbox"/> L83 Falsification of Enrollment / Not Immunized (include due process documentation)	<input type="checkbox"/> HISD Withdrawal Form

Revised August 9, 2021

**HOUSTON INDEPENDENT SCHOOL DISTRICT  
LEAVER CODE CHANGE FORM**

CAMPUS ID#: \_\_\_\_\_ CAMPUS NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT'S NAME (Last, First, Middle): \_\_\_\_\_

ID NUMBER: \_\_\_\_\_ BIRTH DATE: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_ GENDER: ☐ M ☐ F

**FORMER LEAVER CODE:** \_\_\_\_\_ **WITHDRAWAL DATE:** \_\_\_\_\_

**NEW LEAVER CODE:** \_\_\_\_\_ (Print/type the appropriate leaver code.)

80 - TX Public School	88 - Another HISD Campus	ADMINISTRATOR'S INFORMATION SIGNATURE: _____	The Leaver code is determined by the administrator, not the clerk
L03 - Died	L82 - Enroll Outside TX		
L08 - Pregnancy	L83 - Falsification of Enrollment (RARE)	PRINTED NAME: _____	TITLE: _____
L16 - Student returned to family's home country or emigrated to another country	L86 - Student Completed GED outside of Texas		
L20 - Medical Injury	L87 - Texas Tech/UT HS Diploma	DATE: _____	
L24 - Pursue college degree	L88 - Court Ordered GED - not earned		
L60 - Home Schooling	L89 - Incarcerated in State or Federal Facility		
L66 - CPS	L90 - Military Grad - Outside of Texas		
L81 - Enroll TX Private School	L98 - Unknown / Dropout		

**REASON FOR CODE CHANGE (Select one):**

<input type="checkbox"/> ORIGINALLY CODED INCORRECTLY	Comment: _____
<input type="checkbox"/> DUE TO T.E.A. / REGION 4 / OR HISD DOCUMENTATION REVIEW	
<input type="checkbox"/> INSUFFICIENT OR NO DOCUMENTATION (Dropout)	
<input type="checkbox"/> RECEIVED OTHER DOCUMENTATION SUPPORTING A CODE CHANGE	
<input type="checkbox"/> OTHER CHANGE CODE REASON	

POSTING CLERK'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**ATTACH ALL SUPPORTING DOCUMENTS TO THIS FORM.**

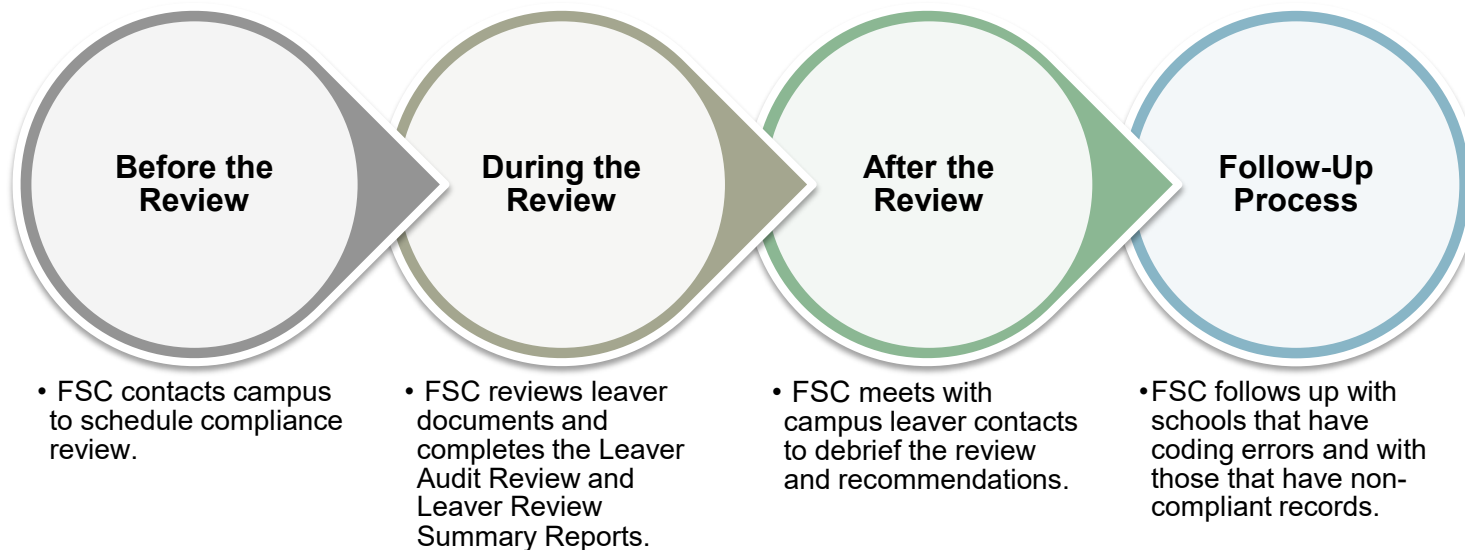
Revised: August 9, 2021

# Leaver Compliance Reviews

## Leaver Reviews

FSC will review campus leaver records for grades 7-12 each fall. Detailed information is in the 2024-2025 Federal/State Reporting and Attendance Procedures Manual.

## The FSC Leaver Review Process





# Best Practices for Campus Leaver Contacts

---

1. Attend FSC **PEIMS Leaver Training** each year.
2. Use the **district- approved forms** from the Federal and State Compliance website. Download new forms each year.
3. Establish and implement a campus wide system for leaver coding and maintaining supporting documentation.
4. Read and follow guidance in **TSDS Web-Enabled Data Standards (TWEDS)**. See handout with instructions for downloading the documents.
5. Review and follow Best Practices in **State/Reporting and Attendance Procedures Manual**.
6. Review **HISD Connect, OnDataSuite** and **TSDS Fall PEIMS First Submission** reports for accuracy and reasonableness. Correct all data prior to the campus data entry deadline.
7. Contact your Federal and State Compliance representative with questions.

# Leaver Resources

---

- **Federal and State Compliance,**  
<https://www.houstonisd.org/Page/58634>
- **HISD School Guidelines**  
<https://houstonisd.sharepoint.com/teams/aca/SG>
- **TSDS Web-Enabled Data Standards (TWEDS),**  
<https://tealprod.tea.state.tx.us/TWEDS/90/0/0/0/DataSubmission/TechnicalResources>
- **TEA Student Attendance Accounting Handbook,**  
<https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>

# Thank you



# Opening of The Schools Pre- Kindergarten

2024-2025

Alma Salazar  
Felissa Salinas



# ECDS PK & KG Collection

---

The course below needs to be scheduled for **EACH PK and KG student**.

- Courses are already in the master schedule.
- These courses are solely for ECDS purpose.
- They do not have to be attached to attendance or anything else like a normal course.
- The expression should be coded ANC.

## COMMON ERRORS TO AVOID

- Switching students during the ECDS testing window will create fatal errors.
- **ECDS course start date must match student enrollment date** or will cause fatal errors.

Number	Alternate	Name
ADM003KG	01020000	ECDS KG
ADM002PK	01010000	ECDS PK

## Testing Windows

- Testing Window for PK (BOY) - TBA
- Testing Window for PK (EOY) - TBA
- Testing Window for KG – TBA

# Pre- K Flowchart

---

To be eligible for enrollment in a district prekindergarten program, a child must:



Be 3 years of age (PK3) or 4 years of age (PK4) on or before September 1st of the enrollment school year.



Live within the boundaries of the Houston Independent School District

## Warnings:

- ✓ Student must qualify on the day of enrollment.
- ✓ Special Education student does NOT automatically qualify for the Pre-K Program.

# Pre-K Qualifications

---

## NOTE:

Student must have at least one qualification from this list to be eligible for Pre-K.

Child is homeless

Child unable to speak or understand English as determined by the Home Language Survey

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

# Pre-K Funding Source

## Student Programs

**Path: Student**  
**> Student**  
**Programs >**  
**Pre-K > New**

### Enrollment

- Activities
- Util/Activities
- All Enrollments
- Functions
- Student Programs**
- Transfer Info
- Compare Enrollments
- Next Year Requested School

Local Programs	Career and Tech	PRS	EB/EL	Title I	<b>Pre-K</b>	At-Risk
	Immigrant	Migrant	Gifted and Talented	Economic Disadvantaged		
Child Find	Special Education	SELA	Intervention	504	RFT	Dyslexia
ADSY	GEH					

**New**

### Add Pre-K

Comment

Entry Date

MM/DD/YYYY



\*

Exit Date

MM/DD/YYYY



Exit Reason

Grade Level

Pre-K Program Type (E1078)

Select Code



\*

Primary Pre-K Funding Source (E1079)

Select Code



Secondary Pre-K Funding Source (E1080)

Select Code





# Pre-K Coding Chart

## The majority of PK Eligible Students (02, 2, 5)

*ADA = 2 Eligible Half Day or 6 Eligible Transfer Half Day*

Pre-K Program Type (E1078)

(02) PK eligible w/instruction at least 4 hrs

Primary Pre-K Funding Source (E1079)

