

**HOUSTON INDEPENDENT SCHOOL DISTRICT**



**2022-2023**

**Federal / State Reporting and Attendance Manual**

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# TABLE OF CONTENTS

<b>Introduction</b> .....	<b>1</b>
What we do: _____	1
Federal and State Compliance Department Contact List _____	1
State Reporting Department Contact List _____	1
<b>Section 1 – Overview</b> .....	<b>2</b>
Objective _____	2
Process _____	2
Documentation _____	2
Improving Data Management _____	2
Campus Procedures for Processes Involved with Student Data _____	2
Timelines _____	3
Data Analysis and Verification _____	3
<b>Section 2 – State Reporting Requirements</b> .....	<b>4</b>
Overview _____	4
TEA Field Audit Division, Limited Scope Audit (LSA) Inquiries _____	5
Record Tampering _____	5
System Data _____	5
Responsibility for Campus Data _____	5
Importance of Accurate System Data _____	5
Student Data _____	6
Impact of Inaccurate Computer Data _____	6
Student Information System (SIS) _____	6
<b>Section 3 – Audit Requirements</b> .....	<b>8</b>
General Audit Requirements _____	8
Accounting System Requirements _____	8
“Paperless” Attendance Accounting Systems _____	8
Required Documentation _____	9
Reconciliation of Teacher’s Roster Information and Attendance Accounting Records _____	9
Additional Required Documentation _____	9
Disaster Recovery _____	10
Disaster Recovery Plan for Attendance _____	10
<b>Section 4 – District and Campus Data Monitoring Responsibilities</b> .....	<b>12</b>
District Responsibility _____	12
Campus Responsibility _____	12
Campus Master Schedulers/Student Schedulers _____	12
Data Entry Personnel _____	13
Designated Campus Special Populations Personnel _____	13
Six Weeks District Reconciliation/Verification Process _____	14
<b>Section 5 – State Reporting Roles and Responsibilities</b> .....	<b>15</b>
What is PEIMS? _____	15
TSDS PEIMS Data Collection Schedule _____	15
PEIMS Process & Procedures _____	16
PEIMS Data Collaboration Teams _____	16
District PEIMS Process _____	16
Campus-Level PEIMS Responsibilities _____	17
Campus District PEIMS Process _____	17
ECDS Collection _____	17
Residential Facility Tracker _____	17
State Performance Plan Indicator 14 (SPPI-14) _____	18
Classroom Roster _____	18
SELA _____	18

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Child Find – New	18
<b>Section 6 - General Attendance Requirements</b>	<b>19</b>
Responsibility	19
Definition	19
Average Daily Attendance (ADA) Eligibility Coding	19
Optional Flexible School Day Program (OFSDP)	19
Utilization	20
Compulsory Attendance	20
Texas Education Agency Rules	21
Taking and Recording Student Attendance	22
Board Policy on Classroom Attendance	22
Membership Reporting on the HISD Portal	23
Withdrawals	23
Withdrawal Procedures for Non-Attending Students	23
School Attendance Committee	24
Average Daily Attendance (ADA) Rules and Exceptions	24
Codes for Student to Be Considered Present for FSP (Funding) Purposes	25
Campus Responsibilities for Attendance	27
First Day	28
No-Show Procedures for the Classroom Teacher	33
SECOND DAY PROCEDURES FOR MEMBERSHIP	38
MEMBERSHIP REPORTING FOR 2022-2023	38
Second Day Procedures for Teachers	39
Attendance Reports for Assistance and Verification	40
How to view the Teacher Attendance Submission Status Report	40
How to run the Absentee Report	41
How to run the Weekly Attendance Summary Report	41
View the Absentee Report	43
Home Roster/Class Roster	44
How to take Attendance for Students	46
Making Corrections After Attendance is Locked	47
Teacher Instructions for Student Membership Reconciliation	47
SIR/Attendance Clerk Instructions	48
Daily Procedures	49
End of Six Weeks Procedures	50
End of Year Procedures	50
Support Plan for New Clerks	50
Six – Week Attendance Review	51
Student Membership Reconciliation	52
Clerk Instructions	53
Steps to Reconcile Enrollment for Membership	54
End-of-Year Manual Records Collection	54
Attendance Best Practices	55
HISD Connect Training (available on OneSource)	57
<b>Section 7 – Discipline</b>	<b>58</b>
Responsibility	58
Required Notification to CPS	58
Disciplinary Action Data – Student	58
Role of the Campus Behavior Coordinator	60
Removal of Students who Receive Special Education and Related Services	60
Important Legislation Regarding Discipline	61
Proposed Data Collection Requirements changes 2020-2021 School Year:	61
HB 2619 – Notifications and Foster Children	63
SB 179 Bullying Behaviors	63
SB 2432	63
Discipline Resources	63

Problems Experienced During TEA Funding or Compliance Audits _____	64
Discipline Compliance Reviews _____	65
<b>Section 8 – Grades.....</b>	<b>67</b>
Overview _____	67
Required Training and Access _____	67
6 Week Report Card and Progress Report Calendar _____	68
Progress Reports: Grades 1-12 _____	68
Elementary Campuses Only _____	71
Entering multiple historical grades. _____	74
Storing Grades _____	76
Grading Reports _____	76
Generate Progress Report by Grade Level or Multiple Students _____	78
Progress Report Message _____	80
Print Reports menu. _____	81
If printing student schedules, use: _____	82
When to print _____	82
Submit _____	82
Generate Report Cards _____	84
Running Report Cards _____	85
Lock Reporting Term Settings: Teacher Class/Section _____	87
Unlocking the Gradebook _____	87
Power Teacher Pro view when terms are (un)locked _____	89
Lost Grades _____	89
Report Cards _____	90
PK / KN Grading Scale _____	90
PK / Kinder Dual Language Report Cards _____	91
Running Stored Grades Reports _____	92
UIL Eligibility Report _____	92
Honor Roll _____	93
Class Percent Grade Range (Failing Grades) _____	94
Scoresheet Report _____	95
Teacher Gradebook Report _____	97
HISD Denial of Credit Report _____	97
Denial of Credit Override _____	98
Out of Sync Grades _____	99
Teacher Grade Change Process _____	101
Grading Reports _____	102
Promotion Standards Report _____	103
Grade Book Unlock Form _____	104
Grade Change Form – Fall _____	105
Grade Change Form – Spring _____	106
SIS Security Request Form _____	107
Completing the SIS Security Request Form _____	108
View Only Access to Teacher Gradebook _____	109
Best Practices for the schools _____	109
Resources _____	109
<b>Section 9 – Leavers and Graduates .....</b>	<b>110</b>
Leavers _____	110
Movers _____	110
Dropout _____	110
Graduate _____	110
School Start Window _____	110
Exclusions from the Dropout and Completion Rate Calculations _____	111
Qualified Services for Seniors with ADA Code “0” _____	111
Attribution _____	111
Campus Roles and Responsibilities _____	111

Changing Leaver Reason Codes _____	112
Leaver Reason Codes – Early Notice 2022-2023 _____	112
PEIMS Leaver Reason Codes _____	113
Presumed Underreported Student List _____	113
Current SIS Reports Available for Fall PEIMS _____	113
TSDS FALL PEIMS Reports _____	114
TSDS PEIMS Reports _____	114
Common Problems during TEA Funding or Compliance Audits _____	115
HISD Connect Reports _____	116
Leaver Records Review Process _____	117
Records Reviewed during School Visits _____	117
Before the Review _____	117
During the Review _____	117
After the Review _____	117
Follow-up Process _____	117
Leaver Records Limited Scope Reviews _____	118
General Guidelines for Leaver Documentation _____	118
Signatures on Leaver Documentation _____	118
Completeness of Leaver Documentation _____	118
Withdrawal Form _____	119
Graduated or Received an Out-Of-State High School Equivalency Certificate _____	121
Moved to Other Educational Setting _____	122
Withdrawn by School District _____	124
Other Reasons _____	125
Leaver Records Retention _____	127
Forms and Documents _____	128
Leavers: Leaver Code Change Form _____	129
Leavers: Home School Questionnaire Form _____	130
Resources _____	131
<b>Section 10 – Scheduling.....</b>	<b>132</b>
Scheduling Students _____	132
Processing Schedule Changes _____	132
Tracking Teacher Changes _____	132
Common Scheduling Mistakes _____	132
<b>Section 11 – HISD Connect Online and Paper Registration &amp; Enrollment Training Manual .....</b>	<b>133</b>
PENDING APPROVAL _____	137
Pending Delivery _____	140
Delivery _____	141
HISD Connect Process after Online Enrollment Delivered _____	144
Clearing the Online Enrollment Workspace _____	147
Then print list as a PDF or copy and paste the data to your new excel workbook. _____	152
HISD Connect Process for Paper Document Enrollment _____	153
ITEMS MAINTAINED IN THE CUMULATIVE FOLDER _____	160
Out of District Records _____	161
HISD Connect Enrollment _____	162
HISD Connect SIS Enrollment _____	165
The General Demographics page appears. _____	169
PEIMS General Information _____	170
<b>Section 12 – Calendars and Timelines .....</b>	<b>171</b>
Membership Reporting Dates _____	171
PEIMS Timelines _____	172
<b>Section 13 – Forms and Templates .....</b>	<b>175</b>
SIS Security Request Form _____	175
Substitute Teacher Roster _____	176
Checklist: First-Day Membership Review _____	177
Required Manuals _____	177

Sample: First -Day Membership Form _____	178
Checklist: Six-Weeks Attendance Cycle Reviews _____	179
Membership Transaction Log: A Step-by-Step Guide _____	180
Instructions for Completing the Log _____	180
Sample: Membership Transaction Log _____	181
Checklist: End-of-Year Manual Attendance Records Collection _____	182
Houston ISD Attendance/ Enrollment Approval Form _____	182
ATTENDANCE/ENROLLMENT RECONCILIATION DATA CHART _____	183
Preparing for the FSC Discipline Records Review _____	184
Discipline Referral Form _____	186
In-School Suspension Letter _____	187
Out-of-School Suspension Letter _____	188
Discipline Change Form _____	189
Discipline: In-School-Suspension Roster _____	191
Best Practices for Leaver Documentation _____	192
Storing and Maintaining Records _____	194
Leavers: Exit Information / Leaver Code Assignment Form _____	196
Leavers: Leaver Code Change Form _____	197
Leavers: Oral Statement Form _____	198
Leavers: Home-School Questionnaire _____	199
UPDATING PREVIOUS YEAR LEAVERS & DROPOUTS _____	200
Data Component _____	204
Prenatal CEHI: _____	205
Prenatal Confinement: _____	206
Postpartum Confinement _____	206
Beginning and Ending Postpartum Confinement _____	207
Confinement and Earning Eligible Days Present _____	208
Returning to Campus for Support Services or Testing _____	208
PRS and Special Education Services (SPED) _____	209
Enrollment Procedures _____	210
Withdrawal Procedures _____	210
Determination Chart for PRS _____	211
PRS Roles and Responsibilities _____	214
Common PRS/CEHI Program and/or Data Errors _____	216
Bests Practices for Campuses _____	216
Quality Control _____	217
PEIMS Data Verification Process _____	217
Schedule Modifications _____	217
Roles and Responsibilities _____	218
Documentation Required _____	219
PK Eligibility on Being Educationally Disadvantage (Eligible for NSLP) _____	219
<b>Section 14 - Homeless Education Program Overview .....</b>	<b>222</b>
Who is Homeless? _____	222
EDUCATING HOMELESS CHILDREN AND YOUTH _____	222
FOSTER AND SUBSTITUTE CARE _____	226
Types of Homes _____	226
Other Types of Formal Care _____	226
<b>Section 15 - Special Education .....</b>	<b>228</b>

## Introduction

Our department is responsible for ensuring data quality and analysis of record accountability.

### What we do:

1. Analyze new legislation to identify school-related compliance issues.
2. Monitor and balance official Average Daily Attendance (ADA) to ensure accurate data.
3. Reconcile student membership.
4. Review manual and digital school records as part of the HISD Data Quality Initiative.
5. Supervise correction of Public Education Information Management System (PEIMS) and Unique Identification Database (UID) data by campus personnel.

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## Section 1 – Overview

### Objective

In order to improve the management of data in Houston ISD, the Federal and State Compliance Department has increased the supervision and monitoring of data that impacts funding and compliance. This monitoring focuses on the identification of discrepancies, errors, or omissions of data. Emphasis is placed on all state reporting coding processes in order to ensure that there are appropriate and acceptable documentation at the campus level to support all data submitted to PEIMS and any other mandated reports.

### Process

Houston ISD will continue to address deficiencies reported through the findings and recommendations of internal and external auditors. Deficiencies that require more extensive and individualized attention will be addressed through periodic data reviews at each campus. Components of the reviews include periodic status and progress reports to principals, campus data stewards and central office department leadership.

Specially designed training is delivered to all personnel critical to the Federal State and Compliance process. Mandatory Houston ISD School Guidelines training is conducted by the Federal State and Compliance Department and includes central office departments who are responsibility for PEIMS data as well as any other state reporting data.

The Federal State and Compliance staff meets periodically with principals and campus PEIMS Coordinators to review data. The Federal State and Compliance State Reporting Analyst and Coordinator will provide data summaries to central office departments to review campus compliance status. Areas of concern will be highlighted on data snapshots so that they will be easily identifiable. The Director of Federal State and Compliance will meet monthly with department directors to review data specific to their department and purview.

### Documentation

As part of our state-mandated Records Management Plan, each principal must complete the “Campus Records Management Plan for Student Cumulative Records Form,” designating where each record is stored on the campus and the person responsible for maintaining that record.

- Principals must complete, sign and forward the form to the Federal State and Compliance team.
- Copies of the plan must remain on file at the campus and in the Federal State and Compliance Office.
- Any revisions to storage locations or record responsibilities must be submitted by the principal to Federal and State Compliance team so that the district file can always be updated and remain accurate.
- Information for all records must be available for audit purposes and kept on file for five years.
- Principals are responsible for maintaining accurate and current attendance records (see page 19 of the SAAH).
- District personnel create the original documentation of attendance at time of attendance (snapshot). Original documentation must not be created after the fact (see page 19 of the SAAH).

### Improving Data Management

Planning is the key in any project when the goal is to improve the management of the data reported to state and federal agencies. The Director of Federal State and Compliance receives PEIMS- related information and is responsible for disseminating it to other staff in a timely manner. Every staff member who is responsible for information reported to PEIMS is required to attend monthly trainings. Individualized and customized training can be developed for any new staff members. A campus administrator will assume the responsibility for verification of the data and implement procedures to address any Federal State and Compliance issues.

### Campus Procedures for Processes Involved with Student Data

- Procedures for Enrolling Students

- Procedures for Withdrawing Students
- Procedures for Posting Absences
- Procedures for Excusing Absences
- Procedures for Leaver Coding
- Procedures for Discipline Coding
- Procedures for 504
- Procedures for McKenney Vento
- Procedures for At-Risk Coding
- Procedures for Career and Technology Coding
- Procedures for Special Education Coding
- Procedures for Multilingual Coding (LEP/Immigrant/Migrant)
- Procedures for Grade Changes
- Procedures for Schedule Changes

See Appendix B Forms, Checklists and Training Documents

## **Timelines**

The Federal State/Compliance and State Reporting Departments have established timelines for all data related to student information and disseminate these timelines to the schools at the beginning of the school year. The department has developed a system to verify (see-data verification process) the completed tasks. Timelines reflect dates and deadlines for each step of the Federal State and Compliance process. Ultimately, schools are responsible for the delivery of student data on the specified due dates.

## **Data Analysis and Verification**

When schools consistently implement verification procedures within their daily data-generating activities, the efforts result in increased data management. It is much easier and more efficient to identify and correct mistakes daily. PEIMS reporting is much easier if the information is collected and reviewed regularly rather than all at once before the reporting deadline.

Schools collect and process data daily and review the data at the end of each six-week reporting period. Errors and inaccuracies are corrected at the end of each six-week period when the personnel who collect the data are more likely to quickly resolve and identify what caused the problem. When the information is due, the school completes the final six-week period as usual, modify the data for the year, and review each reporting period for reasonableness. This process is more likely to result in fewer errors than a process that attempts to correct attendance data for the year on or near the PEIMS reporting deadline.

## **Section 2 – State Reporting Requirements**

### **Overview**

Under state law, every Texas school district is required to adopt an attendance accounting system, whether manual or automated, that includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. District staff members must report attendance information through the Texas Student Data System (TSDS) and Public Education Information Management System (PEIMS) to the Texas Education Agency. (TEA). The TEA then uses this attendance data to determine the allocation of Foundation School Program (FSP) funds (state funding) to Houston ISD.

### **About the Student Attendance Accounting Handbook**

The Student Attendance Accounting Handbook (SAAH) contains the official attendance accounting rules and regulations for all public-school districts in Texas, including open-enrollment charter schools. This handbook is the official standard of required information for all attendance accounting systems. Unless a distinction is made between manual and automated systems, all standards described in this handbook apply to all attendance accounting systems. Houston ISD uses this handbook as a guide as we develop our own processes and procedures to implement the requirements within the SAAH and which are outlined in the Houston ISD 2020-2021 Federal / State Reporting and Attendance Procedures Handbook.

### **Student Attendance and FSP Funding**

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

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

The funding formula for the FSP, as well as the requirements for a student's eligibility to participate in this program, is mandated by the Texas Education Code and the Texas Administrative Code. All students must meet the requirements for membership before they are eligible for FSP funds for attendance and special programs. Houston ISD must retain all records proving such eligibility for the required length of time for audit purposes.

For Houston ISD to receive the maximum amount of funding for all its students, the following personnel must be aware of their individual responsibilities and must work together to assemble required documentation as early as possible: administrators, special program staff, teachers, and attendance personnel.

### **Computer System Safeguards and Roles**

All users connected to the student information system must have unique passwords and separate access to the database. Automatic nightly backups are made and will be stored in a secure location. End-of-Year backups, as well as programs used to generate the data, will be stored if the reports must be generated for audit purposes. Campuses own their data and are expected to enter, verify and validate their own data. Specific campus personnel are provided specific roles and specific access to safeguard their campus data. DMC assists the campuses with this process and only intervenes on an as needed basis.

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

In accordance with the Family Educational Rights and Privacy Act 34 CFR&99.35, federal, state, and local educational authorities may access education records as part of an audit or evaluation of a state or federally supported education program or for enforcement of or compliance with the legal requirements of these programs. Thus, this provision applies to the auditors as authorized representatives of the state and local educational authorities. Auditors will maintain the confidentiality of the records. Please see the "Forms" section

for FERPA Privacy forms.

## TEA Field Audit Division, Limited Scope Audit (LSA) Inquiries

Limited scope audits involve a **limited scope review of financial and non-financial information** to ensure validity and accuracy of reported information, and **compliance with Federal requirements**. TEA may audit the district at any time to review the following:

- LSA of Duplicate Attendance
- LSA of Students with Perfect Attendance and No Course Completion Indicator
- LSA of Students Coded '0', '4', or '5' on the "Snapshot" but Coded Eligible for Attendance for the School Year
- LSA of Kindergarten Students Enrolled Under the Age of Five
- LSA of Pre-Kindergarten Eligibility
- LSA of Full Day Prekindergarten Students with a Special Education Setting of Speech Therapy Only
- LSA of Early Education Students with No Special Education Setting or Speech Therapy Only
- LSA of Bilingual/ESL Education Eligibility Coding on the Snapshot
- LSA of 7th and 8th Grade Students Earning Career and Technical Contact Hours
- LSA of Homebound and Hospital Class School Students Earning Career and Technology Contact Hours
- LSA of Pregnancy Related Services

## Record Tampering

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

## System Data

### Responsibility for Campus Data

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

### Importance of Accurate System Data

In Houston ISD, all PEIMS data is inputted at the campus level, the PEIMS extracts are processed, and the Texas Education Agency (TEA) Texas Student Data System (TSDS) is run and reports are produced. When errors occur, it is the responsibility of the campus to correct their campus data, store documentation, so it will be reflected in the output of reports.

- **Master Schedule File** – The master schedule file must be accurate and up to date, since PEIMS staffing data is derived from matching the personnel file to the courses and number of students assigned to each teacher. The scheduling and grade reporting data must be accurate and up to date, since PEIMS data elements, such as course completion and staff schedules are derived from these files. Any missing course or grade may result in inaccurate reporting for the school. Extracurricular eligibility is also dependent on accurate, up-to-date grade reporting data. Any student who receives a grade below 70, an incomplete, or a blank grade is ineligible, not only for University Interscholastic League (UIL) sponsored events, but also for all other designated extracurricular activities.
- **Student Identification Numbers** – All student identification (ID) numbers must be unique and accurate. If identical ID numbers are posted at two different schools, a conflict is recorded, and funding data is significantly impacted. The student Social Security number (if available) or the sending school's

nine-digit PEIMS Identification Number must appear on each check-out sheet if a student withdraws. **THIS IS A STATE LAW.**

It is the sending school's responsibility to assist the receiving school in attempting to enroll a student by providing checkout information, especially Social Security numbers or PEIMS ID numbers. It is the receiving school's responsibility, during the enrollment process (for steps to register visit Federal and Compliance website), to get a new student's social security number or PEIMS ID number and the student's Houston ISD local ID number and enter it correctly in HISD Connect . If a student is enrolled with a new Houston ISD local ID number, all data on file under the old number is lost and must be re-entered into HISD Connect . The state maintains a Unique Identification Database (UID) file that enables school districts throughout the state to research student conflicts. If a check-out sheet is received without the Social Security or PEIMS number from the previous district, assistance may be requested from TEA. **Do not assign a new PEIMS number unless the student has never been enrolled in a Texas public school.**

## Student Data

All student data — demographics, membership (entries and withdrawals), absences, program eligibility, discipline, grades, etc., must be on file. Missing or incorrect data results in a "fatal error" in the PEIMS file, and the student will not be counted for funding or program enrollment.

It is important to recognize the difference between a "fatal error" and a "special warning" (specials) or "warning message."

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

Although schools must be fatal free by the submission deadline, staff should continue to review the data for accuracy and make corrections until the deadline for resubmission is past. **All corrections to PEIMS campus data must be made at the campus level prior to the resubmission deadline.**

Since all schools are now operating under the HISD Connect Student Information System (SMS), explicit adherence to all procedures distributed during HISD Connect training is essential. Any variation from the specific sequences presented in the HISD Connect could result in the loss of data, which could have a significant impact on PEIMS and other state reporting for funding.

## Impact of Inaccurate Computer Data

- Financial - loss of state funds
- Accreditation- lower status
- Compliance-local/state reprimand

## Student Information System (SIS)

Houston ISD currently uses HISD Connect Student Information Management System for student data entry and reporting. All relevant personnel will be provided training on entering and maintaining of data for:

- Entering new students
- Withdrawing students
- Entering special program information
- Entering teacher and student schedules

- Entering attendance and generating reports necessary for state reporting.
- Any other pertinent date, etc.

See Appendix B Forms, Checklists and Training Documents

## Section 3 – Audit Requirements

As stated in the overview section, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. Houston ISD may store these records or reports in a central office or on the respective school campuses. However, regardless of where they are stored, the records must be readily available for audit by the Texas Education Agency (TEA).

### General Audit Requirements

Houston ISD must make available and provide to the Financial Compliance Division of the TEA copies of all required attendance records within 20 working days of written request by the agency. Failure to provide all required attendance records (specific program[s], grant[s], or both) will result in the TEA's retaining 100% of Houston ISD's Foundation School Program (FSP) allotment for the undocumented attendance for the school year(s) for which records have been requested.

Houston ISD uses the Student Detail Report (SDR) which includes data for each student, including attendance and program totals by six-week reporting period, in one layout.

### Documentation must do the following:

- Cover the entire school year and
- Encompass three main data sets:
  1. Student Detail Reports for all students by six-week reporting period,
  2. Campus Summary Reports for all campuses by six-week reporting period, and
  3. District Summary Report by six-week reporting period.

All codes reflected in the attendance reports must be defined in the reports. **Houston ISD must retain any student attendance documentation that could be required for audit purposes for 5 years from the completion of the school year unless specified differently by the state.** This requirement applies specifically to student attendance documentation. Other sources of documentation, such as documentation required for a student's permanent record, may need to be kept longer. The required retention period for all records is outlined in Local Schedule SD of the Local Records Retention Schedules, Texas State Library and Archives Commission: <https://www.tsl.state.tx.us/slr/recordspubs/sd.html>.

### Accounting System Requirements

The attendance accounting system Houston ISD uses must do the following:

- use the coding structure defined in the Texas Student Data Systems (TSDS) and the Public Education Information Management System (PEIMS) Data Standards as they relate to attendance; and
- possess the ability to readily reproduce the student attendance data.

### “Paperless” Attendance Accounting Systems

Houston ISD uses a system that is entirely functional without the use of paper. However, if there are any changes in the data, records must be kept, these documents are usually paper records, such as a doctor's note supporting a student's excused absence.

An attendance accounting system that allows teachers to enter attendance data directly into the automated system must provide security to the data that are entered. Systems must include the following safeguards and security features (this is not necessarily an exhaustive list of required features):

- requirement that teachers log on to the system using distinct secret passwords
- timing out (automatic shutoff) if the program has not had any activity in an appropriately short period of time (for example, 10 minutes)
- ability to report the date, time, and identity of the teacher entering the absence data, upon request

- ability to report the date, time, and identity of the individual making changes to the attendance report, upon request
- provision of a positive confirmation for 100% of attendance (teacher submits “All Present” rather than showing no one absent)

Sound information system management is the key to a successful paperless automated attendance accounting system. Internal controls are established to ensure the security of the system. Only personnel with the proper security clearance level should have access to the system.

## **Required Documentation**

The student attendance data asked for in an audit must be organized into three distinct data sets:

1. Student Detail Reports,
2. Campus Summary Reports, and
3. District Summary Reports each six-week reporting period.

For a particular campus, data totals for all Student Detail Reports must add up to respective totals on the Campus Summary Report. Likewise, data totals for all Campus Summary Reports must add up to respective totals on the District Summary Report. For schools offering multiple tracks, student detail must be summarized by individual tracks.

## **Reconciliation of Teacher’s Roster Information and Attendance Accounting Records**

Student membership from the teacher’s roster is to be reconciled to the attendance accounting records after every six weeks cycle. The reconciliation is to verify that all students are reported on attendance records and that “no show” students have been purged from the attendance accounting system. Houston ISD has developed a standard process and documentation form to be used at the end of every six weeks reporting periods to show the total number of students in membership in each teacher’s class during the official attendance period. The total number of students in membership is to be reconciled to the total number of students listed in attendance accounting records. The District PEIMS coordinator and his or her supervisor must certify this document with their signatures.

## **Additional Required Documentation**

The following documentation will also be required in the event of an audit (the retention period for an item is provided only if it differs from the standard 5-year retention period)

1. Documentation of a student’s age and identity (to be retained if administratively valuable to the district).
2. Documentation of a student’s residency or other eligibility for enrollment.
3. Grade books - Grade books are especially important in proving a student’s special program service when end-of-semester grades were not received.
4. Period absence reports.
5. Absences are posted directly to the automated system; sufficient paper documentation must be kept supporting any changes to posted absences.
6. Campus Daily Absence Summary Reports.
7. Class admittance slips or other documentation to support the claim that a student was with a nurse, counselor, assistant principal, or another school official at the time attendance was taken.
8. Documentation supporting the claim that a student was attending a board-approved activity, accompanied by a professional staff member, adjunct staff, or a paraprofessional staff member of the district, signed by the staff member who supervised the student.
9. Documentation supporting the claim that a student was at a documented appointment with a healthcare professional.
10. Documentation supporting the claim that a student was participating in a district-approved mentorship through the Distinguished Achievement Program.

11. If any data changes are made to reports after they have been submitted to the TEA, updated or corrected copies of all reports.
12. Copies of the student's schedule showing the date of change if the student experienced a program change, including dates of withdrawal (for example, documentation showing a student changed from a 1-hour to a 3-hour career and technical education course or documentation showing a student withdrew from the program).
13. Copies of any approved waivers Houston ISD may have received that affect funding.
14. A copy of the official school calendar reflecting all days of instruction and holidays (including bad weather days) for each instructional track offered in Houston ISD, with each 6-week reporting period clearly identified.
15. Special program documentation as described in each special program section in this handbook, including proof of service.
16. Documentation that indicates the meaning of all locally designed codes in the attendance system.
17. A copy of the community-based dropout recovery education program contract, if applicable.
18. Houston ISD campuses must maintain written local board or board approved designee adopted policies that provide specific detailed information on the district's attendance accounting system. These written local board or board approved designee adopted policies must include the district's written policy for documentation for establishing a student's residency.

## **Disaster Recovery**

Disaster or attendance accounting system malfunction or sabotage does not negate Houston ISD from their responsibility to produce attendance data required for an audit. Houston ISD has a plan in place for how it will recover and reproduce data required for an audit if the primary means of producing the data is threatened by disaster or by attendance accounting system malfunction or sabotage. The Technology Department within Houston ISD owns this plan.

## **Disaster Recovery Plan for Attendance**

### **Purpose**

The primary focus of this document is to provide a plan to respond to a disaster that destroys or severely cripples the Division's central computer systems. The intent is to restore operations as quickly as possible with the latest and most up-to-date data available. All disaster recovery plans assume a certain amount of risk, the primary one being how much data is lost in the event of a disaster. Disaster recovery planning is much like the insurance business in many ways.

### **Typical Disasters**

- Inclement weather
- MEDICAL EMERGENCY
- Natural disaster
- UTILITY LOSS OR FAILURE Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year.

### **Responsibility**

- Federal and State Compliance (FSC) will provide a written disaster recovery plan to all HISD campuses via training. Campus principals, PEIMS Coordinators, and/or administrative designees will oversee the implementation of the disaster recovery plan at their respective campuses. FSC will perform ongoing updates to the district plan for continuous improvement.

### **Training Plan**

- FSC trains PEIMS Coordinators and clerks
- PEIMS coordinators trains campus staff

**This plan is for ADA period only! For secondary campuses, non-ADA periods, the campus administrator should design a plan of action for recovering attendance.**

**Emergency phone contacts for students:**

- The campus clerk will run the contact roster listed under system reports.
- (HISD Class Pupil Report with Contacts) to have for emergency use or run for alpha order the (Active Student Demographic) report listed under System reports > Enterprise report.
- These roster should be kept in a binder in the front office to use when an on-line search is not available.

**Campus clerk responsibility:**

- The campus clerk will run teacher rosters for the teachers to maintain in an emergency folder for safe keeping on the teacher desk or in a easy accessible place when needed. (recommend placing in a RED folder to identify easily).
- This roster should be ran and updated once a month to show current students on the roster
- The attendance clerk will have a list of ADA teachers to insure ALL ADA teachers have submitted a roster for the day of the disaster.
- The attendance clerk will enter the attendance in the SIS system for that day. This will be filed with the cycle that is current and turned in with the end of year box for attendance.
- The attendance clerk will run new rosters for the teachers once the current roster has been used or a new month.

**Teacher responsibility:**

- To place the disaster recovery folder in a secure place to use in the event of a natural disaster.
- The teacher will update any new students on the current roster until she receives an updated roster with the student's name on it.
- The teacher will pick up her disaster recovery folder and take with her to record attendance.
- The classroom teacher will document on the roster the students who are absent.
- The teacher will sign and date the roster and submit the roster to the attendance office.
- In the event the student is in the building with other campus personnel, that staff member will be responsible for submitting the attendance for that particular student/s.

## **Section 4 – District and Campus Data Monitoring Responsibilities**

As stated in previous Section 1: Overview, ultimately, the district superintendent is responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for an audit by the Texas Education Agency (TEA) Financial Audits Division. By signing the District Summary Report, the superintendent affirms that he has taken measures to verify the accuracy and authenticity of the attendance data. Important: If the TEA detects errors during an audit, the agency either will assess an adjustment to subsequent allocations of state funds or will require Houston ISD to refund the total amount of the adjustment when the audit is finalized.

### **District Responsibility**

REFERENCE SOP

### **Campus Responsibility**

#### **Principal**

- Designate personnel to oversee special program data and data entry
- Ensure that state standards are followed

The principal of each campus is responsible for reviewing their respective Campus Summary Reports (CSR) for completeness and accuracy. A principal should compare reports from the TEA, which reflect Public Education Information Management System (PEIMS) data, to locally produced reports for reasonableness and accuracy. By signing the Campus Summary Report, a principal affirms that they have checked the accuracy and authenticity of the attendance data. This process is to be completed every six- weeks, and a reconciliation report will be generated.

#### **Teacher**

The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with their signature.

- Attendance Verification
- Grading Verification Report
- Membership Reconciliation

### **Campus Professionals – PEIMS Coordinator, Campus Program Specialists/Coordinators**

- Oversee the reasonableness and accuracy of data by implementing procedures at the campus to ensure the data that affects funding, compliance, or accreditation is complete and correct by identifying areas of concern and determining corrective action.
- Advise the campus principal of the status of Federal State and Compliance on a regular basis.
- Collaborate with the principal to designate campus contacts for each data type that impacts, funding, compliance, and accreditation as well as contacts who are responsible for special program content knowledge.
- Consult with the Federal State and Compliance Analyst to schedule appropriate training for campus personnel.
- Identify, document and supply data reporting timelines and procedures to all personnel affected by them.
- Compile regular status reports for the principal regarding Federal State and Compliance at the campuses.

### **Campus Master Schedulers/Student Schedulers –** [Master-Schedule-Building.pdf \(houstonisd.org\)](#)

## **Data Entry Personnel**

Student Information Representative (SIR) Clerks, Attendance Clerks, Registrars

The campus clerks who generate absence summaries and/or transcribing the absences or coding information into the accounting system are responsible for adhering to all laws and regulations pertaining to student attendance accounting. Each person entering data into the Student Information System (SIS) must sign a district provided affidavit attesting that the data they have entered is true and correct to the best of their knowledge.

- Enter data as specified by a campus professional staff member.
- Receive Federal State and Compliance HISD Connect training in a timely manner.
- Distribute training materials from the HISD Connect Content Store that apply to their area of responsibility to the necessary personnel.
- Become familiar with the policies in the Houston ISD Federal and Houston ISD Federal/ State Reporting and Attendance Procedural Manual as well as Texas Education Agency Student Attendance Accounting Handbook.
- Have a link (on desktop computer) or a hard copy of the Student Attendance Accounting Handbook readily available to use for reference.
- Understand and follow of the data reporting timelines as well as have a readily available list of the personnel responsible for providing them with the data to enter in the SIS.
- Provide verification reports to the special program coordinators who should compare them to HISD Connect for accuracy. These reports must be provided in time to make necessary corrections before the PEIMS submissions.
- Lead the six-week Reconciliation Report process.

## **Designated Campus Special Populations Personnel**

- Maintain accurate records of student enrollments and withdrawals
- Enter special program data in a timely manner and verify every six weeks:
  - 504
  - At Risk
  - Career and Technology Education (CTE)
  - Discipline
  - Economically Disadvantaged
  - Gifted and Talented (GT)
  - Homebound (Gen Ed/SPED)
  - LEP: Bilingual/ESL
  - McKenny Vento (Homeless)
  - Pregnancy Related Services (PRS)
  - Special Education (SPED)
  - Title I

## **Six Weeks District Reconciliation/Verification Process**

To identify data discrepancies early on, Houston ISD has moved to a six -week verification process that requires all data for each six-week grading cycle to be reviewed and reconciled within the 10-day reconciliation period. It should be conducted no later than the final week of the six-week period.

Incorporating this process mandates direct attention to student data, specifically:

- To create an effective system of internal controls with the efforts to maintain consistent data integrity and the ability to produce, for internal compliance reviews, as well as TEA audit purposes with all required documentation.
- This process involves teachers, counselors, special program coordinators, campus data stewards and principals in the reviewing and reconciling based on the six-week track Student Detail Report (SDR).
- This process ensures that the data from all the six-week SDR's reconcile to the respective totals on the six-weeks Tx Campus Summary Report (CSR); which the CSR is generated at the district office, the student Detail report, and the Program Indicator report.
- This process ensures that data from the CSR is reconciled to the respective totals on the Six Week District Summary Report (DSR); which is the DSR is generated by the Director of Federal State and Compliance.

### **Data that will be reconciled:**

1. Attendance
2. Discipline
3. Student Demographic
4. Registration (Enrollment Eligibility)
5. Grades (No Missing Grades)
6. Schedules (All students scheduled)
7. Special Population Coding
8. Withdrawals

**The following links to the manuals will be provided to each school prior to the start of the new school year:**

- TSDS PEIMS Data Standards
- Texas Education Agency Student Attendance Accounting Handbook
- Houston ISD Federal /State Reporting and Attendance Procedures Manual

## Section 5 – State Reporting Roles and Responsibilities

### What is PEIMS?

The **Public Education Information Management System (PEIMS)** encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

**The PEIMS database is composed of four categories of data containing information about:**

### Public Education Information Management System (PEIMS)

- Data collection process involving school district administrators, special program personnel, data entry personnel, data processors and service center coordinators
- Provides data through 4 submissions each year to state and federal entities
- Used to calculate funding
- Annual Yearly Performance data
- Pre-coding for STAAR answer documents
- Data and statistics are used by the state legislators

### Types of Data Currently Collected:

- Organization (district and campus identification)
- Staff data (identification, demographic, responsibility)
- Finance data (budget, actual financial, payroll)
- Student identification and demographics
- Student enrollment and special program participation data, which includes Title I, Career and Technical Education, Bilingual/ESL, Pregnancy Related Services, Life-Skills Program for Student Parents, Migrant, Immigrant, Gifted/Talented, Optional Flexible School Day Program (OFSDP), and Special Education
- Attendance data (Average Daily Attendance for funding) and summer school attendance
- Course completion data (Grades 1-12 only)
- School leaver data (graduates, dropouts)
- Disciplinary action data (suspensions, expulsions)
- Classroom link information connecting students, teachers, and course completion

### TSDS PEIMS Data Collection Schedule

The PEIMS process includes four submissions which is processed by the State Reporting Department:

- **Submission 1 (Fall Snapshot)** - This submission includes all students enrolled in school by the “as of” date, which is the last Friday in October 29, 2021, and their special program participation. It also includes all the students who were enrolled the previous year but who are not enrolled this year (graduates, dropouts, and students who enrolled in some other school system).
- **Submission 2 (Mid-Year)** - This submission includes organizational data and the actual financial data from the previous year.
- **Submission 3 (End-of-Year/Summer)** - This submission is a record of student attendance and contact hours for special programs, course completion, and disciplinary actions (expulsions and suspensions) for the entire school year. State funding is based on this submission.
- **Submission 4 (Extended Year)** - This submission is a cumulative record of attendance in the summer school provided for students who do not meet promotion standards in the regular school year and/or the students served by special education who are expected to regress over the summer months without continued services Extended School Year (ESY). In addition, a Bilingual/English Second Language (ESL) Summer School program is available for students. Summer school is based on this submission.

## PEIMS Process & Procedures

All public schools are required to report data to the Texas Education Agency (TEA) through the Public Education Information System (PEIMS). Each PEIMS submission requires data to be entered into HISD Connect by a specific timeline.

**Timelines are provided by the District PEIMS Coordinator during the following:**

- Beginning of the Year training to Campus Non-Instructional Team
- Specific District Administration during required submission meetings based on their data record sent for the proper submission

**Data collected through PEIMS has:**

- A standard set of definitions, codes, formats, procedures and dates for the collection of data published as the PEIMS Data Standards:
  - Standards edit procedures.
  - An established database designs
  - A production system to format and load the numeric and alphanumeric values stored in the database published as the data documentation.

For the PEIMS electronic data capturing, Houston ISD submits our data via standardized computer files, as defined by the Texas Education Data Standards (TEDS).

In compliance with the Texas Education Code, the PEIMS contains only the data necessary for the legislature and the TEA to perform their legally authorized functions in overseeing public education.

## PEIMS Data Collaboration Teams

At the beginning of each school year, FSC requires each school to develop a Data Collaboration Team. This team meets weekly to discuss data to be used for state and federal collections and submissions. The collaborations take place 3 months prior to TEA deadline of the identified submission; departments who have records that will be reported for that specific submission will be required as a member of the PEIMS Data Team.

**The teams are provided the following information as it pertains to their verification processes and data cleanup efforts:**

- Timeline as required by TEA (internal deadlines are included)
- Ensuring resources are identified (On Data Suite, TSDS Access)
- Overview and instructions of what is expected

**Departments that have reportable data are required to sign off on all data by the Houston ISD internal deadline.**

**Note:** Once the submission is complete, campuses and departments will be notified to view their reports utilizing On Data Suite and TSDS reports via A4E.

## District PEIMS Process

- **Fatals** - Student data will not go to PEIMS until fatal errors are corrected.
- **Special Warnings** - The editor indicates that data conditions warrant research and justification. In all probabilities, this is an error; however, some special warnings cannot be corrected (such as a 5-year-old in first grade).
- **Warnings** - Data conditions warrant research and justification that this an error.

## Campus-Level PEIMS Responsibilities

Every campus has an assigned Student Information Representative (SIR) or Clerk who serves as the campus PEIMS contact. His/her responsibility consists of the following:

- Work collaboratively with other campus personnel
- Enter data as directed by campus administrators
- Run edits, reports, and verification checks on HISD Connect
- Keep Principal and Campus PEIMS Coordinator informed of data concerns
- Review the offered training by the Federal State and Compliance Department
- Dissemination of campus PEIMS related Information
- Verify all campus data and process data corrections

Compile and maintain all physical and digital reports, records and other documents as directed by the Principal, PEIMS Coordinator and the Federal State and Compliance Department.

*Processes above are repeated both at the District and Campus level until the district is “fatal free” and Special Warning/Warnings are corrected and/or validated.*

## Campus District PEIMS Process

### TSDS Core Data Collections Reporting

#### What is a Core Collection?

For over 20 years, Texas has performed thorough data collections to support state and federal reporting and policy efforts. The Texas Education Agency (TEA) currently collects organization, budget, actual financial, staff and student data for approximately 8,711 campuses in the Texas public school system. This data is collected across approximately 160 separate data collection systems at the agency.

The TSDS Core Collection is an effort to consolidate the collection of this data within TSDS to standardize the submission process and reduce redundancy between data collections. Houston ISD will adhere to the state reporting guidelines and timelines and submit the required data collections.

### ECDS Collection

This collection includes organization, staff and student identification, teacher class assignment, student class enrollment, and assessment data. **The ECDS submissions are:**

- **ECDS Kindergarten Submission:** LEAs that administer a Commissioner Approved Kindergarten Assessment Instrument are required to submit beginning of year assessment results.
- **ECDS Public Prekindergarten Submission:** LEAs are required to submit prekindergarten program data regardless of whether the LEA administers one or more of the assessments included in the Commissioner’s List of Approved Prekindergarten Assessment Instruments.

### Residential Facility Tracker

This yearly submission is for LEAs to report information about special education students who reside at a residential facility and are being served by an LEA. These students will be reported as soon as services begin.

## **State Performance Plan Indicator 14 (SPPI-14)**

This yearly submission is for LEAs to report information on students who are identified as having received special education services in the prior school year PEIMS Summer Submission that were reported with specific LEAVER-REASON-CODEs.

### **Classroom Roster**

This collection includes organization, staff identification and demographics, class assignment, student identification and demographics, and class enrollment data. **The Classroom Roster Submissions are:**

- **Classroom Roster Fall Submission** as of the last Friday in September.
- **Classroom Roster Winter Submission** as of the last Friday in February.

### **SELA – Special Education Language Acquisition**

The purpose of the Special Education Language Acquisition is to meet the requirements of Subchapter 1, Chapter 29, Section 29.316 of the Texas Education Code by requiring the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment.

### **Child Find – New**

Child Find combines State Performance Plan Indicator 11 (SPPI-11) and State Performance Plan Indicator 12 (SPPI-12) in the TSDS Core Collection. SPPI-11 refers to the timely evaluation of students, ages 3-21, for special education services under Part B of IDEA. SPPI-12 refers to children who are referred from Part C of IDEA prior to age 3, found eligible for Part B of IDEA, and have an individualized education plan (IEP) developed and implemented by their third birthday to receive early childhood special education (ECSE) services from a local education agency (LEA). Both SPPI-11 and SPPI-12 are compliance indicators and data are needed to meet federal reporting requirements related to special education Child Find activities.

## Section 6 - General Attendance Requirements

### Responsibility

Principals shall designate appropriate campus personnel to whom all attendance coding questions should be directed for resolution. The designee and phone number of the Central Administrative Staff member:

**Name:** Wanda Thomas, Senior Manager  
Federal and State Compliance

**Phone Number:** (713) 556-6753

### Introduction

#### Average Daily Attendance (ADA)

#### Definition

Average Daily Accounting (ADA) is the accounting medium by which state funding is derived.

#### Average Daily Attendance (ADA) Eligibility Coding

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

ADA is based on the number of days of instruction in the school year. During the 2022-2023 school year every school must have an instructional day that is at least seven hours in length (420 minutes).

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

For additional information refer to **Section 3 General Attendance Requirements** of the 2022-2023 Student Attendance Accounting Handbook (SAAH).

#### Optional Flexible School Day Program (OFSDP)

Students participating in an OFSDP may attend on a fixed or flexible schedule that does not meet the 75,600 operational minutes, 5-days-per-week requirement.

- Students who are eligible for participation in and are enrolled and provided instruction in an alternative attendance program, such as the Optional Flexible School Day Program (OFSDP) should be enrolled with an ADA eligibility code of 07.

#### Typical OFSDP instructional arrangements include the following:

- Weekend or night classes
- Extended day classes
- Classes offered throughout the year
- Flexible schedules
- Credit recovery classes (These classes can be offered during the summer recess for students who have not earned a full ADA during the school year. A student cannot earn more than the equivalent of one ADA in a year.)

## **Utilization**

ADA funds will be awarded for each day present for all eligible students.

Special Program funds awarded for enrollment in each designated program area provided proper documentation is maintained.

In the HISD, attendance will be monitored through the production of periodic attendance reports from which administrative decisions are made. If absences are not posted when these reports are run, greatly inflated percentages of attendance will occur.

## **Compulsory Attendance**

PK and kindergarten students are subject to compulsory school attendance rules while they are enrolled in school. On enrollment in PK or kindergarten, a child must attend school. However, if a child has not reached mandatory compulsory attendance age (6 years old as of September 1 of the current school year) the child's parent or guardian may withdraw the student from school, and the child will not be in violation of compulsory attendance rules.

Unless specifically exempted by the TEC, §25.086, a child who is at least 6 years of age, or who is younger than 6 years of age and has previously been enrolled in first grade, and who has not yet reached his or her 19th birthday must attend school.

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

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

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

## Texas Education Agency Rules

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

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

The **teacher** who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature. In the case of a paperless attendance accounting system, the teacher must submit, attest and validity accurate data using his/her own teacher's logon with a district secret password.

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 is true and correct to the best of his or her knowledge. **In no case should attendance personnel be assigned the responsibility of determining a student's coding information.**

**Important:** In no case should attendance personnel be assigned the responsibility of determining a student's coding information. Special program staff, directors, and/or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order. Special program directors and/or staff are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of those changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system (manual or automated). At the end of each six-week reporting period, special program staff should verify the **Student Detail Report** for any coding errors.

## **Taking and Recording Student Attendance**

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.** The TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized.

## **Board Policy on Classroom Attendance**

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

Supervision of student attendance will be the responsibility of teachers and school administrators.

### **Campus Principal (and administrative team) is to:**

- establish a period by period attendance management system.
- design and implement a process for identifying and counseling students with attendance problems.
- communicate with parents about student attendance problems.
- approve credit for excused absences.
- chair the statutorily required School Attendance Committee

### **Campus Teachers**

- take attendance at the official designated ADA time and for each class period.
- maintain accurate attendance records in **HISD Connect** and verify accuracy of records.
- send excuse notes from parents to the office in a timely manner.
- notify parents when a student returns from an absence without an excuse or has been absent for three or more days.
- ensure that students make up work for excused and unexcused absences.
- complete an attendance referral form for appropriate students, in accordance with district guidelines

### **SIR/Data Clerk**

- Directed by the principal or PEIMS Coordinator

### **Campus PEIMS Coordinators**

- Coordinate all activities relating to PEIMS, including collaborating with other campus personnel
- Keep principal informed
- Receive PEIMS related information and disseminate it to appropriate staff
- Verify all campus data and submit corrections to Student Information Representative (SIR)/HISD Connect clerk
- Complete training offered by Federal & State Compliance
- Provide training and support to appropriate campus personnel
- Compile, maintain, and file all physical data in appropriate folders, computerized reports, records, and other documents required.

## Membership Reporting on the HISD Portal ????

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

An application is available for reporting membership figures in the schools by grade level. Authorized staff will log in to the [HISD Employee Portal](#) by 10:30 am and click on Membership Reporting on the HISD Applications Links list to access the system.

After the first day of school, membership includes all students who have enrolled during the current school year and who have not withdrawn.

Please refer to the Academic Service Memo to Principals regarding membership figures on the portal for School Year 2022-2023.

## Withdrawals

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

- The **SIS Student Withdrawal Form** must be completed with all information requested. After the first week of school, if the student has been in attendance in the school for five days or more, academic grades must be recorded on the check-out sheet. All absences (excused, unexcused, and extracurricular) should be transferred with the student, so they may be recorded at the new school. The student's PEIMS ID number should be double-checked by utilizing the Unique ID (UID) Search on TSDS for accuracy. The original copy of the withdrawal form is given to the parent/guardian; one copy is retained by the school; and another copy is sent to the receiving school, if known, together with a copy of the report card. The parent/guardian/student should be given the original report card, and the school should retain a copy in the student's permanent folder.
- If a student withdraws from school **before** ADA time the effective date of withdrawal is that same day. If a student withdraws **after** ADA time, the effective withdrawal date is the next school day. Parents and legal guardians should be encouraged to give the school a 24-hour notice of withdrawal to allow time for the school staff to process the withdrawal form without disrupting classes.
- A student is not in membership on the withdrawal date.
- Write the effective date of withdrawal and the withdrawal code on the student's color-coded card. The color-coded card should then be filed alphabetically by grade level.
- Write the applicable information on the Membership/ Transaction Log using the effective date of withdrawal (**JJAEP ONLY**). It is critical that withdrawals be entered in HISD Connect daily to avoid conflicts with other schools or within the statewide UID file.

## Withdrawal Procedures for Non-Attending Students

The principal may only withdraw students for non-attendance after specific actions are taken and documented. These actions must include attempting to contact the parent and/or student to suggest possible interventions or alternative placement to prevent the student from leaving school.

- For general education students between six and nineteen years of age, compulsory attendance laws apply. A student should not be withdrawn for non-attendance unless school personnel can document that the appropriate procedures have been followed. **The due process would be to contact the parent by phone, e-mail, mailout and home visit.** For students in violation of compulsory attendance, and the student should be withdrawn using Withdrawal Code L98 – Other/Unknown. The parent should be notified in writing of this action and informed to re-enroll the student once they regain control.

- **THE WITHDRAWAL CODE OF L83 – ADMINISTRATIVE WITHDRAWAL SHOULD NOT BE USED WHEN WITHDRAWING STUDENTS FOR NON-ATTENDANCE.**
- School personnel may withdraw a student who is at least 19 years old and is voluntarily enrolled in school when he or she accumulates more than five unexcused absences in a semester. Your district may revoke the enrollment of such a student for the remainder of the school year, except that a district may not revoke enrollment on a day on which the student is physically present at school.<sup>1</sup> A student who is removed from school under this provision will be considered a dropout for accountability purposes unless the student returns to school during the school-start window the following fall. This authority to revoke enrollment does not override the district’s responsibility to provide a free appropriate public education to a student who is eligible for special education services.
- School personnel must **not** withdraw a student who is temporarily absent (for example, as a result of illness or suspension) but still a member of your district.
- School personnel should decide the withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, according to applicable local policies. For example, local policy may state that a student is withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades 7 through 12 must be reported as a school leaver on a 40203 Record and will possibly be considered a dropout according to Section 2 of the TSDS PEIMS *Data Standards*.

### **School Attendance Committee**

The School Attendance Committee has responsibility for reviewing absences of students who have excessive absences in excess of 25% of class meetings according to the HISD Attendance Policy. The School Attendance Committee shall be appointed by the principal. The majority of the committee must be comprised of classroom teachers. After consulting with the teacher, the committee may grant credit if the absences are due to extenuating circumstances. Students with unexcused absences between 10%-25% of class meetings can have credit restored upon successful completion of a plan approved by the principal.

### **Average Daily Attendance (ADA) Rules and Exceptions**

Official ADA attendance accounting will continue to be reviewed on a six-week basis with funding determined by ADA over the full instructional year calendar. HISD has designated the second instructional hour of each day as the time for ADA attendance. Each campus must have a designated time during the second instructional hour for taking attendance. All teachers must take attendance at that time. The time for attendance must be posted throughout the building, or the principal must verify that all staff members can state the time when attendance is taken to an auditor. Absences must be posted daily. Students are either present or absent at the official ADA attendance time. For official attendance accounting, “excused” and /or “unexcused” absences do not exist.

A student not actually on campus at the official ADA attendance time may be considered in attendance for the Foundation School Program (FSP) purpose for the following conditions:

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<sup>1</sup> TEC, [§25.085\(e\)](#)

## Codes for Student to Be Considered Present for FSP (Funding) Purposes

**Note:** The following codes require documentation that has been signed and dated by the principal or principal's designee.

SIS Code	Condition
DC	The student is enrolled in and attending an off-campus dual credit program course.
ACT	The student is participating in an activity that is approved by your local school board and is under the direction of a professional staff member of your school district or an adjunct staff member. 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.
MTR	The student 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 <b>19 TAC §74.13(a)(3)</b> .
MD	The student is a Medicaid-eligible child participating in the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) programs implemented by the Texas Health and Human Services Commission. Such students may be excused for up to 1 day at a time without loss of ADA. The appointment should be supported by a document, such as a note from the health care professional.
REL	The student misses' school for the purpose of observing religious holy days, including traveling for that purpose. <b>TEC §25.087(b)(1)(A)</b> Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 days 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.
TAP	The student is in Grades 6 through 12 and misses school for the purpose of sounding "Taps" at a military honors funeral held in Texas for a deceased veteran. <b>TEC §25.087(c)</b>
CRT	The student misses' school for the purpose of attending a required court appearance, including traveling for that purpose. TEC §25.087(b)(1)(B) Travel days for which the student is considered in attendance shall be 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 days for attendance accounting purposes. Absences to meet with probation officers do not qualify for funding but must be excused if they meet the criteria in the TEC §25.087(b)(1)(B).
ELC	The student misses' school for the purpose of serving as an election clerk, including traveling for that purpose. TEC §25.087(b)(1)(C) Travel days for which the student is considered in attendance shall be 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 electing 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.
GOV	The student misses' school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship, including traveling for that purpose. TEC §25.087(b)(1)(C) Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site of the government 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.
NAT	The student misses' school for the purpose of taking part in a United States naturalization oath ceremony, including traveling for that purpose. TEC §25.087(b)(1)(D) Travel days for which the student is considered in attendance shall be 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.
<b>MD</b>	<b>The student is temporarily absent because of a documented appointment for the students or the student's child with a health care professional licensed to practice in the United States.</b> TEC §25.087(b ((2) 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. TEC §25.087(b-3) <b>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.</b> 19 TAC §129.21(k), TEC §25.087(b)(1)(A)
<b>COL</b>	The student is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student's interest in attending the institution. TEC §25.087(b-2) Your district 1) may not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year and 2) 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.
<b>DFPS</b>	Documentation that the student was absent to participate in a court-ordered activity related to child protection or review of placement. The exemption includes a day of travel to and a day of travel back from the location of the activity if it is out of town.
<b>MIL</b>	Documentation that the student was 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.
<b>P</b>	Documentation that the student was absent to participate 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.
<b>P</b>	Documentation that the student was absent to participate and 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.

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

## **Campus Responsibilities for Attendance**

The campus PEIMS Coordinators and the SIR/Data Clerk will play major roles in ensuring that campus data are accurate and reasonable. It is imperative for these two staff to work collaboratively to support the six-week data verification process and data quality.

### **PEIMS Coordinators**

- Coordinate all activities relating to PEIMS, including collaborating with other campus personnel
- Keep principal informed
- Receive PEIMS related information and disseminate to appropriate staff
- Verify all campus data and submit corrections to Student Information Representative (SIR)/Chancery clerk
- Complete training offered by Federal & State Compliance
- Provide training and support to appropriate campus personnel
- Compile, maintain, and file all physical data in appropriate folders, computerized reports, records, and other documents required

### **SIR/Data Clerk**

- Enter data as directed by campus administrators
- Correct errors from On Data Suite
- Keep principal and PEIMS Coordinator informed
- Deliver reports to campus PEIMS coordinator
- Complete training offered by Federal & State Compliance
- Assist in dissemination of PEIMS related information
- Compile and maintain all physical and computerized reports, records, and other documents as directed by the principal or PEIMS Coordinator

## First Day

### No-Show Procedures for the Attendance Office

#### ALL STUDENTS NOT PHYSICALLY PRESENT ON THE FIRST DAY OF SCHOOL MUST BE MARKED AS A NO SHOW

- ❖ No-show status should be used only after school starts.
- ❖ The official **No-Show** date for all schools is **08/22/2022** and should be entered only for students who are enrolled, but not in attendance on the **first** day of school.
- ❖ Unclaimed schedules must be retrieved and posted as No Shows (Secondary Only)
- ❖ All No Shows must be posted by the end of the 1<sup>st</sup> Day
- ❖ SIRs/Attendance Clerks will run attendance rosters and distribute to teachers with written instructions on how to document student attendance on the first day.
- ❖ Teachers must draw a line across the name of any student on the list who is not present in the classroom at the official attendance time (ADA) and write **NS** next to the student's name. Example: ~~John Doe~~ – **NS**
- ❖ Any student sent to the teacher's classroom with an admission slip or schedule from the office the teacher will add the **name and id number**.
- ❖ At the ADA time, teacher will then count the number of students present in the classroom, record the total number of students on the list, teacher will sign and date before submitting to the attendance office.

**NO STUDENT SHOULD BE MARKED ABSENT ON THE FIRST DAY OF SCHOOL**

## Steps for No-Show Procedures:

Find System Reports from your SIS Start Page and click



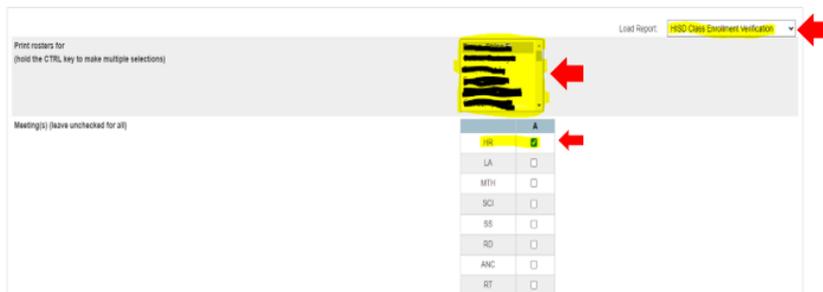
Page will open to System Reports and clerk must scroll down to Student/Staff Listings and select Class Rosters (PDF)



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)



## Secondary Class Roster:

Class Rosters (PDF)

Print rosters for: (Hold the CTRL key to make multiple selections)

Meetings (Leave unchecked for all)

Load Report: HISD Class Enrollment Verification

	A
1	<input type="checkbox"/>
1A	<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>~{yeaname}<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\

Student Number(Student ID)1\C

\_\_\_\_\_ \Verified\1.5\C

\_\_\_\_\_ \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: 2021-2022 Effective Date: 07/27/2021

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	

**SIRs/Attendance Clerks will distribute class rosters to Homeroom(Elmentary)/ADA Teacher(Secondary)**

- At ADA time, teachers will take roll and no-show any students that are not present.
- Enrollment Verification Class Rosters will be sent to Attendance Office
- First Day Class Counts tally sheet will be filled out by SIR/Attendance Clerk and confirmed by Principal/PEIMS Coordinator
- SIR/Attendance Clerk will enter membership on the HISD Portal
- No Show Roster will be printed by SIR from SIS once process is completed

**Once Class Rosters are collected, search for students on SIS to transfer out with NS status.**

**If searching for students individually, follow these instructions:**

**Start Page**

Students ▾ All ▾ doe, john

**Select Functions from tool bar on left side of page:**

Enrollment

- Activities
- UI/Activities
- All Enrollments
- Functions**
- Special Programs
- Transfer Info
- Next Year Requested School

**Enter no-show date of 8/23/2021 and exit code of NS. Notice that there will be no attendance records found as we will not be coding attendance on the first day.**

Transfer Student Out

Who will be transferred out

Transfer comment

Date of transfer (should be the day after the student's last day in class)

Exit code

No attendance records for this student

Save

**If several students need to be No-Showed at once, students should be hand selected by hand:**

Start Page

Students ▾ All ▾

PKA K 1 2 3 4 5 6 F **NS**  Include Remote Enrollments

Stored Searches | Stored Selections | View Field List | Advanced | Multiselect | District Search

Current Selection **Clear All** **All**

Current Student Selection (390)

Student	Student Number	Date of Birth	Grade Level
[Redacted]	[Redacted]	12/05/2009	6
[Redacted]	[Redacted]	8/7/2011	5
[Redacted]	[Redacted]	6/17/2012	4
[Redacted]	[Redacted]	10/9/2014	1
[Redacted]	[Redacted]	9/13/2010	5
[Redacted]	[Redacted]	2/7/2013	3
[Redacted]	[Redacted]	6/28/2014	2
[Redacted]	[Redacted]	6/28/2014	2
[Redacted]	[Redacted]	3/2/2017	-1
[Redacted]	[Redacted]	3/2/2017	-1

**Hand by hand**

Click function button to Update Selection:



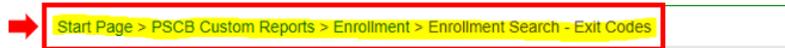
Select first student on updated selection and scroll through each student using your arrow buttons.



From your Functions page, enter no-show date of 8/23/2021 and exit code of NS. Notice that there will be no attendance records found as we will not be coding attendance on the first day.



Once No-Show Coding is complete, run your No-Show list by following path below with selections shown:



## Enrollment Search - Exit Codes



## No-Show Procedures for the Classroom Teacher

**ALL STUDENTS NOT PHYSICALLY PRESENT ON THE FIRST DAY OF SCHOOL MUST BE MARKED AS A NO SHOW**

1. Use the Classroom Roster provided by the attendance office to take attendance at the designated time. On the first day of school no student is considered absent. **Absences Do Not start until a student has attended school at least one day.**
2. On the roster mark one single line through the name of any student on the list who is not in the classroom at official attendance time and mark **NS** to the right of the student's name.  
**Example: ~~John Doe~~ - NS**
3. Add the names of any students present in your classroom at official attendance time whose names are not on the roster, but whom you accepted into class with documentation from the office.
4. Record the total number of students present and sign and date the roster in blue or black ink (**NO PENCIL**).
5. Do not "trade" students with another teacher without the knowledge of the principal or principal's designee, who in turn, gives the information to the attendance clerk.

**NO STUDENT SHOULD BE MARKED ABSENT ON THE FIRST DAY OF SCHOOL**

### 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: 2021-2022      Effective Date: 07/27/2021

**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	_____



**SIRS will enter Grade Level totals into the HISD Membership Portal:**

**Under Applications section, click MORE.**

**Then you will scroll down until you see Membership Reporting (MSHP):**

Application	How do I log in?	Description	HELP
HUB (Power Up HUB)	Single Sign-On	The HUB is a central platform for teachers and students! The HUB is accessible from any device and from inside and outside the district.	Visit the HISD Solution Center
Delegate	Single Sign-On	Principals use this form to communicate changes to campus contacts/designees throughout the year. Access to specific IT applications will be granted based on your selections. This form should be reviewed prior to the start of each semester or each time a resource change occurs at your campus.	Visit the HISD Solution Center
<b>Membership Reporting Solution</b>	Single Sign-On	Capture student attendance on snapshot days for TDA report generation.	Visit the HISD Solution Center

**Ensure that the date has defaulted to correct date and enter your totals per grade level and SAVE:**

# 1st Day Teacher Headcount Form

Campus: \_\_\_\_\_

08/23/2021

**Attention Teachers: Complete the following steps at the official attendance time on the 1<sup>st</sup> day of school.**

**Step 1:** During the official attendance time, verify the students on the Attendance Worksheet for accuracy.

- Place an "NS" next to any student who is not physically present in class
- Add the student ID, first name and last name of any student who is physically in the class but is not displaying on the Enrollment Verification
- Sign and date all pages of the Enrollment Verification Report **in INK**
- **NO PENCIL OR WHITE OUT ALLOWED**

Houston Independent School District  
HISD Class Roster (Weekly)  
[Redacted] Elementary School

Page: 1

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

Teacher: [Redacted]      Room: [Redacted]      Total Students: 3

School Year: 2021-2022      Effective Date: 07/27/2021

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: [Redacted]      Signature: [Redacted]

Date: [Redacted]      Membership Total: [Redacted]

Student Name	Student ID	Comment
John Doe	1234567	NS
Jennifer Doe	8910112	
Sam Doe	7654321	

**Step 2:** Count the number of students who are physically in your class at this time. **DO NOT** count anyone who is not physically present at the time of official headcount. **DO NOT** include students who are in the nurse, in the restroom, in the office, etc. Record the number of students physically present below.

**Official Headcount – Teacher:** \_\_\_\_\_

**Sign & Date in INK**

Teacher's Name (Please Print): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1ST DAY STAFF HEADCOUNT FORM

Campus: \_\_\_\_\_

Location: \_\_\_\_\_

**Attention Staff: Complete the following steps at the official attendance time.**

**Step 1:** Count the number of students who are physically in your presence at this time. **DO NOT** count anyone who is not physically in front of you. Write the number of students physically in front of you in the Official Headcount field.

**Step 2:** List the student ID, first name and last name of all students physically in front of you on the Office – Student Roster.

Student ID	Last Name	First Name

**Official Headcount:** \_\_\_\_\_

**Official Headcount Verifier:** \_\_\_\_\_

Staff Name (Please Print): \_\_\_\_\_

Staff Signature: \_\_\_\_\_

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

**Verifier Checklist:**

- Verify that the Official Headcount number matches the number of students physically in the room.
- Verify that the Official Headcount number matches the number of students listed on Office – Student Roster.
- Is the Office – Student Roster signed and dated by the staff member?
- Is this form signed and dated by the staff member and the verifier?
- Is all documentation completed **in INK**?
- **NO PENCIL OR WHITE OUT ALLOWED**

Verifier's Name (Please Print): \_\_\_\_\_

Verifier's Signature: \_\_\_\_\_

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

## **SECOND DAY PROCEDURES FOR MEMBERSHIP**

### **Attendance Clerk**

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.

### **Tasks Prior to Opening of School**

- Post rosters throughout campus for parents to review.
- Review the updated Membership Reporting procedures and the school district calendars.
- 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 20 minutes after ADA time in your building.

### **Second Day Procedures**

- Teachers begin taking attendance in HISD Connect on Day 2.
- Log onto the HISD Portal to Report Manual Membership Figures by 10:30 am.
- Begin keeping Membership Transaction Log (if applicable).

### ***Reminder:***

If a student who was marked on the 1st day as a "No Show" report on the 2nd day or thereafter, the "No Show" should be changed to a "Left" record and a new enrollment status must be created, effective the first day the student is present at ADA time.

## **MEMBERSHIP REPORTING FOR 2022-2023**

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

An application is available for reporting membership figures in the schools by grade level. Authorized staff will log in to the **HISD Employee Portal** by 10:30 am and click on Membership Reporting on the HISD Applications Links list to access the system.

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.

Please refer to the Academic Service Memo to Principals regarding membership figures on the portal for School Year 2022-2023.

## **Second Day Procedures for Teachers**

**On the second day of school** and any day thereafter, a student entering a teacher's classroom must have documentation from the office (ex. Admit slip or class schedule). Verify that the student's name is in HISD Connect the day the student enters class and, if not, notify the attendance clerk by e-mail.

- Take attendance at the official ADA time.
- Submit attendance in HISD Connect each day no later than 20 minutes after designated time of attendance.

Attendance needs to be submitted, even if a class has 100 percent attendance.

Notify the attendance clerk in writing by using the Attendance Correction Form found on the FSC website or by e-mail of any absence corrections needed. Include student's full legal name, local ID number and grade level in email.

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

(This also applies when a teacher cannot log into HISD Connect or there is a substitute in the teacher's classroom.)

- always use blue or black ink (never record manual entries in pencil, use 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).
- always use the correct student ID number.
- Teacher or Substitute Teacher's Signature in ink.
- If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in ink.

## Attendance Reports for Assistance and Verification

**PowerTeacher Attendance** report or **Teacher Attendance Submission Status** reports both show which teacher(s) have not taken attendance.

### How to run the Power Teacher Attendance Report:

1. On the **Start Page** under the **Functions** section, click **Attendance**
2. Click the **Reports** tab
3. Click **PowerTeacher Attendance**
4. Enter a **Date to Scan**
5. Select the appropriate period check box, such as 2, or leave the check boxes blank to run the report for all periods
6. Use the default values for the rest of the settings and click Submit
7. On the "Report Queue (System) – My Jobs" page, click **Refresh** until the status changes to completed
8. When the status says Completed, click **View**. You may also right click **View** to open the report in a new tab
9. Teachers who have not taken attendance during the period(s) will be listed
10. Click a teacher's name to email that person, or click a period to view more information about the course

### How to view the Teacher Attendance Submission Status Report

View the Teacher Attendance Submission Status report from the Attendance dashboard by either clicking the "i" icon on the **Meeting** tab, or by clicking the **Reports** tab.

1. On the Start Page, click **Attendance**
2. Click the **Reports** tab
3. Click **Teacher Attendance Submission Status**
4. Review ADA period or all periods
  - o **Order By** - This sort the list according to your selection
  - o **Show** – View the status of teachers according to your selection
5. Click a teacher's name to see a list of the teacher's classes and the attendance status for each class
6. Click **Ok** to close the window
7. View the progress indicators to determine which teachers have or have not submitted attendance information
  - o A **green** highlight with a check mark means that the teacher has submitted attendance for all classes
  - o A **yellow** highlight with an exclamation point means that the teacher has submitted attendance for only some of his or her classes
  - o A **red** highlight with an exclamation point means that the teacher has not submitted attendance for any classes

❗ Alepuz, Deanna	✓ Alvi, Kaukab	✓ Amoani, Karen
✓ Bailey, Desiree	❗ Bandera-Duplantier, Edward	⚠ Bassie, Jeffery
✓ Bennett, Sarah	⚠ Biles, Patricia	✓ Brown, Leslie

## How to run the Absentee Report

**Absentee Report** shows single day attendance period by period. Elementary campuses can choose Homeroom attendance.

1. On the Start Page, click **Attendance** > click **Reports** Tab > **Absentee Report**
2. Use the default setting for **Attendance Mode** (Meeting)
3. Select students to include in report (All students)
4. Select grades to include or leave blank to include all (Leave blank)
5. For **Attendance Codes**, select **A** (Absent), **AT** (Absent by Teacher) and **EX** (Excused) – Use the command or control key to select more than one
6. Select the period(s) or leave blank for all periods. **Keep in mind that there is no need to select a period in Daily mode.**
7. Include the student number, blank lines, and verification line (optional)
8. Click **Submit**

## How to run the Weekly Attendance Summary Report

**Weekly Attendance Summary** is weekly attendance summary by section. There are two versions of the report: Daily and Meeting. Select the one that corresponds with your school's attendance mode.

1. On the Start Page, click **System Reports**
2. Click **Weekly Attendance Summary (Daily/Meeting)**
3. Choose a week
4. Choose which teacher(s) to run the report for, or choose **All Teachers**
5. In the Attendance Codes section at the bottom of the report setup page, fill in all the codes in the Absent field that the school uses to indicate that a student has an excused absence
6. Fill in all the codes that count as unexcused absences and as tardies in their respective fields
7. Check **Include Verification Line**
8. If you plan to run this report routinely and want the values you set to be the default values (so you don't have to reset them every time), select the boxes on the right side of the page for each value that you want to save
9. Click **Submit**

### Weekly Attendance Summary (M) Report

<b>Report Name</b>	Weekly Attendance Summary (M)
<b>Version</b>	1.6
<b>Description</b>	<p>Use the Weekly Attendance Summary Meeting (M) report to display attendance codes <u>by section</u>. Select a combination of teachers with day/period. Present codes will not be displayed. The Teacher must have a Staff Status = 'Teacher' and a Status = 'Current' in order to display in the list below. Only the attendance codes entered will be displayed.</p> <p>For Meeting Attendance Mode, sections must be marked as Meeting to display in the report. For Interval Attendance Mode, sections must be marked as Interval to display in the report. In both modes, only the first period is considered. In Interval Attendance Mode, only the first interval is considered.</p> <p>If the student is not enrolled on the attendance day and 'Ever Enrolled' is selected, the report will export 'N/E' for that students attendance code for that day.</p> <p>Students who are not enrolled in the section during the date range selected will not show up on the report. Sections having no section enrollments will not show up on the report. The report will return an error page if the search criteria is invalid.</p>
<b>Setup</b>	<ol style="list-style-type: none"><li>1. Select the week to be reported.</li></ol>

2. Select the teachers to be displayed on the report.
3. Select the period(s)/day(s) to be displayed on the report.
4. Select the attendance mode for the report.
5. Enter a valid Absent code or a comma-delimited list (no spaces) of valid Absent codes.
6. Enter a valid Unexcused absent code or a comma-delimited list (no spaces) of valid Unexcused absent codes.
7. Enter a valid Tardy code or a comma-delimited (no spaces) list of valid Tardy codes.
8. Select sections to be displayed on the report.
9. Select students to be audited on the report.
10. Check to include Student Numbers on the report.
11. Check to include a Signature Line on the report.

**Comments** File name: WeeklyAttendanceSummary.pdf

**Weeks** Week 1: 09/08/2020 - 09/11/2020

**Teachers**

- ALL TEACHERS
- Abidoye, Olusegun A
- Agu, Philomena N
- Alam, Maksura B
- Ambani, Norah A
- Andelson, Eric L
- Ashrafova, Yeva M
- Babers, Charricka T

Period(s) (leave blank for all)	A
1	<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"/>
99	<input type="checkbox"/>
1M	<input type="checkbox"/>
88	<input type="checkbox"/>

**Processing Options** In Background Now

**Specific Date/Time** MM/DD/YYYY

Data to be filled (Check checkbox on the right to save as default value) Reset All

**Attendance Mode** Meeting Mode

**Attendance Codes**

Absent EX

Unexcused A, AT

Tardy T

Show Sections Sections having the above attendance codes only

Audit Students Ever in Class

Include Student Number

Include  Verification

Line

Report Output  English

Locale

Submit

## Report Queue (System) - My Jobs

System ReportWorks

Refresh

Created	Job Name	Started	Ended	Status
08/29/2020	Weekly Attendance Summary (M)	08/29/2020 04:41 PM	08/29/2020 04:41 PM	Completed <a href="#">View</a>

### Absentee Report

Report Name	Absentee
Version	2.17
Description	Single day period by period attendance code report. Note: Period(s) does not apply to daily mode.
Comments	
Attendance Mode	Meeting
Students to Include	<input type="radio"/> The selected 0 students only <input checked="" type="radio"/> All students
Grades (leave blank for all)	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Attendance Codes	<ul style="list-style-type: none"> <li>A (Absent)</li> <li>EX (Absent Excused)</li> <li>AT (Absent by Teacher)</li> <li>RA (Remote Asynchronous Present)</li> <li>T (Tardy)</li> <li>ACT (Activity)</li> <li>DFPS (Child Protection)</li> <li>CIT (Citation)</li> <li>COL (College Visit)</li> <li>CRT (Court Appearance)</li> </ul>

### View the Absentee Report

On the "Report Queue (System) - My Jobs" page, click **Refresh** until the status changes to completed

When the Status is Completed, click **View** or right click to open the report in a new tab

### Report Queue (System) - My Jobs

System ReportWorks

Refresh

Created	Job Name	Started	Ended	Status
08/29/2020	Absentee	08/29/2020 04:01 PM	08/29/2020 04:01 PM	Completed <a href="#">View</a>

## Absentee Report

Meeting Attendance  
Codes: A

Student Grade Phone 1 2 3 4 5 6 7 99 1M 88

Functions

[Find teachers who have not taken attendance](#)

## Home Roster/Class Roster

District Reports > Scheduling > Class Roster Auto Loader >

### Class Rosters (PDF)

Load Report: HISD Class Pupil Report

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

Teacher, 04  
Teacher, 05  
Teacher, 06  
Teacher, 20  
Williams, Katrina M  
Wilson, Willie

Meeting(s) (leave unchecked for all)

	A
HR	<input checked="" type="checkbox"/>
LA	<input type="checkbox"/>
MTH	<input type="checkbox"/>
SCI	<input type="checkbox"/>
SS	<input type="checkbox"/>

## No-Show Procedures

**(Process must be completed by 5:00 PM on August 22,2022)**

**Step 1: No-Show students you have received confirmation are not returning to your campus.**

- the parent or guardian has notified the campus that the student is not returning, or
- the campus has received a TREx or records request from another campus or district.

Date of transfer  
(should be the day after the student's last day in class) 9/8/2020

Exit code NS (No Show)

Check here if student(s) intend to enroll in school during next school year.\*

\* If the box is NOT checked, be advised that all scheduling related data for next year will be cleared. The values cleared will be next school, schedule this student indicator, and all future course requests.

⚠ There are 3 attendance record(s) for the current student. Listed below are the number of records per date:

- (1) 9/8/2020
- (1) 9/9/2020
- (1) 9/10/2020

Check to delete all future attendance records this student has listed above.

Submit

**A warning box will display. You will need to check the box to delete all future attendance records and hit submit.**

## Step 2: How Elementary Schools will generate their list to identify No Shows

- From the PowerSchool SIS Start Page
- Click on System Reports
- Click Consecutive Absences

The screenshot shows the PowerSchool SIS interface. On the left is a navigation menu with 'Functions' and 'Reports' sections. A blue arrow points to 'System Reports' under the 'Reports' section. The main content area shows a breadcrumb trail 'Start Page > Reports > Reports (System)' and a 'Reports' section with various report options. A blue arrow points to 'Consecutive Absences' in the 'Attendance' category.

- Select A (Absent) and hold down the Control Key and Select AT(Absent by Teacher)
- Begin Date and Ending Date – 08/22/2022-08/22/2022
- Number of Consecutive Days to Scan – 4
- Scan – Current Enrollment Records
- Include Student Number – Check the Box
- Click Submit

## How to take Attendance for Students

**An attendance code must be marked for each student. There is no default for attendance.**

1. From the start page, Click the Attendance Icon
2. **Attendance code selection must be Present, AT (Absent by Teacher), or T (Tardy)**, click in the box next to the student name and select the appropriate code.
3. Date is defaulted to current date.
4. Once attendance has been taken for students click **Submit**.

**Note: Attendance needs to be submitted, even if 100 percent of the students are present.**

## Making Corrections After Attendance is Locked

Notify the attendance clerk in writing by using an Attendance Correction Form or by e-mail of any attendance correction needed. **Include student's full legal name, local ID number, grade level and reason for the correction.**

All manual official attendance documents must meet these conditions:

- ✓ Always use blue or black ink (never record manual entries in pencil, use 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).
- ✓ Always use the correct student ID number.
- ✓ Teacher's Signature must be in black or blue ink.
  - If errors are made on any official attendance document, strike one line through the error, enter corrections **Updating and Correcting Attendance**

Attendance can be updated with codes listed below! Proper supporting documentation is required, and an attendance change form must be attached.

PowerSchool Attendance Code Descriptions
(Present)
A (Absent)
EX (Absent Excused)
AT (Absent by Teacher)
<b>RA (Remote Asynchronous Present) 1<sup>st</sup> 6 Weeks of School</b>
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)

## Teacher Instructions for Student Membership Reconciliation

The Texas Education Agency requires all districts to reconcile student membership from the teacher's roster to the attendance accounting records in the Student Information System. This reconciliation is to verify that all students are reported on attendance records and that no-show students have been purged from the Student Information System.

Houston I.S.D. will perform this task on the date specified by FSC

The total number of students in membership is to be reconciled to the total number of students listed on the teacher's class roster. Each teacher will certify their class roster with their signature.

Instructions:

**Step 1:** Teachers please strike a single line thru the student's name if the student never engaged in your class this school year. Write No Show in the comment section.

**Step 2:** Teachers please tally total number of students engaged in your class this school year. **Note: Absent students are still counted in membership.**

**Step 3:** Teachers please sign and date the top of your roster and submit it to your S.I.R/Clerk. **Step 4:** Do not count withdrawn students in membership.

## **SIR/Attendance Clerk Instructions**

### **Student Membership Reconciliation**

The Texas Education Agency requires all districts to perform a reconciliation of teacher rosters to the student attendance accounting system. The district will choose to perform this task on a date specified by FSC. to ensure accurate data is maintained in the Student Information System. Student membership from the teacher's roster is to be reconciled to the attendance accounting records in the Student Information System. This reconciliation is to verify that all students are reported on attendance records and that "No-Show" students have been purged from the student accounting system.

Houston I.S.D. has assigned the date below in which this process will take place with **every six week cycle**

**Step: 1** Distribute Class Rosters and instructions to all **ADA** teachers.

**Step: 2** Create an ADA teacher roster to use as a check off list to ensure all teachers have returned their Class Roster. Confirm that teachers no showed students, totaled, signed and dated the roster.

**Step 3:** Look at attendance screen for each student marked as No Show. If the **student engaged** in another class **do not No Show** the student. If the **student did not engage** in any class mark the student, **No Show**.

**Step 4:** Run an Entry/Exit Report in Excel and document students who the teacher struck through and you did not no show because the student engaged in a non-ADA period. For example, M. Tejada was marked "RA Present" in 6<sup>th</sup> period and No Showed by the ADA period teacher. The PEIMS Coordinator must sign and date this report.

**Step 5:** Run the Enrollment Summary Report – This will provide a total count of students

[Start Page](#) > [PSCB Custom Reports](#) > [Enrollment](#) > Enrollment Summary -Enrollment Selected Date

**Step 6:** Total membership count and enter that information on the Campus Membership Reconciliation form.

**(Note, your manual count and the enrollment summary totals should be the same)**

**Reconciliation for your campus is due to the PEIMS Coordinator on the date specified by FSC**

**Please scan and email copies of Teacher Rosters, Excel Document, and the Campus Membership Reconciliation Form to the Federal and State Compliance Department by date specified by FSC.**

## Daily Procedures

1. Enroll and withdraw students if applicable.
  - ❖ Check the following documentation: proof of residency, proof of identity, age eligibility and immunization record.
  - ❖ Research student in TSDS Unique ID System before enrolling student.
  - ❖ Request student records from previous school.
2. Make sure that attendance is taken for every student enrolled in your school by the teacher of record or substitute teachers (If students are with other school personnel, the correct documentation must be obtained along with the appropriate signature and enter the change in the Student Information System - SIS).
3. Enter attendance from manual rosters submitted by substitutes or teachers who cannot access **HISD Connect**.
4. Run the **Display Teacher Progress** from **HISD Connect**. Send the report to the principal or administrator in charge of attendance. *Report teachers who do not consistently take attendance.*
5. Update the **Membership Transaction Log. (JJAEP Center Only!)**
6. Enter excused absences in the SIS. *You must have excuse notes from parents/guardians or qualified students.*
7. Enter attendance code changes in the SIS as soon as you receive the correct documentation.
8. Attendance clerks may only accept two forms of documentation from teachers regarding **attendance changes:**
  - ✓ **HISD Connect** Attendance Correction Form
  - ✓ An email from the teacher with the student's name, ID number and the reason for the change.
9. **Teachers should not complete the Attendance Correction Forms generated from the Student Information System - SIS.**
  - ✓ If a substitute teacher makes an error and the error is caught on the same day, allow the substitute to correct the error on the Substitute Roster. The substitute needs to initial the correction.
  - ✓ If the error is caught the next day by the classroom teacher, the classroom teacher will correct the error by using the **HISD Connect** Correction Form or an email.
10. **Enter attendance code changes.** *The change form should be signed by the principal/principal's designee and have proper documentation attached.*

## End of Six Weeks Procedures

1. Participate in 6-Weeks Attendance Cycle Review
2. Six Weeks Data Verification Process

## End of Year Procedures

1. Verify that you have all required attendance documentation for Cycles 1-6.
2. Prepare and submit end -of-year audit box to Federal and State Compliance.

## Support Plan for New Clerks

To ensure that new clerks or SIRs receive the support they need to perform their jobs, Federal and State Compliance Sr. SIRs will follow the protocol below.

### 1. Communicate/Campus Visits.

- Introduction and check-in with clerk/SIR (via email or phone) prior the start of school.
- Email reminders about important dates and FSC training.
- Visit campus to ensure the clerk or SIR is prepared for the first day of school.

### 2. Review guidelines and procedures.

- Attendance exceptions/changes.
- Ensure ADA time is posted and that teachers have been informed.
- Substitute teachers and attendance.
- Student Attendance Accounting Handbook (SAAH)** Section 3: General Attendance Requirements, <https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>.

### 3. Review ADA codes and reports.

- Check ADA codes during the attendance review so that the clerk or SIR can make corrections (if needed).
- Recommend reports that can be used to verify the accuracy of data. Explain how to interpret the reports.

### 4. Share Best Practices.

- Procedures to take attendance in the event of server outage, power issues, etc.** *(Suggestion: Run and save copy of the Class Attendance Audit (CAA) each six weeks so that manual attendance can be taken and entered in SIS later. Shred if not needed.)*
- Organization tips.** *(Suggestion: Use a folder system to stay organized. Red Folder – Keep items that need administrative signatures. Blue Folder - (FSC) Print emails and file in FSC folder to retrieve throughout the day to make sure all requests from FSC dept. has been taken care of before leaving for the day.)*

## **Six – Week Attendance Review**

The Federal and State Compliance Sr. SIRs will visit their assigned schools each six weeks to conduct attendance cycle reviews. Sr. SIRs will review the following:

### **1. Average Data Attendance (ADA) Compliance**

- a. Review the Attendance Change Forms (HISD Connect form or email from teacher) to verify that the documents are complete and have all required signatures.
- b. Check to see that supporting documentation is attached to change.
- c. Verify that school days calendar is set up and accurate (Complete during Cycle 1 only).