(2) Local district share funding ▼

Secondary Pre-K Funding Source (E1080)

(5) Early Education Allotment ▼

## Tuition Paying PK Students (05, 1)

*ADA = 4 Ineligible Full Day*

Pre-K Program Type (E1078)

(05) PK ineligible w/instruction at least 4 hrs

Primary Pre-K Funding Source (E1079)

(1) Tuition fees ▼

Secondary Pre-K Funding Source (E1080)

Select Code ▼

## Special Ed PK Students (03)

*ADA = 1 Eligible Full Day or 3 Eligible Transfer Full Day*

Pre-K Program Type (E1078)

(03) PK eligible w/instruction at least 4 hrs and receives special ed services ▼ \*

Primary Pre-K Funding Source (E1079)

Select Code ▼

Secondary Pre-K Funding Source (E1080)

Select Code ▼

# Pre- K Coding Chart

## Non-Title I campuses:

### Non-Title I PK Students (02.2.5)

*ADA = 2 Eligible Half Day or 6 Eligible Transfer Half Day*

Pre-K Program Type (E1078)

(02) PK eligible w/instruction at least 4 hrs

Primary Pre-K Funding Source (E1079)

(2) Local district share funding

Secondary Pre-K Funding Source (E1080)

(5) Early Education Allotment

### Ineligible for PK Program (04. 2)

*ADA = 5 Ineligible Half Day*

Pre-K Program Type (E1078)

(04) PK ineligible w/instruction at least 2 hours and less than 4 hrs

Primary Pre-K Funding Source (E1079)

(2) Local district share funding

Secondary Pre-K Funding Source (E1080)

Select Code

### Charter schools with students who ONLY attend half day sessions (01)

*ADA = 2 Eligible Half Day or 6 Eligible Transfer Half Day*

Pre-K Program Type (E1078)

(01) PK eligible w/instruction at least 2 hrs and less than 4 hrs

Primary Pre-K Funding Source (E1079)

Select Code

Secondary Pre-K Funding Source (E1080)

Select Code

# ADA Coding for Student Eligible for both PK and Special Education

	Student Age <sup>1</sup>	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind	Child Count
Coding Information for Student Who Is Eligible for Both Special Education AND Pre-K							
served in the pre-K classroom by pre-K and special education teachers for ½ day (at least 2 but fewer than 4 hours) <sup>3</sup>	3 or 4	2 half-day	40	pre-K	1	0	3
served in the pre-K classroom by pre-K and special education teachers for full day (at least 4 hours) <sup>3</sup>	3 or 4	1 full-day	40	pre-K	1	0	3
served in the pre-K classroom by pre-K teacher for ½ day (at least 2 but fewer than 4 hours) with indirect and/or consultative services by special education teacher less than 2	3 or 4	2 half-day	40	pre-K	1	0	3
served in the pre-K classroom by pre-K teacher for full day (at least 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	1 full-day	40	pre-K	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a self-contained (S-C) environment less than 21% of the instructional day	3 or 4	2 half-day	41	pre-K	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment at least 21% but less than 50% of the instructional day	3 or 4	2 half-day	42	pre-K	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment at least 50% but less than 60% of the instructional day	3 or 4	2 half-day	43	pre-K	1	0	3
served in the pre-K classroom for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day	43	pre-K	1	0	3
served in the pre-K classroom by pre-K and special education teachers for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day	43	pre-K	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment more than 60% of the instructional day	3 or 4	2 half-day	44	pre-K	1	0	3
served in a S-C classroom by a special education teacher for at least 2 hours but fewer than 4 hours each day (Students in this setting receive only special education and related services.) <sup>4</sup>	3 or 4	2 half-day	45	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 4 hours each day (Students in this setting receive only special education and related services.) <sup>4</sup>	3 or 4	1 full-day	45	EE	1	0	3
served in the ½ day pre-K classroom and the only sp. ed. svc. the student receives is 1 hour speech therapy/wk	3 or 4	2 half-day	00	pre-K	1	0	3

Identify the students instructional setting in HISD Connect

Contact your SPED Chair

# ADA Coding for Student Eligible for Special Education but **NOT** Eligible for Pre-K

	Student Age <sup>1</sup>	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind	Child Count
		Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for Pre-K <sup>2</sup>					
served in the pre-K classroom by pre-K and special education teachers for ½ day (at least 2 but fewer than 4 hours) <sup>3</sup>	3 or 4	2 half-day	40	EE	1	0	3
served in the pre-K classroom by pre-K and special education teachers for full day (at least 4 hours) <sup>3</sup>	3 or 4	1 full-day	40	EE	1	0	3
served in the pre-K classroom by pre-K teacher for ½ day (at least 2 but fewer than 4 hours) with indirect and/or consultative services by special education teacher less than 2	3 or 4	5 ineligible half-day	40	EE	1	0	3
served in the pre-K classroom by pre-K teacher for full day (at least 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	4 ineligible full-day	40	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a self-contained (S-C) environment less than 21% of the instructional day	3 or 4	5 ineligible half-day	41	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment at least 21% but less than 50% of the instructional day	3 or 4	5 ineligible half-day	42	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment at least 50% but less than 60% of the instructional day	3 or 4	5 ineligible half-day	43	EE	1	0	3
served in the pre-K classroom for ½ day and in a S-C classroom for the other ½ day	3 or 4	2 half-day	43	EE	1	0	3
served in the pre-K classroom by pre-K and special education teachers for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day <sup>3</sup>	43	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment more than 60% of the instructional day	3 or 4	5 ineligible half-day	44	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 2 hours but fewer than 4 hours each day (Students in this setting receive only special education and related services.) <sup>4</sup>	3 or 4	2 half-day	45	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 4 hours each day (Students in this setting receive only special education and related services.) <sup>4</sup>	3 or 4	1 full-day	45	EE	1	0	3
served in the ½ day pre-K classroom and the only sp. ed. svc. the student receives is 1 hour speech therapy/wk	3 or 4	5 ineligible half-day	00	EE	1	0	3

Identify the students instructional setting in HISD Connect.

Contact your SPED Chair

# Key Takeaways- Pre-K

---

- Most Pre-k students will be coded as “2 - 2 - 5” on the Pre-K Program Funding Source.
- If the student is a PreK tuition payer, they will always be a “5 - 1”
- If a student qualifies for Pre-K and Special Education the Program Funding Source should be coded according to the ECSE Services and Pre-K Coding chart in the SAAH.
  - For student’s instructional setting, please consult with your campus SPED Chairperson.
- If a Special Education student does not qualify for Pre-K, the Program Funding Source is "4-2”
- Special Education IS **NOT** A QUALIFIER for Pre-K.
- For additional information please see the coding chart. [2024-25 Student Attendance Accounting Handbook \(texas.gov\)](#)

# Key Takeaways- Pre-K

---

- ECSE- Early Childhood Special Education is not a Pre-K program.
- When students are enrolled in –3 (EE), student should be receiving SPED testing or services.
- Verify all-3 ADA coding.



# Thank you



# FSC Data Management

## ED-FI

Irma Hasnain - Coordinator II





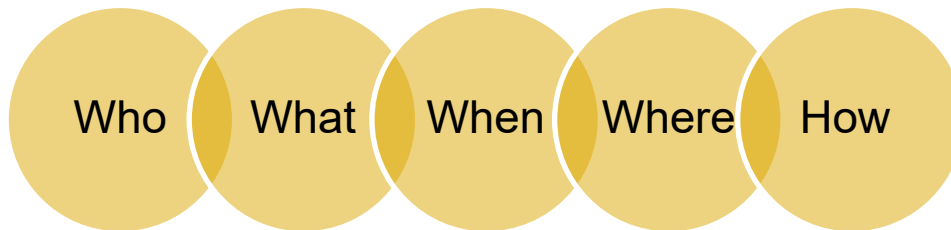
# Data Management

---

Name	Title	Email
Irma Hasnain	Coordinator 2	<a href="mailto:ihasnain@houstonisd.org">ihasnain@houstonisd.org</a>
Nancy I Figueroa Torres	Coordinator 1	<a href="mailto:nancy.figueroatorres@houstonisd.org">nancy.figueroatorres@houstonisd.org</a>
Gail M Paschall	Coordinator 1	<a href="mailto:gail.paschall@houstonisd.org">gail.paschall@houstonisd.org</a>
Lamar Fike	Coordinator 1	<a href="mailto:lfike@houstonisd.org">lfike@houstonisd.org</a>
Sylvia G Guerrero	Coordinator 1	<a href="mailto:sylvia.guerrero@houstonisd.org">sylvia.guerrero@houstonisd.org</a>
Tamara E Elijah	Coordinator 2	<a href="mailto:telijah@houstonisd.org">telijah@houstonisd.org</a>

# TSDS PEIMS Ed-Fi Upgrade

---



# TSDS Ed-Fi Upgrade

---

- **What is it?** It's an upgrade where data will be automatically transferred daily to TSDS.
- **How will it impact the schools?** Data must be entered accurately and in a timely manner. All data causing errors must be fixed at the campus level in HISD Connect.
- **2023-2024 Parallel year:** The Data Management team will continue to load data manually to TSDS, and simultaneously test against the new Ed-Fi upgrade to ensure the compatibility and accuracy of the data.
- **2024-2025 Ed-Fi Upgrade will Go Live!** The data management team will no longer have access to manipulate the data in the files. Ensure high quality data entry and utilizing the resources below.
- **Resources to fix errors:** Level Data Validation, ODS, Open Labs, PEIMS Error Check, and Canvas trainings.