### **2. Verify Accuracy and Completeness of Manual Records**

1. Review the TSDS UID Presumed Duplicate Student Report for Enrollment. This report will be provided by your FSC Sr. SIR and will be processed weekly.
  2. Clear the duplicate student enrollment errors.
  3. Run the PEIMS error check found under system reports in HISD Connect.
- a. **Reports** – Review HISD Connect reports for accuracy of attendance and PEIMS data (*i.e. ADA Codes, Attendance, Discipline (ISS and SUS coded accordingly)*).

The Sr. SIR will document findings and recommendations on the Six Weeks Attendance Review form. (See Appendix for checklist) The campus principal must sign and date the form. The campus must make a copy of the form for their records. The Sr. SIR will file the signed original in the Federal and State Compliance Department.

## Student Membership Reconciliation

### Teacher Instructions

Texas Education Agency requires all districts to perform a reconciliation of teacher rosters to the student attendance system. The district has chosen to perform this task on the date provided by FSC to ensure accurate data is maintained in the Student Information System.

### Purpose

Student membership from the teacher's roster is to be reconciled to the attendance account records every six week cycle. The reconciliation is to verify that all students are reported on attendance records and that "No-Show" students have been purged from the student accounting system.

### Dates

Houston ISD will designate a date for the membership reconciliation to take place.

### Process

The total number of students in membership is to be reconciled to the total number of students listed on the teacher's class roster. Each teacher will certify their class roster with their signature, and then the campus PEIMS Coordinators will certify the school by completing the Membership/Attendance approval form.

### Instructions

Teachers, please:

- **Step 1:** Draw a single line through the student's name on roster if the student is not in class at the time of attendance.
- **Step 2:** Tally number of students physically sitting in your class and indicate that number at the bottom of your roster. That number and the remaining students on your roster should be the same.
- **Step 3:** Sign and date the bottom of your roster and have visible and available for coordinator to collect.

On the date specified by FSC you will receive an updated class roster with students who should be active in your class. ***If discovered a student is physically in your class and NOT on your current class roster, please send student to the office.***

## Clerk Instructions

- Step: 1** Distribute Class Rosters for all ADA **Period** teachers who hold a class. (Please ensure to attach teacher instructions to the front of each roster).
- **Step: 2** Create an ADA teacher roster to use as a checkout list to ensure all teachers have returned their class rosters. Confirm that teachers No Showed students, totaled, sign and dated the roster.
    - Draw a line through the names of students who are not in attendance
    - Tally the number of students physically sitting in their class.
    - Signed and dated the rosters.
  - **Step 3:** Look at the attendance screen for each student marked No-Show. If the student engaged in another class DO NOT No Show the student. If the student DID NOT engage in any class mark the student No-Show.
  - **Step 4:** Run and Entry/Exit report in Excel and document student who the teacher struck-through and you did not No Show because the student engaged in a Non-ADA period.
  - **Step 5:** Run your **Enrollment Summary Report**. This will provide a total count of students who were enrolled as of the 1st day of school. Start page>PSCB Custom Reports>Enrollment>Enrollment Summary-Enrollment Selected Date.
  - **Step 6:** Total membership count and enter that information on the Campus Membership Reconciliation Form. (Note – Your manual count and the enrollment summary totals should be the same).
  - Scan and email copies of teacher rosters, excel documents, and the Campus Membership Reconciliation form to Federal State and Compliance by Friday, October 16, 2020.

**Reconciliation for your campus attendance/membership is due to the PEIMS Coordinator on the specified date by FSC every six week cycle.**

### End of Six-Weeks Procedures School Attendance Clerk

**School Attendance Clerk must follow these procedures at the end of each 6 Weeks Attendance Cycle prior to the Federal & State Compliance Review.**

- Run the **HISD Connect** reports and compare the data from the reports to the Membership Reconciliation.
- Run the **Campus Summary Report** for the previous cycle(s) and the current cycle. *This report must be signed by the clerk and the principal.*
- Run and check the **Enrollment Count by ADA** report – include non-ADA from the start of school until the end of the current cycle.

## Steps to Reconcile Enrollment for Membership

All students enrolled must be marked P present or AT absent. **Student CANNOT be AT absent on first day of enrollment.** The enrollment date must match the first day the student was marked present. All enrollment schedule entry dates must match student's entry date. Run Class Attendance Audit for cycles 1 – 6. Instructions below!

### ***Start Page>Reports>System Reports>Attendance>Class Attendance Audit***

1. **Reporting Segment** – select cycle dates
2. **Teachers** – select ALL TEACHERS
3. **Period(s) (leave blank for all)** – select HR
4. **Include Student Number** – check box
5. **Submit**

There should NOT be any blank spaces on attendance screen. Please review and update attendance for all students who have blanks and who were marked AT absent on 1<sup>st</sup> day of enrollment.

Review rosters and make all necessary corrections/updates.

### Steps to Clear Attendance

*(If needed)*

1. Click on Change Meeting Attendance
2. **From this date** – enter first date of absence
3. **To this date** – enter last date of absence
4. **Meetings to scan** – click Select All
5. **Attendance code to set** – in the drop-down box, scroll up and select Present.
6. Leave other defaults and **Submit**

## End-of-Year Manual Records Collection

The manual ADA records are required for TEA auditing purposes for the school year. Campuses will receive detailed checklist from Federal and State Compliance prior to the collection of these records. *(See Appendix for sample form)*

Campuses must follow the directions on preparing and packaging the records so that they can be quickly retrieved from the HISD storage facility when audited. **Elementary and Secondary schools must include the following documents in the end-of-year audit box** *(as applicable)*:

1. **Any documentation submitted to the Attendance Office for input into HISD Connect for the ADA period.**
  - *Absentee Reports (Manual Class Rosters from Teachers)*
  - *E-mails (any email a teacher sent to enter or correct attendance for students)*
  - *Substitute Rosters*

***(For Secondary campuses, documentation is only needed for ADA periods. All other documentation for other periods should be kept on file at the campus for a period of five years.)***

## 2. **ADA Attendance Change Forms**

## 3. **Reports**

- *School Attendance Calendar Days Report*
- *Campus Summary Reports, Cycles 1-6*

### **Required documentation for Optional Flexible School Day Program (OFSDP) Program**

1. *Optional Flexible School Day Program Report*
2. *Manual Class Rosters*

### **Problems Experienced During TEA Funding Audits or FSC Reviews**

1. Students erroneously coded as Ineligible or Eligible.
2. Students who either graduated at mid-term, dropped out of school, or registered and never attended were counted in attendance with either perfect attendance until the end of the year or until the error was discovered.
3. Ineligible prekindergarten students incorrectly coded as Eligible.
4. Schools showing days with 100 percent attendance (*If 100%, must have appropriate documentation and principal's signature*).
5. Under-age (four-year-old) students enrolled in kindergarten.
6. Over age (five-year-old) students enrolled in prekindergarten program.

### **Attendance Best Practices**

Below is a list of best practices for campus clerks, SIRs, PEIMS coordinators and staff that are responsible for working with attendance data.

1. Download the **Federal / State Reporting and Attendance Procedures Manual** (FSC website) and the **TEA Student Attendance Accounting Handbook**. Review and become familiar with Section 3, General Attendance Requirements.
2. Attend all Federal and State Compliance trainings. Attend TSDS PEIMS and HISD School Guidelines training – check HISD Portal for updates and training.
3. Review first day procedures with teachers.
4. Have all new students entered in SIS and all No-shows posted by end of the first day. Update leaver codes for No-show students. Run and file No Show Report.
5. After processing No Shows, run the **Entry/Exit Report** in SIS at the end of the first day. This will give you a record of all students entered in SIS on the first day
6. Generate a list of students with missing homeroom numbers (if applicable) or schedules and verify status.
7. Enter and verify absences daily.
8. Verify membership totals daily.
9. Run and print the **Campus Summary Report** at the end of each six weeks and obtain the principal's signature. Run the report no earlier than the following Monday so that all data can be calculated.
10. Run and save the **Student Detail Report** at the end of each six weeks. The report provides an account of absences, attendance changes, student entries and student

- withdrawals (be sure to use filters). Save it to a folder on your desktop or a USB Drive.
11. Run the **ADA Enrollment Count** periodically to verify student's ADA Eligibility. When balancing membership, reports used should be printed or saved to a file for future reference.
  12. Check Absentee Slips (Manual Teacher/Substitute Attendance Rosters) daily for signatures and dates in ink. (*File by Cycle for End of Year audit box.*)
  13. Keep an **Attendance Change Form** that has been signed and dated by the principal or principal's designee on file when an attendance correction is made.  
Attach supporting documentation when a student's attendance is changed from "Present" to "Absent" or "Absent" to "Present"; and/or when a student is not on campus at the official ADA time but can be considered in attendance for the Foundation School Program (FSP) purpose.
    - ***File by cycle for End of Year audit box.***
    - ***Only the Attendance Office should use the Attendance Change Form from PowerTeacher Pro Attendance. Teachers must use the FSC Attendance Change Form or an email to submit attendance corrections.***
  14. Verify that leaver codes are correct for previous year withdrawals and have supporting documentation on file.

### HISD Connect Training (available on OneSource)

Course	Item#	Description
<b>HC_ Elementary Master Schedule</b>	1441023	Participants will learn the Elementary Master Schedule process.
<b>HC_ Office Attendance</b>	1441045	Participants will learn how to set up attendance preferences, manage attendance, and run attendance reports.
<b>HC_ Online Elementary Master Schedule</b>	1443001	Participants will learn the Elementary Master Schedule process.
<b>HC_ Secondary Master Schedule</b>	1441022	In this two day back to back course. Master Schedulers will learn the HISD Connect Secondary Master Schedule process. **PLEASE NOTE THAT THIS IS A CONSECUTIVE 2-DAY COURSE. ALL ATTENDEES MUST ATTEND BOTH DAYS (CONSECUTIVELY) IN ORDER TO RECEIVE CREDIT. **
<b>HC_ Online Secondary Master Schedule</b>	1442183	Secondary Master Schedulers will learn the HISD Connect Secondary Master Schedule process.
<b>HC_ Online Student Scheduler</b>	1441334	Secondary Student Schedulers will learn how to enter, review, request, and how to place students into courses and learn the Walk-in Scheduler process.
<b>HC_ Registration and Enrollment</b>	1441048	Participants will learn how to enroll new and pre-registered students, enter student information, work with student contacts, transfer students out, re-enroll students, link to family demographic information, and avoid duplicating student data, schedule new students and manage student schedules.
<b>HC_ HISD Connect Overview</b>	1441044	Participants will learn about HISD Connect and the various navigation and functions of the Start Page, perform searches for students, teachers, groups, and how to use basic report printing functions. This course is a web version of the virtual session-OneSource Code 1443088.
<b>HC_ HISD Connect Overview-Webinar</b>	1443088	Basic navigation and functions of the main menu, how to perform searches for individuals and groups, and how to use basic report printing functions. ** Identical to Course 1441044 HC_HISD Connect Overview**
<b>HC_ Principal/Campus Leadership</b>	1442119	This course is designed for campus principals and their leadership teams to become proficient in HISD Connect and to be able to navigate and utilize the data in the system to make data driven decisions for the students and staff at their campus. A brief overview of PowerTeacher Pro will also be shown.
<b>HC_ Online Principal/Campus Leadership</b>	1443118	This online course is designed for campus principals and their leadership teams to become proficient in HISD Connect and to be able to navigate and utilize the data in the system to make data driven decisions for the students and staff at their campus.
<b>HC_ Elementary PowerTeacher Pro</b>	1441065	Elementary teachers will learn how to navigate and use features of the gradebook.
<b>HC_ Secondary PowerTeacher Pro</b>	1441053	Secondary teachers will learn how to navigate and use features of the gradebook.

## Section 7 – Discipline

### Responsibility

Teachers may provide student names and information to a campus administrator trained in discipline procedures for purpose of coding and recording discipline. A trained administrator will determine the correct codes and may forward that information to data-entry personnel. **In no case should data entry/clerical personnel be responsible for determining disciplinary coding.**

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

*Under TEC 37.008(m-1), failure to report all disciplinary removals and truancy actions as required by state and federal law may result in a review by the commissioner of education and notice to the local school board of any problems noted in the district's data, or a violation of a law or other rule. This review may also result in a notification to the county attorney, district attorney, criminal district attorney, as appropriate, and the attorney general. This provision can apply to missing, inaccurate, and/or falsified information/data.*

### Required Notification to CPS

TEA requires school districts to provide notice to a foster child's educational decision-maker and caseworker regarding certain events that may significantly impact the child's education (HB 2619). Be sure to notify the student's caregiver and case manager if he/she is removed from class due to suspension, in-school suspension, DAEP referral or JJAEP referral. List the case manager's contact information on the student's Chancery Contacts screen.

### Disciplinary Action Data – Student

Discipline records are reported to PEIMS at the end of the current school year and are a part of PEIMS Submission 3.

The Annual DAEP Evaluation and the Performance-Based Monitoring Analysis System (PBMAS) are both dependent on the accuracy of the PEIMS discipline record data.

Discipline record data is required by TEC, Chapter 37, P.L. 107-110 - No Child Left Behind, and IDEA '97, which includes students who are receiving special education and related services. Portions of this data are the foundation for the annual evaluation of disciplinary alternative education programs (DAEPs), as required by TEC, Chapter 37.008(m). TEA will maintain the privacy of this personally identifiable information in accordance with FERPA.

A discipline record is required for each disciplinary action taken against any student which results in the removal from his regular classroom for any part of a day or when truancy charges have been filed against a student and/or his parent. A single student will have multiple discipline records if removed from his classroom more than once and will be categorized in one of the following general categories: In-School Suspension (ISS), Out-of-School Suspension (OSS), Disciplinary Alternative Education Program (DAEP), or expulsion to Juvenile Justice Alternative Education Program (JJAEP).

Multiple violations are sometimes committed in the course of one disciplinary event. When completing a discipline record only the offense code representing the most serious violation should

be entered on a discipline record. **NOTE: DO NOT MAKE MULTIPLE ENTRIES FOR THE DISCIPLINE REASON (OFFENSE) CODE.**

If a student is involved in a reportable disciplinary incident and the parent/student attempts to withdraw the student from school before the final disposition of the case, the district/school should complete the due process proceedings that result in a disciplinary assignment. At the time of withdrawal, the parent should be notified of the date for a hearing and should be advised that the district will continue the due-process proceedings whether the student and parent attend the hearing. The district is required to report the discipline record reflecting that assignment in order to remain in compliance with TEC §37.009.

The Offenses-Consequences chart provides a summary of PEIMS discipline coding, appropriate options and reminders regarding required documentation. This chart should be referred to when determining appropriate PEIMS discipline coding and appropriate disciplinary actions (consequences).

Schools should use a discipline referral form with all required PEIMS elements (See “HISD Referral Form”) to document administrative designations of discipline coding. **Administrators should be cognizant that they—not clerical staff—are responsible for documenting the coding.** Designations of discipline coding should include either the local coding or two-digit PEIMS discipline offense, consequence, and appropriate dates.

A PEIMS 425 record is required for each disciplinary action taken against any student which results in the removal from his/her instructional setting. For purposes of discipline data reported to TEA, the attendance/PEIMS data personnel are only responsible for entering information that has been provided to them by the **Superintendent or their designee(s) who are responsible for applying the Student Code of Conduct to student behavior.** In no case should attendance/PEIMS data personnel be responsible for determining a student's coding information for discipline actions taken.

Every disciplinary action that results in the **removal** of a student from any part of their regular academic program will be categorized in one of the following general categories:

- **Suspensions (in & out of school)**
- **DAEP assignments**
- **Expulsions to the Juvenile Justice Alternative Education Program**
- **DAEP & JJAEP Continuations**

## **Role of the Campus Behavior Coordinator**

Under the requirements of **Senate Bill 107, 84th legislature, TEC 37.0012**, each campus must have a staff person designated as the Campus Behavior Coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.

**The campus behavior coordinator is primarily responsible for maintaining student discipline and the implementation of this subchapter.**

- The campus behavior coordinator is required to promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled, or placed in a juvenile justice alternative education program or is taken into custody by a law enforcement officer.
- A campus behavior coordinator must comply with this subsection by:
  - (1) promptly contacting the parent or guardian by telephone or in person; and
  - (2) making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.
- If a parent or guardian entitled to notice of a student's disciplinary removal has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, the campus behavior coordinator must mail written notice of the disciplinary action to the parent or guardian at the parent's or guardian's last known address. If a Campus Behavior Coordinator is unable or not available to promptly provide the required notice to a parent or guardian of a student, the principal or other designee shall provide the notice.

## **Removal of Students who Receive Special Education and Related Services**

- For disciplinary removals of a student who is receiving special education and related services from the student's current educational placement, a change of placement occurs if the removal is for more than 10 consecutive days (CFR §300.530 - §300.536).
- The ARD committee that deals with the change of placement must review the student's IEP to detail the special education and related services to be administered to the student while he is removed for discipline reasons.
- Be careful not to confuse the 10-day change of placement requirement for special education purposes with the 1-day removal requirement for 425 record reporting purposes.
- A 425 record is required for all students who are receiving special education and related services and are removed from their regularly scheduled classes for one day or more.
- A change of placement occurs when the removal is for more than 10 **consecutive** days, and a change of placement may occur when the removal is for more than 10 **cumulative** days in a school year based on factors such as the length of each removal, the total amount of the time the child is removed, and the proximity of the removals to one another.
- An ARD committee must be involved when the removal or series of removals constitute a change in placement.

## Important Legislation Regarding Discipline

### Discipline Reporting Updates for 2021-2022 School Year

- School Districts will be required to report data on incidents for students who were either suspended out of school, placed at DAEP or JJAEP, that were inconsistent with the guidelines included in the student code of conduct.
- A new data element will be added: INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE – indicates whether an out of-school suspension (OSS), Disciplinary Alternative Education Program (DAEP) placement (not by court order), or expulsion action is inconsistent with the local school district’s student code of conduct.
- Guidance associated with this new element will be added to the Texas Education Data Standards (TEDS) and it will be added to reports.
- Validation rules will also be added to reflect these changes.
- **House Bill (HB) 446, 86<sup>th</sup> Texas Legislature**, amended certain sections of the Texas Penal Code **effective September 1, 2019**. It is no longer an offense under Section 46.02 to carry a club as defined by Section 46.01(1) in unrestricted areas. Local education agencies (LEAs) should no longer report students with discipline reason code 13. Knuckles, as defined by Section 46.01(8) of the Texas Penal Code, are no longer listed as one of the prohibited weapons defined in Section 46.05, Penal Code. LEAs should no longer report students found with knuckles with discipline reason code 14.
- As a result of HB 446, TEA proposes updating code table DISCIPLINARY-ACTION-REASON-CODE (C165) to remove code 13 – Unlawful Carrying of a Club under Penal Code 46.02 – TEC 37.007(a)(1), updating Appendix E discipline guidance related to clubs and prohibited weapons (knuckles), and updating business data validation rules that reference code 13 for the 2020-2021 school year

### Proposed Data Collection Requirements changes 2020-2021 School Year:

- Update code table DISCIPLINARY-ACTION-REASON-CODE (C165) to remove code 13 - Unlawful Carrying of a Club under Penal Code 46.02 - TEC 37.007(a)(1).
- Update Appendix E discipline guidance related to clubs and prohibited weapons (knuckles).
- Update business data validation rules that reference disciplinary action reason code 13

### HB 674 Out-of-School Suspensions for Students Below Grade Level Three

HB 674, passed during the 85<sup>th</sup> Legislative session (2017), amends Texas Education Code TEC 37.005 to limit the conditions under which a **student below grade three** may be placed in an out-of-school suspension (OSS).

A student who is enrolled in a grade level **below grade three** 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:

- Conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05 Penal Code;
- Conduct that contains the elements of a violent offense under Section 22.01, 22.011, 22.02, or 22.021 Penal Code;
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
  - Marihuana or controlled substance,
  - A dangerous drug, or
  - An alcoholic beverage.

IF a student is below grade three and they are assigned **Out-Of-School Suspension DISCIPLINARY-ACTION-CODE 05** or **Partial Day Out-Of-School Suspension DISCIPLINARY-**

**ACTION-CODE 25** then the reason **DISCIPLINARY-ACTION-REASON-CODE** for the assignment must be one of the following:

- **04** - Possessed, Sold, Used, or Was Under the Influence of Marihuana
- **05** - Possessed, Sold, Used, or Was Under the Influence of An Alcoholic
- **11** – Brought a Firearm to School
- **12** – Unlawful Carrying of a Location-Restricted Knife (Location-Restricted Knife - blade longer than 5.5 inches)
- **13** – Unlawful Carrying of a Club
- **14** –Conduct Containing the Elements of an Offense Relating to Prohibited Weapons
- **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

**HB 692 – Related to Suspensions for Students who are Homeless**

Under HB 692, suspension for homeless students are addressed: A student who is homeless cannot be placed in out of school suspension unless the student engages in conduct described in TEC 37.005(c) 1-3. [TEC 37](#).

**AN ACT relating to the suspension of a student who is homeless from public school.**

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS: SECTION 1. Section 37.005, Education Code, is amended by adding Subsection (d) to read as follows:**

(d) A school district or open-enrollment charter school may not place a student who is homeless in out-of-school suspension unless the student engages in conduct described by Subsections (c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off of school property. The campus behavior coordinator may coordinate with the school district's homeless education liaison to identify appropriate alternatives to out-of-school suspension for a student who is homeless. In this subsection, "student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a.

**Schools can only suspend homeless students if they commit any of the offenses below:**

- **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

### **HB 2619 – Notifications and Foster Children**

TEA requires school districts to provide notice to a foster child's educational decision-maker and caseworker regarding certain events that may significantly impact the child's education (HB 2619). Be sure to notify the student's caregiver and case manager if he/she is removed from class due to suspension, in-school suspension, DAEP referral or JJAEP referral. List the case manager's contact information on the student's HISD Connect Contacts screen.

### **SB 179 Bullying Behaviors**

Under [SB 179](#) (85th), TEC section 37.0052 was added to allow a public school to expel a student from the classroom for certain bullying behaviors. The offense of bullying under TEC 37.0052, which addresses the expulsion of students for certain bullying behaviors allows for either a discretionary removal to DAEP or an expulsion.

### **SB 2432**

Under [SB 2432](#), TEC section 37.006(a) is expanded to allow the removal of a public school student from the classroom following engaging in conduct that contains elements of the offense of harassment under Section 42.07(a)(1), (2), (3), or (7) Penal Code, against an employee of the school district.

### **Discipline Resources**

- **Federal and State Compliance website**, <http://www.houstonisd.org/Domain/8334>.
- **Student Discipline website**, <https://www.houstonisd.org/Domain/15184>.
- **HISD Records Retention Schedule for Schools**, <http://www.houstonisd.org/Page/31617>.

## Problems Experienced During TEA Funding or Compliance Audits

All discipline actions for any part of a day or more are to be posted in SIS.

### ❖ Incomplete data in SIS:

- Incident severity should not be “N/A”, unless the incident has a consequence that was overruled by a special education MDR action.
  - Student names, offenses, and consequences **should not** be left blank.
  - The number of days assigned and completed by the student should be entered.
  - An appropriate discrepancy code should indicate the relationship between the number of days assigned and completed.
  - Incidents of fighting/mutual combat should have at least two students.
- 
- ❖ Students who are reported with conduct requiring expulsion must be expelled to JJAEP.
  - ❖ Students who are reported with conduct requiring DAEP placement must be sent to a DAEP.
  - ❖ Offenses that require DAEP placement or mandatory expulsion must have documentation of the behavior as provided by a law enforcement agency.
  - ❖ Students reported with in-school and out-of-school suspension for actions requiring DAEP placement must be reported as having a referral to a DAEP or Code 28/27.
  - ❖ Students reported with in-school and out-of-school suspension for actions requiring expulsion must be reported as having a referral to a JJAEP or Code 28/27.
  - ❖ Students may not be placed in a DAEP or expelled for reasons not authorized under TEC 37.007.
  - ❖ Students who are younger than 6 years of age at the time they commit an offense that requires a mandatory placement to a DAEP may not be placed at the DAEP.
  - ❖ Students who are younger than 10 years of age and commit an expellable offense may not be expelled to a JJAEP. They must be expelled to a DAEP.
  - ❖ No student may be reported with an out-of-school suspension exceeding 3 days.
  - ❖ No student may be reported with an in-school suspension exceeding 5 days unless the student is waiting for an alternative education placement approval.
  - ❖ No more than one PEIMS offense code may be entered per incident. (Multiple offense codes may result in an increased number of suspension days.) More than one PEIMS consequence code per incident is permissible.

If either the offense or consequence code is a PEIMS code, both the offense and consequence must have a PEIMS code.

## Discipline Compliance Reviews

Sr. SIRs will review campus discipline records as required by the Federal and State Compliance Department. The process is as follows:

1. The Sr. SIR will select records for review from the discipline file exported from SIS. *(FSC generates this file.)*
2. Reviews will be scheduled with campus contact(s). The Sr. SIR will email the campus behavior coordinator and/or discipline clerk and send list of requested records.
3. The Sr. SIR will review records based on the following guidelines. **The discipline coding on documentation must match the coding in SIS.**

**In-School Suspensions** *(Original documents must be kept in student's discipline folder. Templates are on the FSC website.)*

1. **Discipline Referral Form**
2. **Parent Notification Letter**
  - Addressed to parent
  - Signed and dated by administrator in blue/black ink
  - Include description of the offense
  - Include action(s) taken
  - Include dates and number of days

**Out-of-School Suspensions** *(Original documents must be kept in student's discipline folder. Templates are on the FSC website.)*

1. **Discipline Referral Form**
2. **Parent Notification Letter**
  - Addressed to parent
  - Signed and dated by administrator in blue/black ink
  - Include description of the offense
  - Include action(s) taken
  - Include dates and number of days

**DAEP Placements** *(Original documents must be kept in student's discipline folder. Templates for DAEP documents are on the Student Discipline website.)*

1. **Discipline Referral Form**
2. **DAEP Placement notification**
  - Addressed to parent
  - Signed and dated by administrator
  - Include description of the offense
  - Include action(s) taken
  - Include dates and number of days
3. **DAEP referral**
  - Printed from DAEP system
  - Receive from administrator
4. **DAEP Email**
  - Email if request is approved, denied, cancelled
  - Receive from administrator

**JJAEP Placements** (Original documents must be kept in student's discipline folder. Templates are on the FSC website.).

1. **Discipline Referral Form**
2. **Letter of Recommended Expulsion**
  - *Addressed to parent*
  - *Signed and dated by administrator*
  - *Include description of the offense*
  - *Include action(s) taken*
  - *Include dates and number of days*
3. **JJAEP Email**
  - *Email if request is approved, denied, cancelled*
  - *Receive from administrator*
4. **For Special Education Students**
  - *MDR's findings and signature page(s)*
  - *Receive from Special Ed Chair*
5. **Student Victim Letter**
  - *Must be on file with appropriate signatures*
  - *Include in discipline folder*

4. If the campus has errors on the **Certify Student Behavior Scorecard** or the **Out-of-School Suspension Report**, the Sr. SIR will provide guidance on how to correct errors.
5. The Sr. SIR will document findings on the **Discipline Review Report** and **Discipline Review Summary Report** and discuss the findings and corrective actions (if any) with the Campus Behavior Coordinator and/or discipline clerk.
6. The Campus Behavior Coordinator and the Sr. SIR will sign and date the discipline review reports.
7. The Sr. SIR will provide the campus with copies of the reports. The Sr. SIR will follow up with non-compliant schools as required.
8. Original review forms will be filed in the FSC office.

## Section 8 – Grades

### Overview

HISD Board Policy EIA (LOCAL) provides that “the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parent”.

School Guidelines training is offered to all Campus Administrators, Registrars and Student Information Representatives. This policy also provides that “Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated District standards. The student’s mastery level shall be a major factor in determining the grade for a subject or course”.

**To these ends, each teacher will be responsible for:**

- Having fair, valid, and consistent grading procedures.
- Ensuring that conduct grades are maintained separately from academic ones.
- Using those procedures to encourage student success.
- Exercising a high degree of professional judgment in evaluating student achievement; and
- Documenting the resulting grades in the grade book or class record book

### Required Training and Access

Campus staff that are responsible for overseeing the grading reporting process must complete the Office Grade Reporting training, HC Grading Process, PK-12. Upon completing this course and submitting the SIS Security Request Form, staff will be granted rights to post grades as well as update/correct grades posted by teachers and generate and run grade reports (progress, report cards, etc.). Below are links to the SIS training site and the security request form.

- **SIS Training information:**  
<https://houstonisd.sharepoint.com/sites/DEPTS/InfoTech/SitePages/SIS%20Training.aspx>.
- **SIS Security Request Form:**  
<https://houstonisd.sharepoint.com/sites/DEPTS/InfoTech/Shared%20Documents/SIS%20Security%20Request%20Form%20PowerSchool%2020210422.pdf>

## 6 Week Report Card and Progress Report Calendar

2022-2023 HISD Connect Dates for 6-WEEK Report Card and Progress Report								
Progress Report (PR) / Cycle (CY)	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
		Report Card Cycle (CY) End Date	Teacher Timeframe	Due (CY) @ 5pm	Lock Date @ 5 pm			
PR1	PR Run 1	9/9/2022 (Friday)	9/12/2022 - 9/14/2022		Open	9/15/2022	9/16/2022	9/16/2022 (Friday)
CY1	CY1	9/30/2022 (Friday)	10/3/2022-10/4/2022	10/4/2022	10/4/2022	10/6/2022	10/7/2022	10/7/2022 (Friday)
PR2	PR Run 2	10/21/2022 (Friday)	10/24/2022 - 10/26/2022		Open	10/27/2022	10/28/2022	10/28/2022 (Friday)
CY2	CY2	11/4/2022 (Friday)	11/7/2022 - 11/9/2022	11/9/2022	11/9/2022	11/10/2022	11/11/2022	11/11/2022 (Friday)
PR3	PR Run 3	12/2/2022 (Friday)	12/5/2022 - 12/7/2022	12/7/2022	Open	12/8/2022	12/9/2022	12/9/2022 (Friday)
CY3	CY3	12/21/2022 (Wednesday)**	1/9/2023 - 1/11/2023	1/11/2023	1/11/2023	1/12/2023	1/13/2023	1/13/2023 (Friday)
PR4	PR Run 4	1/27/2023 (Friday)	1/30/2023 - 2/1/2023	2/1/2023	Open	2/2/2023	2/3/2023	2/3/2023 (Friday)
CY4	CY4	2/24/2023	2/27/2023 - 3/1/2023	3/1/2023	3/1/2023	3/2/2023	3/3/2023	3/3/2023 (Friday)
PR5	PR Run 5	3/24/2023	3/27/2023 - 3/29/2023	3/29/2023	Open	3/30/2023	4/3/2023	4/3/2023 (Monday)
CY5	CY5	4/14/2023	4/17/2023 - 4/18/2023	4/18/2023	4/18/2023	4/19/2023	4/20/2023	4/20/2023 (Thursday)
PR6	PR Run 6	5/5/2023	5/8/2023 - 5/10/2023	5/10/2023	Open	5/11/2023	5/12/2023	5/12/2023 (Friday)
CY6	CY6	5/31/2023**	5/24/2023 - 5/26/2023	5/26/2023	5/26/2023	5/30/2023	5/31/2023	5/31/2023 (Wednesday) ES/K-8/MS
		5/31/2023**	6/1/2023 - 6/5/2023	6/5/2023	6/5/2023	6/6/2023	6/7/2023 HS	6/7/2023 (Wednesday) HS

\*\* End of Semester

### Progress Reports: Grades 1-12

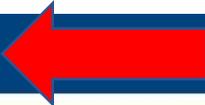
The progress report is a snapshot of teachers' gradebooks at a specific time (progress report term period) and serves as a notification to parent/guardian of a student's academic performance before a grade reporting (i.e., report card) period. It is district policy to notify parent/guardian in writing if a student has received a failing grade (<70) during these grade reporting intervals.

1. The Grade Coordinator / Elementary SIR / Secondary SIR /HS Registrar / Dean will work with Counselors and run the **Student Non-Schedule Period report** and the **Student Not Enrolled in a Course report** (2 weeks prior to end of grading cycle).

### Secondary Campuses Only

Running the **Secondary Students-Non-Scheduled Periods Report**.

Begin from the PowerSchool home page.

**PowerSchool SIS** 

**Functions**

- Attendance
- Dashboard
- Enrollment Summary
- Health Management
- Importing & Exporting
- Incident Management
- Master Schedule
- Search Attachments
- Special Functions
- Sections Report
- Special Programs
- Teacher Schedules

**Reports**

- System Reports
- ReportWorks
- PSCB Custom Reports
- sqlReports
- District Reports
- State Reports

**Start Page**

Students

6 7 8 F M All  Include Remote Enrollments

[Stored Searches](#) [Stored Selections](#) [View Field List](#) [Advanced](#) [MultiSelect](#) [District Search](#)

**Current Student Selection (0)**

There are no search results.

**Daily Bulletin - Thursday, August 06, 2020**

No bulletin items were found for this date.

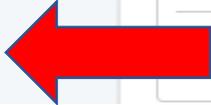
**2. Select District Reports.**

**PowerSchool SIS**

**Functions**

- Attendance
- Dashboard
- Enrollment Summary
- Health Management
- Importing & Exporting
- Incident Management
- Master Schedule
- Search Attachments
- Special Functions
- Sections Report
- Special Programs
- Teacher Schedules

**Reports**

- System Reports
- ReportWorks
- PSCB Custom Reports
- sqlReports
- District Reports** 
- State Reports

**Start Page**

Students

6 7 8 F M All  Include Remote Enrollments

[Stored Searches](#) [Stored Selections](#) [View Field List](#) [Advanced](#) [MultiS](#)

**Current Student Selection (0)**

There are no search results.

**Daily Bulletin - Thursday, August 06, 2020**

No bulletin items  
Comments? Something

**Scroll down to Scheduling, select Students-Non-Scheduled Periods.**

Students - Enrolled in a Course	Lists all students who are enrolled in a selected course.
Students - Enrolled with a Teacher	Lists all students who are enrolled in classes with a teacher assigned.
Students - Multiple Enrollments	List students who are enrolled in the same course in multiple periods.
Students - Not Enrolled in a Course	Lists all students who are not enrolled in a selected course.
Students - Non Scheduled Periods	Lists students with non scheduled periods.
Teacher - Class Counts	Teacher class counts and section averages.
Teacher - Count Per Section	List the sections that have more than 1 teacher assigned.
Teacher - Free	Find all periods where a teacher in this school does not have a class.

Use the filters to find students with no classes scheduled. Once you run the report, you can Export to a CSV File.

Example: Block Schedule

The screenshot shows the PowerSchool SIS interface. The breadcrumb trail is: Start Page > PSCB Custom Reports > Scheduling (Current Year) > Students - Non Scheduled Periods. The page title is "Students - Non Scheduled Periods". Below the title is a "Report Filters" section with the following fields: Date (9/8/2020), Student (Any Student), Grade (6), Team (Any Team), House (Any House), Period (Period B1), and Day in Rotation (B). A "Submit" button is located at the bottom right of the filter section.

Example: Traditional Schedule

Students - Non Scheduled Periods

The screenshot shows the PowerSchool SIS interface for the "Students - Non Scheduled Periods" report. The "Report Filters" section includes: Date (9/18/2020), Student (Any Student), Grade (Any Grade), Team (Any Team), House (Any House), Period (Period 1), and Day in Rotation (Any Day).

**Note:** There are a few things to think about when running this report.

The system is looking for all possible combinations of classes. For example, you can filter using traditional and block schedules. When you export to CSV you can remove those issues, or you could choose to run the report multiple times using only Period and Day combinations that you know exist on your campus.

## Elementary Campuses Only

1. From the Start Page, select District Reports.



2. Under **Scheduling**, select **Students not enrolled in a course**.



3. Select the filters you desire.

### Students Not Enrolled in a Course

Report Filters

Course	Grade Level	Enrolled Between Dates
ART PK (0P610GEN) ▾	All Grades ▾	09/08/2020  - 06/11/2021

Select parameters and click submit

4. Generate report.

Students Not Enrolled in 0P610GEN

Total Records: 620

Student #	Student	Grade Level

The **Grade Coordinator** will confirm with Counselors/Student Schedulers that all schedule changes are complete prior to cut off date. Also trail grades with schedule changes (1 week prior to end of grading cycle).

The **Grade Coordinator** will notify the campus when the cycle gradebook is open for each grading cycle via the school bulletin (1 week prior to end of grading cycle). Teachers will have three days to complete grades and submit by the close of business.

**The process below is only for short term associate teachers who are on assignment at the end of the grading cycle (Progress Report / Report Card).**

- a. **Day to Day Short Term Associate Teacher** – The associate teacher should submit assignments to the department chairperson daily. The teacher of record will be responsible for grading assignments and entering grades in the gradebook.
- b. **Short Term Associate Teacher** – The Grading Coordinator will need to collaborate with their Campus Master Scheduler for courses / classes that have a “Short Term Sub” assigned. The Department Chairperson will need to be added as the Secondary Teacher to the course. This will allow the Department Chairperson the ability to enter grades.
- c. **Long Term Associate Teacher (Non-Certified)** – The teacher will submit grades to the Department Chairperson. The Department Chairperson will need to be added as the Secondary Teacher to the course. This will allow the Department Chairperson the ability to enter grades. (\*Dean of Instruction or Dept Chairperson should oversee subs)
- d. **Long Term Associate Teacher (Certified)** The teacher should have a listing of grades that must be submitted to the PEIMS Coordinator. This will allow the Department Chairperson the ability to enter grades for those students as oppose to utilizing the Historical Grades. (\*Dean of Instruction or Dept Chairperson should oversee subs)
- e. **Master Scheduler: Process to Change Teacher of Record (see scheduling training materials)**

**Note: Campuses must notify the parents / guardian if there is a non-certified long term associate teacher.**

**Elementary / Secondary New Student Grade Process** – (Out of District / Incoming Transfer students) The Grade Coordinator/SIR/Registrar will input the current grades from the previous school. This will be done in the stored grade section in HISD Connect. Remember you must enter the same grade in the final grade reporting term and in the historical store code sections. This process must be done correctly for the student to meet the promotion standards at the end of the school year (elementary and middle school) or the calculation for credit for the high school.

**Converting letter grades to numeric grades.**

The table below is used for converting letter grades to numeric grades. It is used primarily when recording academic grades from other districts or private schools.

<b>A+</b>	<b>98</b>
<b>A</b>	<b>95</b>
<b>A-</b>	<b>92</b>
<b>B+</b>	<b>88</b>
<b>B</b>	<b>85</b>
<b>B-</b>	<b>82</b>
<b>C+</b>	<b>79</b>
<b>C</b>	<b>77</b>
<b>C-</b>	<b>75</b>
<b>D+</b>	<b>74</b>
<b>D</b>	<b>72</b>
<b>D-</b>	<b>70</b>
<b>F</b>	<b>60</b>
<b>0</b>	<b>0</b>

**Conversion of Nine-Week Grades to Six-Week Grades During** the 2021-2022 academic year, HISD will solely operate on a six-week grading cycle. In other districts using a six-week grading cycle, it is sometimes necessary to convert grades for students coming from districts using a nine-week grading cycle.

To change two-nine-week grades to three six-week grades, move grades from cycles 1 and 2 to the corresponding course section for these subjects. Add the two cycle grades and divide by 2 to get an average and post the average as the cycle 3 grade in these courses.

**Note:** Refer to School Guidelines

## Entering multiple historical grades.

**Grades Not Available (NA)** The **NA** is marked for each academic subject when grades are not available for a student for the first and second grading cycles and it is not anticipated that they will be received. If the student has grades for the second grading cycle, **NA** can be given only for the first grading cycle. The letters **NA** will print on the student's report card instead of grades. **NA** should be used for more than two grading cycles unless no grades are available. If a student is enrolled in HISD for any part of a grading cycle, grades must be reported for the student in that grading cycle (**EXCEPTION:** Montessori and Primary Learning Communities).

If a student enters during the 3<sup>rd</sup> six-weeks grading cycle with no previous grades, the principal or principal's designee should review all available data and inform the parent of any administrative decision regarding the student's promotion or retention.

First grade students who are not given grades the 1<sup>st</sup> six-weeks grading periods should have **NA** bubbled for the academic subjects so they will receive an average at the end of the year.

**Note: Refer to HISD School Guidelines**

The beginning of the third week of progress reports, the Grade Coordinator will run the **Teacher Gradebook Report**. This report provides an update of the teacher status. The campus administrator will be notified of teachers with incomplete grades. (\*Campus Admin should be responsible for grades. Refer to HISD School Guidelines).

**Conduct** must be added to a Standard so it can be calculated for reports such as honor roll. Teachers will also have to place the students' conduct in the citizenship column.

### Elementary / Secondary Teacher Verification Report

Teachers should click the Final Grade Status button in their Gradebook. This is on the Grades, Traditional screen.

The screenshot shows the PowerTeacher interface for a gradebook. The top navigation bar includes the PowerTeacher logo, a search bar with 'P2(M,T,W,R,F) GEOM A PAP DLOC - s1', and several utility icons. The left sidebar contains navigation options: Grading (A+), Students, Progress, Reports, Settings, and Apps. The main content area displays 'Grades: Traditional - C1' and 'P2(M,T,W,R,F) GEOM A PAP DLOC'. A yellow warning banner states: 'For GEOM A PAP DLOC, grades and scores can be entered until the end of the day on 10/23/2020.' Below this, a table shows student data with columns for 'STUDENT (199)', 'C1', 'CITIZENSHIP', and 'ATTENDANCE' (subdivided into 'ABSENCES', 'TARDIES', and 'MISSING'). The 'C1' column shows 'NA 0%' for all students. The 'MISSING' column shows '1' for all students. At the bottom right of the table, there is a 'Final Grade Status' button highlighted by a red arrow, and a 'Save' button next to it.

Campus Grading Administrator will then run the Section Readiness report. This report will show you which teachers have completed the Final Grade Status step.

Select District Reports> Gradebook Section Readiness.

Gradebook - Section Readiness Verification

Report Filters

Verification Status	Grade Reporting Term	Teacher	Course	Department
All Sections	C1	All Teachers	All Courses	All

Select parameters and click submit: [Submit](#)

Section Readiness List: C1 Total Records: 1469

[Copy Data](#) [Export CSV File](#) [Export PDF File](#)

Department	Teacher	Term	Expression	Course	Course Number.Section	GR Term	Verify Status	Date	Comment
Mathematics	Ahuja, Deepa	S1	1(M,T,W,R,F)	GEOMETRY A	MTH2257A-11	C1	Completed	10/21/2020	
Mathematics	Ahuja, Deepa	S1	2(M,T,R,F)	GEOMETRY A	MTH2257A-25	C1	Completed	10/21/2020	
Mathematics	Ahuja, Deepa	S1	3(M,T,W,F)	GEOMETRY A	MTH2257A-27	C1	Completed	10/21/2020	
Mathematics	Ahuja, Deepa	S1	4(M,T,R,F)	GEOMETRY A	MTH2257A-16	C1	Completed	10/21/2020	

Once you have confirmed that your teachers are ready, you can Permanently Store Grades.

## Storing Grades

Grades will be stored at the close of Progress Report grading cycles. Only store grades one time. If restored, grades will be duplicated. The teacher gradebook will lock at the end of every 6 weeks. When a progress report cycle locks, the teacher can have the Grading Administrator unlock their gradebook to update assignment grades that were due during the cycle term. There is no need for a grade change form, and you will not re-store the progress report grades.