# FSC Data Management

## TSDS PEIMS UID/ET

Irma Hasnain - Coordinator II



# TSDS UNIQUE ID

---

## What is Unique ID?

- It is a single unique identifier (UID) each student and staff member will have for his or her entire career within the Texas educational system (from early education programs through the twelfth grade).
- A Unique ID is required for all students and staff members for state reporting.
- Campus should search TEAL (TSDS) to verify if the student has an existing record on TSDS.

## How is the Unique ID used?

- TSDS Unique ID is necessary in order to integrate the various subsystems of TSDS smoothly and accurately--it is better able to reduce duplicates and other errors.
- All districts must use have UIDs for their students and staff to submit data for all PEIMS Submissions and TSDS Core Collections.

# TSDS Student Unique ID & Access

---

## What is required to generate the Student UID?

- Student Name
- Social Security Number **or** State Alt ID
- Ethnicity and Race
- Gender
- Date of Birth

## Access to TEAL

- In order to access the TSDS Unique Id system, you must electronically first set up a TEAL Account. Link to get access <https://pryor.tea.state.tx.us/> **Select on Don't have an account?** Request New User Account.
- Once TSDS Portal Account Access is established, log in to TEAL and select TSDS Portal. Here is the link to TEAL: <https://pryor.tea.state.tx.us/>
- The instructions to acquire TSDS Unique Search access is on the FSC Website under Request Access, here is the link <https://www.houstonisd.org/Page/175782>

TSDS Public Education Information Management System (PEIMS)

TSDS Unique Identification (UID)

TSDS/UID Enrollment Tracking (UID/ET)

# TEXAS STUDENT DATA SYSTEM PORTAL (TSDS - TEAL) APPLICATIONS

After setting up your TEAL account with access to the TSDS Portal, click the Texas Student Data System Portal link, this will take you to the Unique ID searches page.



TEA Login (TEAL)

**NOTICE:** TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. **You could lose data.**

Don't have an account? [Request New User Account](#)

Username:

Password:  [Show Password](#)

[Forgot your password?](#)  
[Forgot your username?](#)

Texas Education Agency  
User and Access Management

Welcome, Maria Aguilar [Logout](#) [Help](#)

**Self-Service**

- [Access Applications](#)
- [Requests I've Submitted](#)
- [Change My Password](#)
- [My Security Questions](#)
- [My Application Accounts](#)
- [Edit My User Information](#)
- [Link TEASE Accounts](#)

**Applications**

**Texas Student Data System Portal**

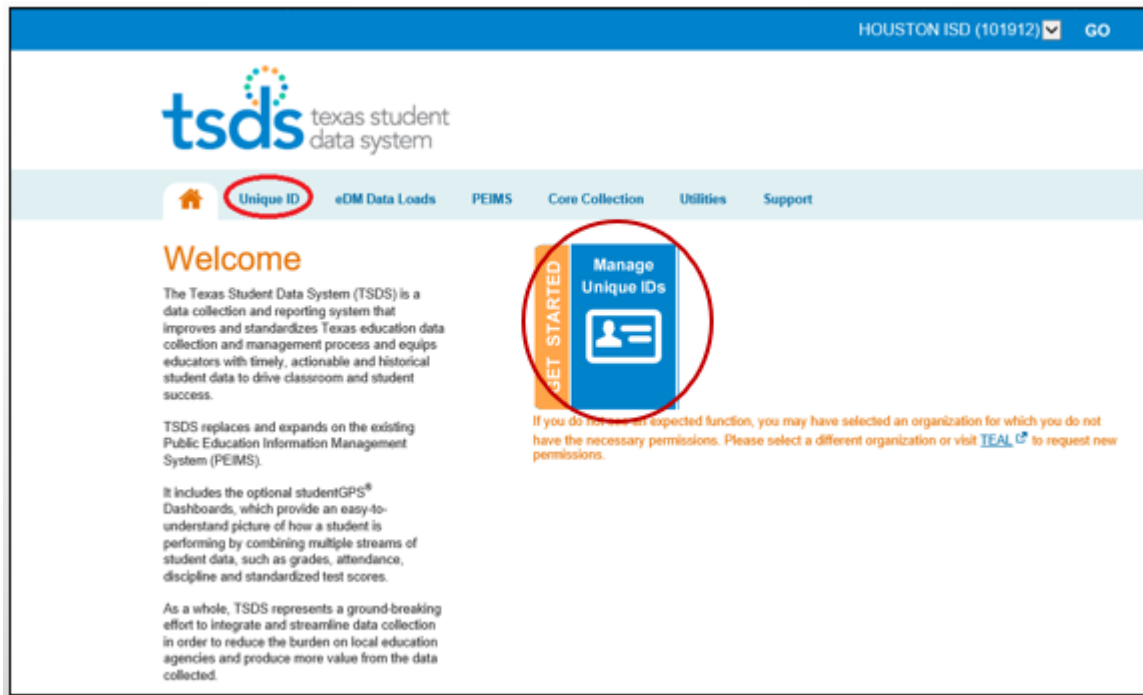
Texas Student Data System Portal

[Texas Student Data System Portal](#) [Add/Modify Access](#)

HOUSTON ISD  
Role: [Uniq-ID LEA, TIMS Level 1 Support, ECDS Data Approver, ODS Data Loader]


# TSDS Portal Page

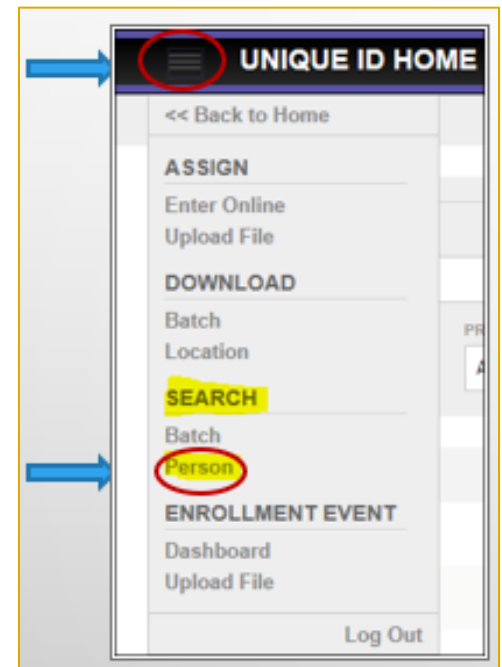
The TSDS Portal page appears select either: Unique ID Tab or the Manage Unique IDs icon





# Person Search

- Next to Unique ID Home, select the navigation bar (*hamburger button*) 
- In the menu you can search for a student by selecting **Person** under **Search**
- From here you can view the student's information



# Student Search Options

## Basic Search

- There are 3 options to perform a student search: Basic Search, Advanced Search and ID Search
- The Basic Search option allows you to search for a person using basic demographic information

Note: First Name and Last Name are required for both the Basic Search and Advanced Search. Wild card characters (e.g., \*, %, %, \_, ?) are not supported.

Person Search - Individual Person ?

**BASIC SEARCH** ADVANCED SEARCH ID SEARCH

First Name:\*

Middle Name:

Last Name:\*

Suffix:

Date Of Birth: mm / dd / yyyy

(\*) Required

CLEAR SEARCH

# Basic Search Results

- When one or more persons are found, the application displays the matching records in the Match Probability column. Select the student's name who matches the student you are searching for; this will take you to the Master Record tab.

BASIC SEARCH ADVANCED SEARCH ID SEARCH

First Name:\*

Middle Name:

Last Name:\*

arias

Suffix:

Date Of Birth:

04

/

09

/

2001

\*) Required

CLEAR

SEARCH

SEARCH RESULTS

UNIQUE ID	LAST NAME	FIRST NAME	MIDDLE NAME	SUFFIX	DATE OF BIRTH	GENDER	LEA	CAMPUS	ETHNICITY INDICATOR	RACE(S)	SSN	MATCH PROBABILITY
8831389646	Arias					MALE	101912	101912002	Hispanic/Latino	American Indian or Alaska Native	628- ■■■■	97 [NEAR MATCH]
6344734418	Arias					FEMALE	101903	101903001	Hispanic/Latino	White	637- ■■■■	86

Stu Info: UID,  
Name, DOB,  
Campus...

# ID Search

- ID Search allows you to search for students by Unique ID, SSN (Social Security Number/S Number) or Alias ID (*district Local ID*)
- Enter search criteria. Pay special attention to required fields for the search type.
- Click Search

Note: The application searches against the *current information* for students who have been assigned a UID.

The screenshot displays the 'Person Search - Individual Person' interface. At the top, there are three tabs: 'BASIC SEARCH', 'ADVANCED SEARCH', and 'ID SEARCH'. The 'ID SEARCH' tab is selected and circled in red. Below the tabs, there are three input fields: 'ID:\*' with a text box, 'ID Type:\*' with three radio buttons labeled 'Unique ID', 'SSN', and 'Alias ID', and 'Source:' with a dropdown menu. The 'Unique ID' radio button is selected. At the bottom left, there is a note '(\*) Required'. At the bottom right, there are two buttons: 'CLEAR' and 'SEARCH'.

# Master Record

- Master Record holds the student demographics and location/enrollment information.

**Arias** 98313

GENDER: **MALE** DATE OF BIRTH: **04** SSN: **628** PERSON TYPES: **Student** LAST UPDATED: **09/07/2018 07:28** ID CREATED: **02/07/2013 05:28**

**MASTER RECORD** [HISTORY](#) [ASSOCIATED RETIRED IDs](#) [ENROLLMENT](#) [ADD NOTE](#)

GENERAL INFORMATION		BATCH INFORMATION	
FIRST NAME		LAST BATCH #	<b>20729933</b>
MIDDLE NAME		LAST UPDATED	<b>09/07/2018 07:28</b>
LAST NAME	<b>Arias</b>	UPDATE REFERENCE #	<a href="#">86706834</a>
ALT LAST NAME		INPUT TYPE	<b>File</b>
SUFFIX		CREATED BY	<b>Maria.Aguilar</b>
GENDER	<b>MALE</b>	EMAIL ADDRESS - CREATED BY	<b>maguil10@houstonisd.org</b>
DATE OF BIRTH	<b>04</b>	CREATED	<b>09/07/2018 07:28</b>
ETHNICITY INDICATOR	<b>Hispanic/Latino</b>	STATUS	<b>Master Record Updated and History Created during Event Processing</b>
ETHNICITY/RACE	<b>American Indian or Alaska Native</b>	COMMENTS	
RACE 2 CODE			
RACE 3 CODE			
RACE 4 CODE			
RACE 5 CODE			
SSN	<b>628</b>		
UNIQUE ID			

LOCATION / ENROLLMENT INFORMATION	
PERSON TYPE	<b>Student</b>
GRADE LEVEL	<b>12</b>
CAMPUS	<b>101912002 BELLAIRE H S</b>
LEA	<b>101912 HOUSTON ISD</b>

Student Unique ID

# TSDS HISTORICAL ENROLLMENT

- The historical enrollment data can be found on the History tab.

Arias

GENDER: MALE

DATE OF BIRTH: 04

SSN: 628

PERSON TYPES: Student

LAST UPDATED: 09/07/2018 07:28

ID CREATED: 02/07/2013 05:23

MASTER RECORD

HISTORY

ASSOCIATED RETIRED IDs

ENROLLMENT

ADD NOTE

LAST UPDATED	LAST NAME	FIRST NAME	MIDDLE NAME	SUFFIX	DATE OF BIRTH	GENDER	LEA	CAMPUS	ETHNICITY INDICATOR	RACE(S)	SSN
09/29/2017 08:28	Arias					MALE	101912	101912002	Hispanic/Latino	American Indian or Alaska Native	628-
09/13/2016 13:32	Arias					MALE	101912	101912002	Hispanic/Latino	American Indian or Alaska Native	628-
09/17/2015 03:09	Arias					MALE	101912	101912002	Hispanic/Latino	American Indian or Alaska Native	628-
10/30/2014 20:06	Arias					MALE	101912	101912337	Hispanic/Latino	American Indian or Alaska Native	628-
03/22/2013 22:21	Arias					MALE	101912	101912337	Hispanic/Latino	American Indian or Alaska Native	628-
02/07/2013 05:23	ARIAS					MALE	101912	101912337	Hispanic/Latino	American Indian or Alaska Native	628-

# TSDS Enrollment Tracking

- Campuses do not have edit capabilities and will need to contact FSC to add/delete enrollment entries and/or enter exception reasons (Calendar, Verify) to a student's enrollment screen.

Arias

GENDER: MALE    DATE OF BIRTH:    LOCAL ID: 1392    PERSON TYPES: Student    LAST UPDATED: 09/07/2018 07:28    ID CREATED: 02/07/2013 05:23

[MASTER RECORD](#)   [HISTORY](#)   [ASSOCIATED RETIRED IDs](#)   **ENROLLMENT**   [ADD NOTE](#)

FILTER

LEA: All LEAs    PERSON TYPE: All    SCHOOL YEAR: 2019    SORT: Entry/Exit Date Desc    [FILTER RESULTS](#)

	LAST UPDATED	LEA	CAMPUS	PERSON TYPE	GRADE LEVEL	SCHOOL YEAR	ENROLL/WITHDRAW DATE	ENROLL/WITHDRAW TYPE	LOCAL ID	SOURCE	ENROLL/WITHDRAW FLAG	EMAIL
<input type="radio"/>	09/07/2018	101912	<a href="#">101912002</a>	Student	12	2019	08/20/2018	Entry	139	SIS		

Displaying 1 - 1 of 1    << FIRST    < PREV    PAGE 1 OF 1    NEXT >    LAST >>

*In order to edit a person enrollment event, you must select a location from the enrollment event information above if you are authorized to do so. Only enrollment events for the current school year can be edited.*

[BACK TO SEARCH RESULTS](#)   [EDIT ENROLLMENT](#)   [ADD ENROLLMENT](#)

# Email Functionality


- Email capability will be available to assist with enrollment event resolution (Duplicate Enrollment).
- Campuses can utilize this email function to contact other districts or campuses.
- *If campuses are sending student documents, documents must be encrypted to abide by the FERPA (Family Educational Rights and Privacy Act) laws.*

**Arias** 98313  
GENDER: MALE DATE OF BIRTH: LOCAL ID: 1392 PERSON TYPES: Student LAST UPDATED: 09/07/2018 07:28 ID CREATED: 02/07/2013 05:23

[MASTER RECORD](#) [HISTORY](#) [ASSOCIATED RETIRED IDs](#) [ENROLLMENT](#) [ADD NOTE](#)

FILTER

LEA: All LEAs PERSON TYPE: All SCHOOL YEAR: 2019 SORT: Entry/Exit Date Desc [FILTER RESULTS](#)

LAST UPDATED	LEA	CAMPUS	PERSON TYPE	GRADE LEVEL	SCHOOL YEAR	ENROLL/WITHDRAW DATE	ENROLL/WITHDRAW TYPE	LOCAL ID	SOURCE	ENROLL/WITHDRAW FLAG	EMAIL
09/07/2018	101912	<a href="#">101912002</a>	Student	12	2019	08/20/2018	Entry	139	SIS		

Displaying 1 - 1 of 1

[<< FIRST](#) [< PREV](#) [PAGE 1 OF 1](#) [NEXT >](#) [LAST >>](#)


In order to edit a person enrollment event, you must select a location from the enrollment event information above if you are authorized to do so. Only enrollment events for the current school year can be edited.

[BACK TO SEARCH RESULTS](#) [EDIT ENROLLMENT](#) [ADD ENROLLMENT](#)



# Sample Email

- Email will show the users' district email (not TEA's PGP), the example below is a discrepancy between Houston ISD and Pasadena ISD.
- Add your campus code (campus number) and event.
- Compose the email according to the request.

 Send	From	IHASNAIN@houstonisd.org
	To...	peims@pasadenaisd.org
	Cc...	
Subject		Notice of Enrollment for UID 9378151817, old campus 101917007
<p>This is a notification that the student identified below has been enrolled at campus [Add your campus code here] with an enrollment event date of 08/21/2017 and is still shown as being enrolled at your campus 101917007. Please enter a [Add your event here] event in the Unique-ID system for this student.</p> <p>Student Unique ID Number: 9378151817</p> <p>Also verify the identification information for the Unique ID listed above matches the information you have in your Student Information System record for this student and make any changes to your system to match in order to avoid a UID discrepancy during your LEA's PEIMS data submission. If you have any questions, please respond to ihasnain@houstonisd.org</p> <p>Thank You, Irma hasnain</p>		

# TSDS PEIMS Statement of Unique ID Student Discrepancy Report

- Report is available during PEIMS submissions, campuses do not have the access to run this report, the department will email report to the campus.
- These errors occur when the student's demographics on HISD Connect and the TSDS Student UID do not match (*both must match*).
- When documents are requested for a student, it is imperative that campuses submit copies of supporting documentation and include the discrepancy report.