## Grading Reports

Run the following reports **BEFORE** permanently storing grades.

1. Student Non-Schedule Period report (Secondary)
2. Student Not Enrolled in a Course report (Elementary)
3. Students Multiple Enrollments
4. Gradebook Missing Grades
5. Gradebook Update Status
6. Gradebook Section Readiness

**Note:** Teachers will submit the signed Teacher Scoresheet report to the Grading Coordinator.

Run the following reports **AFTER** permanently storing grades.

1. Stored Missing Grades
2. Stored Grades Search
3. Multiple Grades
4. Gradebook Out of Sync Grades
5. Gradebook Manual Override Grades

## Do not re-store grades.

**Permanently Stored Grades:** After the final grade term dates are set up, a school user runs the Permanently Stored Grades process. This process is an integral step in ensuring a snapshot of students' grades from the teachers' gradebooks are captured for the designated period for progress reports. These grades will be stored in the students' historical before the progress reports are generated.

### Stored Grades- Missing Grades

Use this report to find students with no cycle grades. Students must have all cycle grades to receive an accurate average at the end of the semester.

### Stored Grades- Search

Use this report to find students with NA or INC. Use the CTRL key to select multiple grades. All INCs must be corrected to a grade for students to receive an accurate average at the end of the semester. If a student has not completed the work and the INC must stay, that INC will be calculated as a 0. Students with NA will have to be manually averaged, as the calculated average provided by HISD Connect will be incorrect.

## Start Page

Students ▼ All ▼

-3 PK3 PK4 K 1 2 3 4 5 F M All  Include Remote Enr

Stored Searches Stored Selections View Field List Advanced MultiSe

Current Selection Clear All Grade Level: 1 ×

### Current Student Selection (129)

Student	Student Number
Anders, Krystanira Justine	2076672
Anderson, Honour Ray	2064327
Andrews, Anthony Michael	2062306
Aparicio, Valentina	2062333
Argueta-Mejia, Walter Alejandro	2065839
Artiga, Zoe Maidelena Rumina	2082773
Baltazar, Bianca Estrella	2059285
Banegas, Hailey Montserrat	2014091
Bastida, Cristopher	2072573
Betanco Nunez, Matthias Daniel	2072576
Botello, Sophia	2064340

<< < 1 2 > >>

- Graduation Plan Selection
- Graduation Progress Report
- Graduation Progress Report Data Capture
- Graduation Progress Summary

#### Printing

- Mass Print a Student Screen
- Print Mailing Labels

#### Print Reports

- Reports Menu

#### Scheduling

- Invalid Requests
- Mass Enroll
- Mass Remote/Summer School Enrollment
- Next School Indicator
- Student Schedule Report
- Summer School Indicator

Select By Hand Select Function ▼

## Print Reports

Option	Value
Which report would you like to print?	<span>HISD P1 Progress Report <span>▼</span></span>
For which students?	The selected 129 students
	<input checked="" type="radio"/> All records in a single batch. <input type="radio"/> Print only the first <input type="text" value="2"/> records. <input type="radio"/> All records in batches of <input type="text" value=""/> records.
In what order?	<input checked="" type="radio"/> Alphabetical <input type="radio"/> By grade, then alphabetical <input type="radio"/> By period <span>HR <span>▼</span></span> class, as of this date: <input type="text" value="08/17/2021"/> <span>📅</span> (takes extra time)
If printing student schedules, use...	<input checked="" type="radio"/> courses actively enrolled in during current term (excludes dropped courses) <input type="radio"/> all courses enrolled in during current term (includes dropped courses) <input type="radio"/> enrollment as of <input type="text" value="08/17/2021"/> <span>📅</span>
If printing fee list, only include transactions conducted during... (may be overridden in report setup)	Current School Year <span>▼</span> <input type="text" value="MM/DD/YYYY"/> <span>📅</span> to <input type="text" value="MM/DD/YYYY"/> <span>📅</span>
Watermark Text	<input type="text"/>
Watermark Mode	<span>Overlay <span>▼</span></span>
When to print	<span>ASAP <span>▼</span></span> <input type="text" value="MM/DD/YYYY"/> <span>📅</span> / <input type="text" value=""/>
Report Output Locale	<span>English <span>▼</span></span>

Submit

## Generate Progress Report by Grade Level or Multiple Students

**Menu path:** Special Functions >Group Function >Printing> Print Reports

**Select students by Grade Level or Hand Select** students by using the student selection. Use this current returned set of students to print progress reports, or a sub-selected group within this returned set.

- Sort by clicking on the column headers.
- Sub-select by holding the shift key down while clicking student rows to select contiguous rows.
- Sub-select by holding down the Ctrl key on Windows (or Command key on Mac), to select noncontiguous rows.
- Click the '**Make Current Selection**' button (once you have a selection of students)
- From the **Group Functions** page – scroll down to the **Printing**.
- Click **Print Reports**.

**Which Report Would You Like to Print?** field choose the appropriate progress report period from the drop down (e.g., "HISD P1 Progress Report") for Progress Report Period 1

**Which Students?** Field. Choose the appropriate options.

- All records in single batch (preferred option)
- Print only the first blank records, or
- All records in batches of \_\_\_\_ records.

**In What Order?** Field Choose the order:

Alphabetical, or by grade level, then alphabetical, or

by period and date. Choose the class period (where you can choose which period on a given day) from the dropdown and the specified enrollment date for this class period.

**If printing student schedules use...** the following selections

Courses actively enrolled in during current term (excludes dropped courses) default

All courses enrolled in during current term (includes dropped courses), or on enrollment as of date

**If printing fee list, only include transactions conducting** during field (no option required)

**Watermark Text** (no option required)

**Draft/Unofficial/Confidential/Copy/File Copy/Preliminary/Private/Internal Use**

**Watermark Mode** (no option required)

**When to print**

**ASAP (default)/At Night/On Weekend/On Specific Date/Time (choose the date and time)**

**Report Output Locale**

Default field is English

**Submit** to start the report. click Refresh via the Reports Queue (System) until the status is "Completed"

**Click View** for the completed report output in pdf format

## Generate Progress Report by student

1. Select a single student, go to the student's page.
2. Click '**Print A Report**' from the upper left area of the page.
3. **Which Report Would You Like to Print?** field choose the appropriate progress report period from the drop down (e.g., "HISD P1 Progress Report") for Progress Report Period 1
4. Since you are printing classes in the student's schedule, it's best to choose to print using '**enrollment as of date**', where the date is the last day of the P cycle period.
5. Other Print Options can be left at default settings.
6. **Submit** to start the report. click Refresh via the Reports Queue (System) until the status is "Completed"
7. **Click View** for the completed report output in pdf format
8. **Progress Report Fields** – the progress report in the pdf format will contain the following information.

**IMPORTANT NOTE** – When the Student's Primary Language, on the Demographics page, is set to Spanish, the field labels on the report will be a combination of English / Spanish.

- School Name
- P# Progress Report – identifies which progress report period
- School Year – the year name, like 2021-2022
- Progress Report End Date – the date of the end of the progress report period
- School Address
- Principal Name
- Telephone number
- Student ID: student number
- Homeroom: the homeroom of the student (see homeroom section below)
- Homeroom Teacher: the teacher of the student's homeroom (see homeroom section below)
- Grade: student's grade level
- Birthdate: student's date of birth
- Date Enrolled: the current year's enrollment date
- To the Parents Of: Student's name, address, city, state, and zip code
- School Message: a message set by school personnel in the School setup area. There is both an English and Spanish version of this message. If the student's primary language is Spanish, then the School Message area will show the English version, and the Spanish version of the message.
- Class Listing of Course – the course name o Teacher – teacher of that course of Period – the period number and day type of the course of Grade – the stored grade for that P grading period
  - o Conduct – the Conduct code for the student in that class (E Excellent, S Satisfactory, P Poor, U Unsatisfactory) o Comments – the teacher(s) comment stored with the grade.
- Parent Signature line.

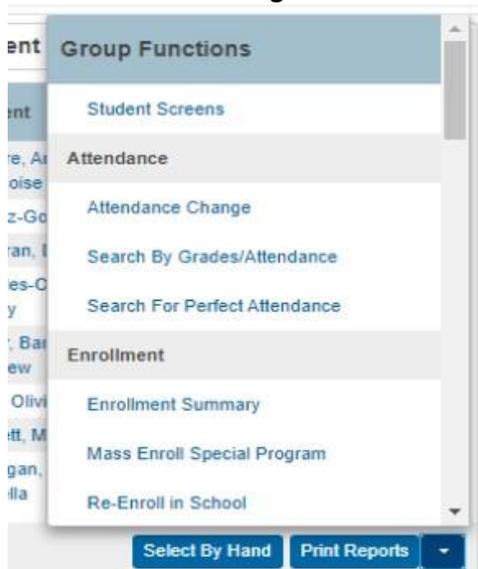
## Progress Report Message

Menu Path: Start>>setup>>School >> Progress Report Settings.

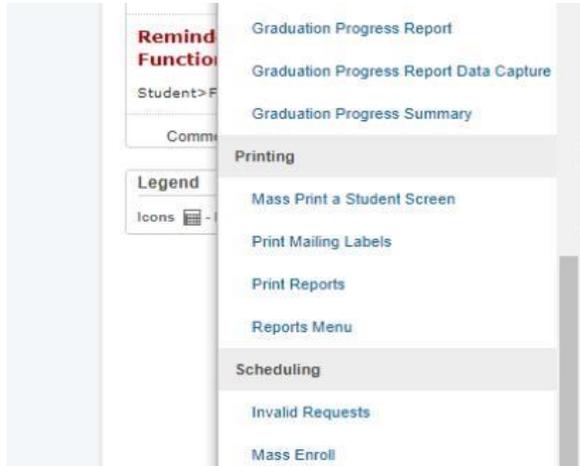
Setting	Value
School Message (English)	this is where the progress report school message goes.
School Message (Spanish)	

1. Print **Progress Reports**. Send to your FSC Sr. SIR and the copy center ([Copycenter@houstonisd.org](mailto:Copycenter@houstonisd.org)) for mailout. There is a fee associated with utilizing the copy center. A fee incurred by the campus.
2. **Print Progress Reports / Report Cards**

Scroll to the **Printing**



3. Select **Print Reports**.



## Print Reports menu.

Start Page > Special Functions > Group Functions > Print Reports

### Print Reports

Option	Value
Which report would you like to print?	HISD P1 Progress Report
For which students?	All 560 currently enrolled students
	<input checked="" type="radio"/> All records in a single batch. <input type="radio"/> Print only the first 2 records. <input type="radio"/> All records in batches of records.
In what order?	<input checked="" type="radio"/> Alphabetical <input type="radio"/> By grade, then alphabetical <input type="radio"/> By period HR class, as of this date: 9/25/2020 (takes extra time)
If printing student schedules, use...	<input type="radio"/> courses actively enrolled in during current term (excludes dropped courses) <input type="radio"/> all courses enrolled in during current term (includes dropped courses) <input checked="" type="radio"/> enrollment as of 9/25/2020
If printing fee list, only include transactions conducted during... (may be overridden in report setup)	Current School Year to MM/DD/YYYY to MM/DD/YYYY

**From the Which report would you like to print?** Choose the appropriate Progress Report Period from the drop down.

- HISD P1 Progress Report
- HISD P2 Progress Report
- HISD P3 Progress Report
- HISD P4 Progress Report
- HISD P5 Progress Report • HISD P6 Progress Report

**For which students?** Use the default option.

- The selection is for all students or students selected from the start page (by students or grade level).

**In what order?** Chose the preferred sort/print option

- Alphabetical (the default)
- By grade, then alphabetical

- By Period dropdown class as of this date \_\_\_\_\_ (defaults to current date)

**If printing student schedules, use:**

- Courses actively enrolled in during current term (excludes dropped courses)
- All courses enrolled in during current term (includes dropped courses), or
- Enrollment as of date. (default option). To print only current term classes, select this option with an as of date.

If print fee list, only include transactions (no selection required)

Watermark Text (no selection required)

Watermark Mode (no selection required)

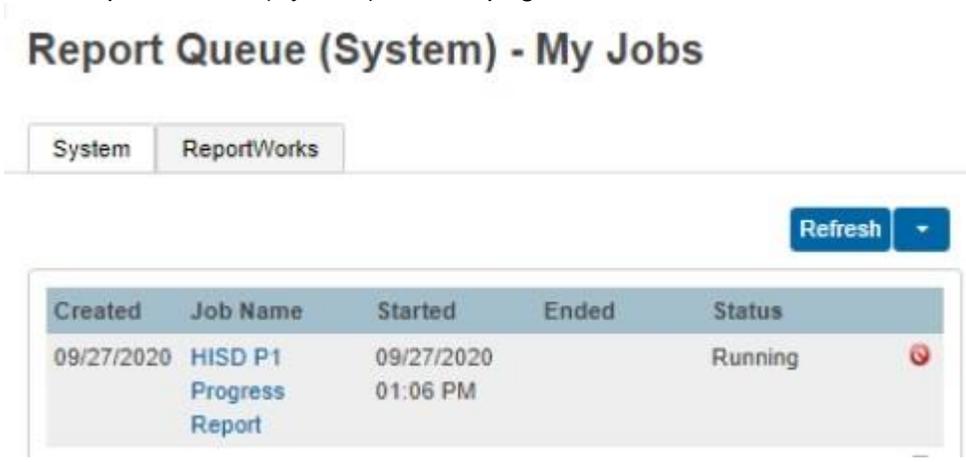
**When to print**

- ASAP (default)
- Default ASAP
- At Night
- On Weekend,
- On Specific Date/Time

Report Output Locale (default) English.

**Submit**

Report Queue (System) Screen page



4. Click **Refresh** until Status changes from Running to Completed
5. Click the **View** to when the status is **Completed**. Open the (.pdf) report.

## Report Queue (System) - My Jobs

System ReportWorks

Refresh

Created	Job Name	Started	Ended	Status
09/27/2020	HISD P1 Progress Report	09/27/2020 01:06 PM	09/27/2020 01:15 PM	Completed <a href="#">View</a>

Open the pdf to save report.

- Transfer / Lost Grades** If the teacher clicks on a student name, use the sprocket in the upper right corner. There is a Transfer Scores, this will bring in scores from the previous class.

Grimaldo, Rene - Assignments

Read Only View

C1 Course Grades

1A(A) READING 6 Y

Assignments

Assignment: Rational Numbers/Dividing Fractions

Score Type: Percent Score: 0 Due: 9/30/2020

ASSIGNMENT	SCORE	DUE DATE	STANDARDS
Class 1. Rational Numbers/Dividing Fractions		9/30/2020	0
Class 2. Matter/Substances/Compounds		9/30/2020	0
Class 3. The Secret of Silks	50	9/18/2020	0
Class 4. Assignment 5	50	9/14/2020	0
Class 5. Assignment 4	43	9/14/2020	0
Class 6. Assignment 3	70	9/14/2020	0
Class 7. Assignment 2	75	9/14/2020	0
Class 8. Week 1 A1	76	9/11/2020	0
Class 9. Week 1 Assignment 2	50	9/9/2020	0

- Show Filter
- Hide Summary
- Hide Details
- Recalculate Final Grades
- Transfer Scores

## Generate Report Cards

In order to generate a single English report cards for students whose home language is Spanish you will need to follow these steps.

1. Go to student's **DEMOGRAPHICS** from the menu.
2. Go to **OTHER INFO** tab.
3. Change the field for **Correspondence Language** and choose **ENGLISH** from the drop-down menu.
4. Click **Submit** to save.

The screenshot shows a web interface for a student's 'Other Information' page. On the left is a navigation menu with categories: Information, Academics, and Administration. The 'Demographics' link is highlighted. The main content area is titled 'Other Information' and includes a student ID and school name 'Almeda ES'. Below this are tabs for Demographics, Contacts, Email, Other Info (selected), Alerts, and Transportation. The form contains several fields: 'Date Entered US Schools' (calendar icon), 'Last School/Daycare Attended' (text: Frost Elementary), 'Counselor' (text), 'Elementary Program Type' (dropdown), 'Correspondence Language' (dropdown: English (98)), 'Birth Information' section with fields for Birthdate (calendar icon), Birth Certificate on File (Yes), Birthdate Verification (Hospital Birth Record (03)), Birthplace (Houston), Birth State (Texas (TX)), Birth Country (United States (US)), Multiple Birth (dropdown), and Privacy (Not Set). A yellow 'Submit' button is located at the bottom right of the form area.

## Running Report Cards

1. **Start Page** make your **student selection**
2. Go to **State Reports** under **Reports**.
3. Click **1-12 Report Card** from the **Report Cards and Transcripts**.

The screenshot shows the PowerSchool SIS interface. On the left is a navigation menu with sections: Functions, Reports, People, and Setup. The 'Reports' section is expanded, and 'State Reports' is highlighted. The main content area is titled 'Start Page' and includes a search bar with 'Students' and 'All' selected. Below the search bar are filters for grade levels (-3 to 5) and a checkbox for 'Include Remote Enrollments'. There are buttons for 'Clear All' and 'All: X'. A table titled 'Current Student Selection (803)' displays a list of students with columns for Student, Student Number, Date of Birth, and Grade Level. At the bottom of the table are navigation arrows and a 'Select By Hand' button. Below the table is a 'Daily Bulletin' section for Wednesday, August 18, 2021, which shows 'No bulletin items were found for this date.'

Report Cards and Transcripts	Version	Description
<b>1-12 Report Card</b>	2.3.12	1-12 Report Card
PK-KG Report Card	2.0.15	PK-KG Report Card
HISD Transcripts	1.3.7	HISD Transcripts

4. Set **Selection Criteria** to **All Students**.
5. Set **Reporting Term** to desired cycle. *Do not change the Report Type drop-down menu. All HISD schools use six-week reporting cycles.*
6. Click **Submit**.

## 1-12 Report Card

Report Information	
Description	1-12 Report Card for HISD Students
Version	2.3.12
Output File Name	ReportCard.pdf
Category	Report Cards and Transcripts
Published Date	06/27/2021 07:53 AM
Teacher Safe	No
Comments	
Report Parameters	(Check box on the right to save as default value) <span>Clear All</span> <input type="checkbox"/>
Selection Criteria*	<input checked="" type="radio"/> All students <input type="radio"/> Filter selected by student id number <input type="radio"/> Grade filter <input type="radio"/> The Selected <input type="checkbox"/> 0 Students Only
Current Student Selection	
Reporting Term*	<span>C1</span> <input type="checkbox"/>
Report Type*	<span>6-Week Secondary</span> <input type="checkbox"/>
Include withdrawn students who have grades	<input checked="" type="radio"/> Exclude <input type="radio"/> Include <input type="checkbox"/>
Print GPA and Class Rank	<span>Yes</span> <input type="checkbox"/>
Sort Order*	<span>Student Last Name</span> <input type="checkbox"/>
School Message	<input type="checkbox"/>

## Scheduling

Please select when to run

Run Now  Schedule

Submit

## Lock Reporting Term Settings: Teacher Class/Section

Use this feature to manage a teacher's class section for updating **AFTER** grades have been permanently stored, and the grading term is locked by the district admin. **This is managed at the school level and ONLY on the class section.** This feature is intended for Power Teacher Pro sections only.

**Please adhere to district policy when managing the locking/unlocking of school sections after grade reporting is completed.** Access to do this function must be granted upon approved role.

### IMPORTANT NOTE:

•The User Role must have the Manage Locked Reporting Terms setting enabled.

## Manually Lock and Unlock Sections (School Level)

Manually lock and unlock sections from the Teacher Schedule page. *Unlocking/locking sections permits access to all (previous and current) grading terms.*

## Unlocking the Gradebook

Unlocking the gradebook will be only done by the Campus Administrator/ PEIMS coordinator. Before the gradebook is unlocked the teacher will need to submit a GRADEBOOK UNLOCK FORM REQUEST.

## Unlocking the Gradebook

1. Start page, go to **Teacher Schedules** under **Functions** in the main menu.
2. Click the name of the staff member.
3. Select the **Checkbox** next to the section you want to manually lock or unlock.
4. Click **Unlock Selected Sections** (at the bottom of the page)
5. Select from the menu (the button changes to reflect your selection):
  - Unlock Selected Sections,

- Lock Selected Section, or
- Clear Manual Lock/Unlock

<input checked="" type="checkbox"/>	MTH(A)	19-20	03301GEN	Mathematics GR3	314		26			
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	1	13	25			
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	2	14	32			
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	1	13	34			
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	2	14	32			
<input type="checkbox"/>	RT(A)	19-20	03999ENG	Read Test ENG GR3	314		26			

Make all students listed above the current selection

**Lock Reporting Terms**

- Unlock Selected Sections
- Lock Selected Sections
- Clear Manual Lock/Unlock

**Unlock Selected Sections**

<input type="checkbox"/>	HR(A)	19-20	ADM0100	HOME ROOM	314	14	26			
<input type="checkbox"/>	MTH(A)	19-20	03301GEN	Mathematics GR3	313		25			
<input checked="" type="checkbox"/>	MTH(A)	19-20	03301GEN	Mathematics GR3	314		26			
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	1	13	25			
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	2	14	32			
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	1	13	34			
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	2	14	32			
<input type="checkbox"/>	RT(A)	19-20	03999ENG	Read Test ENG GR3	314		26			

**Unlock Until**

Unlock Until:

**Submit**

<input type="checkbox"/>	Expression	Term	Course #	Course	Sec #	Room	Enrollment	Attendance	Lock
<input type="checkbox"/>	HR(A)	19-20	ADM0100	HOME ROOM	314	14	26		
<input type="checkbox"/>	MTH(A)	19-20	03301GEN	Mathematics GR3	313		25		
<input checked="" type="checkbox"/>	MTH(A)	19-20	03301GEN	Mathematics GR3	314		26		
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	1	13	25		
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	2	14	32		
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	1	13	34		
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	2	14	32		
<input type="checkbox"/>	RT(A)	19-20	03999ENG	Read Test ENG GR3	314		26		

Make all students listed above the current selection

**Unlock Selected Sections**

- To unlock Selected Section, click the button, then **choose a future date** for the setting to expire (Unlock Until mm/dd/yyyy).
- Click **Submit**. The icons in the Lock column will update to reflect the current state of the section (lock to unlock or unlock to lock).

The teacher's class/section will be unlocked for editing until the locking date occurs OR by selecting the section(s) to **Clear Manual Lock/Unlock**.

**Section will be (un)locked back at 12:01am of specified day.**

## Power Teacher Pro view when terms are (un)locked

19-20 (2019-2020) Type to search

Classes **Groups**

HR(A) HOME ROOM

LA(A) Other Language Arts KG

MTH(A) Mathematics KG

RD(A) Reading KG

RT(A) Read Test KG

## Lost Grades

Use this process for students who have had a schedule change or when teachers have lost their grades. If the teacher clicks on a student name, use the sprocket in the upper right corner.

<input checked="" type="checkbox"/>	MTH(A)	19-20	03301GEN	Mathematics GR3	314		26		
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	1	13	25		
<input type="checkbox"/>	SCI(A)	19-20	03401GEN	Science GR3	2	14	32		
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	1	13	34		
<input type="checkbox"/>	SS(A)	19-20	03501GEN	Social Studies GR3	2	14	32		
<input type="checkbox"/>	RT(A)	19-20	03999ENG	Read Test ENG GR3	314		26		

Make all students listed above the current selection

**Lock Reporting Terms**

Unlock Selected Sections

Lock Selected Sections

Clear Manual Lock/Unlock

Clear Manual Lock/Unlock

1. Select **Transfer Scores**.

Grimaldo, Rene - Assignments

Read Only View

C1 Course Grades

1A(A) READING 6 Y

Assignments

Assignment: Rational Numbers/Dividing Fractions

Score Type: Percent Score: 0 Due: 9/30/2020

ASSIGNMENT	SCORE	DUE DATE	STANDARDS
Class 1. Rational Numbers/Dividing Fractions		9/30/2020	0
Class 2. Matter/Substances/Compounds		9/30/2020	0
Class 3. The Secret of Silks	50	9/18/2020	0
Class 4. Assignment 5	50	9/14/2020	0
Class 5. Assignment 4	43	9/14/2020	0
Class 6. Assignment 3	70	9/14/2020	0
Class 7. Assignment 2	75	9/14/2020	0
Class 8. Week 1 A1	76	9/11/2020	0
Class 9. Week 1 Assignment 2	50	9/9/2020	0

Show Filter

Hide Summary

Hide Details

Recalculate Final Grades

**Transfer Scores**

## Report Cards

Please follow the processes and procedures outline to generate report cards.

### PK and KG Report Card Process

**Pre-K / Kinder Grade Report Card Process** – The grading cycle for both Pre-K and Kinder is now six weeks. The grades are based on performance observation, checklists, student products, and anecdotal records, as well as formal and informal assessments.

The numerical grade level will be entered in the **HISD Connect** grading section. Teacher's will verify their gradebook. Report cards will be processed and printed from HISD Connect. There are no standards for Reading. The standards are placed on the English Language Arts.

#### IMPORTANT NOTES

- PK / Kinder teachers do not run the teacher scoresheet report. (\* Pre-K / Kinder will not receive progress reports)

### PK / KN Grading Scale

- 1 for **Discovery** – First steps
- 2 for **Exploring** – Showing progress
- 3 for **Connecting** – Ready to apply

If the student's home language code is **Spanish** and the student is scheduled with Other Language Arts (ELA Teks) or ESL courses, which is still English TEKS. The student's Language Arts section on both the PK and Kinder reports cards will be blank.

### Student Demographic Page

The teacher will see these TEKS:

These are the appropriate Spanish Language Arts (SLA) TEKS for a student with Spanish as Home Language Code.

Student Language Information	
Home Language Survey Date	04/24/2019
Enter the date the original Home Language Survey was administered to a student upon initial enrollment in a Texas public school.	
Home Language Code	(01) Spanish
Home Language is the language spoken in the student's home most of the time, as determined by the student's home language survey.	
Student Language Code	(01) Spanish
Student Language is the language spoken by the student most of the time, as determined by the student's home language survey.	

LA(A) Other Language Arts KG - 20-21	
Standards	
ELA.K.1C.A	ELA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.
ELA.K.1E.A	ELA.K.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
ELA.K.2A.iv.A	ELA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.
ELA.K.2A.v.A	ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.
ELA.K.2A.viii.A	ELA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.
ELA.K.2B.i.A	ELA.K.2B.i Demonstrate and

▶ HR(A) <b>HOME ROOM</b> - 20-21
▼ LA(A) <b>Spanish Language Arts KG</b> - 20-21
<b>Standards</b>
<b>SLA.K.1C.A</b> SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.
<b>SLA.K.1E.A</b> SLA.K.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
<b>SLA.K.2A.iv.A</b> SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.
<b>SLA.K.2A.v.A</b> SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.
<b>SLA.K.2A.viii.A</b> SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.
<b>SLA.K.2B.i.A</b> SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
<b>SLA.K.2B.ii.A</b> SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound

## PK / Kinder Dual Language Report Cards

The SIR must enter DL50 or DL80 on the student demographics page and choose the Dual Language report card.

### Demographics page > Other Infor > Elementary Program Type

Demographics	Contacts	Email	Other Info	Alerts	Transportation
Date Entered US Schools	MM/DD/YYYY 				
Last School/Daycare Attended	<input type="text"/>				
Counselor	<input type="text"/>				
Elementary Program Type	<input style="border: 2px solid red; border-radius: 50%;" type="text" value="▼"/>				
Correspondence Language	<input type="text" value="▼"/>				

## Running Stored Grades Reports

Select District Reports in HISD Connect to run the following stored grade reports.

### Multiple Grades

This report will show all students who have duplicate grades. Use this report to clean up listed students with multiple stored grades via historical page. Students cannot have multiple grades for a single course to receive an accurate average at the end of the semester. Multiple grades are deleted via the Students' Historical Grades page.

Grading
Class Rank
Class – Grades and Assignment Scores
Class – Percent Grades Range
Class – Student Assignments Status
Denial of Credit
Gradebook - Manual Override Grades
Gradebook - Missing Grades
Gradebook – Section Readiness
Gradebook – Update Status
Multiple Grades
Progress Report

### UIL Eligibility Report

1. Select **District Reports**.
2. Select **Engine**, and then **UIL Eligibility**.

#### Reports

System	ReportWorks	State	HISD	Engine	Setup
					PEIMS E
Run Report	Master Table				
HISD Class Size Lock Grade Level	ClassRank				
HISD Class Rank Update	ClassRank				
HISD Class Size Update	ClassRank				
UIL Eligibility	Students				
UIL Student Roster	Students				

#### UIL Eligibility Report

Report Name	UIL Eligibility	
Version	1.0	
Description		
Comments		
Use	Current School Only	
Students to Include	<input type="radio"/> The selected 0 students only <input checked="" type="radio"/> All students	
Grades (leave blank for all)	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Processing Options	In Background Now	
Specific Date/Time	MM/DD/YYYY	
Data to be filled	(Check checkbox on the right to save as default value) Reset All	
Gender	All	<input type="checkbox"/>
Sort By	Activity	<input type="checkbox"/>
<b>Submit</b>		

## Honor Roll

The Honor Roll report will include students who meet the district-approved criteria. Before the **Honor Roll** report can be generated for each grading cycle, you must first calculate the honor roll.

**Important Note** – Cycle 1 (C1) will progress to C2, C3, etc. as the cycles change.

Grades and Gradebooks	Version	Description
Class Ranking		Student list by GPA.
Grade Count		Grade Count
Grade Count by Teacher		Grade Count by Teacher
Grades Distribution	1.4	Identifies trends in instruction, grading and assessment
Graduation Progress Report (PDF)		Progress towards graduation requirements.
Honor Roll		Students meeting honor roll criteria.
Teacher Gradebooks		Individual student grading report.

1. System.
2. Calculate Honor Roll.
3. Store Code, C1.
4. Campus C1 Honors.
5. Click **Submit**.

### To print the Honor Roll

1. Go to **System Reports**.
2. Under **Grades and Gradebooks**, select **Honor Roll**.
3. Enter a title for the report (i.e. Cycle 1 Honor Roll, etc.)
4. Honor Roll Method, Campus C1 Honors.
5. Store Code, C1.

Grades and Gradebooks	Version	Description
Class Ranking		Student list by GPA.
Grade Count		Grade Count
Grade Count by Teacher		Grade Count by Teacher
Grades Distribution	1.4	Identifies trends in instruction, grading and assessment
Graduation Progress Report (PDF)		Progress towards graduation requirements.
Honor Roll		Students meeting honor roll criteria.
Teacher Gradebooks		Individual student grading report.

## Honor Roll Report

<b>Which Students</b>	<input checked="" type="radio"/> All 2116 currently enrolled students
<b>Report Title</b>	
<b>Honor Roll Method</b>	
<b>Store Code</b>	(leave blank for all)
<b>School Year</b>	(leave blank for current school year)
<b>Historical Grade Level</b>	(leave blank for all)

## Class Percent Grade Range (Failing Grades)

1. Under **Reports**, select **PSCB Custom Reports**.
2. Select **Grading**.
3. Select the **Class-Percent Grade Range**. **This report can be used to find failing grades.**



 PowerSchool SIS

Start Page > PSCB Custom Reports > Grading > Class - Percent Grades Range

### Class - Percent Grades Range

Report Filters

Grade Reporting Term	Min %	Max %	Min Matches	Students
C1	0	69	1	All Students

Select parameters and click submit [Submit](#)

---

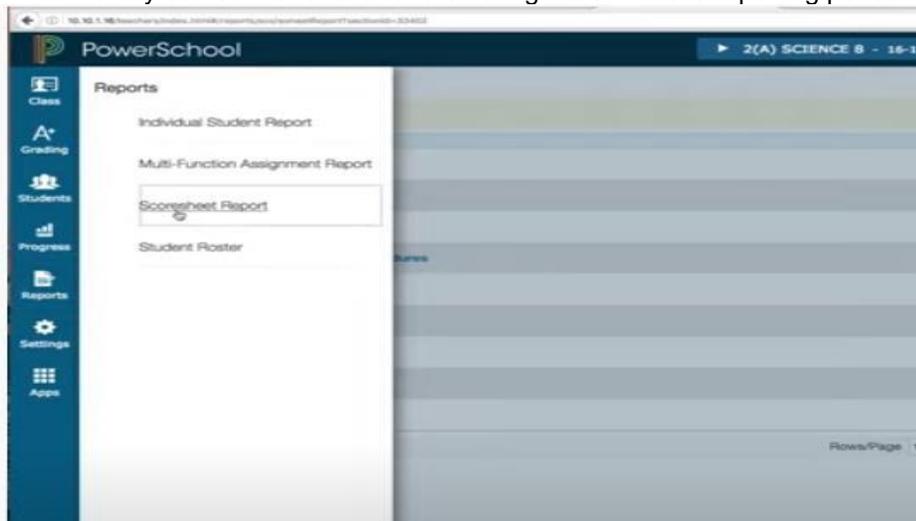
Class - Percent Grades Range (0 to 69)

[Copy Data](#) [Export CSV File](#) [Export PDF File](#) [Make Current Student Selection](#)

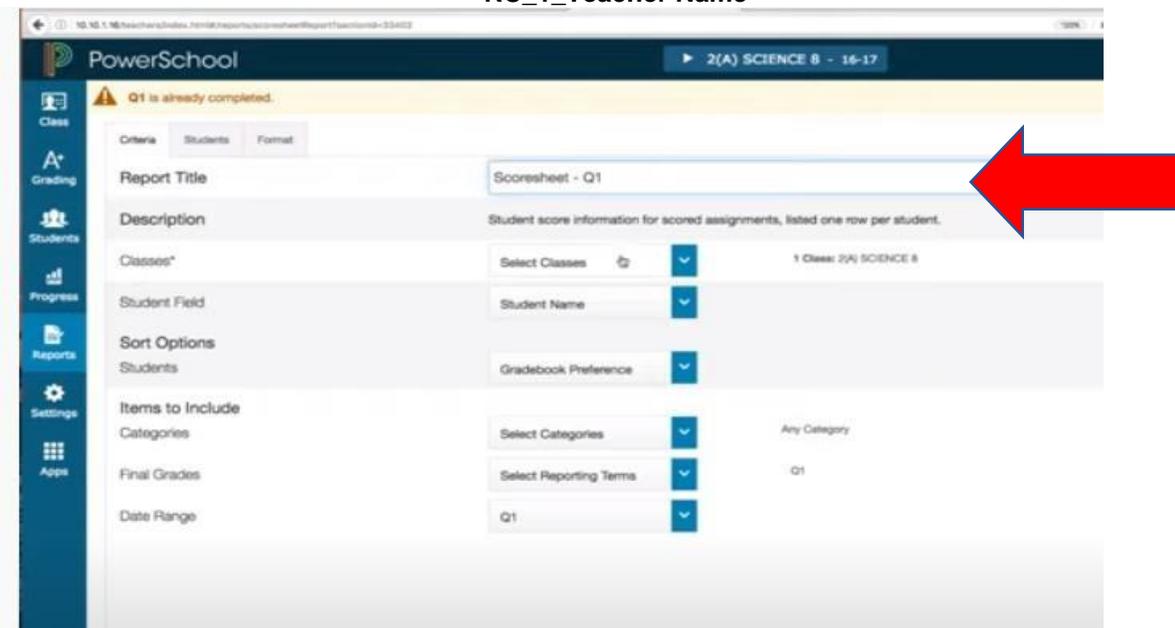
## Scoresheet Report

Teachers can run the **Scoresheet Report**. This report is equivalent to the **Teacher Gradebook Report**. Teachers must acknowledge and electronically submit to Principal/Campus PEIMS Coordinator.

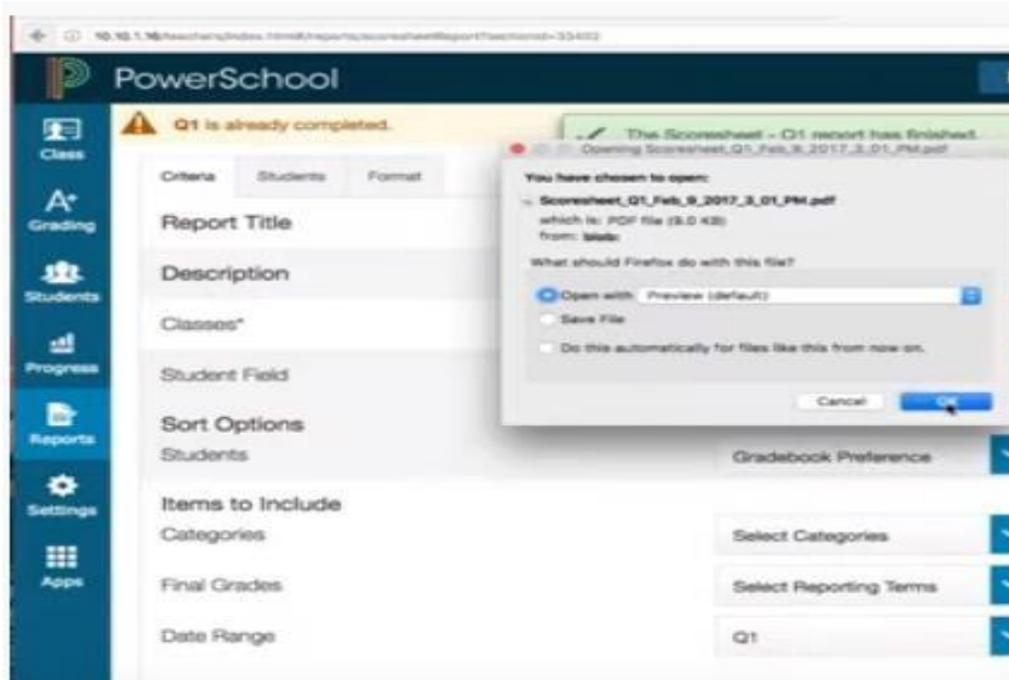
1. Under **Power Teacher Pro** select teacher.
2. Select **Reports**, then **Scoresheet** report. **IMPORTANT NOTE** – This must be generated for every course the teacher offers during the six-weeks reporting period.



Description of Score Sheet - Naming Convention is PR\_1 Teacher Name/ Naming Convention is RC\_1\_Teacher Name



3. Select **Run Report**. (Green Button at bottom right- the following display will appear.)



4. Select **OK**.

**IMPORTANT NOTES**

• This is the report output>Save as a pdf with the naming convention from Step 2 to your desktop. Based on the output, please confirm every student has received a grade.

**This process is to be completed every six weeks.**

Scoresheet - Q1		Class: 2(A) SCIENCE B									
	Q1	Deposition Notebook Sep 7, 2016 PTS 10 x 1.0	Manipulative Reflector Oct 4, 2016 PTS 10 x 1.0	Test Part B Oct 4, 2016 PTS 20 x 1.0	Worksheet week 1 Oct 4, 2016 PTS 10 x 1.0	Laboratory Safety Procedures Oct 13, 2016 PTS 10 x 1.0	Test Part A Oct 13, 2016 PTS 30 x 1.0	Sticky Note Homework Oct 14, 2016 PTS 10 x 1.0	Vocab Test Oct 16, 2016 PTS 15 x 1.0	Q2 worksheet Jan 17, 2017 PTS 100 x 1.0	
BECK, Ryan	B+ 89%	0	10	18	4	2			5	89	
DANIELS, Natalie	A 100%	9	10	2	10	10	30	10	15	100	
GIBSON, Caleb	B+ 87%		10		10		29	10	15	87	
GILBERT, Taylor	A 100%	9	10	18	10	10	30	10	15	100	
GORDON, Kylie	A 100%	9	10	18	10	10	30	10	15	100	
GRAHAM, Logan	A 90%	9	10	18	10	10	30	10	15	90	
GREENE, Chloa	A 100%	9	10	18	10	10	30	10	15	100	
HANSON, Tommy	A 100%	9	10	18	10	10	30	10	15	100	
HARPER, Derrick	C 75%	9	10	18	10	10	30	10	15	75	
HARVEY, Jennifer	A 100%	9	10	18	10	10	30	10	15	100	
HUNTER, Bentley	B 80%	9	10	18	10	10	30	10	15	80	
JENSEN, Joshua	A 100%	9	10	18	10	10	30	10	15	100	
KENNEDY, Kylee	A 100%	9	10	18	10	10	30	10	15	100	
KIM, Emma	A 100%	9	10	18	10	10	30	10	15	100	
MATTHEWS, Rody	F 22%	9	10	18	10	10	30	10	15	22	
MCDONALD, Isabella	A 100%	9	10	18	10	10	30	10	15	100	
MEDINA, Emma	A 100%	9	10	18	10	10	30	10	15	100	
MORENO, Katherine	A 100%	9	10	18	10	10	30	10	15	100	
MORRISON, Matthew	B 85.5%	9	10	20	10	10	30	10	15	85.5	
MURRAY, Aarce	A 100%	9	10	20	10	10	30	10	15	100	
NILLS, Mya	B- 82%	9	10	18	10	10	30	10	15	82	

## Teacher Gradebook Report

1. Select **System Reports**.

Reports

System Reports

2. Scroll down to **Grades and Gradebooks**, then select **Teacher Gradebook**.

**Grades and Gradebooks**

- Class Ranking
- Grade Count
- Grade Count by Teacher
- Grades Distribution
- Graduation Progress Report (PDF)
- Honor Roll
- Teacher Gradebooks**

Select a teacher or multiple teachers.

Teacher Gradebooks

Teacher Name Selection

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

For classes during this term

20-21 Cycle 1

LA	<input type="checkbox"/>
MTH	<input type="checkbox"/>
SCI	<input type="checkbox"/>
SS	<input type="checkbox"/>
RD	<input type="checkbox"/>
ANC	<input type="checkbox"/>
RT	<input type="checkbox"/>

Don't print classes that

- have no students
- have no assignments

Only assignments in this Date Range

4/24/2020 to 5/29/2020

Assignment header

Print Assignment Name and Date Due

Print in name column

Student Name

Print Final Grade(s) (comma-separated)

## HISD Denial of Credit Report

This report lists students with grades that have been flagged as denied credit (NG).

1. Under **Reports**, go to **HISD Reports**.
2. Select **HISD Denial of Credit Report**.

 Court Filing on Parent	Print the <i>Court Filing on Parent</i> form.
<b>Denial of Credit</b>	<b>Reports for Denial of Credit</b>
 HISD Denial of Credit Report	Returns listing of student grades that have (1.0.1)
<b>Course Catalog</b>	<b>Reports for Course Catalog</b>

### Denial of Credit Override

1. Select a student.
2. Click **Historical Grades**.
3. Click the **Denial of Credit** button.
4. Click the **Edit** pencil icon for the Semester Average NG.
5. Check the Override box and enter a Reason.
6. Click **Submit**.

## Out of Sync Grades

The report will display a listing by course and student with the teacher gradebook vs the store grades, you will see either a green or red highlighted field (Change Since Stored), those are the student's grades that must be reconciled...

Report Sample below

ECO-FES	ECO3477F 3	189089	C1	76	76	337	406	79*	76	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 3	1892461	C1	71	71	303	406	71*	71	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 3	1906127	C1	90	90	36	43	NA	0	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 3	1902546	C1	85	85	305	406	85*	85	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 3	2007927	C1	98	98	128	138	98*	98	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 3	2105593	C1	93	93	433	433	93*	93	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1506796	C1	84	84	327	396	84*	84	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1506830	C1	INC	0	192	192	0	0	10/22/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1811638	C1	100	100	189	189	100*	100	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1911241	C1	82	82	324	396	82*	82	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1911589	C1	76	76	302	396	76*	76	11/11/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1524191	C1	INC	0	188	188	0	0	10/22/2020	10/22/2020	0
ECO-FES	ECO3477F 4	1524191	C1	INC	0	188	188	0	0	11/11/2020	10/22/2020	0

The report can be exported to CSV, which will allow you to filter out data that reflect "0" of the Change Since Stored Column

Copy Data
Export CSV File
Make Current Student Selection

Apply filters to the next line of data and filter the last column to NOT Include 0

3	AJiodo,	ECO-FE	ECO347	Middle	15172	C1				3	4	73*			11/11/20	10/22/20	
---	---------	--------	--------	--------	-------	----	--	--	--	---	---	-----	--	--	----------	----------	--

Once filtered, the report should display only courses that need to be adjusted. You can also sort by teacher, and provide the teachers with a copy of their grades to reconcile.

ECO-FE	ECO347	15172	C1					3	4	73*			11/11/20	10/22/20	
ECO-FES	ECO3477F	1886127	C1		90	90		36	40	NA			11/11/2020	1/27/2021	90
ECO-FES	ECO3477F	1506830	C1	INC		0		180	180	50		50	10/22/2020	10/22/2020	-50
ECO-FES	ECO3477F	1526191	C1	INC		0		180	180	50		50	10/22/2020	10/22/2020	-50
W GEO ST	SST3153A	1692651	C1		50	50		70	140	NA		0	11/11/2020	12/9/2020	50
COLLEGE	1ELC9801B	1972728	C1		100	100		1200	1200	NA		0	10/21/2020	1/27/2021	100
COL READ	ELC9821F	1692651	C1		70	70		168	240	NA		0	11/12/2020	12/9/2020	70
COL READ	ELC9821F	1926189	C1		80	80		192	240	NA		0	9/27/2020	12/7/2020	80
ALGEBRA	MTH2157	1603894	C1		70	70		290	415	NA		0	10/14/2020	1/6/2021	70
ALGEBRA	MTH2157	1571683	C1		100	100		40	40	NA		0	11/15/2020	12/9/2020	100
ALGEBRA	MTH2157	1723633	C1		100	100		40	40	NA		0	11/15/2020	12/9/2020	100
ALGEBRA	MTH2157	1657932	C1		75	75		176	235	NA		0	11/15/2020	12/9/2020	75

**Overlapping Course Enrollment** This report will show students who are enrolled in the same course at the same time.

- Reports**
- Form Reports
- System Reports
- ReportWorks
- PSCB Custom Reports
- sqlReports
- District Reports
- State Reports
- HISD Reports

Membership and Enrollment	Version	Description
ADA/ADM by Date	4.7	Attendance and membership summary report by date.
ADA/ADM by Minute	3.6	Attendance and membership summary report by minute.
ADA/ADM by Student	4.4	Attendance and membership summary report by student.
Aggregate Membership Audit	1.3	Membership audit by section.
Class Size Reduction Report	3.4	Daily enrollment numbers by section.
Duplicate Course Enrollments	2.0.0	Selects students who have two enrollments in the same course at the same time
Enrollment by Grade		Summary of student enrollment by grade level.
Enrollment by Section	4.31	Membership summary report by section.
Enrollment Summary by Date		Membership summary report by date.
School Enrollment Audit		A report of possible school enrollment errors.
Section Enrollment Audit		A report of possible section enrollment errors.
Voc. Courses Agg. Membership	1.4	Membership summary of vocational courses.

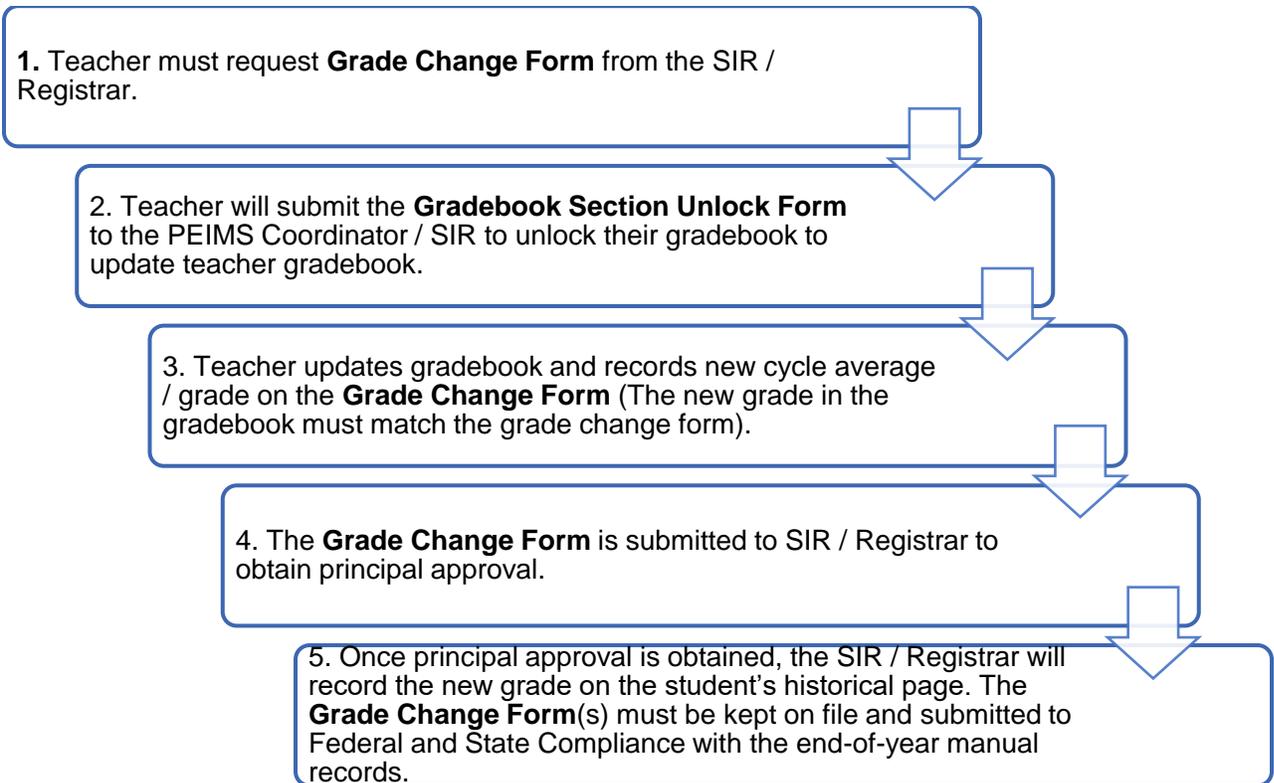
## Teacher Grade Change Process

The **only** reasons for changing a student's grade after it has been recorded are:

- If there was an error in the computation of the student's grade; or
- If an error was made entering grades into the teacher's grade book.

All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. A principal may not arbitrarily change a grade. **All changes must be made before the end of the next grading period.**

After a cycle grade has been recorded, no additional class work may be accepted to improve a student's grade. If work assigned during the cycle was not completed, the student should receive an "INC," and the grade changed when the work is completed within the required time frame.



### GRADE CHANGES

All changes must be made before the end of the next grading period. (HISD Guidelines, Chapter XV-3). All changes must be documented on the appropriate district-approved Grade Change Form.

# Grading Reports

All grading reports are in the **PSCB Custom** and **District Reports** in HISD Connect. The system has several categories of reports.

- Attendance
- Dashboard
- Enrollment Summary
- Health Management
- Importing & Exporting
- Incident Management
- Master Schedule
- Search Attachments
- Special Functions
- Sections Report
- Special Programs
- Teacher Schedules
  
- Student Transfers**
- Manage Exception Types
- Manage Requests
  
- Reports**
- Form Reports
- System Reports
- ReportWorks
- PSCB Custom Reports**
- sqlReports
- District Reports
- State Reports

## PSCB Custom Reports

Welcome to the PSCB Custom Reports home page. This page will serve as the menu page for all PSCB Custom Reports Plugins. Once a plugin is installed and enabled an access link for that bundle will appear on the list below.

Report Category	Description
Enrollment	Custom school/district level enrollment reports.
Grading	Custom school level grading reports for PowerTeacher Pro gradebook and Stored Grades.
Scheduling (Current Year)	Custom school scheduling reports (Current Year).

## PSCB Custom Reports - Grading

Grading - PT Pro Gradebook	Description
Class - Grades and Assignment Scores	View student grades and assignment scores for a selected section and term.
Class - Grades and Comments	View Teacher Grades and Comments for a selected grade bin.
Class - Grades Search	View all Gradebook Letter Grades for selected low grades(s) and term.
Class - Grades Verification	View all Stored/Gradebook Grades for a selected teacher.
Class - Percent Grades Range	View all Teacher Percent Grades for a selected percent range and term.
Class - Student Assignments Status	View a list of assignments and details for a selected student.
Gradebook - Categories	View a list of teacher gradebook categories.
Gradebook - Class Descriptions	View a list of teacher class descriptions and custom names.
Gradebook - Manual Override Grades	Search for manual override grades in a teacher's gradebook.
Gradebook - Missing Grades	Search for missing grades in a selected teacher's gradebook.
Gradebook - Out of Sync Grades	Shows all out of sync gradebook grades / stored grades.
Gradebook - Out of Sync Numeric Grades	Shows all out of sync gradebook numeric grades.
Gradebook - Section Readiness	View a list of verified/unverified gradebook sections for a selected store code.
Gradebook - Teacher Preferences	View a list of teacher gradebook preferences.
Gradebook - Traditional Grade Calculations	View a list of traditional grade calculation setups for each class.
Gradebook - Update Status	Search for gradebooks that haven't been updated in X days.
Grading - Stored Grades	Description
Stored Grades - By Course/Teacher	View all Stored Letter Grades/Percents for a selected course or teacher.
Stored Grades - Honor Roll	Lists Honor Roll students for a selected store code, method and level.
Stored Grades - Missing Grades	Search for missing stored grades.
Stored Grades - Search	Search all Stored Grades for a selected term and letter grade.
Stored Grades - Search (Grade Modifications)	Search for Stored Grades modifications for a selected term.
Stored Grades - Summary	View Stored Grades Summary Totals By Teacher and Section.
Student Potential/Earned Credits Summary	Lists a yearly summary of Potential/Earned Credits for each student.

## Promotion Standards Report

This report is used by elementary and middle school campuses to show the student's current Promotion Status. Campus must have all cycles grades stored for a student to receive an accurate status. If any cycle grades are missing, the student will show as Retained. The report can be sorted by any of the column headings and exported to .CSV or .PDF.

1. Start from the HISD Connect Home Page.
2. Select **HISD Reports**.
3. Select the **Promotion Standards** report from the Grading section.

HISD Reports	
Reports available to schools and district admin.	
<b>Address Validation</b>	
<b>Administration</b>	
Active Student Demographic	Brief overview of all active students, primary contact, and address.
Parent/Student Access Statistics	Summary report for parent/student sign-ins via the portal. It is recommended this report be limited to a short time window. The wider the window, the longer this report will run.
<b>Tech Needs</b>	
Tech Needs: Learning Mode Preference	Lists students' name, email, grade, and their learning mode preference for each cycle.
<b>Attendance</b>	
<b>Career and Technology</b>	
<b>Grading</b>	
Class – Grades and Assignment Scores	View student grades and assignment scores for a selected section and term.
Class – Percent Grades Range	View all Teacher Percent Grades for a selected percent range and term.
Class – Student Assignments Status	View a list of assignments and details for a selected student.
Gradebook - Manual Override Grades	Search for manual override grades in a teacher's gradebook.
Gradebook – Section Readiness	View a list of verified/unverified gradebook sections for a selected store code.
Gradebook – Update Status	Search for gradebooks that haven't been updated in X days.
High School Students with MS Credits	List of all high school students at your school with any credits for courses taken in middle school.
Mismatching Course Names	Review mismatches between course number and course names in historical grades.
Multiple Grades	Students with multiple grades for a single subject, in a single grading cycle.
<b>Promotion Standards</b>	Promotion standards data for students where data has been completed. 1st through 8th graders only.
Stored Grades – Missing Grades	Report shows students missing cycle grades who did not start when the cycle started. Also shows missing

# Grade Book Unlock Form

[Insert Campus Name]

Grade Book Unlock Form  
School Year: [Insert School Year]  
Fall Semester

Teacher Name: \_\_\_\_\_  
(print)

**Request to Unlock:**

Entire Gradebook: from (Date) \_\_\_\_\_ to (date) \_\_\_\_\_

Section: from (Date) \_\_\_\_\_ to (Date) \_\_\_\_\_

Reason for request (check one):

\_\_\_\_\_ An incomplete grade was posted.

*Any grade reported as "Incomplete" must be resolved before the end of the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. (HISD guidelines, Chapter XV-40)*

*The only reasons for changing a student's grade after it has been recorded are listed below. All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. All changes must be made before the end of the next grading period. (HISD Guidelines, Chapter XV-3)*

\_\_\_\_\_ An error was made in the computation of the student's grade or absence.

\_\_\_\_\_ An error was made entering grades into Chancery Grade Files.

Date of request \_\_\_\_\_

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

.....  

Office use only
-----------------

This unlock request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Date: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

Forward to Registrar \_\_\_\_\_ Computer Entry Date: \_\_\_\_\_

*The Registrar must keep this form on file after the computer record has been corrected for at least one year.*

## Grade Change Form – Fall

All HISD campuses must use the district-approved **Grade Change Forms** for consistency and standardization. HISD uses a separate form for fall and one for spring. All staff must adhere to the district guidelines for changing grades.

[Insert Campus Name]

School Year: [Insert School Year]  
Fall Semester

Student Last Name \_\_\_\_\_ First Name \_\_\_\_\_ HISD ID# \_\_\_\_\_

Course Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
(print)

**ENTER ONLY THE INFORMATION TO BE CHANGED:**

1<sup>st</sup> Six weeks: from \_\_\_\_\_ to \_\_\_\_\_  
2<sup>nd</sup> six weeks: from \_\_\_\_\_ to \_\_\_\_\_  
3<sup>rd</sup> Six weeks: from \_\_\_\_\_ to \_\_\_\_\_  
Final Exam (Sem. 1): from \_\_\_\_\_ to \_\_\_\_\_

Reason for correction (check one):

\_\_\_\_\_ An incomplete grade was posted.

*Any grade reported as "Incomplete" must be resolved before the end of the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. (HISD guidelines, Chapter XV-40)*

*The only reasons for changing a student's grade after it has been recorded are listed below. All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. All changes must be made before the end of the next grading period. (HISD Guidelines, Chapter XV-3)*

\_\_\_\_\_ An error was made in the computation of the student's grade or absence.

\_\_\_\_\_ An error was made entering grades into Chancery Grade Files.

Date of request \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Office use only

This grade change request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Date: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

Forward to Registrar \_\_\_\_\_ Computer Entry Date: \_\_\_\_\_

*The Registrar must keep this form on file after the computer record has been corrected for at least one year.*

# Grade Change Form – Spring

[Insert Campus Name]

School Year: [Insert School Year]  
Spring Semester

Student Last Name \_\_\_\_\_ First Name \_\_\_\_\_ HISD ID# \_\_\_\_\_

Course Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
(print)

**ENTER ONLY THE INFORMATION TO BE CHANGED:**

4<sup>th</sup> Six weeks: from \_\_\_\_\_ to \_\_\_\_\_  
5<sup>th</sup> six weeks: from \_\_\_\_\_ to \_\_\_\_\_  
6<sup>th</sup> Six weeks: from \_\_\_\_\_ to \_\_\_\_\_  
Final Exam (Sem. 2): from \_\_\_\_\_ to \_\_\_\_\_

Reason for correction (check one):

\_\_\_\_\_ An incomplete grade was posted.

*Any grade reported as "Incomplete" must be resolved before the end of the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. (HISD guidelines, Chapter XV-40)*

*The only reasons for changing a student's grade after it has been recorded are listed below. All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. All changes must be made before the end of the next grading period. (HISD Guidelines, Chapter XV-3)*

\_\_\_\_\_ An error was made in the computation of the student's grade or absence.

\_\_\_\_\_ An error was made entering grades into Chancery Grade Files.

Date of request \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Office use only

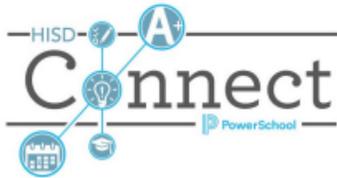
This grade change request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Date: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

Forward to Registrar \_\_\_\_\_ Computer Entry Date: \_\_\_\_\_

*The Registrar must keep this form on file after the computer record has been corrected for at least one year.*

SIS Security Request Form (Sample only)



**HISD SIS SECURITY REQUEST FORM**

Submit to: Student Management Systems (Attn: SIS Security)  
 Route 10 · 4400 West 18<sup>th</sup> St · Level 3NW · Houston, TX 77092  
 or fax to (713) 556-8870 or email [SISSecurity@houstonisd.org](mailto:SISSecurity@houstonisd.org)

**I. Complete this section for ALL SIS requests.**

Employee ID: \_\_\_\_\_ (8 digits)                      Network Username: \_\_\_\_\_ (NOT password)

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Current Work Location: Campus/Dept #: \_\_\_\_\_ Campus/Dept Name: \_\_\_\_\_

Work Location Telephone #: \_\_\_\_\_ Position/Title: \_\_\_\_\_

**II. Complete Section I and Section II to ADD or REMOVE a role assignment.**  
 When requesting Campus Level access, also specify the campus number and campus name. Additional forms are required for access to additional campuses. School Area Level access requires the Area Superintendent's approval.

District Level – [A]dd/[R]emove	Campus Level – [A]dd/[R]emove		
<b>A/R</b> (check appropriate box) <input type="checkbox"/> District View Only <input type="checkbox"/> Other: _____ <input type="checkbox"/> REMOVE ALL ROLES	<b>Location #:</b> _____ <b>Campus:</b> _____ <b>A/R</b> (check approp. box) <b>A/R</b> (check approp. box) <b>A/R</b> (check approp. box)	<input type="checkbox"/> View Only <input type="checkbox"/> Student Sched. <input type="checkbox"/> TREx <input type="checkbox"/> School Enrollment <input type="checkbox"/> Master Sched. <input type="checkbox"/> Health <input type="checkbox"/> Office Attendance <input type="checkbox"/> English Learner <input type="checkbox"/> Socioeconomic <input type="checkbox"/> Ofc. Grade Reporting <input type="checkbox"/> Gifted & Talented <input type="checkbox"/> IAT Liaison <input type="checkbox"/> Discipline View <input type="checkbox"/> Career Tech Ed. <input type="checkbox"/> Interventionist <input type="checkbox"/> Discipline Editor <input type="checkbox"/> At-Risk <input type="checkbox"/> Special Ed View <input type="checkbox"/> Magnet <input type="checkbox"/> Title I <input type="checkbox"/> Teacher <input type="checkbox"/> Other: _____ <input type="checkbox"/> REMOVE ALL ROLES	
<b>School Area Level – [A]dd/[R]emove</b> (check appropriate box) <input type="checkbox"/> North <input type="checkbox"/> Northwest <input type="checkbox"/> South <input type="checkbox"/> East <input type="checkbox"/> West <input type="checkbox"/> Achieve 180 <input type="checkbox"/> All Schools <input type="checkbox"/> Other (specify campuses): _____ _____ _____	<b>INTERNAL USE ONLY</b> _____ _____ _____		
<b>A/R</b> (check appropriate box) <input type="checkbox"/> View Only <input type="checkbox"/> Discipline View <input type="checkbox"/> Other: _____ <input type="checkbox"/> REMOVE ALL ROLES			

**III. Complete ALL sections to request a change of location. Failing to do so may prevent access.**  
 All role assignments will be removed from the Previous Work Location specified below. Previous role assignments are not transferred. Only the roles selected in Section II are applied.

Previous Work Location: Campus/Dept #: \_\_\_\_\_ Location Name: \_\_\_\_\_

Current Work Location: Campus/Dept #: \_\_\_\_\_ Location Name: \_\_\_\_\_

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

*Access will not be granted without signatures and dates.*

Requestor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Approver's Signature \_\_\_\_\_ Date: \_\_\_\_\_

SIS-PS-20210422

## Completing the SIS Security Request Form

Please enter the required information on the SIS Security Request Form:

- ❖ **Employee Username:**
- ❖ **Employee's current campus or department name:**
- ❖ **Campus where access is needed:**
- ❖ **Which system is needed:** HISD Connect
- ❖ **Role(s) being requested:** Gradebook View
- ❖ **Specify if the roles are to be Added or Removed:**

### **IMPORTANT NOTES:**

To clarify, the Gradebook View role by itself does not have any access in HISD Connect. The role was created as an “add-on” for administrators that already have access to HISD Connect.

The role does not require any additional training. However, if the employee that needs access to the gradebooks does not have access to HISD Connect, they must complete the HISD Connect Overview course (1441044) to request the View Only role along with the Gradebook View role.

The campus principal must forward your request with his/her approval to [sissecurity@houstonisd.org](mailto:sissecurity@houstonisd.org). **Please do not fax any forms.**

## View Only Access to Teacher Gradebook

The Gradebook View role is now available for employees that currently do not have access and need to monitor teacher's gradebooks. Employees with the Principal, Office Attendance and Office Grade Reporting roles automatically have access.

You can request the "Gradebook View" role on the **SIS security form** for view access to the teachers' gradebooks. The role is not listed on the form; however, you can select box A (add) next to Other under Campus-Level and write "Gradebook View".

If you do not have access to a printer, you may email the following information to your campus Principal for approval:

- Employee Name:
- Employee ID number:

## Best Practices for the schools

1. Prioritize so that you can meet timelines.
2. Communicate grading timelines to staff.
3. Read and follow guidance in SIS Newline and FSC emails.
4. Run reports and resolve all missing and inaccurate grades prior to storing grades.

## Resources

- **Federal and State Compliance website,**  
<https://www.houstonisd.org/Page/58634>
- **HISD Calendars,**  
<https://www.houstonisd.org/Page/162131>
- **SIS PowerTeacher Pro Training for Teachers**  
<https://houstonisd.sharepoint.com/sites/DEPTS/InfoTech/SitePages/SIS%20Training.aspx>

## Quality Control for Grades

At the end of each six weeks, the Federal State and Compliance Sr. SIRS will generate a grade missing report, as this will provide detailed information per campus which indicates the number of missing grades that will need to be reviewed and adjusted prior to the locking of the grade data.

## Audit Box

Start building your campus Houston ISD Audit Box at the beginning of the school year. Please see End-of-Year section for EOY Gradebook Audit Box Checklist Form.

## Section 9 – Leavers and Graduates

### Leavers

Leavers are students served by the district in grades 7-12 during the prior school year and who do not enroll in the district during the school-start window of the current year (from the first day of school through the last Friday in September) \*. TEA requires HISD to submit leaver records for these students. HISD is not required to report leavers and movers who were in grades EE-6 during the prior school year unless a student was reported for even 1 day in grades 7-12 then later reclassified to 6th grade.

### Movers

Movers are students enrolled in grades 7-12 during the prior year but who are not enrolled on your campus in the current year during the school start window, due to:

- Moved to another HISD school (local code 88)
- Moved to another Texas Public School (local code 80).

**HISD requires verification for code 80s.** Verification may include:

- Records requests (TREx),
- **TSDS Unique ID Enrollment Tracking** system (Establishes local movers – used only as a tool to lead you in the direction to locate the student. It cannot be used as proof of enrollment.),
- Leaver form (Exit Information/Leaver Code Assignment Form and/or Leaver Code Change Form) and other supporting documentation in leaver folder. District-approved leaver forms are on the Federal and State Compliance website, <https://www.houstonisd.org/Page/68125>.

### Dropout

A dropout is a student who attends Grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled, and does not: graduate, receive a HIGH SCHOOL EQUIVALENCY CERTIFICATE, continue school outside the public-school system, begin college.

### High School Equivalency Certificate Recipient

A High School Equivalency Certificate recipient is a student who received his/her High School Equivalency Certificate by August 31, the year after expected graduation or after dropping out of high school.

### Graduate

Students who graduated by August 31st of the prior school year. This includes Special Education Students who graduate by means of IEP (Individual Graduation Plan).

### School Start Window

**Typically, the School Start Window begins on the first instructional day and ends the last Friday in September.** \* A student must **enroll and attend** school **during** the school start window or be reported as a leaver and possible dropout.

- **NOTE** – Seniors who have completed course requirements but who have not graduated due to missing portions of the state exit-level assessment, MAY enroll during the school start window with ADA code of zero (0) if the student received a service through HISD. The date of enrollment should reflect the date the student received the service from a professional school staff member.

## Exclusions from the Dropout and Completion Rate Calculations

Under **Texas Education Code (TEC) §39.053(g-1)**, a student who meets at least one of the following criteria is excluded from campus and district rate calculations used for state accountability purposes:

1. Court-ordered High School Equivalency Certificate not earned.
2. Student previously reported as a dropout, re-enrolls and dropout again.
3. Students not eligible for state funding; not in Membership.
4. Students whose initial enrollment in U.S. schools was in grades 7-12 as unschooled refugees and asylees.
5. Incarcerated as adults in state jails or federal penitentiaries.

## Qualified Services for Seniors with ADA Code “0”

- Registering students for testing and providing test preparation materials.
- Meeting with counselors/administrators to review testing dates.
- Meeting with the registrar to review student’s transcripts.
- Scheduling student for remediation classes less than 120 minutes per day.

## Attribution

- A leaver record is generated to TSDS PEIMS only from the last HISD school the student attended.
- Generally, once a student attends another school, your campus is no longer accountable for him/her.

### Special Notes/Exceptions:

1. Exception if new school is DAEP or JJAEP.
  2. If he/she was your dropout at the end of the School Start Window, he/she is still your dropout.
  3. Review your **TSDS Campus of Accountability** roster (Fall and Summer PEIMS)
- 8<sup>th</sup> grade students who finish the prior school year (SY) at the middle school, but are no-shows at the high school, are attributed to the middle school.
    - Middle Schools should have a procedure at the end of the school year to identify students who will attend a different school or will move out of state, to obtain appropriate leaver status information before the start of the new year.
  - 8<sup>th</sup> grade students who were promoted during the previous year to 9<sup>th</sup> grade while in a DAEP or JJAEP, are attributed to the high school.

## Campus Roles and Responsibilities

- Submitting current, complete, and accurate leaver data.
- Correcting all errors found during the Fall PEIMS submission on or before the due dates set by Federal and State Compliance.

## Leaver Reason Codes and Documentation Requirements

(2022-2023) PEIMS Leaver Data – Documentation Requirements by Leaver Codes)

Leaver records are not submitted for students who enroll in other Texas public school districts or charters and students who obtain a High School Equivalency Certificate at Texas examination sites by August 31. Students who move to other Texas public school districts are considered movers, not leavers.

Documentation as described in the **2022-2023 PEIMS Leaver Data – Documentation Requirements by Leaver Reason Code** section of the TSDS Web-enabled Data Standards, <https://tealprod.tea.state.tx.us/TWEDS/87/0/0/0/Introduction/List/605>, is not required for movers; districts may wish to develop local policy on documentation for movers. The Unique ID Enrollment Tracking may be

used to establish **tentative** local documentation that students are movers. **The final determination of whether students are movers will be made by TEA.**

- **Students who leave during the school year.** For students who leave during the school year, leaver reasons apply at the time of withdrawal, and documentation should be obtained at that time. For example, for students who are withdrawn by Child Protective Services (CPS), LEAVER-REASON-CODE 66, documentation would be obtained when the student is removed.
- **Students who fail to return in the fall.** For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window. The school-start window is the period between the first day of school and the last Friday in September. Districts should use the LEAVER-REASON-CODE that most appropriately describes the student's whereabouts during the school-start window. For example, to use LEAVER-REASON-CODE 60 student withdrew from/left school for home schooling, a district would establish that a student was being home schooled at some point during the school-start window. The district could obtain the documentation to support the leaver code at any time up until the PEIMS Submission 1 resubmission date.

### **Changing Leaver Reason Codes**

Once a district meets the documentation standard that supports the leaver reason code used, the district is not required to obtain additional information on the student. Local policy will determine if an existing leaver reason code is updated for a student when additional information is received. The policy should be clearly stated in the district's published guidelines on leaver procedures. For example, if a district assigned LEAVER-REASON-CODE 60 student withdrew from/left school for home schooling for a *student and later received a request for transcript information from a private school for the same student, the district may change the LEAVER-REASON-CODE to 81* enroll in a Texas private school *but is not obligated to.*

### **Leaver Reason Codes – Early Notice 2022-2023**

Under **HB 3, Section 1.017, TEC Section 48.009** addresses required PEIMS reporting. Included in this section is a requirement for the commissioner to adopt rules to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school. Additionally, under **HB 330**, the commissioner is to exclude from the computation of dropout rates students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.

**Upon review of HB3 and HB330, it was determined that Legislature replaced GED terminology with High School Equivalency Certificate.** All translations in Code Table C162 (LEAVER-REASON-CODE) and LEAVER-REASON-CODE using GED were updated to align with this change.

## PEIMS Leaver Reason Codes

Code	Descriptor
L01	Graduated from a high school in this district.
L03	Died.
L08	Pregnancy- Student (male or female) left school because of pregnancy.
L16	<b>Student returned to family's home country or emigrated to another country</b>
L20	Medical Injury. Student has suffered a condition, injury or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.
L24	Entered college early to pursue degree.
L60	Withdrew for home schooling.
L66	Removed by Child Protective Services.
L78	Expelled for criminal behavior under the provisions of TEC §37.007 and cannot return.
L81	Left for Texas private school.
L82	Left for public or private school out of state.
L83	Withdrawn by district because student was not entitled to enrollment in the district.
L85	Graduated outside TX before entering a TX public school, entered a TX public school, and left again.
L86	Completed High School Equivalency program outside TX.
L87	Enrolled in an authorized Texas Tech Univ. High School Diploma program or UT-Austin High School Diploma program.
L88	Ordered by a court to attend a High School Equivalency program and has not earned a Texas Certificate of High School Equivalency.
L89	Incarcerated in a state jail or federal penitentiary as an adult and as a person certified to stand trial as an adult.
L90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children.
L98	Other.

**School leavers with these LEAVER-REASON-CODEs are counted as dropouts for state accountability purposes: 08 and 98.**

**School leavers with these LEAVER-REASON-CODEs are counted as dropouts for federal accountability purposes: 08, 20, 88, 89, and 98.**

### Presumed Underreported Student List

This report provides a listing of students who attended or were enrolled in grades 7-12 during the prior school year and assists districts with identifying students for whom a 203 School Leaver record might need to be submitted in the Fall submission.

### Current SIS Reports Available for Fall PEIMS

- Student PEIMS Leaver Verification Report
- Potential Dropout Report
- Student PEIMS Graduate Verification Report

## **TSDS FALL PEIMS Reports**

- Dropout Roster – **Must** be reviewed prior to Resubmission
- School Leaver Roster – **Must** be reviewed prior to Resubmission
- Graduate Roster by Graduation Type – **Must** be reviewed prior to Resubmission

## **TSDS PEIMS Reports**

- Campus ID of Accountability – MUST be reviewed prior to final submission.
- Roster of Possible School Leavers

### **Primary Documentation that may be requested during a TEA audit:**

1. Campus PEIMS Program Contacts
2. TEA PEIMS Appendix D
3. School's Leaver Roster

### **Other documentation that may be requested during audit:**

1. Graduation Support Meeting records
2. Information regarding court referrals for dropouts

### **These reports would most likely be used to identify the list of students for the audit:**

1. PEIMS Leaver Roster (previous school year)
2. TSDS Presumed Under-reported Students Roster (typically available in December)

## Common Problems during TEA Funding or Compliance Audits

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

- ❖ Leaver code discrepancies caused by not following TEA leaver coding guidelines.
- ❖ No administrative signature and/or date of review on documentation.
- ❖ No documentation to support out-of-state High School Equivalency Certificate codes.
- ❖ **No verification of home school enrollment** (parental statement) **Note:** If home school documentation indicates a name of school or business as the home school source, the leaver code should be "81" (Texas private school). If the location of the school or business is outside the state of Texas, the leaver code should be "82" (out of state school).
- ❖ Enrollment in or out of Texas with no school or district specified.
- ❖ No 10-day follow-up verification of student withdrawing to attend another HISD school, including DAEP and JJAEP.
- ❖ No verification of students returning to home country.
- ❖ No Dropout Recovery Form for students withdrawing with leaver code "98".
- ❖ **Inadequate tracking of middle school students:** Students who finish the school year at a middle school but fail to show up at the assigned high school must be reported by the middle school. This requires frequent communication and a cooperative attitude between schools at the beginning of the year, which is already a very busy time. It is recommended that high schools provide a list of new 9th graders to the feeder middle schools at the beginning of the school year.
- ❖ **Inadequate documentation of no-shows:** Requests for transcripts/records must be maintained so that the proper PEIMS Leaver code can be assigned to students who do not show up at the assigned school. These students may have enrolled at a different HISD school, another Texas district, or in another state.
- ❖ **Inadequate tracking of non-public school students:** A procedure must be established to verify the enrollment of students in area private/parochial/open enrollment charter schools since these schools typically do not request records if the student has a copy of the latest report card. A letter in the spring requesting parents to notify the school if students will be attending a non-public school in the fall might be a part of this procedure. Document phone calls to schools requesting verification of the enrollment of former students.
- ❖ **Failure to keep required documentation:** Leaver records must be kept on campus and available for administrative review and audit purposes for at least five years.
- ❖ **Insufficient or no documentation to support L66** (Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's status or enrollment).
- ❖ **Insufficient or no documentation to support L88** (Student was ordered by a court to attend a High School Equivalency program and has not earned a Texas Certificate of High School Equivalency).
- ❖ **Insufficient or no documentation to support L89** (Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult).
- ❖ An appropriate graduate leaver code missing from Status field in Leaver code (Enrollment page)
- ❖ **AAR Paper Card**
  - Outside credits not recorded (e.g., summer school, adult high school, Credit-by-exam (CBE), etc.)
  - High school credits earned in middle school not recorded
  - Attendance appeals not resolved
  - Graduation ARD documentation incomplete
  - Missing standardized test labels
  - Missing signature, graduation date, GPA/Rank, etc.

- Incorrect program seal

### ❖ **Historical File**

- Outside credits not recorded (e.g., summer school, adult high school, CBE, etc.)
- High school credits earned in middle school not recorded
- Attendance appeals not resolved:
  - Schools should have documentation available for administrative review regarding how students are granted or denied credit for courses in which they have excessive absences.
  - Schools should be able to produce documentation signed by the principal and school attendance committee members identifying which students were granted credit and which were denied credit.
  - The actions taken by the principal and school attendance committee must be documented as having occurred within TEA published deadline

### **HISD Connect Reports**

HISD Connect has several reports that campuses can use to verify the accuracy of leaver data. Use the instructions below to access the reports.

1. Log onto **HISD Connect**.
2. Click **State Reports**.
3. Scroll to **Data Verification and Supporting Reports**.
4. Select a report to run.
  - **Student Leaver Verification Report**
  - **Potential Dropout Report**
  - **Student PEIMS Graduate Verification Report**

## Leaver Records Review Process

As part of HISD's commitment to data quality, the Federal and State Compliance staff will review campus manual leaver records to ensure that there is sufficient documentation to support all assigned Leaver codes.

The **2022-2023 PEIMS Leaver Data – Documentation Requirements by Leaver Reason Code** section outlines the documentation requirements for each leaver code. Leaver information is available on the TSDS Web-enabled Data Standards site, <https://tealprod.tea.state.tx.us/TWEDS/97/0/0/0/DataSubmission/TechnicalResources/1583>

## Records Reviewed during School Visits

FSC staff will review the previous year's student leaver records. These records will be submitted during the current-year Fall PEIMS Submission.

## Before the Review

1. FSC staff will print the **Leaver Review Form** and **Leaver Summary Report** prior to campus visits.
2. FSC staff will send an e-mail with the date and time for the review and the requested records.

## During the Review

1. FSC staff will review the individual leaver folders for selected leaver codes. Each student leaver form must include a leaver form AND sufficient documentation to support the assigned leaver code. See **2022-2023 PEIMS Leaver Data – Documentation Requirements by Leaver Reason Code**, <https://tealprod.tea.state.tx.us/TWEDS/97/0/0/0/DataSubmission/TechnicalResources/1583>
2. **Empty folders are unacceptable.**
3. FSC staff will document findings and/or corrective actions on the **Leaver Review Report** and the **Leaver Summary Report** forms.

## After the Review

1. FSC staff will debrief findings with Principal and PEIMS Leaver contact.
2. FSC staff will provide each campus with a **Leaver Summary Review Report** form with the total number of compliant folders and any corrective measures that the campus must make to bring the folders into compliance.
3. The campus administrator in charge of leavers must sign the Leaver Review Report and the **Leaver Review Summary Report**. Campus staff must make copies of the Leaver Review Report and Leaver Review Summary report for their records.
4. FSC staff will file the signed originals in the FSC office.

## Follow-up Process

1. FSC staff will follow up with schools that have non-compliant records.
2. Campus personnel will have an opportunity to locate missing documentation and/or sign documentation using the current date until the FSC Fall PEIMS File is frozen.
3. FSC staff will provide schools with the final date for making leaver code changes. All changes must be made prior to the final Fall Resubmission (FSC will determine internal deadline for campuses.)

## Leaver Records Limited Scope Reviews

Federal and State Compliance will perform limited scope, desktop reviews of manual campus leaver records due to the social distancing requirements for the Covid-19 pandemic. Details TBD.

## General Guidelines for Leaver Documentation

Campuses should follow these general guidelines for leaver documentation.

1. Use the **most current, district-approved leaver forms** and documents forms from the Federal & State Compliance website. Download the most recent forms each year from the Federal and State Compliance website.
2. **Type or print information in BLACK or BLUE ink only.**
3. **Sign and date all leaver forms with the current date** (administrators). Do not back date.
4. **Review documentation for all required information, signatures, and dates.** Do not use signature stamps or forms with copies of signatures.
5. Draw a line through errors, type/print the change, and initial the correction.
6. **Do not use correction tape of fluid on any leaver documentation.**

## Signatures on Leaver Documentation

All documentation must be signed and dated by an **authorized representative** of the district (In the schools, this is the campus administrator).

## Completeness of Leaver Documentation

Withdrawal documentation shall be considered incomplete without a date, signature(s), and destination.

**NOTE** – Leaver documents include the withdrawal forms, leaver forms and supporting documentation.

**For specific guidelines, see the 2022-2023 PEIMS Leaver Data – Documentation Requirements by Leaver Reason Code** section of the TSDS Web-enabled Data Standards,

<https://tealprod.tea.state.tx.us/TWEDS/97/0/0/0/DataSubmission/TechnicalResources/1583>

## Withdrawal Form

The HISD School Guidelines provides the guidelines for withdrawals and the withdrawal forms. All schools are required to follow these guidelines.

### District- Approved Leaver Forms and Documents

Please see guidelines below for completing the district-approved leaver forms and documents.

#### 1. Exit Information/Leaver Code Assignment Form

- This form **IS NOT** supporting documentation for any leaver code. **Supporting documentation must be attached to this form.** This form will be reviewed for accuracy, completeness, and validity.
- This district-approved form is used for an original leaver code assignment (i.e., changing a student record from a “No Show” status to a leaver code). The Exit Information section may have limited information if the parent did not visit the school to withdraw the student.
- **Administrator must type or print information in black or blue ink:**
  - Date Form Completed, Student’s information, and Campus information
  - Parent/Guardian or Qualified Student Information (*Signatures are not required.*)
  - School Information
  - Leaver Code
- **Administrator’s printed name and title (blue or black ink only)**
- **Administrator must complete in black or blue ink only: Administrator’s signature and date (No signature stamps or copies of signatures).**

#### 2. Leaver Code Change Form

- This form **IS NOT** supporting documentation for any leaver code. **Supporting documentation must be attached to this form.**
- This district-approved form is required for all leaver code changes. *This form will be reviewed for accuracy, completeness, and validity.*
- Schools **SHOULD NOT** use this form to change from a “No Show” status to a leaver code.
- Administrator must type or print information in black or blue ink:
  - Date Form Completed, Student’s information and Campus information
  - Former and New leaver code
  - Withdrawal date
  - Reason for Code Change and Pertinent comments
  - Administrator’s printed name and title (blue or black ink only)
- **Administrator must complete in black or blue ink only: Administrator’s signature and date (No signature stamps or copies of signatures).**

#### 3. Home School Questionnaire

- This form **is** supporting documentation for **L60 only**. The completed form must be attached to the appropriate leaver form (Exit Information/Leaver Code Assignment form or Leaver Code Change form). This form will be reviewed for accuracy, completeness, and validity.
- **Adult students and/or campus staff cannot complete this form.**
- **This form must be completed by the student’s parent/guardian only.**
- **If the parent/guardian has provided a letter indicating that a student will be homeschooled, this form is NOT required.**
- **The parent/guardian must indicate the date home school began.** *If homeschool began after the close of the school start window, the student is considered a dropout (L98).*
- **The parent/guardian must sign and date the form in blue or black ink only.**

#### 4. CPS/L66 Form

- **This form must be used as supporting documentation for L66 only.** The completed form must be attached to the appropriate leaver form (Exit Information/Leaver Code Assignment form or Leaver Code Change form). This form will be reviewed for accuracy, completeness, and validity.
- **This form is NOT used to document a withdrawal request made by a foster parent/guardian. *Statements from foster parents/guardian are invalid for L66.***
- **This form must be completed by Department of Family Protective Services/Children's Protective Services staff when withdrawing a student for which they have custody.** *If the DFPS/CPS staff provides the district with an official department document (i.e., 2085 form), then completing this form is not required.*
- **HISD staff must complete this form to document a conversation with a DFPS/CPS staff regarding withdrawing a student.** *The form must be completed in blue or black ink only, and it must be signed and dated by the campus administrator.*

## 5. Oral Statement Form

- **This form can be used as supporting documentation for L16.** The completed form must be attached to the appropriate leaver form (Exit Information/Leaver Code Assignment form or Leaver Code Change form). This form will be reviewed for accuracy, completeness, and validity.
- **Parents/guardians or qualified students may complete this form to indicate that the student will be returning to home country.** The form must indicate the name of the home country (i.e., Puebla, Mexico).
- **HISD staff can take a statement from a parent/guardian, qualified student, or other adult with knowledge of the student's whereabouts.** *The person taking the statement must include his/her name, signature, and date of conversation.*
- **The administrator in charge of leavers must sign and date the form in blue or black ink only.**
- **If the parent/guardian or qualified student provides a written letter indicating that the student will return to home country, the Oral Statement form is not needed.**

## Organizing Leaver folders

Place the most recent leaver form and supporting documentation on top. Exclude extra or unrelated documents or place them in the back of the folder. See the current-year PEIMS Leavers training presentation for additional details regarding leaver folders.

## Evaluation of Leaver Documentation

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

## Falsification of Leaver Records

- **Falsification of student leaver records is a felony offense in Texas.** Intentionally and knowingly falsifying leaver records may lead to disciplinary action and up to prosecution.
- **ALL signatures on campus leaver documentation must be original.** The parent, guardian, or qualified student signature must match the original signature on file. Administrative signatures and dates on forms must be original.
- **Campus staff must document ACTUAL statements from parents/ guardians and/or qualified students.** Statements should NOT be paraphrased or reworded to change the intent or meaning.