*When emailing student documents, please encrypt to abide by the FERPA (Family Educational Rights and Privacy Act) laws.*

- *If assistance to encrypt document is needed, please contact us.*

Texas Education Agency

POM3-600-002

v19.3.1

\*\*\* CONFIDENTIAL \*\*\*

LEA: 101912

Campus: 101912

Grade Level: 09

Errors: Major

TSDS PEIMS STATEMENT OF UNIQUE ID STUDENT DISCREPANCIES

Campus-level Data | Student Demographic Discrepancies

Campuses: ALL

2018 - 2019 Summer Collection, First Submission: Preliminary

Wednesday 05/29/2019 12:57 PM

Page 31 of 2,672

LEA ID	Last Name	First Name	Middle Name	Unique ID	Local ID	Student ID	Gen	Sex	Ethnicity/ Race	Date of Birth	Grade	Previous Campus	Last Update Dst/Camp	Source
101912	GALLEGO GIL					XXXXX8914	NA	M	H,W		09		101912	DST
101912	GALLEGO GIL					XXXXX0979	NA	M	H,W		09			UID
***W9100046 - Major DEMOG did not match.														
101912	ENDO					XXXXX9716	NA	M	A		09		101912	DST
101912	ENDO					XXXXX7735	NA	M	A		09			UID
***W9100046 - Major DEMOG did not match.														
101912	PEDROZA					XXXXX2042	NA	F	H,W		09		101912	DST
101912	PEDROZA MARTINEZ					XXXXX2042	NA	F	H,W		09			UID
***W9100014 - SSN matched but not demog.														

# STUDENT DEMOGRAPHIC CORRECTIONS

- The Student Demographic Change Form is used when a correction or a change is required to the student's demographic/s.
- Fill out the form and email copies of supporting documentation to FSC.
- ***Reminder***, when sending student documents, please encrypt to abide by the FERPA (Family Educational Rights and Privacy Act) laws.

FSC Website Student Demographic Change Form

<https://www.houstonisd.org/Page/175782>

**Houston ISD – Federal & State Compliance**  
 Student Demographic Change Form

Use this form only when the student's demographic information on PowerSchool does not match the TSDS data, or you have made a change on PowerSchool and TSDS needs to be updated.

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

Fill in the student information below that requires corrections/changes 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: ☐ Yes ☐ No

Comments: \_\_\_\_\_

\*Make necessary changes on PowerSchool, fill out this form, and send copies of supporting documentation (example: Birth Certificate, Social Security Card...) All documents should be legible, scanned, emailed, and password protected.

**Send documentation to your Senior Compliance Analyst**  
 Direct Department Line: 713-556-671  
 FAX: 713-556-6783

# PEIMS Error Check HISD Connect



# PEIMS Error Check

---

- **What is PEIMS Error Check?**

It is a data validation tool, this tool checks data entry errors entered directly into HISD Connect.

- **Where is the PEIMS Error Check?**

HISD Connect > home page > System Reports > PEIMS Error Check tab

- **Why use PEIMS Error Check?**

Since it is Real Time Field Validation, it displays the campus discrepancies that may create PEIMS errors.

- **When to check and clear discrepancies?**

Daily

# PEIMS Error Check

## Separate from Level Data

### Check all highlighted tabs

Student Enrollment – Tracks for PK students only, other grades contact FSC.

## Report Location

Start Page > Reports > Reports (System)

## PEIMS Error Check

Student Demographics Student PEIMS Student Enrollment Student ADA Student FTE Staff Information

Student Demographics	Student PEIMS	Student Enrollment
Student Demographics	Student PEIMS	Student Enrollment
Student Demographics	Student PEIMS	Student Enrollment

Missing or Invalid Unique ID

Missing or Invalid SSN

Missing Date of Birth

Missing Hispanic/Latino Code

Missing Race Code

Duplicate Race Code

Marked as Exclude from State Reporting

Missing PEIMS General Record

Enrollment Days with no PEIMS General Record

Missing ADA Eligibility Code

Ineligible Type ADA Eligibility Code

Missing Early Reading Record

Missing Pre-K Special Program Record

Missing Dyslexia Risk Code

Missing Dyslexia Screening Exception Reason

Missing Student Census Block

Immigrant Missing Date First Enrolled US Schools

Current Enrollment

Missing Track for PK Student

Invalid Track for PK Student

Invalid Track for Non-PK Student

Previous Enrollment

Missing Track for PK Student

Invalid Track for PK Student

Invalid Track for Non-PK Student

# PEIMS Error Check – Student ADA

Missing ADA Period Class – HISD Connect has changed how missing ADA class periods are handled. In the past, the code would default to Present, but the code will now default to Absent.

Student Demographics	Student PEIMS	Student Enrollment	Student ADA	Student FTE	Staff Information
<b>Missing ADA Period Class</b>					
Student missing ADA Period Class for ADA Period 2(M) 2(T) 2(R) 2(F) or 3(W) - Aguilar, Grade 10) - 8 days between 08-28-23 and 01-12-24. The ADA class period date range is 08-28-23 to 01-12-24					
Student missing ADA Period Class for ADA Period 2(M) 2(T) 2(R) 2(F) or 3(W) - Akpiruo, Grade 09) - 8 days between 08-28-23 and 01-12-24. The ADA class period date range is 08-28-23 to 01-12-24					
<b>Multiple ADA Period Classes on Same Day</b>					
Student has multiple ADA Period Classes on same day for ADA Period 3(W) - Cruz, Grade 09) - 2 days between 08-30-23 and 01-10-24					
Student has multiple ADA Period Classes on same day for ADA Periods 2(M) 2(T) 2(R) and 2(F) - Bobbili, Grade 12) - 6 days between 08-28-23 and 01-12-24					
Student has multiple ADA Period Classes on same day for ADA Periods 2(M) 2(T) 2(R) and 2(F) - Cervera, Grade 12) - 6 days between 08-28-23 and 01-12-24					

# Level Data HISD Connect





# What is Level Data?

---

Level Data's State Data Validation Suite is a simple plug-in that ensures the cleanliness and accuracy of district data. The suite validates data in real-time, flagging any errors or inconsistencies that may exist before they ever enter your system. This plug-in actively locates and calls-out errors in your records that make state reporting and other submissions so time-consuming.

The Level Data State Validation Service provides a series of validation rules accessible to users via a custom screen within PowerSchool. The service is designed to help the users proactively correct state reporting errors PRIOR to submission, breaking the cycle of submit, reject, fix, repeat.

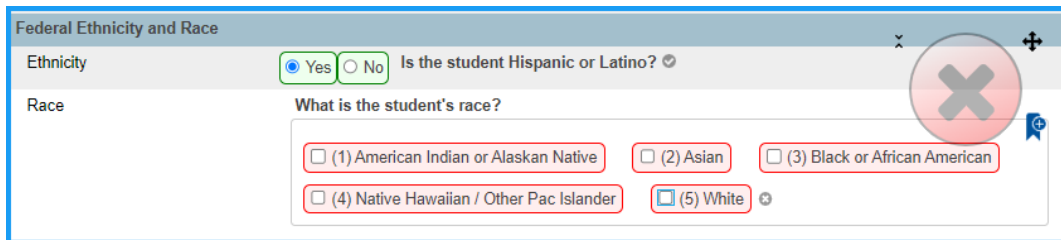


# Level Data Validation

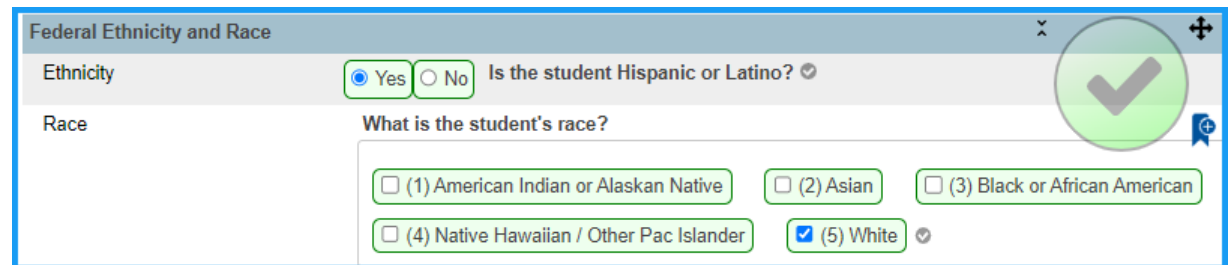
HISD Connect/PowerSchool has the following feature

Real Time Field Validation, fields are color-coded in real time as users enter data and allows them to know if the data is ready for submission to the State.

- Icon on the top, right corner of certain PowerSchool screens lets users know immediately if there are any errors or warnings on that screen.



The screenshot shows a web form titled "Federal Ethnicity and Race". It has two main sections: "Ethnicity" and "Race". The "Ethnicity" section has a question "Is the student Hispanic or Latino?" with "Yes" and "No" radio buttons. The "Race" section has a question "What is the student's race?" with five radio button options: (1) American Indian or Alaskan Native, (2) Asian, (3) Black or African American, (4) Native Hawaiian / Other Pac Islander, and (5) White. A large red circle with a white 'X' is overlaid on the top right corner of the form, indicating an error or warning.

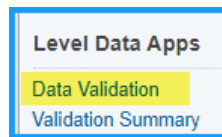


The screenshot shows the same "Federal Ethnicity and Race" form as above, but with a green circle containing a white checkmark in the top right corner, indicating that the data is valid and ready for submission. The "Yes" radio button under "Ethnicity" and the "(5) White" radio button under "Race" are selected.

# Level Data Apps – Data Validation

**Path:** Start Page > Level Data > Data Start Validation

Select Tab to view validations



Level Data Validation		
<div>Demographics   Enrollment   Incident Management   Student Programs   Reports/Lists   ECDS</div> <div>Graduation Information   At-Risk   Dyslexia   EB/EL   Pre-K   Special Education</div>		
Page 1 of 2 < 1 2 > >		
Validation Rule	Count	Action
Age/Grade Level Mismatch	25	Fix
Invalid ECHS Override	1	List
Invalid Foster Care Indicator	31	List
Invalid Middle Name	0	✓
Invalid Military Connected Student	0	✓
Invalid SSN/Student ID	<input type="text"/>	Fix
Invalid Student (Secondary) Language Code	0	✓
Invalid T-STEM Override	1	List
Missing Date First Enrolled in US Schools	495	Fix
Missing/Invalid Address Information	0	✓

**Red** – error  
**Fix** – list of students  
**Black 0** – no errors  
**Green check** – data is correct

# Resources - Questions

---

- Best Practices: View errors daily
- Access: Access is determined by your role
- Any Questions: contact the Data Management Team or your Division Support contact
- Level Data – Canvas training > Go to the Course:
  - <https://canvas.houstonisd.org/enroll/RDLRXX>

# ODS OnDataSuite



# (ODS) OnDataSuite

---

## What is ODS?

- ODS contains a suite of products allowing users more refined choices of data options. It is designed around simplicity. We upload PEIMS data files (School Data) into the ODS and the files are automatically disaggregated into thousands of reports and TSDS Rules.

## Why use ODS?

- Data in ODS is your school data from HISD Connect that will be reported to PEIMS.
- Use it to review TSDS Rules during PEIMS submissions.
- Run reports, compare data in ODS to HISD Connect data.

## When to use ODS?





- ODS can be used anytime, keep in mind data is stagnant. **It is updated when we upload new PEIMS files.** We will let you know when we start uploading files.





# OnDataSuite (ODS)

## Fall Dashboard


ODS is a tool used for PEIMS Reporting

[Bookmarks](#) [User Groups](#) [My Custom Reports](#) [Focus List](#) [File Center](#) [Support](#) [Training](#) [Search](#) 101912 - Houston ISD Irma    

[OnPoint](#) ▾ [Dashboards](#) [My Dashboards](#) [Student](#) [Assessment](#) [Staff](#) [Finance](#) [Accountability](#) [TSDS Rules](#)  [Help](#)  [Ticket](#)

District : Houston ISD Year 2023 - 2024 ▾

Fall Dashboard Summer Dashboard Campus Dashboard Academic



4400 W 18th St  
Houston, TX 77092-8501  
(713) 556-6005 Phone  
(713) 556-6006 Fax

[District Information](#)  
Offers the ASVAB test  
Student System - N/A  
Business System - N/A

[Gifted and Talented Programs](#)  
(01) - Pull-out  
(02) - Push-in  
(03) - Full-time gifted only

School Population (2023 - 2024 Preliminary) Fall PEIMS file loaded 10/11/2023

	Count	Percent
<b>Student Total</b>	<b>183,160</b>	<b>100%</b>
Early Education Grade	326	0.18%
Pre-Kindergarten Grade	12,003	6.55%
Kindergarten Grade	12,569	6.86%
1st Grade	14,048	7.67%
2nd Grade	14,508	7.92%
3rd Grade	14,002	7.64%
4th Grade	13,750	7.51%
5th Grade	13,986	7.64%
6th Grade	11,265	6.15%
7th Grade	11,611	6.34%
8th Grade	12,348	6.74%
9th Grade	15,638	8.54%
10th Grade	13,225	7.22%
11th Grade	12,687	6.93%
12th Grade	11,194	6.11%
Not Enrolled on Snapshot (*Notes*)	1,238	

# OnDataSuite (ODS) Dashboard

## Continued

### Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)

	Count	Percent
<b>Gender</b>		
Female	90,460	49.39%
Male	92,700	50.61%
<b>Ethnicity</b>		
Hispanic-Latino	113,278	61.85%
<b>Race</b>		
American Indian - Alaskan Native	311	0.17%
Asian	9,096	4.97%
Black - African American	39,152	21.38%
Native Hawaiian - Pacific Islander	129	0.07%
White	17,788	9.71%
Two-or-More	3,406	1.86%

### Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)

	Count	Percent
Dyslexia	6,706	3.66%
Gifted and Talented	25,396	13.87%
Regional Day School Program for the Deaf	220	0.12%
Section 504	7,743	4.23%
Special Education (SPED)	18,279	9.98%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	65,607	35.82%
Bilingual	32,581	17.79%
English as a Second Language (ESL)	31,483	17.19%
Alternative Bilingual Language Program	2,172	1.19%
Alternative ESL Language Program	1,046	0.57%
<b>Title I Part A</b>		
Schoolwide Program	161,756	88.31%
Targeted Assistance	2,089	1.14%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

### Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)

	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	67	0.37%
Other health impairment	2,202	12.05%
Auditory impairment	253	1.38%
Visual impairment	83	0.45%
Deaf-Blind	18	0.10%
Intellectual disability	2,075	11.35%
Emotional disturbance	790	4.32%
Learning disability	5,637	30.84%
Speech impairment	2,871	15.71%
Autism	3,966	21.70%
Developmental delay	0	0.00%
Traumatic brain injury	39	0.21%
Noncategorical early childhood	278	1.52%
<b>Instructional Settings</b>		
Speech Therapy	2,867	15.68%
Homebound	43	0.24%
Hospital Class	0	0.00%
Mainstream	7,172	39.24%
Resource Room	3,474	19.01%
VAC	0	0.00%
Off Home Campus	114	0.62%
State School	0	0.00%
Residential Care	28	0.15%
Self Contained	4,525	24.76%
Full-Time Early Childhood	3	0.02%
Nonpublic Day School	47	0.26%

### College and Career Readiness School Models (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)

Count Percent



# OnDataSuite (ODS) Dashboard

## Continued

Targeted Assistance	2,089	1.14%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)		
	Count	Percent
At-Risk	103,039	56.26%
Foster Care	19	0.01%
IEP Continuer	431	0.24%
Immigrant	11,968	6.53%
Intervention Indicator	8,498	4.64%
Migrant	150	0.08%
Military Connected	537	0.29%
Transfer In Students	666	0.3636%
Unschool Asylee/Refugee	95	0.0519%
Economic Disadvantage		
Economic Disadvantage Total	132,655	72.43%
Free Meals	655	0.36%
Reduced-Price Meals	3,649	1.99%
Other Economic Disadvantage	128,351	70.08%
Homeless and Unaccompanied Youth		
Homeless Status Total	3,810	2.08%
Shelter	195	0.11%
Doubled Up	3,383	1.85%
Unsheltered	110	0.06%
Hotel/Motel	122	0.07%
Not Unaccompanied Youth	3,671	2.00%
Is Unaccompanied Youth	139	0.08%

College and Career Readiness School Models (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)		
	Count	Percent
Associate Degree Does not include leavers	0	0.00%
Early College High School (ECHS)	2,259	1.23%
New Tech	0	0.00%
P-Tech	32	0.02%
T-Stem	5	0.00%

Not Enrolled on Snapshot Information (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)		
	Count	Percent
As of Status		
Code C	1,227	99.11%
Code E	2	0.16%
Code G	9	0.73%
Total Not Enrolled on Snapshot	1,238	0.67%
Total Snapshot Enrollment	183,160	99.33%
Total Student Snapshot + Not Enrolled on Snapshot	184,398	100.00%

Staff Information (2023 - 2024 Preliminary Fall PEIMS file loaded 10/11/2023)		
	Count	Percent
Administrative Support	4,630	19.16%
Teacher	10,740	44.45%
Educational Aide	1,286	5.32%
Auxiliary	7,508	31.07%

# OnDataSuite (ODS)

## TSDS Rules

To view errors on ODS: TSDS Rules > PEIMS FALL

\*Errors can be corrected only on HISD Connect/PowerSchool

Bookmarks User Groups My Custom Reports Focus List File Center Support Training Search 101912 - Houston ISD Irma Help Ticket

OnPoint Dashboards My Dashboards Student Assessment Staff Finance Accountability **TSDS Rules**

TSDS Rules Options

23-24

Class Roster Fail

**PEIMS FALL**

File Record Count

Business Rules List

PEIMS Fall TSDS Rules for 2023 - 2024 (As of: Oct 11, 2023, 9:40 am)

TSDS Rules By Campus Excel District Workbook All Campuses Submit

Data Category Type	Data Category Code	Unique Fatalities	Total Fatalities	Unique Warnings	Total Warnings	Unique Special Warnings	Total Special Warnings
All	All	78 / 345	22265	22 / 82	75204	66 / 153	30578

# OnDataSuite (ODS)

## Access & Modify Access

---

**To Receive Access:** Fill out the follow steps below:

- *Complete the Canvas OnDataSuite (ODS) Training*
  - *This course serves as tasks cards (step by step references) for new users needing access to ODS.*
- Link to canvas training: <https://canvas.houstonisd.org/enroll/L9YHCN>
- Once you complete the course, we will receive a notification and access will be provided.