## 2022-2023 PEIMS Leaver Data - Documentation Requirements by LEAVER-REASON-CODE

In addition to general documentation requirements, requirements specific to leaver reason codes also apply. Following are the specific documentation requirements by leaver reason code. They are grouped into four major categories: graduated or received an out-of-state high school equivalency certificate, moved to other educational setting, withdrawn by school district, and other reasons.

**School leavers with these LEAVER-REASON-CODEs are counted as dropouts for state accountability purposes:** 08 and 98.

**School leavers with these LEAVER-REASON-CODEs are counted as dropouts for federal accountability purposes:** 08, 20, 88, 89, and 98.

These designations are provided for information purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information, please see the *Secondary School Completion and Dropouts in Texas Public Schools*.

### Graduated or Received an Out-Of-State High School Equivalency Certificate

Code	Translation
01	<p><b>Student graduated from a campus in this district or charter school</b></p> <p><b>Definition and use:</b> Use for students who meet all high school graduation requirements (which includes passing the exit-level TAAS or TAKS) at any time during the prior school year, including the summer (through August 31) following the close of the prior year.</p> <p>To graduate, a student must satisfy the requirements under 19 TAC Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070. Students who complete all graduation requirements in one school year but do not pass the exit-level assessments until a later year, are reported as graduates in the school year in which the exit-level assessments are passed and the diploma is issued.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, successful completion of the exit-level assessments (including testing dates), graduation seal, school official signature, and date of completion.</p>
85	<p><b>Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again</b></p> <p><b>Definition and use:</b> This code may be used for students who graduated in another state or country before entering Texas public schools. This code may also be used for students who graduated from Texhoma High School, Texhoma, Oklahoma.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.</p>
86	<p><b>Student completed a High School Equivalency Certificate outside Texas</b></p> <p><b>Definition and use:</b> This code may be used for students who earned high school equivalency certificates outside Texas, including students living in Texas and earning high school equivalency certificates online from a testing company in another state, before enrolling or after leaving Texas public schools.</p> <p><b>Documentation requirement:</b> Acceptable documentation is a copy of the high school equivalency certificate or some other written document provided by the testing company showing completion of the high school equivalency. Written documentation from the testing company must include the date of high school equivalency completion, location, address, and contact information of the company.</p>
90	<p><b>Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children</b></p> <p><b>Definition and use:</b> Per TEC §162.002, student lives in the household of an active-duty military service person, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a</p>

Code	Translation
	<p>school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal.</p>

### Moved to Other Educational Setting

Code	Translation
24	<p><b>Student entered college and is working towards an Associate's or Bachelor's degree</b></p> <p><b>Definition and use:</b> This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least 9 credit hours per semester). This code is also for students who leave school to enter a dual-credit program established by the Texas Legislature at the Texas Academy of Mathematics and Science at the University of North Texas, the Texas Academy of Leadership in the Humanities at Lamar University, the Texas Academy of Mathematics and Science at the University of Texas at Brownsville, and the Texas Academy of International Studies at Texas A&amp;M International University.</p> <p><b>Documentation requirement:</b> Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program. Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter a post-secondary educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually entered a post-secondary educational setting. One of the following types of documentation is required to verify enrollment:</p> <p><b>Transcript request.</b> Acceptable documentation of enrollment in college is a records request from the college in which the student is enrolled. Telephone requests must be documented in writing, including the date of the call, the name of the college requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted email receipt confirmation, or postage/mail log with complete address information for requesting school).</p> <p><b>Verification by an authorized representative of the college.</b> A signed letter from the college verifying enrollment is also acceptable documentation. The letter must state the name and location of the college in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement provided by a representative of the college, signed and dated by an authorized representative of the district. The statement should include the name and location of the college and verification that the student is enrolled.</p> <p><b>Verification by the parent/guardian or qualified student.</b> Acceptable documentation includes a letter, signed and dated from the parent, guardian, or qualified student stating that the student has enrolled in college in a program leading to an associate's or bachelor's degree.</p>
60	<p><b>Student is home schooled</b></p> <p><b>Definition and use:</b> Student is being home schooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals. The district is not required to obtain evidence that the program being provided meets educational standards.</p> <p><b>Documentation requirement:</b> A district must document that the parent/guardian is home schooling the student. Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to be home schooled. Beginning with students leaving in the 2011-12 school year, the following documentation is required to verify enrollment:</p>

Code	Translation
	<p><b>Verification by the parent/guardian.</b> A letter, signed and dated, from the parent/guardian stating that the student is being home schooled is acceptable documentation. Letters from parents/guardians must indicate the actual date home schooling began.</p>
66	<p><b>Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment</b></p> <p><b>Definition and use:</b> This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school.</p> <p><b>Documentation requirement:</b> Acceptable documentation includes due process documentation supporting the withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.</p>
81 82	<p><b>Student enrolled in a private school in Texas</b> <b>Student enrolled in a public or private school outside of Texas</b></p> <p><b>Definition and use:</b> Student is enrolled in a private school in Texas (code 81), the Texas Job Corps Diploma Program (code 81), or a public or private school outside Texas (code 82). Documentation of actual enrollment is required. This code is also used when a student moves from the district without withdrawing but the district receives a records request.</p> <p>If the student enrolls in another school in the district or another public school district in Texas, a leaver record is not submitted.</p> <p>If the district did not assign code 81 or code 82 when the student stopped attending, the district can change the original code assigned to the student when the records request or communication from the parent/guardian or qualified student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed, and all attendance accounting records affected by this change must be updated.</p> <p><b>Documentation requirement:</b> Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter another educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually enrolled in a private school in Texas, the Texas Job Corps Diploma Program, or a private or public school outside Texas. One of the following types of documentation is required to verify enrollment:</p> <p><b>Transcript request.</b> Acceptable documentation of enrollment in another school is a records request from the school in which the student is enrolled. Telephone requests are acceptable, but they must be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted email receipt confirmation, or postage/mail log with complete address information for requesting school).</p> <p><b>Verification by the superintendent or authorized campus or district administrator of the receiving district.</b> A signed letter from the receiving school verifying enrollment is acceptable documentation. The letter must state the name and location of the school in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the receiving school providing the name and location of and contact information for the school and verifying that the student is enrolled, signed and dated by an authorized campus or district administrator of the district.</p> <p><b>Verification by the parent/guardian or qualified student.</b> Acceptable documentation includes a letter, signed and dated, from the parent/guardian or qualified student stating that the student has enrolled in a private school in Texas or a private or public school outside of Texas leading to the completion of a high school diploma.</p>

Code	Translation
87	<p><b>Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program</b></p> <p><b>Definition and use:</b> Student was withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal that the student has enrolled in the State Board of Education-authorized Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program.</p> <p><b>Documentation requirement:</b> The district must receive either a) a records or transcript request from the high school diploma program or b) a letter from the high school diploma program stating that the student is enrolled.</p>

### Withdrawn by School District

Code	Translation
78	<p><b>Student was expelled under the provisions of TEC §37.007 and cannot return to school</b></p> <p><b>Definition and use:</b> This code may only be used when:</p> <ul style="list-style-type: none"> <li>the student was expelled under the provisions of TEC §37.007, and</li> <li>the term of expulsion has not expired <u>or</u> the student's failure to attend school is due to court action.</li> </ul> <p>This code may only be used for a student who was expelled for an offense included in TEC §37.007. This code is not intended for use by districts which assign students to a Juvenile Justice Alternative Education Program (JJAEP).</p> <p><b>Documentation requirement:</b> Due process documentation supporting the expulsion.</p>
83	<p><b>Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.</b></p> <p><b>Definition and use:</b> This code is for situations in which the district discovers when verifying enrollment information that the student is not entitled to enrollment in the district because the student is not a resident of the district or is not entitled under other provisions of TEC §25.001 or as a transfer student. It is not for a student who was a resident of the district and who stops attending because he/she has moved. This code is also for rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption.</p> <p>Subject to the exceptions in TEC §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). A student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c) or by rule of the Department of State Health Services, a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the <i>Student Attendance Accounting Handbook</i>. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.</p> <p><b>Documentation requirement:</b> Due process documentation supporting the withdrawal. All district actions to withdraw a student must be documented or the documentation for use of this leaver reason code may be considered insufficient. For purposes of leaver reason code 83, due process is defined as completion of the following steps:</p>

Code	Translation
	<ol style="list-style-type: none"> <li>1. District provides oral or written notice, appropriately documented, to the student's parent, guardian, or qualified student him- or herself of intent to withdraw the student, reasons for the withdrawal, effective date of withdrawal, and date of hearing or conference at which the parent, guardian, or qualified student will have an opportunity to respond to the allegations that the student is not entitled to be enrolled in the district. Steps 2 and 3 are not required for cases in which the parent, guardian or qualified student agrees that the student is not entitled to enrollment in the district. Step 4 is always required for charter schools.</li> <li>2. District provides a hearing or conference at which the district presents the reasons for withdrawal, and the parent, guardian, or qualified student is given the opportunity to respond to the reasons for withdrawal.</li> <li>3. District provides a written report to the parent, guardian, or qualified student that contains the findings of fact and district decision following the hearing or conference. The written report shall include notice of the parent's, guardian's, or qualified student's right to appeal the district's decision.</li> <li>4. Charter schools shall notify the school district in which the student resides within three business days of withdrawing a student from a charter school, per Texas Administrative Code §100.1211.</li> </ol>

### Other Reasons

Code	Translation
03	<p><b>Student died while enrolled in school or during the summer break after completing the prior school year</b></p> <p><b>Definition and use:</b> Self-explanatory.</p> <p><b>Documentation requirement:</b> Acceptable documentation includes a copy of the death certificate or obituary, a program from the funeral or memorial service, a written statement from the parent or guardian, and written documentation of an oral statement by a parent or guardian stating that the student has died.</p>
08	<p><b>Student (female or male) withdrew from/left school because of pregnancy</b></p> <p><b>Definition and use:</b> This code should be used only if the parent, guardian, or student indicates verbally or in writing that the student is leaving school or left school because of pregnancy. This code should not be assigned based only on the fact that the student is pregnant at the time he or she leaves school. This code can be used for female or male students.</p> <p><b>Documentation requirement:</b> Acceptable documentation is any written documentation, including documentation of oral statements by the parent, guardian, or student, indicating that the student is leaving school or left school because of pregnancy.</p>
16	<p><b>Student returned to family's home country or emigrated to another country</b></p> <p><b>Definition and use:</b> Use for students who are leaving the United States to return to their home country or emigrate to another country. A student may be leaving with or without family members to live with his or her family, immediate or extended, in their home country or in another country. The citizenship of the student is not relevant in assigning this code. This code can also be used for foreign exchange students.</p> <p><b>Documentation requirement:</b> Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized campus or district administrator. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and a campus or district administrator. The withdrawal form should indicate that the student is leaving school because the student is returning to their home country or emigrating to another country and should specify the</p>

Code	Translation
	<p>destination. 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 physically signed by the parent/guardian or qualified student. A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the student is returning to their home country or emigrating to another country is also acceptable documentation. Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family or the foreign student advisor verifying the student's return to his or her home country or emigrating to another country. Other acceptable documentation is written documentation of an oral statement by a parent, adult neighbor, or other adult with knowledge of the family's whereabouts, signed and dated by an authorized campus or district administrator.</p>
<p><b>20</b></p>	<p><b>Student withdrew from/left school because of a medical injury</b></p> <p><b>Definition and use:</b> Students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility are entitled to receive educational services. This code may be used if educational services are refused by the qualified student or the student's parent or guardian and the student is withdrawn from school.</p> <p>Local Education Agencies (LEAs) should be aware, however, that if the illness, condition, or injury suffered by the student leads the LEA to suspect that the illness, condition, or injury has resulted in a disability identified under the Individuals with Disabilities Education Act (IDEA), along with a corresponding need for special education and related services, the LEA must comply with federal law requiring public agencies to locate, evaluate, and identify students with disabilities who need special education and related services. In this situation, once the LEA obtains informed consent from the parent, guardian, or qualified student consistent with the consent requirements in 34 C.F.R. § 300.300, it must conduct a full and individual initial evaluation (FIE) for the student pursuant to the IDEA. The leaver code may be used in this situation if the parent, guardian, or qualified student denies the LEA's request for an FIE, refuses educational services, and withdraws the student from school.</p> <p><b>Documentation requirement:</b> For general education students, acceptable documentation includes a written statement or an oral statement by the parent, guardian, or qualified student properly documented by a designated LEA staff member that: (a) the student has suffered a condition, injury, or illness that requires substantial medical care; (b) the student is unable to attend school as a result; (c) the student has been assigned to a medical or residential treatment facility; (d) the student has been offered education services; and (e) the parent, guardian, or qualified student has refused those services. With respect to students receiving special education and related services, the refusal to accept these services should be in writing pursuant to 34 C.F.R. § 300.300(b)(4). Acceptable documentation in this case, thus, includes a written statement or an oral statement by a parent, guardian, or qualified student properly documented by a designated LEA staff member that: (a) the student has suffered a condition, injury, or illness that requires substantial medical care; (b) the student is unable to attend school as a result; (c) the student has been assigned to a medical or residential treatment facility; and (d) the student has been offered education services. A refusal or revocation of consent for special education services, however, should be in a written statement (rather than a documented oral statement) from the parent, guardian, or qualified student and maintained in the student's eligibility folder pursuant to 19 TAC § 89.1075(a).</p> <p>If the student was not identified as eligible for special education prior to the illness, condition, or injury at issue, and the LEA suspects that the illness, condition, or injury has resulted in a disability and corresponding need for special education and related services, the following documentation is acceptable: a written statement or an oral statement by the parent, guardian, or qualified student properly documented by a designated LEA staff member that: (a) the student has suffered a condition, injury, or illness that requires substantial medical care; (b) the student is unable to attend school as a result; (c) the student has been assigned to a medical or residential treatment facility; (d) the student has been offered an FIE and education services, and (e) the parent, guardian, or qualified student has refused both the FIE and education services.</p>
<p><b>88</b></p>	<p><b>Student was ordered by a court to attend a High School Equivalency program and has not earned a Texas Certificate of High School Equivalency (TxCHSE)</b></p>

Code	Translation
	<p><b>Definition and use:</b> This code is for students who are court-ordered to attend a high school equivalency program and have not earned a TxCHSE certificate at any time during the prior school year, including the summer (through August 31) following the close of the prior year.</p> <p><b>Documentation requirement:</b> Acceptable documentation is a copy of the court order stating that the student has been ordered to attend a high school equivalency program. Documentation must include the name of the student, the date of the order, the name of the judge making the order, and the county in which the judge presides. The order should state that the court is ordering the student to attend a high school equivalency program or to take a high school equivalency exam.</p>
89	<p><b>Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult</b></p> <p><b>Definition and use:</b> Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.</p> <p><b>Documentation requirement:</b> Acceptable documentation is one of the following: 1) Oral notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, to an authorized representative of the district, that the student is incarcerated. The written statement of the oral notification shall be signed and dated by the authorized representative. 2) Written notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, that the student is incarcerated.</p>
98	<p><b>Other (reason unknown or not listed above)</b></p> <p><b>Definition and use:</b> This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above.</p>

## Leaver Records Retention

When employees change jobs, they should turn over the records to someone in the school (supervisor) who will take responsibility for them. Employees **do not** have the right to remove or destroy district records. Campuses should follow the procedure below to determine which records should be retained or destroyed.

1. Review campus manual records each year to determine which records need to be maintained and which records are eligible for destruction.
2. **do not** remove or destroy district records.
3. Turn over records to someone in the school (supervisor) who will take responsibility for them if you change jobs. **All student records belong to the District, not the employee.**
4. Contact the **HISD Records Management Department** for guidance.
5. Review the **Retention Schedule for Schools** on the **Records Management** website, <http://www.houstonisd.org/Page/31617>.

# Forms and Documents

## Leavers: Exit Information / Leaver Code Assignment Form

**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: _____ <input type="checkbox"/> CURRENT OR <input type="checkbox"/> NEW	PHONE NUMBER: _____
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
L03 - Died	88 - Another HISD Campus	The Leaver code is determined by the administrator, not the clerks
L08 - Student (female or male) withdrew from/left school because of pregnancy	L83 - Falsification of Enrollment (RARE)	
L16 - Student returned to family's home country or emigrated to another country	L86 - Student Completed GED outside of Texas	SIGNATURE: _____
L20 - Student withdrew from/left school because of a medical injury	L87 - Texas Tech/UT HS Diploma	PRINTED NAME: _____
L24 - Pursue college degree	L88 - Court Ordered GED - not earned	TITLE: _____
L60 - Home Schooling	L89 - Incarcerated in State or Federal Facility	DATE: _____
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"/> L66 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 DROPOUT/GED/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

# Leavers: Leaver Code Change Form

## 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
L03 - Died	L82 - Enroll Outside TX
L08 - Pregnancy	L83 - Falsification of Enrollment (RARE)
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
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

ADMINISTRATOR'S INFORMATION The Leaver code is determined by the administrator, not the clerk

SIGNATURE: \_\_\_\_\_

PRINTED NAME \_\_\_\_\_

TITLE: \_\_\_\_\_

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

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

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

Comment:

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

\_\_\_\_\_  
DATE

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

Revised: August 9, 2021

**Leavers: Home School Questionnaire Form**

HOUSTON INDEPENDENT SCHOOL DISTRICT  
**HOME SCHOOL QUESTIONNAIRE**

**PARENT/GUARDIAN:** Please list the name and date of birth for every child taught in your home in Section I and complete Sections II –IV. *This form must be completed by the student's parent/guardian only.*

**SECTION I: STUDENT DATA**

Last Name, First Name, Middle Initial	Grade	Chancery ID number (if applicable)	Date of Birth

**SECTION II: HOME SCHOOL INFORMATION**

1. What date did home schooling begin?  
**Date:** \_\_\_\_\_  
Month/Day/Year
2. Is the student enrolled in a tuition-based diploma program?  
 No  
 Yes - What is the name of the program? \_\_\_\_\_

**SECTION III: ASSURANCES**

1. Is there a curriculum consisting of books, workbooks or other written materials?  Yes  No
2. Is the student pursuing the curriculum in a bona fide manner under the direction of a parent or parents or one standing in parental authority?  Yes  No
3. Does the curriculum meet the basic educational goals of reading, spelling, grammar, mathematics, and a course in good citizenship?  Yes  No

**SECTION IV: PARENT/GUARDIAN INFORMATION**

Parent/Guardian (Printed Name)	Parent/Guardian (Signature)	Date of Signature
Address	City/State	Zip
Home Phone Number	Cell Phone Number	Email Address

**THIS FORM MUST BE KEPT IN THE STUDENT'S LEAVER FOLDER.**

## Resources

- **Federal and State Compliance**, <https://www.houstonisd.org/Page/68125>
- **Houston ISD School Guidelines, Section 5: Admission/Withdrawal**, <https://www.houstonisd.org/Page/33269>
- **2022-2023 PEIMS Leaver Data – Documentation Requirements by Leaver Reason Code** section of the TSDS Web-enabled Data Standards, <https://tealprod.tea.state.tx.us/TWEDS/97/0/0/0/DataSubmission/TechnicalResources/1583>

## Section 10 – Scheduling

### Scheduling Students

Counselors and registrars will fill out the course selection form and give to the clerk/SIR to assist them with scheduling the student into the appropriate course/class periods. Students schedule should be completed by one week before the start of school. Student schedules should be printed and placed in teachers' mailboxes prior to the first day of school.

### Processing Schedule Changes

Below is the proposed process for handling schedule changes at the campus.

1. Place copy of **Request for Schedule Change Form** in each teacher's mailbox prior to the first day of school.
2. Students must complete a **Request for Schedule Change Form** for any changes and submit the form to the counselor/professional designee within the first week of school.
3. If the student's request is approved, the counselors will make the changes and submit a new schedule. The student must receive the new schedule within the first 2 weeks of school.
4. **No schedule changes should be done after the second week of school, unless approved by the principal.**

### Tracking Teacher Changes

All teachers must complete a Teacher Grade Change Request Form or send an email to request class changes, subject changes, student grade changes. Emails should include the student's name, ID number, class name and the grade change requested. Grade changes must only be submitted via email or the Grade Change Form only. The document must be given to the dean, registrar or designated professional staff. These changes can only be approved by the principal.

### Common Scheduling Mistakes

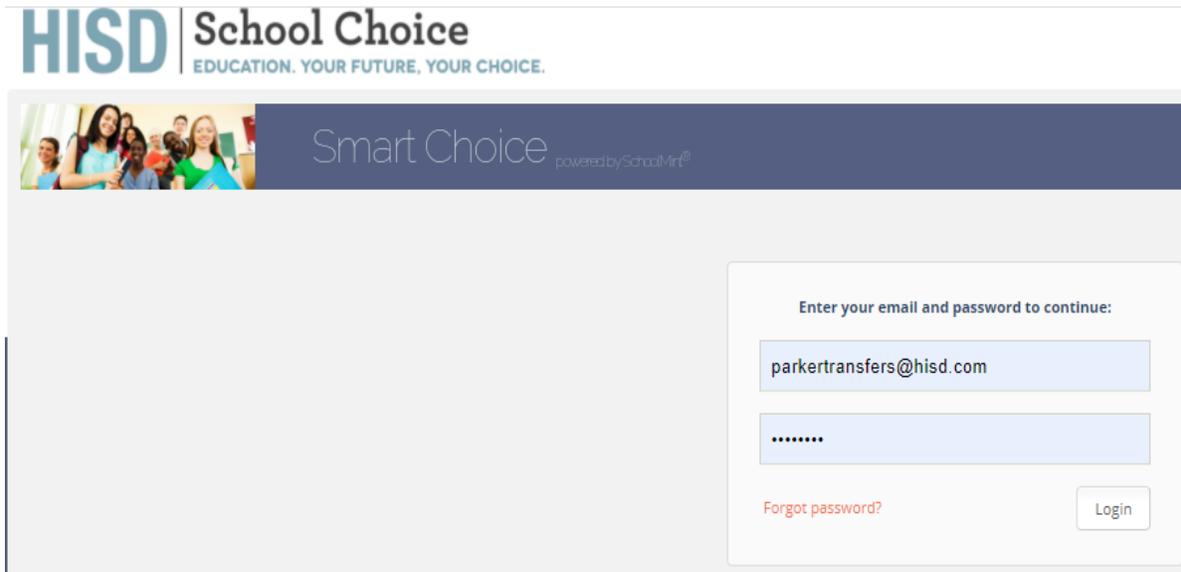
Below are some common scheduling mistakes made by campuses.

- Students receive their schedules with missing classes and periods.
- Students placed in the incorrect classes because they did or did not attend summer school.
- Students placed in the incorrect grade level because we didn't re-calculate the credits from the course of completion for those that passed a course during summer school.
- Failure to complete the attendance override and grant course credit even though the student's appeal was granted by the committee. Prior to the start of the school year, staff responsible for updating the schedule must manually update the student's record and give the credit for that subject and then manually re-calculate so that the system updates the record.

## Section 11 – HISD Connect Online and Paper Registration & Enrollment Training Manual

This document outlines the technical and manual process for the HISD Connect Online Enrollment application.

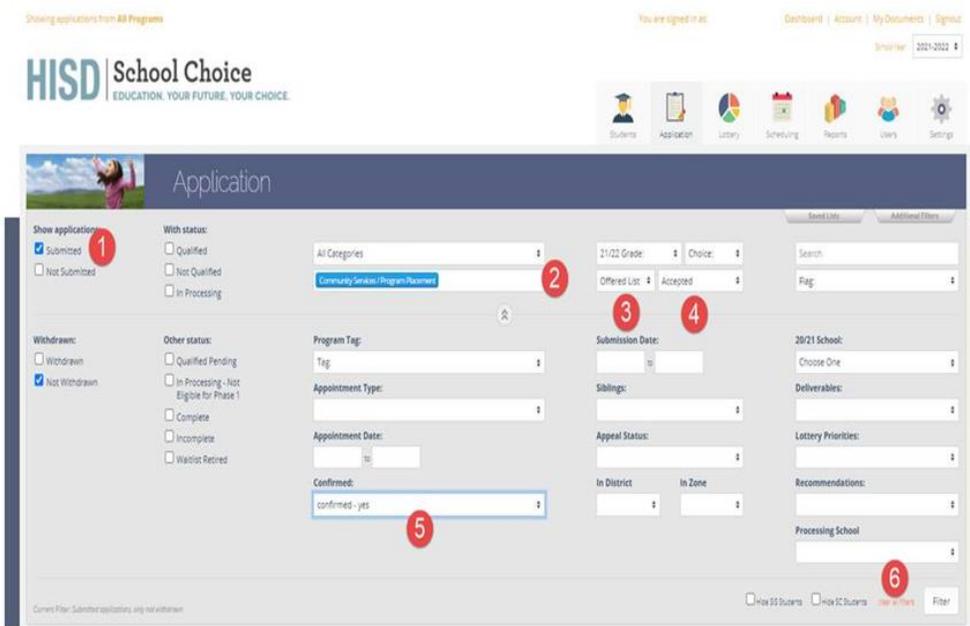
1. **Before logging onto HISD Connect**, SIR will follow these steps to produce a list of school's SmartChoice "Confirmed-YES" Applications. First SIR will **log onto SmartChoice**.



The screenshot shows the login interface for the HISD School Choice Smart Choice application. At the top left, the HISD logo is displayed next to the text "School Choice" and the tagline "EDUCATION. YOUR FUTURE, YOUR CHOICE." Below this is a banner image of diverse students. The main heading "Smart Choice" is followed by "powered by SchoolMint®". The login form is titled "Enter your email and password to continue:" and contains two input fields: the first contains the email address "parkertransfers@hisd.com" and the second contains masked characters ".....". Below the password field is a red link for "Forgot password?" and a "Login" button.

2. Once logged in, from school dashboard SIR will select Application and fill in the following criteria:

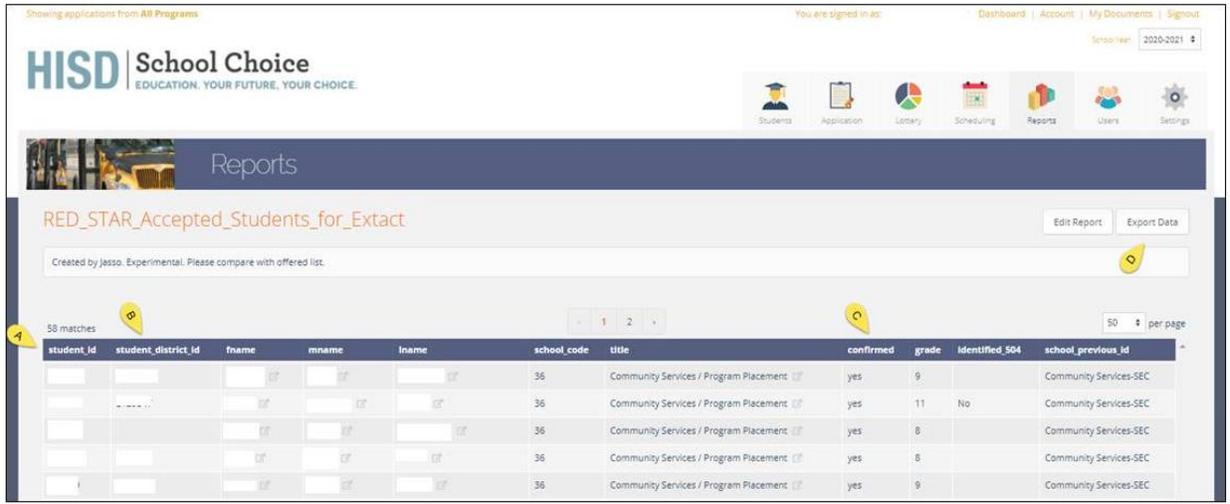
1. Submitted
2. Transfer type with school name
3. Lottery List = Offered List
4. Lottery Status = Accepted
5. Confirmed = confirmed –



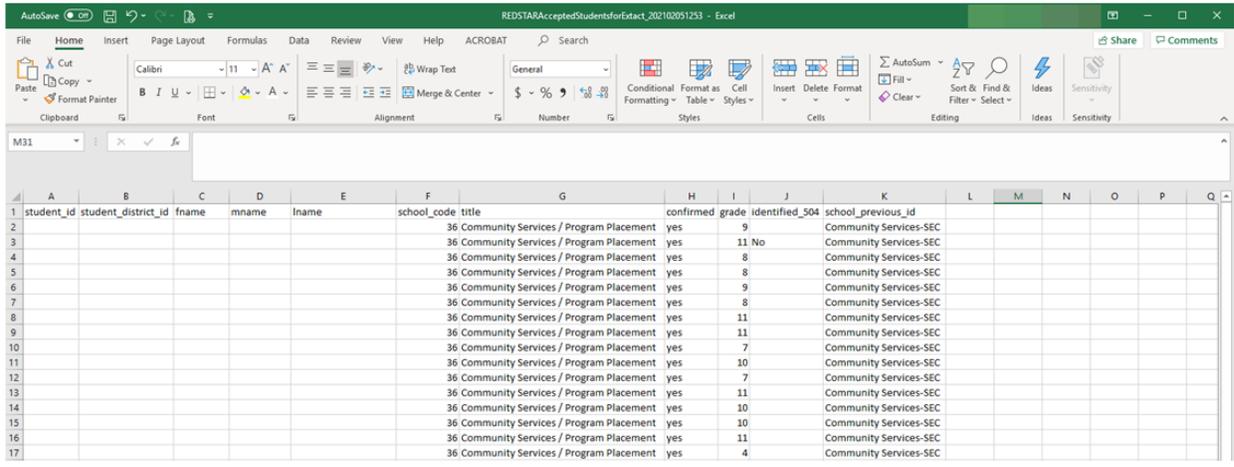
3. Below the filter area, a list of student applications matching the filtered criteria entered will appear. Select the empty box under “Submitted” to highlight all applications.
  - a. Check the box on blue column heading
  - b. Select the report titled “RED\_STAR\_Accepted\_Students\_for\_Extract” in the Capture/Report Options”:
  - c. Click on “Capture Selected”

App#	Student#	Full Name	Rank	Category	Program	20/21 Grade	Deliverables	Sib	Priority	Date	Processing School	Current School	VA	GE	CORE
✓			1	Transfers	Community Services / Program ...	9			1	02/04/2021 8:43:00 AM	Community Services-SEC	Community Services-SEC			
✓			1	Transfers	Community Services / Program ...	11			1	01/07/2021 12:01:00 PM	Community Services-SEC	Community Services-SEC			
✓			1	Transfers	Community Services / Program ...	8			1	01/27/2021 12:04:00 PM	Community Services-SEC	Community Services-SEC			
✓			1	Transfers	Community Services / Program ...	8			1	01/11/2021 12:56:00 PM	Community Services-SEC	Community Services-SEC			
✓			1	Transfers	Community Services / Program ...	9			1	02/04/2021 8:27:00 AM	Community Services-SEC	Community Services-SEC			77.00

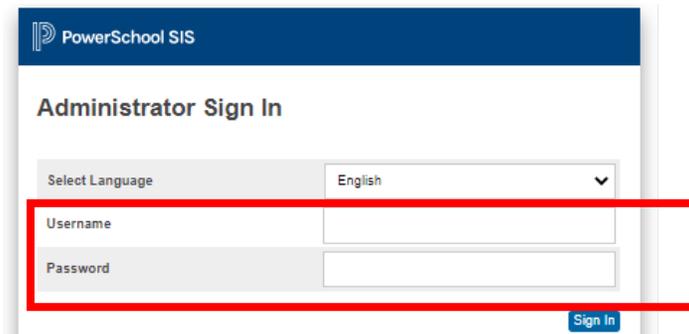
4. The report will appear for exporting
  - a. Application ID number-will appear with SC in front of the application number
  - b. HISD Connect Student ID number. This will be empty if the student has not been registered in HISD Connect. School Choice will not be able to approve a student without an HISD Connect ID.
  - c. Confirmed-Yes Status
  - d. Export Data to generate a CSV file for printing



5. Example of Report: Names were excluded for privacy purposes.



6. Log onto HISD Connect. Use your HISD network Username and Password to log onto the system.



7. Scroll to **Applications** on the menu bar and click the **PowerSchool Registration Admin Portal** hyperlink.

- Applications**
- Forms
- PowerLunch
- PT Administrator
- ReportWorks Developer
- PowerSchool  
Registration Admin  
Portal**

8. SIRs HISD Connect Registration page opens and SIR will select the 2021-22 School Year.

Student Data	
Form	Academic Year ▾
Annual Student Verification	2022-2023
New Student Registration (Next School Year)	2022-2023

## PENDING APPROVAL

The **Pending Approval View** displays all records that have been imported into the Submission Workspace and have not been approved. All records in this view will have a status of Pending Approval. Before being approved, these records must go through the agreed upon approval procedure. Once these records meet the approval criteria, they can be approved for delivery.

1. Click **New Student Registration**.

The Submission Workspace appears. This is the district-level view. Campus SIRs will only see their student data.

New Student Registration (2021-2022)

Submission Workspace

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

Tasks | 5 Found | Page 1 of 1 | Find Records

<input type="checkbox"/>	External StudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School	Grade	Submitted	Tags	LangUsedInForm	Notes
<input type="checkbox"/>	2128381	Cody	Test	01/01/2001	Benbrook Elementary School	Alcott Elementary School	K	01/21/2021	Medical Concerns, Polished	English	
<input type="checkbox"/>	2128380	CodyTwo	Test	01/02/2001	Benbrook Elementary School	Benbrook Elementary School	K	01/25/2021	Missing Immunizations, Missing Parent ID, Missing POR, Polished, Verified-zoned address or transfer on file	English	Student is zoned to Benbrook and intends to enroll there.
<input type="checkbox"/>		CodyThree	Test	01/03/2001	No Zoned School Identified	Berry Elementary School	K	01/25/2021	Missing Birth Proof, Missing Immunizations, Missing Parent ID, Missing POR, Polished	English	Student is not zoned to a school, but intends to enroll at Berry.
<input type="checkbox"/>		Jose	Test	04/08/2012	Parker Elementary School	Kolter Elementary School	3	01/25/2021	Missing Birth Proof, Missing Immunizations, Missing Parent ID, Missing POR, Missing Transcript, Missing Withdrawal, Polished, Verified-zoned address or transfer on file	English	
<input type="checkbox"/>		CodyFour	Test	01/07/2010	No Zoned School Identified	Bell Elementary School	K	01/28/2021	Polished	English	

2. SIR can click on column titles to sort by that column or (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. Open student record of those selected by clicking pencil to the left of student name.

New Student Registration (2021-2022)

Submission Workspace

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

Tasks | 5 Found | Page 1 of 1 | Find Records

<input type="checkbox"/>	External StudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School	Grade	Submitted	Tags	LangUsedInForm	Notes
<input type="checkbox"/>	2128381	Cody	Test	01/01/2001	Benbrook Elementary School	Alcott Elementary School	K	01/21/2021	Medical Concerns, Polished	English	
<input type="checkbox"/>	2128380	CodyTwo	Test	01/02/2001	Benbrook Elementary School	Benbrook Elementary School	K	01/25/2021	Missing Immunizations, Missing Parent ID, Missing POR, Polished, Verified-zoned address or transfer on file	English	Student is zoned to Benbrook and intends to enroll there.
<input type="checkbox"/>		CodyThree	Test	01/03/2001	No Zoned School Identified	Berry Elementary School	K	01/25/2021	Missing Birth Proof, Missing Immunizations, Missing Parent ID, Missing POR, Polished	English	Student is not zoned to a school, but intends to enroll at Berry.
<input type="checkbox"/>		Jose	Test	04/08/2012	Parker Elementary School	Kolter Elementary School	3	01/25/2021	Missing Birth Proof, Missing Immunizations, Missing Parent ID, Missing POR, Missing Transcript, Missing Withdrawal, Polished, Verified-zoned address or transfer on file	English	
<input type="checkbox"/>		CodyFour	Test	01/07/2010	No Zoned School Identified	Bell Elementary School	K	01/28/2021	Polished	English	

4. Review the **Tags** section. Verify correct documents have been uploaded.

**Campus SIRs must check to ensure that ALL required documentation has been uploaded BEFORE proceeding to the next stage.**

- Note: Current required documentation includes Birth Record, Parent ID and Proof of Residence. Immunization record is not listed as 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 all documents **match** the data entered by the parent, SIR will confirm by selecting the drop down menu and selecting Yes. Selection must be saved.

Field Name	New Value
Data entered matches documents provided	Yes

- If all required documents **have not** been uploaded, Campus SIRs must select No and leave the record for further review. Campus SIRs must contact the parent/guardian to validate the mismatching data.

5. Campus SIRS will then verify the zoned/intended school. **If Intended School is populated, parent is applying to non zoned school and SIRs must verify that student is listed on Campus “Confirmed-YES list. If student is found, SIR will select Yes.**

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

6. If students are enrolling for Kindergarten, Campus SIRS will need to verify that student’s age is 5 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

7. Campus SIRS will also need to verify if a student is enrolling for **GT Testing purposes** only. If this is the case for the student, SIR will also select No for the smart choice application to create ID and send to **Central Registration**. This will prevent having inactive records or having to withdraw students who only need 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.



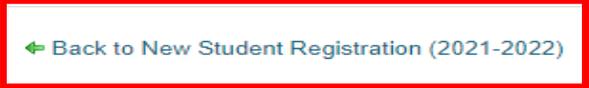
8. Once confirmed Yes, Campus SIR will select **Approve and Continue** after you have verified that the record meets the approval criteria.

**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.



9. Click the **Back to New Student Registration** tab.

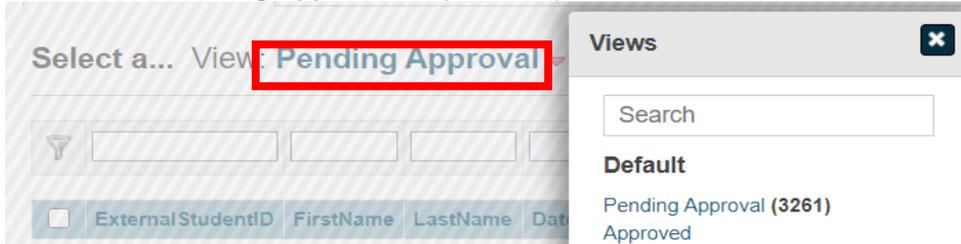


[← Back to New Student Registration \(2021-2022\)](#)

## Pending Delivery

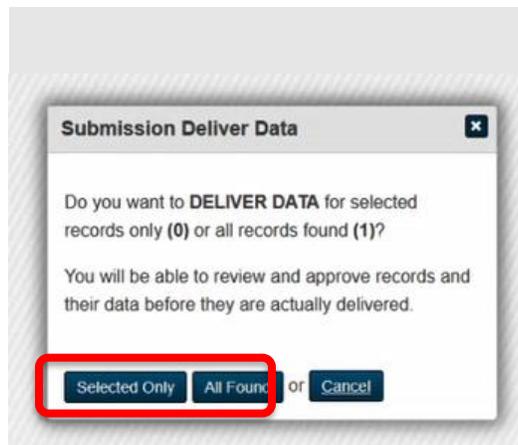
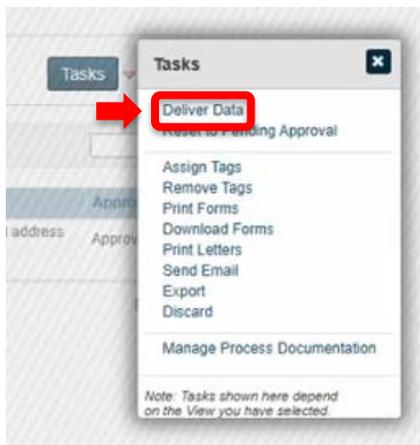
The Pending Delivery View displays all records that have been approved but not delivered. All records in this view will have a status of Pending Delivery. As records listed in this view are both approved and undelivered, there will be overlap with the records in the Approved View. Additional Review will need to take place.

1. Click **Pending Approval** to open the options menu.



Campus SIR can then select Pending Delivery to view files ready to be delivered.

2. SIR will then select Deliver Data in your Tasks menu and confirm the Submission Deliver Data by selecting "Selected Only" or "All Found".



3. This action will prepare to match records with existing records to avoid creating duplicates. Campus SIR will then be prompted to Create Delivery Batch.



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

## Delivery

Important Note: When match is attempted, you will see a gray, green and yellow orb. Please be sure to review all potential matches when you see a yellow orb.

### Review and Edit - 1 of 1 (CodyTwo Test)

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

CodyTwo Test 01/02/2001

Field Name	Value	Existing Data
Student_Number		

**Match**

- Notice that Student Number is still not populated. If you find a match, the original number will be used.

1. If the system finds potential matches, possible matches 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. Close can then be selected to close window.

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	1/5/2015	372 Alice St Apt. A	832-605-3519	Active

Showing 1 to 1 of 1 entries

**Select** | First | Previous | Next | Last

**Close** | **No Match**

- Once SIR has completed reviewing, SIR will then select No Match if match was not found.
- 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.

2. When records have been reviewed and matches are complete, SIR can then deliver the record to the school SIS or to Central Registration depending on your selections.

CodyTwo Test 01/02/2001

**Match** | **Clear Match** | **Back to Top**

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**

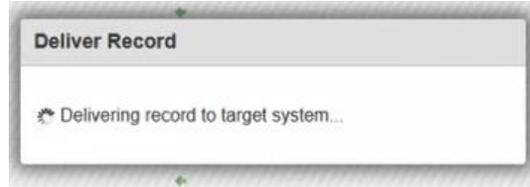
**Deliver All Records**

You may deliver all records in this batch at one time. The results of the delivery will be shown once the delivery has been completed. Choose this option if you do not need to review and deliver each record individually.

**Deliver All Records**

**Deliver Record**

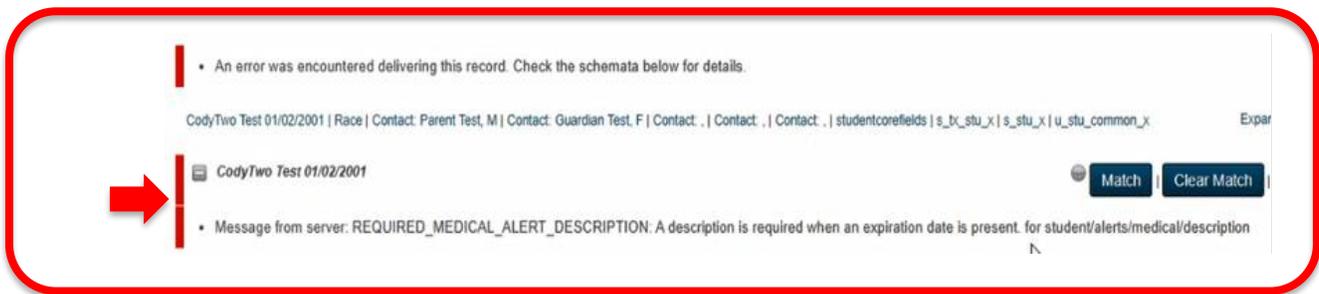
Record has NOT been delivered. Click **Deliver Record** to deliver this record.



- 3. If there are any problems found, SIR 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.



SIR will need to correct the errors before delivering the record to SIS.

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



CodyTwo Test 01/02/2001 Match Clear Match Back to Top

Field Name	Value	Existing Data
Student_Number	2128380	2128380
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

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.

**Close Delivery Batch**

A summary of the current delivery batch is shown below. If there are still records to be delivered, you may go back and deliver them, or you may close the batch now and deliver those records at a later time. If you are done working on this batch, you should go ahead and close this delivery batch. Remember, you can always create another delivery batch at any time.

- 1 record(s) have been **DELIVERED**.
- 0 record(s) have not been delivered.

**Close Delivery Batch**

Campus SIR will now be directed to submission workspace and can now view “Delivered” records. Notice that the student ID is now populated.

Submission Workspace

Select a... View: **Delivered** Filter: None Tag: None Tasks | 1 Found | Page 1 of 1

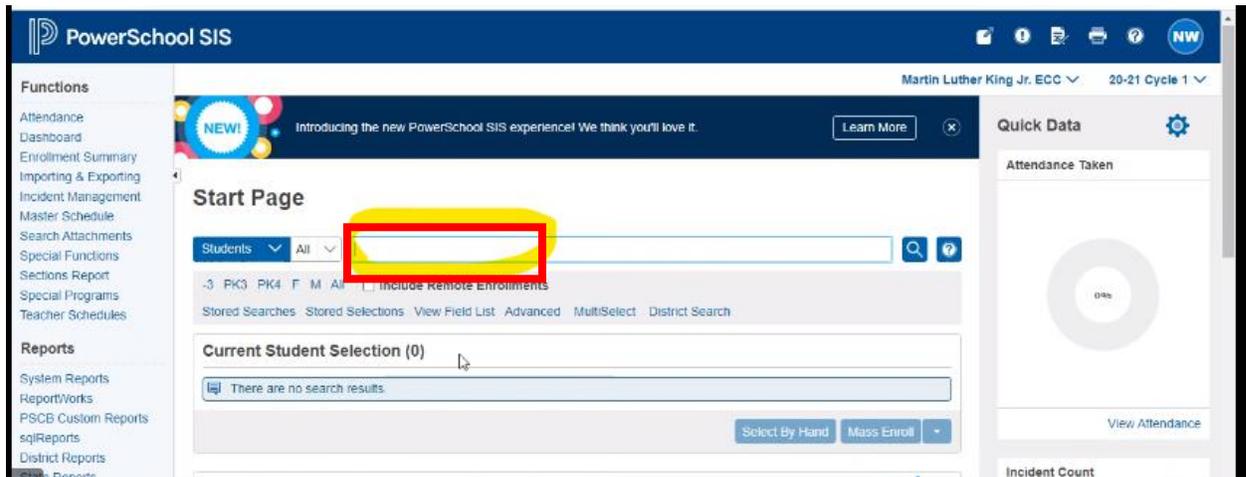
External Student ID	First Name	Last Name	Date of Birth	Zoned School	Intended School	Grade	Submitted	Tags	Delivery History	Delivery Date
2128380	CodyTwo	Test	01/02/2001	Benbrook Elementary School		K	01/25/2021	Missing Immunizations, Missing Parent ID, Missing POR, Polished, Verified-zoned address or transfer on file	Student Contacts - Restricted - Generic	02/05/2021

Page Size: 20 | 50 | 100 | 500

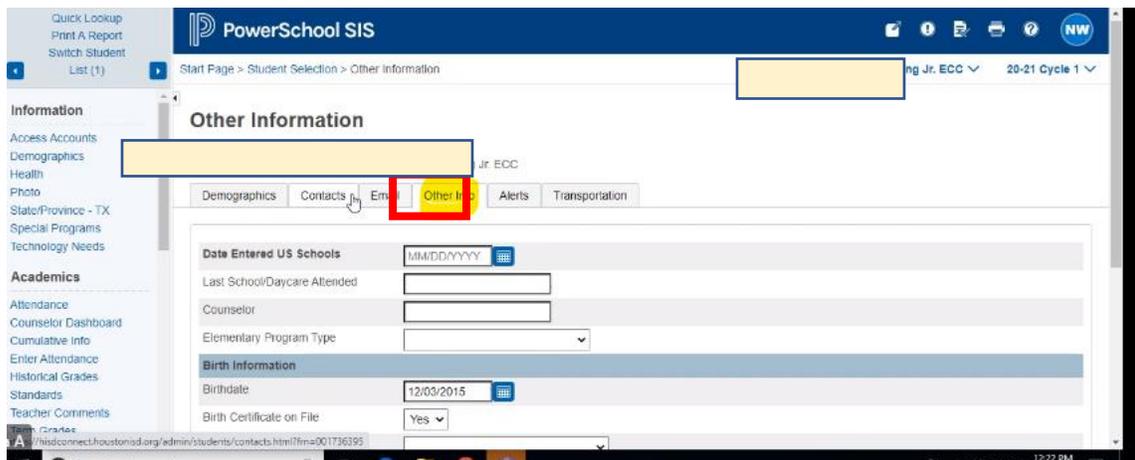
School new online records are complete and exported to HISD Connect. It is recommended to highlight recent records and print before returning to review records on HISD Connect to verify that all required fields are filled.

## HISD Connect Process after Online Enrollment Delivered

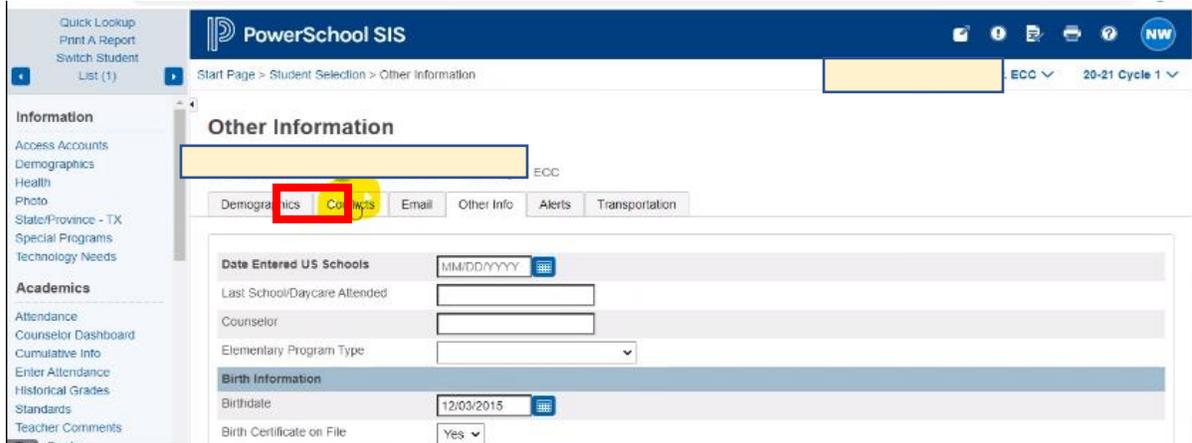
1. Log into HISD Connect and enter student's name in the search field.



2. Click the student's name to open the record.
3. Select the **Other Info** tab. Review the information for accuracy and update if needed.

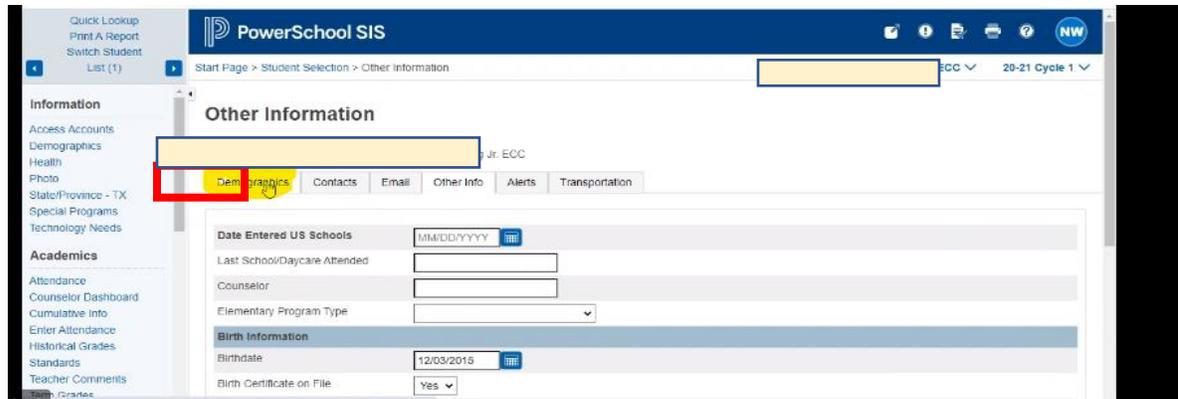


4. Click the **Contacts** tab. Review the information for accuracy and update if needed.

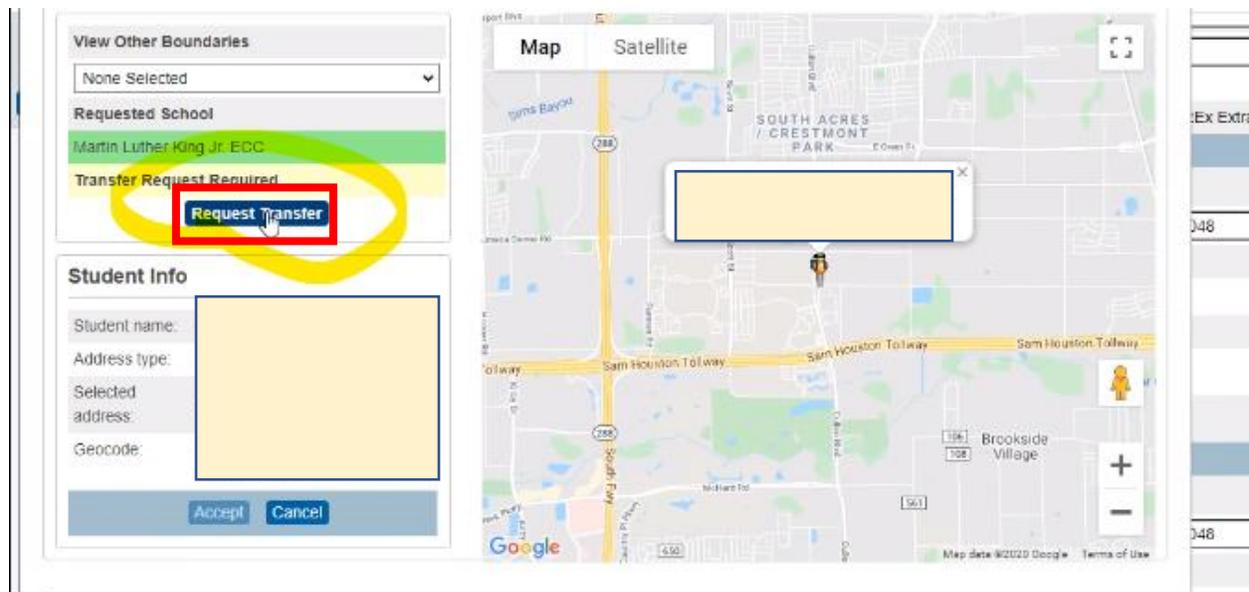


5. Click the **Demographics** tab. Review the information for accuracy and update if needed.

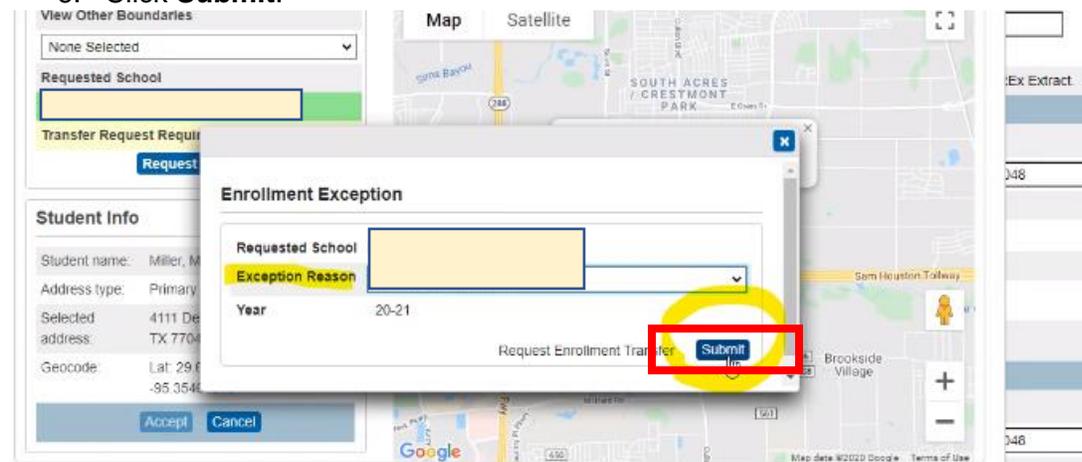
Note: Federal Ethnicity, Race, Gender, and SSN fields must be populated. **If student is new to HISD, be sure to search for student on TSDS to match data if student attended another Texas Public School. This will either create or match the appropriate Unique ID for student. Submit to save your data.**



**Validate Address at the Very End!!! If Transfer is required, be sure to select the correct type for request so that approved transfer will populate.**

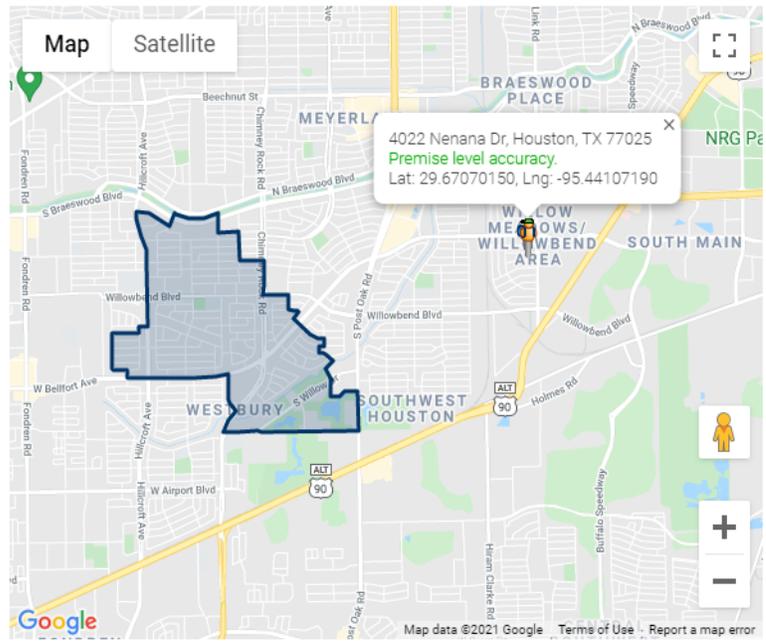


**6. Click Submit.**



7. Approved Transfer will populate, then click **Accept**.

<b>View Other Boundaries</b>	
Out: Parker Elementary School	▼
<b>Requested School</b>	
Parker Elementary School	
Transfer Request <b>APPROVED</b>	
<b>PK -- Approved</b>	
<b>07/13/2021</b>	
<b>Student Info</b>	
Student name:	██████████
Address type:	Primary
Selected address:	4022 Nenana Dr, Houston, TX 77025
Geocode:	Lat: 29.67070150, Lng: -95.44107190
<b>Accept</b> <b>Cancel</b>	



**Student's record is complete.**

## Clearing the Online Enrollment Workspace

- Print a list of the current Pending Approval records from your Online Enrollment workspace
- Print a student list from your HISD Connect Start Page to find matching records and discard pending approval records that have already migrated through the end of year SIS migration process.

\*Workspace should not have pending approval records. You are responsible for clearing pending records as we will be monitoring your campus workspace periodically. To avoid your campus from being added to non-compliant list of schools this will also be part of your 6-week reconciliation process. Clearing process will help eliminate duplicates.

- ❖ Open New Student Registration for Current Year

The screenshot shows the 'Enrollment' workspace configuration menu. The 'New Student Registration (Next School Year)' option is highlighted with a red box, and a red arrow points to it. The 'Academic Year' is set to '2022-2023'.

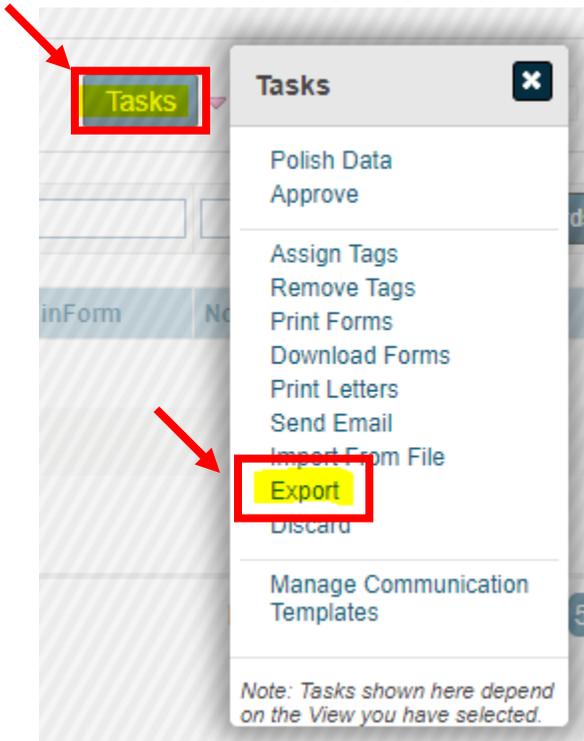
- ❖ From Pending Approval Workspace, select all students by clicking first box on column title row

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

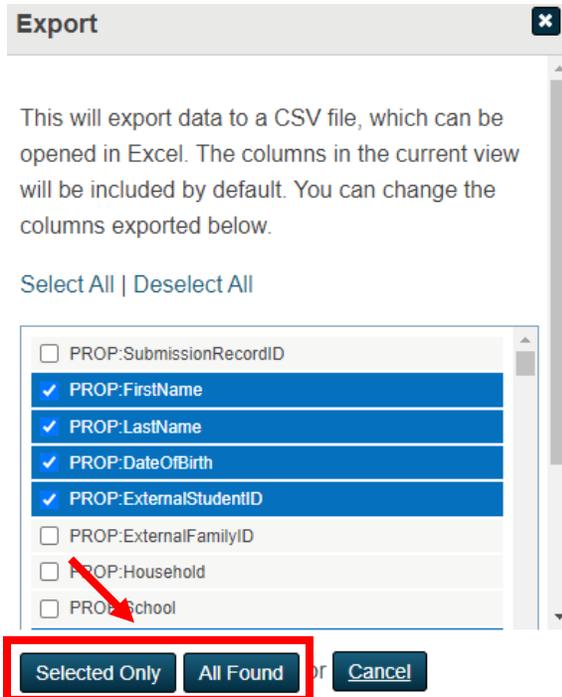
The screenshot shows a table of student records in the Pending Approval workspace. The first checkbox in the column title row is highlighted with a red box and a red arrow. The table has the following columns: ExternalStudentID, FirstName, LastName, DateOfBirth, Zoned School, Intended School, and Grade.

<input type="checkbox"/>	ExternalStudentID	FirstName	LastName	DateOfBirth	Zoned School	Intended School	Grade
<input type="checkbox"/>				12/07/2013	Benbrook Elementary School		2
<input type="checkbox"/>				02/10/2013	Benbrook Elementary School		3
<input type="checkbox"/>				11/26/2010	Benbrook Elementary School		5

❖ Then pull down Tasks menu and select Export



❖ Window will open and if you selected records, click selected only or you can just select All Found



- ❖ New window will open to show records are exporting and you will then click on Download Data

**Export Records** ✕

Exporting records.

Done processing records. Click the following link to access and download the records in a CSV file.

Download Data

Records to Process: 3  
 Records Processed: 3  
 Records Skipped: 0

Close

- ❖ Data can then be opened from .csv file

	A	B	C	D	E	F
1	ExternalStudentID	FirstName	LastName	DateOfBirth	Grade	
2				12/7/2013	2	
3				2/10/2013	3	
4				11/26/2010	5	
5						

- ❖ Next, from your HISD Connect start page select all students.

## Start Page

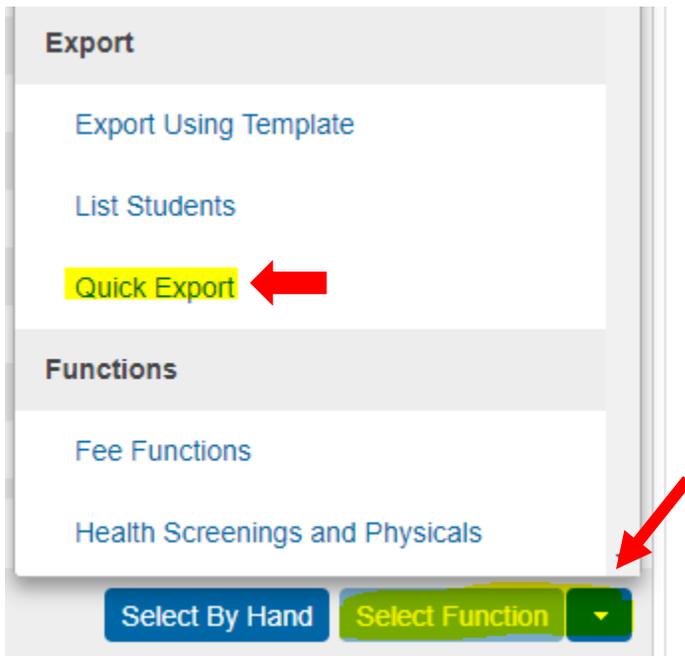
Students
▼
All
▼

-3
PK3
PK4
K
1
2
3
4
5
F
M
All
 Include Remote Enrollments

Stored Searches
Stored Selections
View Field List
Advanced
MultiSelect
District Search

**Current Student Selection (0)**

- ❖ When selection populates all students currently enrolled, then click on drop down menu below to select function:



❖ You will then select your fields for column headings:

**Fields**

Filter:

Student Field Name		
4. Activities.art_9	273. S_TX_STU_IMM_X.IMM_FLU_1_DATE	542. Studer
68. Balance4	337. S_TX_STU_IMM_X.IMM_PPV_4_DATE	606. Studer
70. Bus_Route	339. S_TX_STU_IMM_X.IMM_RUBELLA_2_DATE	608. Studer
71. Bus_Stop	340. S_TX_STU_IMM_X.IMM_RUBELLA_3_DATE	609. Studer
<input type="text" value=""/>	355. S_TX_STU_IMM_X.IMM_TDDT_2_DATE	624. Teache
112. First_Name	381. S_TX_STU_IMM_X.RV_EXEMPT	650. U_STU
<input type="text" value=""/>	392. S_TX_STU_IMM_X.VARICELLA_EXEMPT	661. U_STU
131. Last_Name	400. S_TX_STU_X.ASSESSMENT_EXIT_DATE_LARTS	669. U_STU
146. Middle_Name	415. S_TX_STU_X.CARDIO_RES_INSTR	684. U_STU

- ❖ Repeat same process for DOB.
- ❖ Once fields are selected, submit.
- ❖ See below for 3 fields populated in blue rectangle.

## Quick Export

Export the 802 selected students

Last\_Name  
First\_Name  
DOB

Field Delimiter

Record Delimiter

"Surround Fields"  Column titles on 1st row

Export DCID

Fields

Then print list as a PDF or copy and paste the data to your new excel workbook.

Last_Name	First_Name	DOB
[REDACTED]	[REDACTED]	2/6/2016
[REDACTED]	[REDACTED]	3/22/2017
[REDACTED]	[REDACTED]	2/6/2017
[REDACTED]	[REDACTED]	10/25/2017
[REDACTED]	[REDACTED]	3/23/2017
[REDACTED]	[REDACTED]	5/19/2017

- ❖ Now you can cross reference names from both lists.
- ❖ If matching names are found on both lists, those records can be discarded.
- ❖ Open Pending Approval Workspace and select the specific records.
- ❖ Click on Tasks button and select Discard from the menu.
- ❖ Records are now discarded and you can proceed working on pending files.

New Student Registration (2021-2022)

Submission Workspace

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

benb

<input checked="" type="checkbox"/>	External Student ID	First Name	Last Name	Date of Birth	Zoned School	Intended School	Grade	Submitted	Tags	Lang Used in Form
<input checked="" type="checkbox"/>	[REDACTED]	[REDACTED]	[REDACTED]	12/07/2013	Benbrook Elementary School	Benbrook Elementary School	2	07/29/2021	Medical Concerns, Missing Immunizations, Missing Transcript, Missing Withdrawal, Polished	English
<input type="checkbox"/>	[REDACTED]	[REDACTED]	[REDACTED]	02/10/2013	Benbrook Elementary School	Benbrook Elementary School	3	08/02/2021	Missing Transcript, Missing Withdrawal, Polished	English
<input checked="" type="checkbox"/>	[REDACTED]	[REDACTED]	[REDACTED]	11/26/2010	Benbrook Elementary School	Benbrook Elementary School	5	08/02/2021	Missing Withdrawal, Polished	English

Tasks

- Polish Data
- Approve
- Assign Tags
- Remove Tags
- Print Forms
- Download Forms
- Print Letters
- Send Email
- Import From File
- Discard**
- Manage Communication Templates

Note: Tasks shown here depend on the View you have selected.

## HISD Connect Process for Paper Document Enrollment

1. Verify student is zoned at: <https://www.houstonisd.org/findASchool>

School Search

**School Search**

*Notice: This is only an information tool to locate campuses serving addresses within HISD; boundaries are subject to change. Enrollment eligibility must be confirmed with a campus registrar.*

Search by school name

**Search**

**Find your neighborhood school**

(e.g: 4400 W 18th Street, Houston, TX)

(Note: Do not include apartment or suite numbers.)

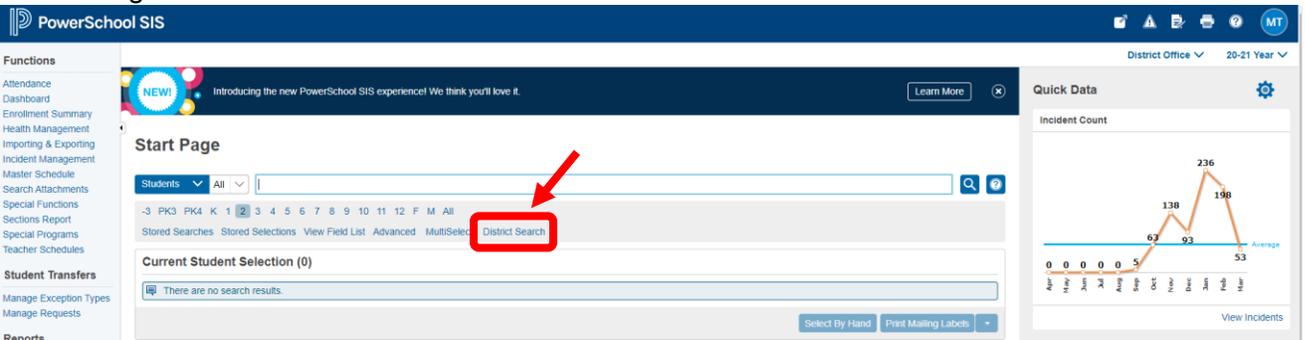
**Search**

 Map of all schools

**Clear Selections**

2. Once address has been verified you may proceed to enroll if student is zoned. If student is not zoned and student does not have an accepted seat through school choice, you must direct the parent to their zoned school and give them the directions to apply for a transfer if they request one. **(Do not attempt to request a transfer through HISD connect as this will cause an Inactive Record that will create PEIMS Errors.)**
3. Verify that paper documentation has been completed by parent and required documents have been provided:
  - a. Proof of student identity (Student Birth Certificate/Birth Facts/Baptismal Records/Passport)
  - b. Proof of Residency (Utility bill, lease agreement, tax receipts or mortgage payment receipts)
  - c. Parent ID (State issued ID/Passport/VISA)
  - d. Student Immunization Record (Verify record is up to date)

4. Log on to HISD Connect and select District Search.



PowerSchool SIS

District Office 20-21 Year

Functions

- Attendance
- Dashboard
- Enrollment Summary
- Health Management
- Importing & Exporting
- Incident Management
- Master Schedule
- Search Attachments
- Special Functions
- Sections Report
- Special Programs
- Teacher Schedules

Student Transfers

- Manage Exception Types
- Manage Requests

Reports

NEW! Introducing the new PowerSchool SIS experience! We think you'll love it. [Learn More](#)

**Start Page**

Students All

-3 PK3 PK4 K 1 2 3 4 5 6 7 8 9 10 11 12 F M All

Stored Searches Stored Selections View Field List Advanced MultiSelect **District Search**

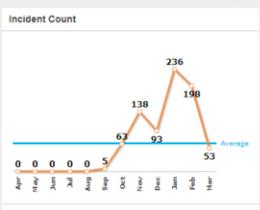
Current Student Selection (0)

There are no search results.

Select By Hand Print Mailing Labels

Quick Data

Incident Count



Month	Incident Count
Aug	0
Sep	0
Oct	0
Nov	0
Dec	5
Jan	63
Feb	138
Mar	93
Apr	236
May	198
Jun	53

View Incidents

5. Fill in two criteria to search for student by using provided documents.

## District-Wide Student Search

Search by the criteria below

Student Number	equals	<input type="text"/>
Last Name	starts with	<input type="text"/>
First Name	starts with	<input type="text"/>
Date of Birth	equals	<input type="text" value="MM/DD/YYYY"/> 
Home Phone	contains	<input type="text"/>
Match	all criteria	

2

6. If student is not found on District-Wide Search, search for student on TSDS.



**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?](#)

7. Select Texas Student Data System Portal Link:

**Texas Education Agency**  
User and Access Management

**Self-Service**

- Access Applications
- Requests I've Submitted
- Change My Password
- My Security Questions
- My Application Accounts
- Edit My User Information

**Applications**

**Texas Records Exchange**

Texas Records Exchange

[District Viewer](#)  
HOUSTON ISD (101912)

**Texas Student Data System Portal**

Texas Student Data System Portal

[Texas Student Data System Portal](#)

HOUSTON ISD  
Roles: [PEIMS Data Completer, TIMS Level 1 Support],[Uniq-ID LEA]

8. Select Manage Unique IDs.

**tsds** texas student data system

Unique ID PEIMS Support

**Welcome**

The Texas Student Data System (TSDS) is a data collection and reporting system that improves and standardizes Texas education data collection and management process and equips educators with timely, actionable and historical student data to drive classroom and student success.

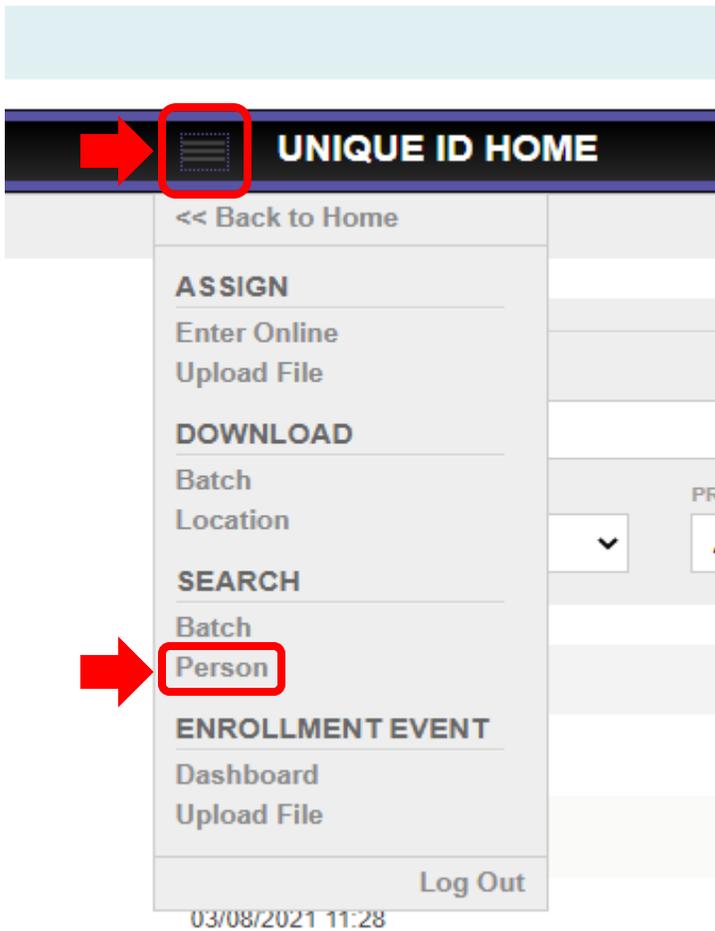
TSDS replaces and expands on the existing Public Education Information Management System (PEIMS).

**GET STARTED**

- Manage Unique IDs**
- Promote Loaded Data
- Prepare/Finalize Data
- View Reports

If you do not see the selected function, you may have selected an organization for which you do not have the necessary permissions. Please select a different organization or visit [TEAL](#) to request new permissions.

9. Click on menu and select "Person" under SEARCH.



10. First and Last Name are required. Then click on search.

A screenshot of a search form. The form has three tabs: 'BASIC SEARCH', 'ADVANCED SEARCH', and 'ID SEARCH'. The 'BASIC SEARCH' tab is selected. The form contains the following fields: 'First Name:\*' (highlighted with a red box), 'Middle Name:' (empty), 'Last Name:\*' (highlighted with a red box), 'Suffix:' (dropdown menu), and 'Date Of Birth:' (three dropdown menus for 'mm', 'dd', and 'yyyy'). At the bottom right of the form, there are two buttons: 'CLEAR' and 'SEARCH' (highlighted with a red box).

If you find a match, be sure to use SS# or Alt ID listed. Updates may be made if documentation is provided and submitted to FSC Sr SIR.

If no match is found, you can also attempt to find a match by searching by ID if parent provided SS#. This can be helpful if student's number was previously used in error or ID was input correctly, but error was made with name entry by other school. The goal is to not create

duplicates and if you do find an error, please make a copy of your documentation, screen shot the error, and send to your Sr SIR for correction.

Person Search - Individual Person ?

BASIC SEARCH   ADVANCED SEARCH   ID SEARCH

ID.\*

ID Type.\*    Unique ID    SSN    Alias ID

Source:

(\*) Required

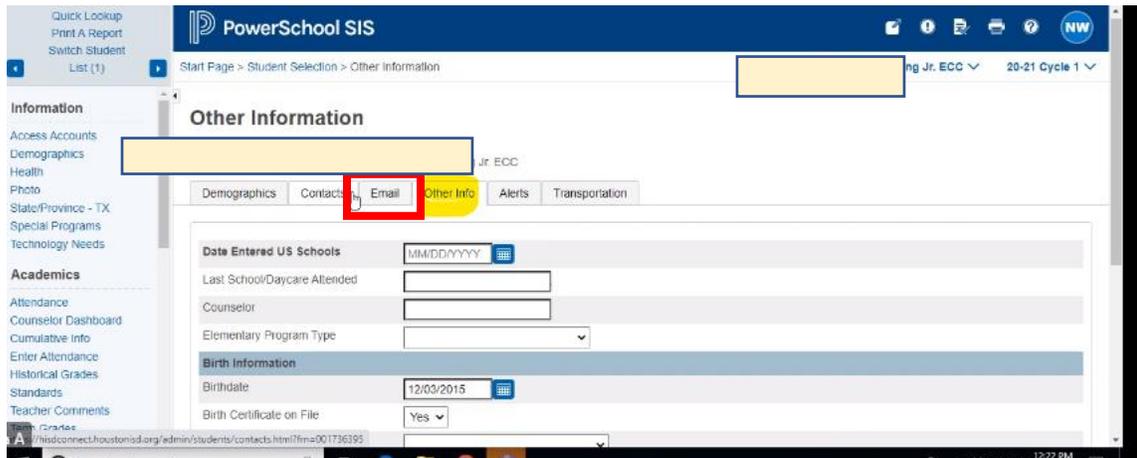
11. Once verified that student has not registered at any HISD school in the past for testing or to attend, you will create a new record and student ID by clicking “Enroll New to District” and be sure to use the correct entry date.

#	Student Number	Student Name ^	DOB	Grade	Home Phone	TEA Unique Id	Entry Date	Exit Date	Enroll Status	School
No students matched your request.										

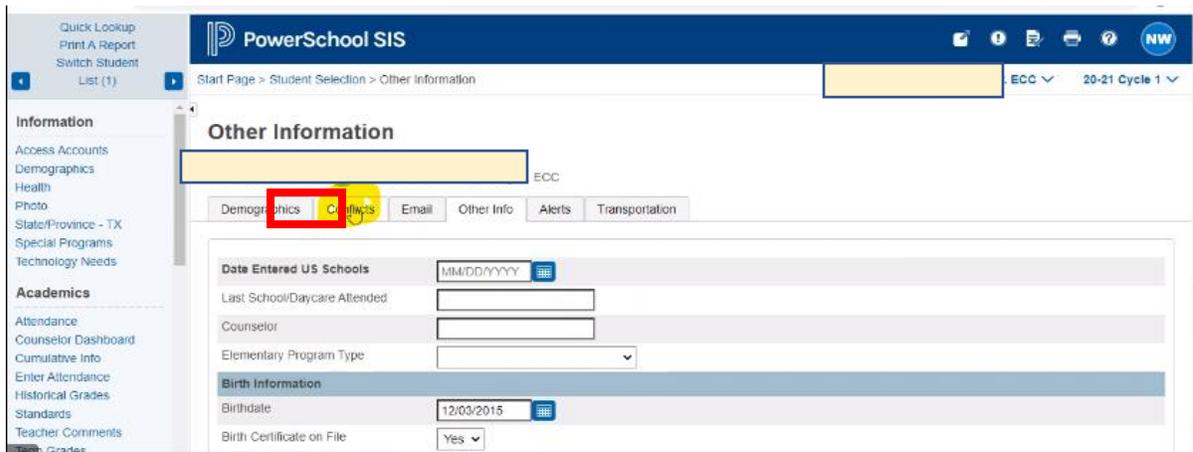
Page 1 of 1   View 1 - 1 of 1

If the student is not in the list:

12. Select the **Other Info** tab. Review the information for accuracy and update if needed.



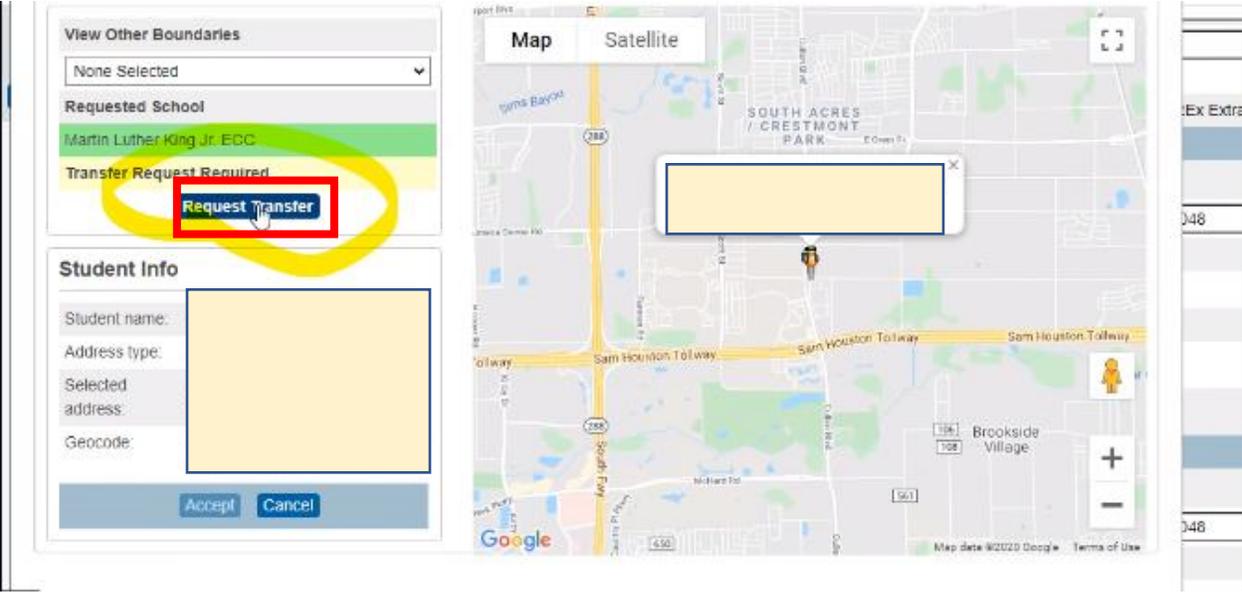
13. Click the **Contacts** tab. Review the information for accuracy and update if needed.



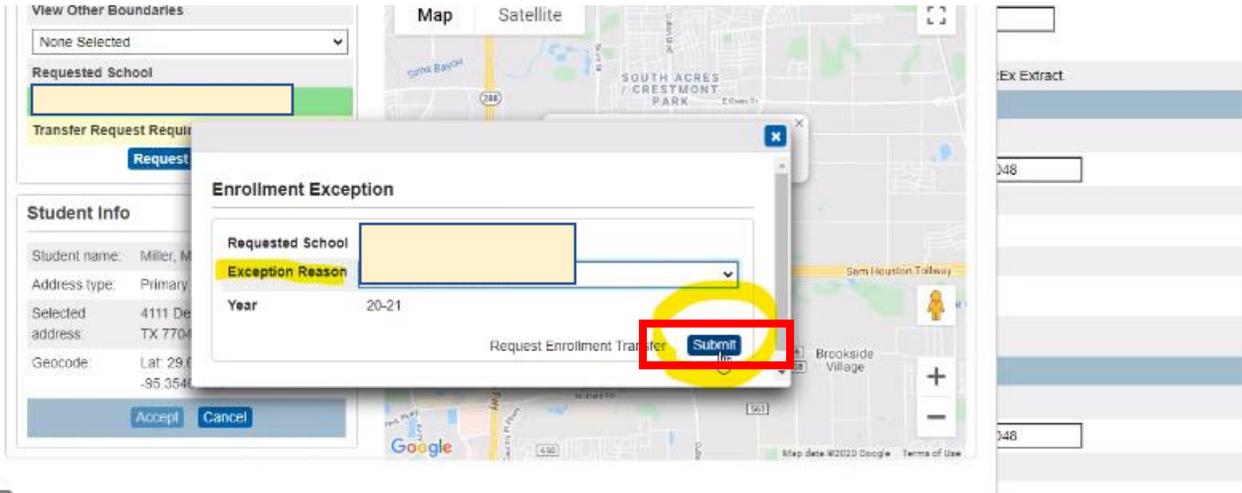
14. Open page to student demographics to fill in required fields (Federal Ethnicity, Race, Gender and SS# or populate Alt ID #s. If student was found on TSDS, be sure to match demographics on HISD Connect and include the Unique ID#.



15. Validate Address at the Very End!!!



**16. Click Submit.**



Student's record is complete.

## ITEMS MAINTAINED IN THE CUMULATIVE FOLDER

1. Elementary Permanent Record Card
2. Middle School Permanent Record Card – maintain two (2) perm cards. \*
3. Records transferred from other districts in which the student was enrolled.
4. Birth Certificate
5. Social Security Card
6. Original Home Language Survey
7. Parent /Guardian Identification
8. Immunization /Shot Record/ Health services records
9. Child Custody Papers
10. LEP Documentation
11. Latest Report Card from the current year
12. Student Score Report Results/Standardized test data/ Documentation regarding student's testing history and accelerated instruction / grade placement committee actions
13. Enrollment/Admission data/Attendance records/ Student questionnaires/ personal and family data
14. Withdrawal data
15. Verified reports of serious or recurrent behavior patterns
16. Parent / Administrative conference copies
17. Records pertaining to participation in extracurricular activities/ fee payment records
18. Records pertaining to student and parent complaints
19. Other records that may contribute to an understanding of the student
20. Matrix Score Sheet (Magnet Transfer)

Remember to maintain two (2) copies of the middle school permanent record card. One (1) is kept in the cumulative folder and will follow the student to the next HISD School he/she attends and the other remains on the middle school campus permanently. Keep both perm cards up-to- date, accurate and complete with student demographic labels for the current year.