**To Modify Access:** Fill out electronic form located in: myHISD > FORMS > Technology > OnDataSuite (ODS) Access.

- *Fill IT Access form:* [OnDataSuite \(ODS\) Access \(office.com\)](#)

**Point of Contact:** Sylvia Guerrero at [sylvia.guerrero@houstonisd.org](mailto:sylvia.guerrero@houstonisd.org) or Lamar Fike [Lfike@houstonisd.org](mailto:Lfike@houstonisd.org)

**\*Any issues with ODS, contact Sylvia or Lamar, do not create a Ticket on ODS**

# FSC Data Management Cheat Sheet

---

- **Level Data** – Check daily and clear discrepancies. Level data used for demographic, enrollment, incident management data issues

**Beginning of Year Focus – Demographic Tab – these missing elements prevent UID assignment.**

- Invalid SSN/Student ID
  - Missing/Invalid Federal Ethnicity
  - Missing/Invalid Federal Race
- **PEIMS Error Check** – Check daily and clear discrepancies. Check this next.
- **ODS OnDataSuite** – is used during Fall and Summer Submissions, you will be notified when to start checking for discrepancies... Once Submissions begin and this will focus on fatal errors for the campus.

# Thank you



# State Compensatory Education

## *SY 24-25 Opening of Schools*

Date: July 30 - 31, 2024

Presenter:

Dr. Tammi Mitchell  
Office of State Reporting and Compliance  
Assessment, Accountability, and Compliance Division



# Agenda

---



Welcome & Introductions



What is State Compensatory Education (SCE)?



Eligibility: Who is an at-risk student?



Current Status: At-Risk Student Counts



SCE Support Staff: At-Risk Coordinator Duties



SCE Support Staff: SIR Responsibilities



SCE Forms



Next Steps, Contacts & Closeout

# State Compensatory Education

---



## What is Compensatory Education?

### State Compensatory Education (SCE or Comp Ed):

- ➔ The **goal** of the SCE program is to **provide additional resources to reduce any disparity in performance on assessment instruments** or disparity in the **rates of high school completion** between educationally disadvantaged students, at-risk students, and all other students.
- ➔ The **purpose** of the SCE program is to **increase academic achievement and reduce the dropout rate** for these students by providing supplemental programs and services.



# State Compensatory Education

---

## At-Risk Eligibility



# State Compensatory Education

---

## Student Eligibility

1. Failed Readiness (grades PK-3)	9. Previous Dropout
2. Failed 2+ Courses (grades 7-12)	10. English Learner (EB)
3. Retained	11. CPS Referral/Foster Care
4. Failed State Assessment (grades 3-12)	12. Homeless
5. Pregnant/Parenting	13. Residential Facility
6. Alternative Education Program (DAEP)	14. Incarcerated
7. Expelled	15. Dropout Recovery
8. Parole/Probation	

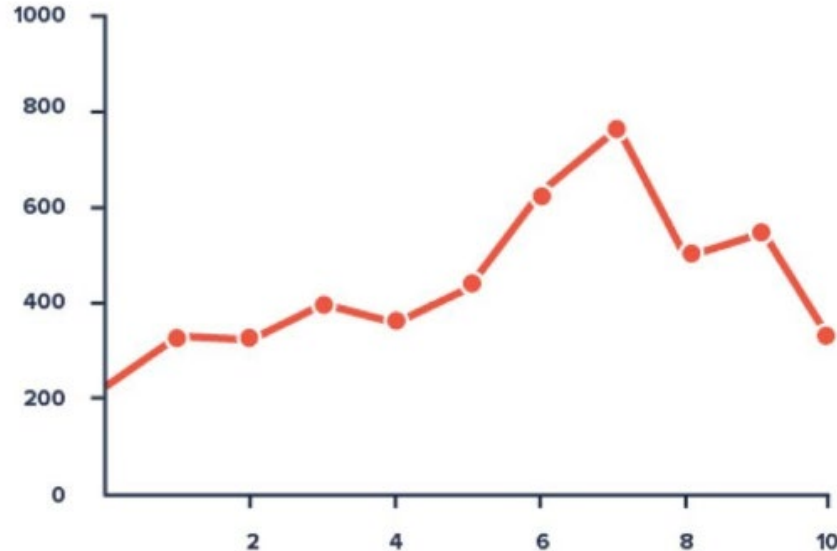
\*See the SY 24-25 *State Compensatory Education At-Risk Matrix*.

\*\*References: TEC 29.081 and SB 702

# State Compensatory Education

---

## Current Status: At-Risk Student Counts



# State Compensatory Education

---

## HISD At-Risk Student Counts

School Year	Total Enrollment	At Risk Count	At Risk %
<b>2023-2024*</b>	<b>184,109*</b>	<b>120,586*</b>	<b>65.50%*</b>
2022-2023	189,934	123,187	64.86%
2021-2022	194,607	119,619	61.47%
2020-2021	196,939	103,801	52.71%
2019-2020	210,061	149,060	70.96%

\*As of SY 2023-2024 Snapshot (10/27/2023).

# State Compensatory Education

---

## HISD At-Risk Student Counts

School Year	Total Enrollment	At-Risk Count	At-Risk %
June 4, 2024	183,409	126,180	68.82%
<b>SNAPSHOT SY23-24</b>	<b>184,109</b>	<b>120,586</b>	<b>65.50%</b>

- June at-risk counts were collected as a portion of year-long monitoring procedures.
- Since the SY 23-24 Snapshot, the district's at-risk count increased by **5,594 students (+3.32%)**.
- Texas state law requires districts engage in ongoing identification and monitoring of at-risk students.

# State Compensatory Education

---

## HISD At-Risk Student Counts

At-Risk Indicator	At-Risk Count	At-Risk %
Emergent Bilingual (EB)	73,108	58%
Failed State Assessment	37,686	30%
Failed Courses (7-12)	34,412	27%
Readiness Failure (PK-3)	23,821	19%
Retained	20,345	16%

- Some students will have multiple at-risk indicators.
- ALL at-risk indicators for each student ***must be coded*** in PowerSchool.

# State Compensatory Education

---

## Who is an At-Risk Student?

Families may **self-disclose** information that qualifies students:

- **pregnant** or a **parent**.
- currently on **parole, probation, deferred prosecution**, or other **conditional release**.
- in the **custody or care of the Department of Family and Protective Services** or has, during the current school year, been referred by a school official, officer of the juvenile court, or law enforcement.
- **homeless**.
- previously incarcerated or has a parent or guardian who has been **incarcerated** within the lifetime of the student, in a penal institution.

# State Compensatory Education

---

## SCE Support Staff Duties



# State Compensatory Education

---

## At-Risk Coordinator Duties

- Overseeing the periodic performance reviews of exited students to provide timely assistance as needed.
- Collaborating with campus administration and department leadership to ensure appropriate services are available to identified students.
- Maintaining a list and creating student profiles for identified at-risk students by qualifying criterion/criteria to determine the needed interventions/services.
- Collaborating with Principals, Counselors, and the At-Risk Campus Committee.
- Providing appropriate and timely staff development sessions (PLCs), for proper identification and provisions of intervention services.

# State Compensatory Education

---

## Campus SIR Responsibilities

- **Utilizing** the *At-Risk Coding Determination* form to capture critical information to facilitate the at-risk student identification process.
- **Coding** at-risk students in PowerSchool **accurately** *based on* guidance from the Campus At-Risk Coordinator.

Campus SIRs **do not independently** determine at-risk coding for students.

# State Compensatory Education

---

## SCE Forms

# State Compensatory Education

## Using the At-Risk Coding Determination Form:

1. Complete the *At-Risk Coding Determination Form* during enrollment verification process.
2. Submit the completed form to the campus At-Risk Coordinator for review.
3. Verify student “at-risk” coding with the At-Risk Coordinator.
4. File a copy of the form in the student’s at-risk records.
5. File a copy of the form in the student’s cumulative file.



### HOUSTON INDEPENDENT SCHOOL DISTRICT At-Risk Coding Determination

**Directions:** Use this form to determine if a student may need to be coded as at-risk. Any student identified as at-risk based on the information provided below should first be approved by the At-Risk Coordinator and coded as at-risk in PowerSchool by the assigned designee.

File the signed, original form in the student’s at-risk documents.

Campus Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Last Name First Name Middle Name  
Student ID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Gender: ☐ Male  
☐ Female

#### Checklist for determining the at-risk status of new enrollees: (Check appropriate boxes):

- ☐ Did not perform satisfactorily on a **readiness test** and is enrolled in grade PK, K, 1, 2, or 3.
- ☐ Is in **grades 7-12** and is **currently failing**, or **failed in the previous semester**, two or more **core** classes.
- ☐ Was **retained** (This indicator remains with the student for the rest of his/her public-school career).
- ☐ Failed a **state assessment**.
- ☐ Is **pregnant** (refer to the nurse for intake procedures) or is a **parent** (male or female; refer to Student Assistance Coordinator, 713-556-7017).
- ☐ Is currently enrolled in, or in the previous year was enrolled in, a district **alternative education program** (DAEP).
- ☐ Was **expelled** in the current or preceding school year.
- ☐ Is on **parole, probation, or deferred adjudication** (Often determined when a parole officer or other officer of the court visits the student during the school day.)
- ☐ Previously **dropped out and was reported as such in PEIMS**. (Code remains with the student for the rest of his/her public-school career).
- ☐ **Did not list English as the primary language** on the Home Language Survey. (Refer to the LEP department for Evaluation and appropriate coding, e.g., Emergent Bilingual (EB)).
- ☐ Was referred to **Children’s Protective Services (CPS)** or is in **foster care**. (Often determined when a CPS caseworker visits the student during the school day or when staff calls CPS to make a report.)
- ☐ Is **homeless**. (Submit appropriate paperwork as outlined by the homeless liaison - Student Residency Questionnaire/SRQ.)
- ☐ Lives in a **residential placement facility** such as a group foster home, psychiatric facility, detention facility, emergency shelter, substance abuse treatment center, or halfway house.
- ☐ The student, or a parent/guardian, **has been incarcerated** in a penal institution within the lifetime of the student.

#### DISTRICT USE ONLY

Name of campus staff determining at-risk status \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_  
Administrator’s Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

State Compensatory Education (SCE) program, Revised: 7/17/24

# State Compensatory Education

## Houston Independent School District AT-RISK STUDENT PROFILE

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

<b>Student Performance/Identification Criteria</b> <b>A "Yes" response to any question qualifies the student as "At Risk."</b>		Year: 22-23	Year:	Year:	Year:	Year:	Year:
		Grade:	Grade:	Grade:	Grade:	Grade:	Grade:
For indicators 1, 2, 3 or 4, write the name of the test and score, or grade level retained. If At-Risk indicator is marked for the 1st time in current school year, include date in indicator box.							
1.	Is in Pre-K, K or grades 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. NOTE: Change effective the 2009-2010 school year: adds a provision to §29.081 that changes the compensatory education definition of "student at risk of dropping out of school" by excluding a student who did not advance from PK or kindergarten to the next grade level <u>only as the result of the request of the student's parents</u> . <del>this is NOT retroactive</del>						
2.	Is in Grade 7, 8, 9, 10, 11, 12, and did not maintain an average equivalent to 70 on a scale of 100 in 2 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.	Was not advanced from one grade level to the next for one or more school years.						
4.	Did not perform satisfactorily on state 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 % of the level of satisfactory performance on that instrument.						
5.	Is pregnant or is a parent.						
6.	Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year.						
7.	Has been expelled in accordance with §37.007, TEC during the preceding or current school year.						
8.	Is currently on parole, probation, deferred prosecution, or other conditional release.						
9.	Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.						
10.	Is a student of limited English proficiency, as defined by §29.052, TEC.						
11.	Is in custody or care of the Dept. of Protective & Regulatory Services, or has during the current school year, been referred to the DPRS by a school official, officer of juvenile court, or police.						
12.	Is homeless, as defined by 42 U.S.C. §11302, and its amendments.						
13.	Resided in the preceding or current year or resides in the current school year in a residential placement facility in the district, including detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.						
14.	Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.						
15.	Is enrolled in a school district or open enrollment charter school, or a campus of a school district or open enrollment charter school, that is designated as a dropout recovery school under Section 39.0548						
Verified At-Risk Classification (Date)							
Confirmed Exit of At-Risk Classification (Date) mm/dd/yyyy							

# State Compensatory Education

## Data Quality is Critical



- **SCE funding is based on individual student coding.**
- Since funding is based on information collected by the campus or district, the identified and reported information must be accurate, to ensure that the district receives the correct amount of funding.



# State Compensatory Education

---

## REMINDER

- The campus SIR, Office Manager, Clerk, or Receptionist **cannot** serve as the At-Risk Coordinator, primary or secondary.





# SCE: Next Steps

---





# SCE: Next Steps

---

- Connect with your campus At-Risk Coordinators (primary and secondary).
- Understand the processes your campus has in place to ensure that at-risk students are properly identified. (What information do you need? Where can you get it?)
- All at-risk students should be properly coded in PowerSchool by **Friday, October 25, 2024 (SNAPSHOT)**.

# State Compensatory Education

---

## Contact and Support

Travis Hunt

Director, Program Compliance

[THUNT1@houstonisd.org](mailto:THUNT1@houstonisd.org)

Craig Zeno

Coordinator, North & West Divisions

[Craig.Zeno@houstonisd.org](mailto:Craig.Zeno@houstonisd.org)

Dr. Tammi Mitchell

Coordinator, Program Compliance

[Tammi.Mitchell@houstonisd.org](mailto:Tammi.Mitchell@houstonisd.org)

Emely Velasquez

Coordinator, Central & South Divisions

[EVELASQ2@houstonisd.org](mailto:EVELASQ2@houstonisd.org)

# Thank you



# STUDENT RECORDS

**Date:** *July 30, 2024 and July 31, 2024*  
**Presenter:** *Travis Hunt, Director of Program Compliance*  
*Xernona Martin, District Registrar*



# The Texas Records Exchange

---

- ISDs and open-enrollment charters are required to utilize the TREx system to exchange student records.
- It is **impermissible** to simply mail, fax, or email records in lieu of TREx use.
- Requests must be fulfilled within 10 business days [TEC §25.002(a-1)]

# TREx Access – How to obtain

---

- Two levels of access:
  - PowerSchool TREx Extract report access
  - TREx application access via TEAL (\*\*see transfer instructions in your packet)
- SIS form required for PowerSchool report
- Approval email sent from T. Hunt
- Ensure campus Principal updates primary/backup contacts in iDelegate

# TREx Use – Required Resources

---

- Cumulative folder access
- Hardware (Scanner directly connected to PC)
- Software (PS, TEAL, Notepad++)
- Access to digital platforms (TSDS Portal)
- Access to stakeholders (Registration/Enrollment staff, Nurse, Special Programs staff, central office support)
- Integration of TREx requests into staff daily schedule and duties

# TREx Training

---

- TEA training modules and videos shared in approval email (*also linked here*)
- BoY 8/8 online training (*OneSource #xxxxxxx*) available asynchronously after 8/8/24
- BoY 8/30 am/pm sessions in-person @ HMW via *OneSource #xxxxxxx*
- Monthly open labs for campus and division staff (*OneSource #xxxxxxx*)



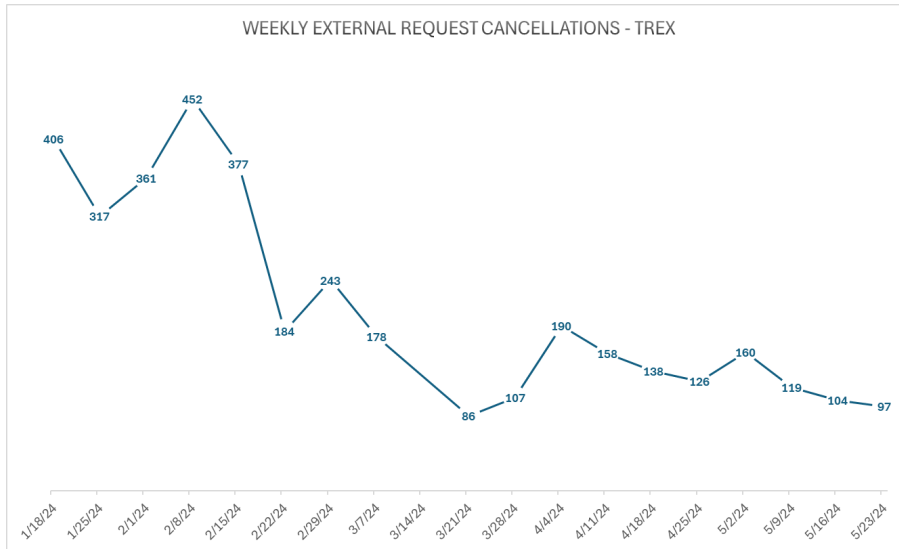
# TREx Monitoring

---

- Weekly overdue OOD request counts (i.e. “cancelled” status) are sent to divisions.
- Divisions will contact campus leaders with requests for information or immediate fulfillment.

# TREx Monitoring

---



- Mid-year 2023-24 implementation of performance data review
- Division notifications resulted in increased attention to requests

# TREx 2024-25 Priority

---

- IEP student withdrawal events require deliberate export of EasyIEP information by the campus Special Education chairperson.
- Special Education chairs **MUST export** all relevant information from EasyIEP by close-of-business on the date of the withdrawal.

# Cumulative Folder Exchange

---

- See HISD Insider 7/25 for information.
- Internal cumulative folder transfer must occur by 9/27/24.
- Use the TREx system to request cumulative folders between HISD campuses after 9/30/24.
- Report cumulative folder concerns to Xernona Martin or Travis Hunt.

*Resources linked in the HISD Insider:*

*Best Practices\_Cumulative Folders*

*Cumulative -Folder-Items*

*Instructions LYC-Report*

# Thank you!

**Date:** *July 30, 2024, and July 31, 2024*  
**Presenter:** *Travis Hunt, Director of Program Compliance*  
*[thunt1@houstonisd.org](mailto:thunt1@houstonisd.org)*  
*Xernona Martin, District Registrar*  
*[xmartin@houstonisd.org](mailto:xmartin@houstonisd.org)*