## Registrars | Records Clerks

**Cumulative Folder Clean Up** – Maintain the cumulative folder before forwarding to the next HISD school. Remember to place the permanent record card in the front of the cumulative folder so the next registrar can easily locate the perm card.

**Cumulative Folder Review – The Student Records Department will conduct reviews of cumulative folders. Randomly selected cumulative folders for all grade levels will be requested to review the contents and determine if folders are in compliance.**

All students enrolled on the campus must have a cumulative folder with the enrollment documentation and other items listed under “Items Maintained in the Cumulative Folder”.

### Transferring records for fall semester, 2022

The deadline to transfer cumulative folders to other HISD schools is **Friday, September 9, 2022.**

## HISD Records

**Requesting records HISD to HISD only** – Requesting records via TREx is district policy as well as mandated by the State. Registrars may print the Last Year Campus Report (LYC) from HISD Connect and use it to request records in TREx.

**Sending records to HISD campuses** – Registrars must receive a request for student records prior to sending any records. Records are sent via HISD Mail or TREx. It is imperative to know your campus' mail pick up days. When sending via HISD Mail, packaged or boxed student records **MUST** be clearly addressed to the Registrar | Records Clerk of the receiving campus. When sending large quantities of student records, clearly label and number the boxes (1 of 2 & 2 of 2). Include the following information within the address:

**TO: Registrar Cynthia Nemons**  
**SCHL: Berry Elementary School, Rte XX**  
**From: Registrar Allease Shepard**  
**SCHL: Travis Hunt Middle School, Rte XX**  
**STUDENT RECORDS ENCLOSED**

**Requesting records from other districts outside Texas** – Contact school via email, fax or mail to request student records. Provide demographic information such as student name, DOB and grade level.

## Out of District Records

**Requesting records from other Texas districts-** Requesting records via TREx is district policy as well as mandated by the State. If the campus is out of state, email or mail the request to the last attended campus.

**Sending records to other districts in Texas** - Registrars must receive a request for student records prior to sending any records. Records are sent via TREx. Information from the cumulative folder is copied and scanned to the receiving school.

**Sending records to other districts outside Texas** - Registrars must receive a request for student records prior to sending any records. Information from the cumulative folder must be copied scanned or emailed and sent to the receiving school.

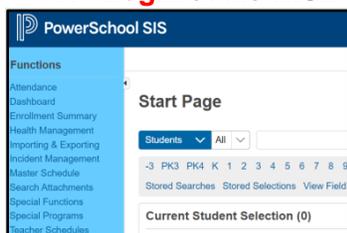
## HISD Connect Enrollment

### Enrollment – Transfer Out of School (Withdraw)

When a student leaves your school to attend another school in or out of the district, use the **Transfer Out of School** Function. This will **deactivate the student's records** and remove his or her classes automatically. Student **records are not deleted**, their status changes to inactive. The student remains inactive but, his or her record is retained in the system and associated with your school, until he or she is transferred to another school within your district and re-enrolls in the school. **Remember** that inactive students do not appear in lists and searches (unless you use the forward slash (/) to search for inactive students).

**It deactivates the records but leaves staff at the current school with access to all a student's information and grades.**

1. **Begin** at the **HISD Connect Start Page**.



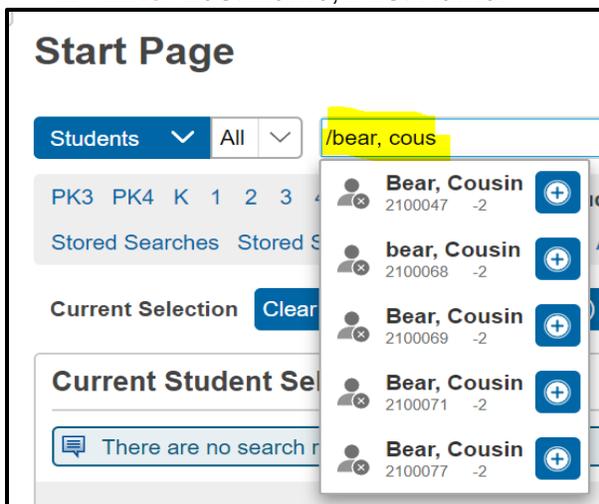
If you are not actively working in HISD Connect, your session may time out. If so, you need to sign in again. Click **HISD Connect** to return to the start page from anywhere within the application.

2. **Click** on Cycle/Year in the header on the top righthand side of the page.

21-22 Year ▾

By default, the Cycle/Year for the current year is selected. Before beginning any HISD Connect procedure, be sure the Year and school in which you want to work appears.

3. **Click** on the **Student Tab** to access the Student Search function.
4. **Enter Last Name, First Name.**



As you begin to type, the search box immediately displays a drop-down of matching results. Within the drop-down of matching results, you can add or remove individually to current selection or press Enter or Return to all matches.

**Active** Students appear as **blue** icons.

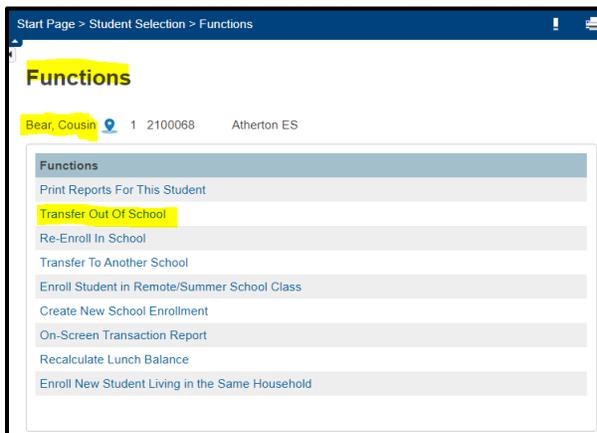
**Inactive** Students appear as **gray** icons.

5. **Click** on **Student Name** to open student record.
6. **Click** on **Functions** under the **Enrollment** Section of **Main Menu**.

<b>Enrollment</b>
Activities
Uil/Activities
All Enrollments
<b>Functions</b>
Special Programs
Transfer Info

When transferring a student out of school who has any attendance records on or after the date of the transfer, a message appears stating:  
 “There are (number) attendance record(s) for the current student. Listed below are the number of records per date.”  
 The transfer is prevented until the future attendance records are deleted.

**7. Click on Transfer Out of School.**



- 8. Enter Date of Transfer.**
- 9. Enter Transfer Comment** (Optional).
- 10. Enter Exit Code.**
- 11. Click Submit.**

Field	Details
Transfer Comment	Enter a comment to record why/where the student is being transferred
Date of Transfer	The first date the student will no longer be enrolled in school
Check to delete all future attendance	When the student has attendance on or after the date of transfer, and the user has permission to enter attendance, a checkbox will appear “Check to delete all future attendance records this student has listed above.” Checking this box will delete the attendance that would be orphaned by transferring the student out.
Exit Code	Select an appropriate exit code from the dropdown menu.
Auto-Transfer School options	You can specify a school to send the students to, skipping the need to run manually transfer them there after running this process.
Also transfer out of selected programs	If the student is also enrolled in special programs at the school, a list of them will appear. Check any the student will be leaving on their date of transfer.
Check here if student is intended to enroll	Selecting this checkbox preserves the students scheduling information, such as Next Year Grade, Course Requests, etc. If unchecked, these are cleared.

**Transfer Student Out**

Bear, Cousin 1 2100068 Atherton ES

Who will be transferred out Bear, Cousin

Transfer comment

Date of transfer (should be the day after the student's last day in class) MM/DD/YYYY

Exit code

Check here if student(s) intend to enroll in school during next school year.\*

\* If the box is **NOT** checked, be advised that all scheduling related data for next year will be cleared. The values cleared will be next school, schedule this student indicator, and all future course requests.

Submit

12. Click **Confirm Submit**.

\* If the box is **NOT** checked, be advised that all scheduling related data for next year will be cleared. The values cleared will be next school, schedule this student indicator, and all future course requests.

✓ No attendance records found on or after 5/6/2020.

Confirm Submit Cancel

The student is transferred out of the school. After this process, the student will no longer appear as active at your campus and will be automatically dropped from the teacher's roster.

**Alert:**

**Student Transfers: 1 transferred, 0 pending transfer, 0 errors.**

Back

The student is now inactive at your campus.

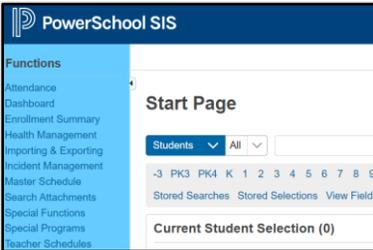
13. You have **completed** this lesson.

# HISD Connect SIS Enrollment

## Enrollment – Re-Enroll Student

Re-Enroll any student who has enrolled before he or she transferred out of school. When a student is enrolled, all the related student information previously entered is reactivated. After you complete the re-enrollment, update the student's information on his or her student pages.

1. **Begin** at the HISD Connect **Start Page**.



If you are not actively working in HISD Connect, your session may time out. If so, you need to sign in again. Click **HISD Connect SIS** to return to the start page from anywhere within the application.

2. **Click** on Cycle/Year on the top righthand side of the page.



By default, the Cycle/Year for the current year is selected. Before beginning any HISD Connect procedure, be sure the year and school in which you want to work appears.

You are searching for a student that is zoned to your campus and is returning after having been enrolled at another District school.

3. **Click** on **Enroll Student** under the **People** Section of the **Main Menu**.

Alternatively, you can choose **Special Functions** under **Functions** in the main menu and click **Enroll New Student**.



The District Search page displays, and you will complete at least 2 required fields, **Last Name**, **First Name** and/or **Date of Birth** for your search (**strongly recommend you include DOB in your search**). **Match offers include:**

- **Any Criteria** will yield results that match any of the queried fields. This option may result in too many records too broad of a search and will take longer.
- **All Criteria** will yield only those records that match all queried fields. (**Recommended**)

If you do not enter a **Date of Birth**, your results will list all students containing **any** of the criteria you entered and will list results in alphabetical order by last name. However, the last name that you search may not necessarily be the only last name of the student. You will need to sort through the page(s) to search for your student.

**Searching for students using all criteria with:**

- First Name contains jose
- Last Name contains garcia

#	Student Number	Student Name	DOB	Grade
1				9
2				0
3				2
4				6
5				12
6				12
7				9
8				9
9				11
10				9
11				9

4. **Enter** Last Name, First Name and/or Date of Birth.

**District-Wide Student Search**

Search by the criteria below

Student Number: equals [ ]

Last Name: contains [ Bear ]

First Name: contains [ Cousin ]

Date of Birth: equals [ 5/5/2015 ]

Home Phone: contains [ ]

Match: all criteria

Search [ ]

5. **Click Search.** Your search results appear.

Start Page > District-Wide Student Search Almeda Elementary School 19-20 Year

**Searching for students using all criteria with:**

- First Name contains brother
- Last Name contains bear

#	Student Number	Student Name	DOB	Grade	Home Phone	TEA Unique Id	Entry Date	Exit Date	Enroll Status	School
1	2100058	Bear, Brother	05/06/2015	-3			05/07/2020	05/30/2020	Inactive	T. H. Rogers Middle School
2	2100048	Bear, Brother	03/20/2015	-2			05/05/2020	05/30/2020	Inactive	Almeda Elementary School

6. **Click** on the **Student Name**.

Start Page > District-Wide Student Search Almeda Elementary School ▾ 19-20 Year

Searching for students using all criteria with:

- First Name contains brother
- Last Name contains bear

#	Student Number	Student Name ^	DOB	Grade	Home Phone	TEA Unique Id	Entry Date	Exit Date	Enroll Status	School
1	2100058	Bear, Brother	05/06/2015	-3			05/07/2020	05/30/2020	Inactive	T. H. Rogers Middle School
2	2100048	Bear, Brother	03/20/2015	-2			05/05/2020	05/30/2020	Inactive	Almeda Elementary School

7. **Click** **Submit**.

**Transfer to Another School**

Bear, Brother -2 2100048 Almeda ES Inactive

Who will be transferred: Bear, Brother

To which school? Almeda Elementary School ▾

Note: The student must have already been transferred out of this school (be inactive) to use this function.

**Submit**

8. **Click** **Re-Enroll** to reactive the record.

 **PowerSchool SIS**

**Alert:**

Bear, Brother is already on inactive status at the specified school.

**Back** **Re-enroll**

The **Re-Enroll** Student page appears.

**Re-Enroll Student**

Bear, Brother -2 2100048 Almeda ES Inactive

Student to re-enroll: Bear, Brother

Date of re-enrollment: 4/13/2020

Entry code: R (Returned)

Entry comment:

Grade Level: PK3

Track:

District of Residence: Houston Independent School District (101912)

Restore class enrollments?: Yes

Note: Regardless of the date specified above, the student's records will be re-activated immediately.

**Submit**

9. **Enter** **Date of Re-Enrollment**.

10. **Enter** **Entry code**.

11. **Enter** **Comment**

12. **Enter** **Grade Level**

13. **Click** **Submit**.

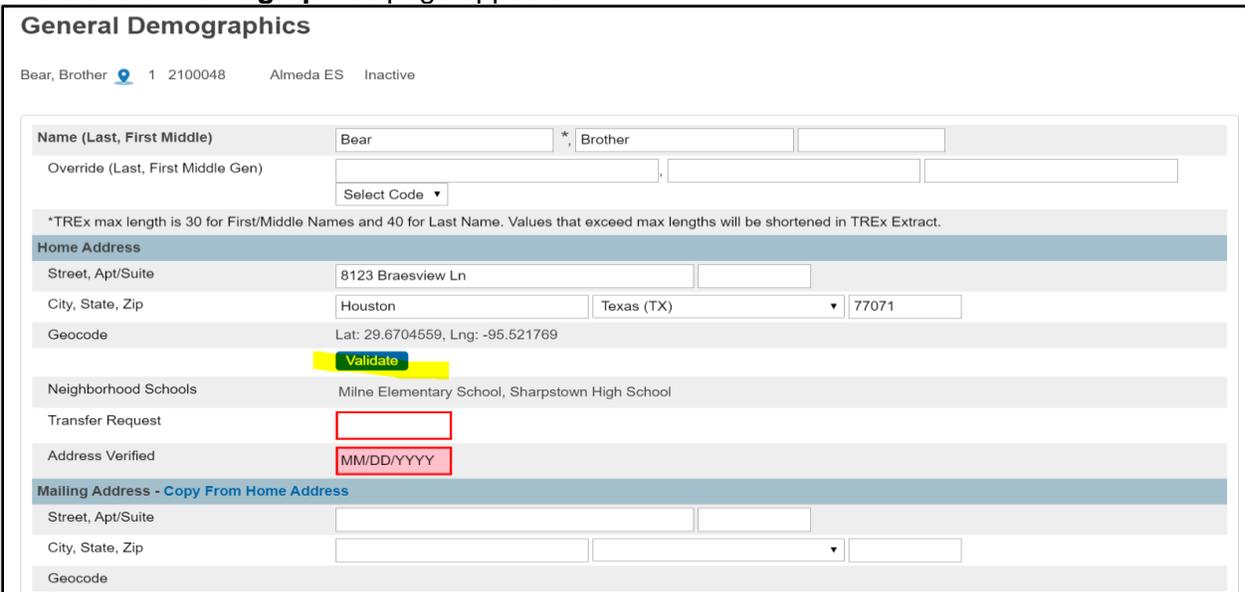
Alert page appears.



The screenshot shows the PowerSchool SIS Alert page. At the top left is the PowerSchool SIS logo. Below it, the word "Alert:" is followed by a text box containing the message: "Bear, Brother has been re-enrolled." At the bottom right of the page, there are two buttons: "Back" and "Students home".

14. **Click Students home.**

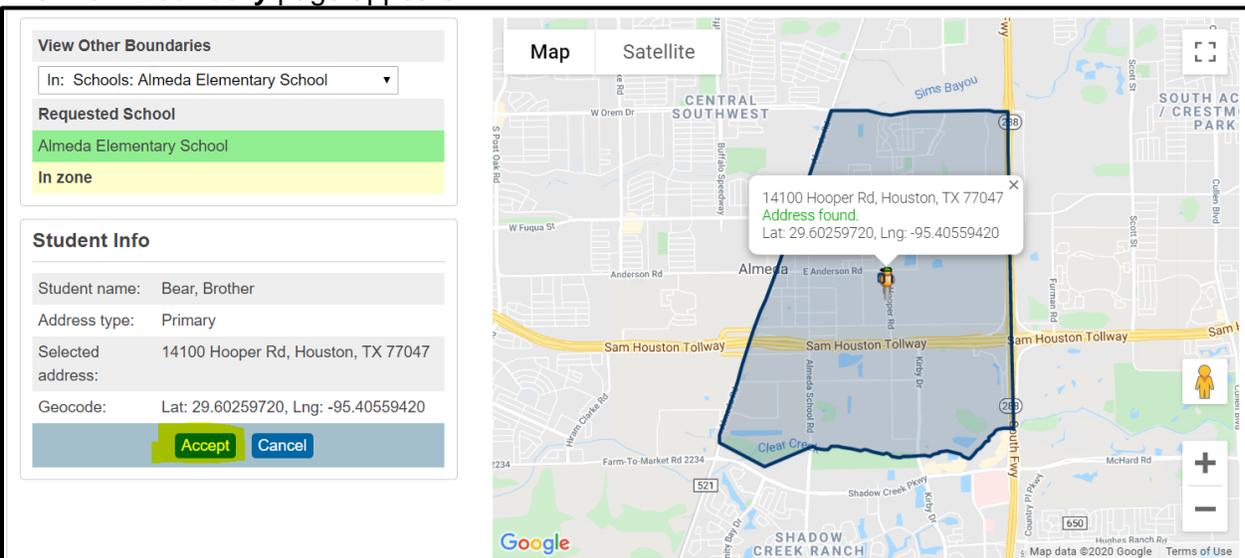
The **General Demographics** page appears.



The screenshot shows the "General Demographics" page for a student named "Bear, Brother". The page includes fields for Name (Last, First Middle), Override (Last, First Middle Gen), Home Address (Street, Apt/Suite, City, State, Zip, Geocode), Neighborhood Schools, Transfer Request, Address Verified, and Mailing Address (Copy From Home Address). A "Validate" button is highlighted in yellow.

15. **Click Validate.**

The **View Boundary** page appears.



The screenshot shows the "View Boundary" page. On the left, there is a sidebar with "View Other Boundaries" (In: Schools: Almeda Elementary School), "Requested School" (Almeda Elementary School), "In zone" status, and "Student Info" (Student name: Bear, Brother; Address type: Primary; Selected address: 14100 Hooper Rd, Houston, TX 77047; Geocode: Lat: 29.60259720, Lng: -95.40559420). On the right, there is a map showing the school boundary. A tooltip for the address "14100 Hooper Rd, Houston, TX 77047" is displayed, indicating "Address found" with coordinates "Lat: 29.60259720, Lng: -95.40559420".

16. **Click Accept.**

The General Demographics page appears.

**General Demographics**

Bear, Brother 0 2100129 Almeda ES Inactive

Name (Last, First Middle) Bear \* Brother  
Override (Last, First Middle Gen) Select Code

\*TREx max length is 30 for First/Middle Names and 40 for Last Name. Values that exceed max lengths will be shortened in TREx Extract.

**Home Address**

Street, Apt/Suite 14100 Hooper Rd  
City, State, Zip Houston Texas (TX) 77047  
Geocode Lat: 29.60259720, Lng: -95.40559420  
[Validate](#)

Neighborhood Schools Almeda Elementary School, Audrey Lawson Middle School, Worthing High School  
Transfer Request  
Address Verified 05/22/2020 [Submit to Save Changes](#)

17. **Click Submit**

The Changes Recorded page appears.

**Changes Recorded**

 The changes have been recorded.

[Back](#)

18. **Click Back**

The General Demographics page appears. The student is now re-enrolled after the address is validate (in green).

**General Demographics**

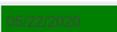
Bear, Brother 0 2100129 Almeda ES

Name (Last, First Middle) Bear \* Brother  
Override (Last, First Middle Gen) Select Code

\*TREx max length is 30 for First/Middle Names and 40 for Last Name. Values that exceed max lengths will be shortened in TREx Extract.

**Home Address**

Street, Apt/Suite 14100 Hooper Rd  
City, State, Zip Houston Texas (TX) 77047  
Geocode Lat: 29.6025972, Lng: -95.4055942  
[Validate](#)

Neighborhood Schools Almeda Elementary School, Audrey Lawson Middle School, Worthing High School  
Transfer Request  
Address Verified 

19. You have **completed** this lesson.

## PEIMS General Information

1. On the **Start Page**, search for and select a student.
2. Click on **State/Province-TX**.  
The **Texas Student Information** page appears.

The screenshot shows a sidebar menu with the following items:

- Texas Student Information
- PEIMS General Information
- Graduation Information
- Student Census Block
- COVID-19 Crisis Code
- Student Early Reading
- Student Restraints
- Flexible Attendance
- Student Extended School Year (ESY)
- Student Immunizations
- Student Assessment and Pre-Code
- Civil Rights Data Collection (CRDC)

3. Click on **PEIMS General Information**. The **PEIMS General Information** page appears.
4. Click on **New**. The **New PEIMS General** page appears.

The screenshot shows the 'New PEIMS General' form with the following fields:

- Entry Date: MM/DD/YYYY
- Exit Date: MM/DD/YYYY
- ADA Code (E0787): (1) Eligible For Full Day Attendance \*
- Campus ID of Residence (E0903):
- Campus ID of Accountability (E1027): Select Code
- Crisis Code (E1054): Select Code
- Attribution Code (E1000): Select Code
- Homeless Status Code (E1082): Select Code
- Unschooler-Asylee/Refugee (E1076): Select Code
- Unaccompanied Youth Status Code (E1084): Select Code
- Foster Care Indicator (E1528): Select Code
- Military Connected (E1529): Select Code
- Dyslexia Indicator (E1530): (0) Not Receiving Services
- T-STEM Override (E1559): (0) Not Receiving Services
- T-STEM Override EXYR (E1559): (0) Not Receiving Services
- ECHS Override (E1560): (0) Not Receiving Services
- ECHS Override EXYR (E1560): (0) Not Receiving Services

Code R is not reported to TEA, but is used to identify students referred to DFPS for the At-Risk auto-code

5. Edit the information as needed.
6. Click **Submit**. Your changes have been saved.
7. You have completed this lesson.

## Section 12 – Calendars and Timelines

### Membership Reporting Dates

#### MEMBERSHIP REPORTING FOR 2022-2023

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
<b>First week:</b>	August	22	1	<b>Fourth week:</b>	September	12	15
	August	23	2		September	13	16
	August	24	3		September	14	17
	August	25	4		September	15	18
	August	26	5		September	16	19
<b>Second week:</b>				<b>Fifth week:</b>	September	23	24
	August	29	6				
	August	30	7	<b>Sixth week:</b>	September	30	29
	September	31	8				
	September	1	9	<b>Seventh week:</b>	October	7	32
	September	2	10				
<b>Third week:</b>	September	5 <b>NO CLASSES</b>	<b>LABOR DAY</b>	<b>Eighth week:</b>	October	14	37
	September	6	11	<b>Ninth week:</b>	October	21	42
	September	7	12				
	September	8	13	<b>Snapshot</b>	<b>October</b>	<b>28</b>	47
	September	9	14				

SPECIAL MEMBERSHIP REPORTING DATE:				<b>OCTOBER 28, 2022 PEIMS SNAPSHOT</b>			
Friday	November	18	62	Thursday	March	30	132
Friday	December	16	77	Friday	April	28	150
Friday	January	27	94	Wednesday	May	31	172
Friday	February	24	113				

## PEIMS Timelines

### 2022-2023 TSDS Submissions Timeline by Collection

TSDS COLLECTIONS	
TSDS ready to load data to eDM	August 1, 2022
PEIMS Fall Submission (Submission 1)	
PEIMS Fall Submission ready for users to promote data	September 12, 2022
Close of school-start window - Last Friday in September	September 30, 2022
PEIMS Fall snapshot date	October 28, 2022
TSDS PEIMS ready for users to complete, approve, and accept submissions	October 31, 2022
PEIMS Fall first Submission due with SOA to Region 4*	December 1, 2022
Requests to retire Unique IDs due at TEA	December 2, 2022
PEIMS Fall first Submission due to TEA for LEAs and ESCs	December 8, 2022
PEIMS Fall Resubmission due with SOA to Region 4*	January 12, 2023
Requests to retire Unique IDs due at TEA	January 13, 2023
PEIMS Fall Resubmission due to TEA for LEAs and ESCs	January 19, 2023
PEIMS Fall data available to customers	February 16, 2023
PEIMS Mid-Year Submission (Submission 2)	
PEIMS Mid-Year Submission ready for users to promote data	November 14, 2022
TSDS PEIMS ready for users to complete, approve, and accept submissions	December 19, 2022
PEIMS Mid-Year first Submission due with SOA to Region 4*	January 19, 2023
PEIMS Mid-Year first Submission due to TEA for LEAs and ESCs	January 26, 2023
PEIMS Mid-Year Resubmission due with SOA to Region 4*	February 2, 2023
PEIMS Mid-Year Resubmission due to TEA for LEAs and ESCs	February 9, 2023
PEIMS Mid-Year data available to customers	March 2, 2023
PEIMS Summer Submission (Submission 3)	
PEIMS Summer Submission ready for users to promote data	February 27, 2023
TSDS PEIMS ready for users to complete, approve, and accept submissions	May 15, 2023
PEIMS Summer first Submission due with SOA to Region 4*	June 8, 2023
Requests to retire Unique IDs due at TEA	June 9, 2023
PEIMS Summer first Submission due to TEA for LEAs	June 15, 2023
PEIMS Summer Resubmission due with SOA to Region 4*	July 13, 2023
Requests to retire Unique IDs due at TEA	July 14, 2023
PEIMS Summer Resubmission due to TEA for LEAs**	July 20, 2023
PEIMS Summer data available to customers	September 21, 2023
PEIMS Extended Year Submission (Submission 4)	
PEIMS Extended Year Submission ready for users to promote data	March 27, 2023
TSDS PEIMS ready for users to complete, approve, and accept submissions	July 31, 2023
Requests to retire Unique IDs due at TEA	August 18, 2023
PEIMS Extended Year first Submission due with SOA to Region 4*	August 24, 2023
PEIMS Extended Year first Submission due to TEA for LEAs	August 31, 2023
Requests to retire Unique IDs due at TEA	September 8, 2023
PEIMS Extended Year Resubmission due with SOA to Region 4*	September 14, 2023
PEIMS Extended Year Resubmission due to TEA for LEAs	September 21, 2023
PEIMS Extended Year data available to customers	October 19, 2023

Region 4 ESC-PEIMS

## 2022-2023 TSDS Submissions Timeline by Collection

Classroom Roster Collection - Fall Submission	
Class Roster Fall ready for users to promote data	September 12, 2022
Class Roster Fall snapshot date – Last Friday In September	September 30, 2022
Class Roster Fall ready for users to complete	September 30, 2022
Class Roster Fall Submission due to TEA for LEAs	October 20, 2022
Class Roster Fall data available to customers	November 3, 2022
Classroom Roster Collection - Winter Submission	
Class Roster Winter ready for users to promote data	January 30, 2023
Class Roster Winter snapshot date – Last Friday In February	February 24, 2023
Class Roster Winter ready for users to complete	February 24, 2023
Class Roster Winter Submission due to TEA for LEAs	March 30, 2023
Class Roster Winter data available to customers	April 13, 2023
Charter School Waitlist Collection	
Charter School Waitlist ready for users to promote data	September 12, 2022
Charter School Waitlist ready for users to complete	September 30, 2022
Charter School Waitlist snapshot date - Last Friday In September	September 30, 2022
Charter School Waitlist Submission due date for charter schools	October 28, 2022
Charter School Waitlist data available to customers	November 11, 2022
Residential Facility Tracker (RFT) Collection	
RF Tracker ready for users to promote data	September 12, 2022
All RF Tracker data up to this point must be promoted and validated LEA will continue to report RF Tracker data as students enter and exit residential facilities or on a monthly basis throughout the school year.	December 9, 2022
RF Tracker ready for users to complete	May 15, 2023
RF Tracker Submission due to TEA for LEAs	July 20, 2023
RF Tracker data available to customers	August 3, 2023
Early Childhood Data System Collection (ECDS) - KG	
ECDS Kindergarten ready for users to promote data	November 7, 2022
ECDS Kindergarten Submission due to TEA for LEAs	January 26, 2023
ECDS Kindergarten data available to customers	February 9, 2023
Early Childhood Data System Collection (ECDS) - PK	
ECDS Prekindergarten ready for users to promote data	November 7, 2022
ECDS Prekindergarten Submission due to TEA for LEAs	June 22, 2023
ECDS Prekindergarten data available to customers	July 6, 2023
State Performance Plan Indicator 14 (SPPI-14) Collection	
SPPI-14 ready for users to promote data	September 12, 2022
SPPI-14 ready for users to complete	October 31, 2022
SPPI-14 Submission due to TEA for LEAs	February 16, 2023
SPPI-14 data available to customers	March 2, 2023
Special Education Language Acquisition (SELA) Collection	
Special Education Language Acquisition ready for users to promote data	September 12, 2022
Special Education Language Acquisition ready for users to complete	May 15, 2023
Special Education Language Acquisition Submission due date for LEAs	June 22, 2023
Special Education Language Acquisition data available to customers	July 6, 2023
Child Find Submission	
Child Find ready for users to promote data	September 12, 2022
Child Find ready for users to complete	May 15, 2023
Child Find Submission due date for LEAs	July 27, 2023

Region 4 ESC-PEIMS

2022-2023 Submissions Sorted by Due Date	
TSDS PEIMS ready to load data to eDM	August 1, 2022
TSDS ready to load data to eDM	August 1, 2022
Charter School Waitlist ready for users to promote data	September 12, 2022
Child Find ready for users to promote data	September 12, 2022
Class Roster Fall ready for users to promote data	September 12, 2022
PEIMS Fall submission ready for users to promote data	September 12, 2022
RF Tracker ready for users to promote data	September 12, 2022
SPPI-14 ready for users to promote data	September 12, 2022
Special Education Language Acquisition ready for users to promote data	September 12, 2022
Charter School Waitlist snapshot date - Last Friday In September	September 30, 2022
Charter School Waitlist ready for users to complete	September 30, 2022
Class Roster Fall ready for users to complete	September 30, 2022
Class Roster Fall snapshot date – Last Friday In September	September 30, 2022
Close of school-start window - Last Friday In September	September 30, 2022
Class Roster Fall submission due date for LEAs	October 20, 2022
Charter School Waitlist submission due date for charter schools	October 26, 2022
PEIMS Fall snapshot date	October 26, 2022
SPPI-14 ready for users to complete	October 31, 2022
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	October 31, 2022
Class Roster Fall data available to customers	November 3, 2022
ECDS Kindergarten ready for users to promote data	November 7, 2022
ECDS Prekindergarten ready for users to promote data	November 7, 2022
Charter School Waitlist data available to customers	November 11, 2022
PEIMS Mid-Year submission ready for users to promote data	November 14, 2022
PEIMS Fall first submission due with SOA to Region 4*	December 1, 2022
Requests to retire Unique IDs due at TEA for PEIMS Fall first submission	December 2, 2022
PEIMS Fall first submission due date for LEAs and ESCs	December 8, 2022
All RF Tracker data up to this point must be promoted, validated and fatal free LEA will continue to report RF Tracker data as students enter and exit residential facilities or on a monthly basis throughout the school year.	December 9, 2022
TSDS PEIMS Mid-Year ready for users to complete, approve, and accept submissions	December 19, 2022
PEIMS Fall resubmission due with SOA to Region 4*	January 12, 2023
Requests to retire Unique IDs due at TEA for PEIMS Fall resubmission	January 13, 2023
PEIMS Fall resubmission due date for LEAs and ESCs	January 19, 2023
PEIMS Mid-Year first submission due with SOA to Region 4*	January 19, 2023
ECDS Kindergarten submission due date for LEAs	January 26, 2023
PEIMS Mid-Year first submission due date for LEAs and ESCs	January 26, 2023
Class Roster Winter ready for users to promote data	January 30, 2023
PEIMS Mid-Year resubmission due with SOA to Region 4*	February 2, 2023
PEIMS Mid-Year resubmission due date for LEAs and ESCs	February 9, 2023
ECDS Kindergarten data available to customers	February 9, 2023
SPPI-14 submission due date for LEAs	February 15, 2023
PEIMS Fall data available to customers	February 15, 2023



# Substitute Teacher Roster

**SAMPLE**

Houston Independent School District  
HISD Class Roster (Weekly)  
123- ABC Elementary School

Page: 1

**Class:** HOME ROOM - HR(A)      **Section:** 401

**Teacher:** Thomas, Wanda      **Room:** E103

**Total Students:** 17

**School Year:** 2021-2022

**Effective Date:** 08/22/2021

**Teacher Instruction:** Record absent or present for each student on this roster. Sign, date and return to you school designee *(if your roster exceeds one page you must sign each page)*

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Student Name	Student ID	Grade	Verified
Betancourt, Rachel	1234567	4	_____
Cintron, Nancy	1234567	4	_____
Cisneros, Heidi	1234567	4	_____
Freeman, Felicia	2222222	4	_____
Fuentes, Rose	2000000	4	_____
Gamboa, Rose	1111111	4	_____
Garcia, Berta	1999999	4	_____
Grant, Nina	1234567	4	_____
Guerro, Sylvia	1234567	4	_____
Hasnain, Irma	1234567	4	_____
Muniz, Lisa	1234567	4	_____
Sadri, Arian	2345678	4	_____
Salgado, Norma	1234567	4	_____
Shannon, Lisa	2345678	4	_____
Smith, Latonya	1234567	4	_____
Tejada, Marina	2345678	4	_____
Winfrey, Veda	1234567	4	_____
	1234567	4	_____

## Checklist: First-Day Membership Review

During the First-Day Membership Review, the Federal and State Compliance Sr. SIRs will compare the membership figures on the review form with the 1st day teacher rosters\*. The figures on the form represent the total number of students enrolled on the first day of school. The total membership on the form and the teacher rosters must match.

Use this checklist to prepare for the First – Day Membership Review. **Please do not submit this form to your Sr. SIR.**

Review Requirements	Check one	
1. Is ADA time posted in the front of the building near the main office and/or attendance office.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Is the First – Day Membership form completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does the number of students on the Student Entry Report match the total number on teacher rosters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Are there copies of daily notifications to the campus principal regarding submitted and unsubmitted attendance (i.e. emails etc)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

## Required Manuals

The following manuals are printed and are available for the review.		
• <b>HISD Connect Teacher Attendance Submission Status Reports</b> (Binder)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• <b>Federal /State Reporting and Attendance Manual</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• <b>Student Attendance Accounting Handbook</b> (or link saved to desktop)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

\*See SAAH, Section 3.6.1 Manual Entries for or Corrections to Student Attendance Data. This applies to color-coded cards used by Houston ISD.

# Sample: First -Day Membership Form

Enter Principal's Name \_\_\_\_\_  
Enter Campus Name \_\_\_\_\_

Date: \_\_\_\_\_  
School ID: \_\_\_\_\_

## FIRST DAY MEMBERSHIP

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

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

\_\_\_\_\_  
SCHOOL CONTACT NAME

# SAMPLE

The Sr. Student Information Rep will email this form to you.

**Please return these figures to your assigned Federal and State Sr. Student Information Rep by Wednesday September 8, 2021.**

# Checklist: Six-Weeks Attendance Cycle Reviews

HOUSTON INDEPENDENT SCHOOL DISTRICT  
FEDERAL AND STATE COMPLIANCE DEPARTMENT  
SIX WEEKS ATTENDANCE REVIEW REPORT

**PRINCIPAL** \_\_\_\_\_ **DATE OF REVIEW** \_\_\_\_\_  
**SCHOOL** \_\_\_\_\_ **SCHOOL NUMBER** \_\_\_\_\_

Number of Students receiving Foundation School Program (FSP) funding for attendance – figures do not include 0 ADA students

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

- 1) be scheduled for and provided instruction at least 2 hours (half-day attendance) or at least 4 hours (full-day attendance) each day (referred to as the "2-through-4-hour rule") or
- 2) be eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program (such as the OFSDP).

Membership Beginning of Cycle						
Cycle	1	2	3	4	5	6
Teacher Roster Total						
SIS Report Used*						
Difference						
Membership End of Cycle						
Cycle	1	2	3	4	5	6
Teacher Roster Total						
SIS Report Used*						
Difference						

\*SIS Report Used:  Absentee Report  Student Detail Report  Enrollment Count by ADA  
 (Check all that apply)  Entry Date  Withdrawn Students Reason  HISD Connect Attendance Verification Report  
 ADA/ADM by Date  Campus Summary with Principal Signature Attached

**ADA Eligibility Codes**

ADA ELIGIBILITY CODES	0	1	2	3	4	5	6	7	8
Number of students									

**Manual Documentation for ADA Code Changes**

Cycle I	Cycle II	Cycle III	Cycle IV	Cycle V	Cycle VI
<input type="checkbox"/> Yes					
<input type="checkbox"/> No					
<b>Comments:</b>					

# of Students receiving Home Bound Instruction \_\_\_\_\_  
 Instructional Days with 100% Attendance \_\_\_\_\_  
 2021-2022 SY % of Attendance \_\_\_\_\_  
 Low Attendance Days with less than 10% of 2020-21 SY % of Attendance \_\_\_\_\_  
 All Staff Development/Early Dismissal Days coded correctly in HISD Connect  Yes  No  
 All teachers take attendance at scheduled ADA time  Yes  No  
 Remarks: \_\_\_\_\_

Revised 8/29/2019

HOUSTON INDEPENDENT SCHOOL DISTRICT  
FEDERAL AND STATE COMPLIANCE DEPARTMENT  
SIX WEEKS ATTENDANCE REVIEW REPORT

\_\_\_\_\_  
 Attendance Monitor Principal Date  
 \_\_\_\_\_

## Membership Transaction Log: A Step-by-Step Guide

### What is the Membership Transaction Log?

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

### Instructions for Completing the Log

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

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



## Checklist: End-of-Year Manual Attendance Records Collection

At the end of each school year, the Federal and State Compliance Sr. SIRs will collect the manual attendance records for each of their assigned campuses. Use this checklist to audit your records prior to the FSC end-of-year manual records collection. **This is for campus use only. Please DO NOT submit this form with your audit box.**

Documentation	Important Notes
<input type="checkbox"/> <b>1st Day Rosters</b>	<ul style="list-style-type: none"> <li>Must be totaled and signed in blue/black ink.</li> </ul>
<input type="checkbox"/> <b>Membership Transaction Logs, Cycles 1 – 6</b>	<ul style="list-style-type: none"> <li>(JJAEP ONLY)</li> <li>Must be signed by clerk</li> </ul>
<input type="checkbox"/> <b>Daily Absentee Reports, Substitute Rosters or emails</b>	<ul style="list-style-type: none"> <li>Include any documentation submitted to the Attendance Office for input in HISD Connect .</li> <li>Must be signed and dated by teachers, substitutes or administrators.</li> </ul>
<input type="checkbox"/> <b>Attendance Change Forms</b>	<ul style="list-style-type: none"> <li>Documentation must be attached to forms.</li> <li>Attendance Change Forms must be signed &amp; dated by teachers, substitutes or administrators.</li> <li>Changes must be posted in HISD Connect.</li> </ul>
<input type="checkbox"/> <b>Original Copies of Student Enrollment/Membership Reconciliation Rosters*</b>	<ul style="list-style-type: none"> <li>Must be totaled and signed in blue/black ink.</li> </ul>
<input type="checkbox"/> <b>Education Organization Calendar Verification Report</b>	Must be printed from HISD Connect .
<input type="checkbox"/> <b>CARs, Cycles 1-6</b>	<ul style="list-style-type: none"> <li><b>Applies to Charter Schools only.</b></li> <li>Rosters must be signed in blue/black ink by the classroom teacher.</li> </ul>
<input type="checkbox"/> <b>OFSDP Attendance</b>	<ul style="list-style-type: none"> <li><b>Manual Attendance Sheets</b> – signed and dated – YES or NO</li> <li><b>OFSDP Reports from HISD Connect</b> – signed and dated – YES or NO</li> </ul>
<input type="checkbox"/> <b>Campus Summary, Cycles 1-6</b>	<p><b>You must have 7 printed reports:</b></p> <ul style="list-style-type: none"> <li>6 individual reports (1 report for each cycle - printed by date range).</li> <li>1 complete report printed for Cycles 1-6</li> <li><b>All reports must be signed by the Principal and the Clerk.</b></li> </ul>

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

## Houston ISD Attendance/ Enrollment Approval Form

Reconciliation Date Range: 5 days after grading cycle end.

Cycle 1 October 07, 2022

Cycle 2 November 11, 2022

Cycle 3 January 13, 2022

Cycle 4 March 3, 2023

Cycle 5 April 23, 2023

Cycle 6 June 07, 2023

**Directions:** Please enter your campus name, number of teachers, and the total student count in the chart below. Please scan and email this completed form, the teacher rosters and counts to Federal and State Compliance, [fsc@houstonisd.org](mailto:fsc@houstonisd.org). Dates specified by FSC.

**ATTENDANCE/ENROLLMENT RECONCILIATION DATA CHART**

Reconciliation Date	Campus Name	Number of Teachers	Total Student Count

**Attestation:** By signing this form, the campus PEIMS Coordinator and the Principal attest that the Enrollment Reconciliation process has been completed for the campus on the date designated by the district.

\_\_\_\_\_

**PEIMS Coordinator's Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Principal's Signature**

\_\_\_\_\_

**Date**

## Preparing for the FSC Discipline Records Review

Campuses should use the information below to prepare for an FSC review.

### 1. Requirements for Student with a PEIMS offense

- An individual discipline folder for each student with a PEIMS removal. *Label each folder with **full name, ID, and Grade Level**. Print labels or write legibly.*
- Discipline documentation signed and dated by an administrator.

### 2. Discipline Referrals

A referral form is required for each PEIMS removal. Campuses can use the referral template on the FSC website, or a form that includes all required PEIMS elements. Original referral forms must be filed in the student's folder.

### Checklist for Discipline Referrals

GENERAL INFORMATION
<input type="checkbox"/> Campus Name
<input type="checkbox"/> Date of Referral <i>(The date the referral was completed. It must include the month, day and year.)</i>
<input type="checkbox"/> Student ID, Student's First and Last Name <i>(Schools must use legal names – no nicknames.)</i>
<input type="checkbox"/> Grade Level
<input type="checkbox"/> Gender
<input type="checkbox"/> Name of person that referred the student
<input type="checkbox"/> Incident Date <i>(This is the date that the incident occurred. The date must include the month, day and year.)</i>
<input type="checkbox"/> Incident Description <i>(The description must include specific details about what occurred.)</i>
ADMINISTRATIVE INFORMATION – CODING
<input type="checkbox"/> HISD Connect Incident Number
<input type="checkbox"/> PEIMS Reason (Offense) Code <i>(21, 41, etc.)</i>
<input type="checkbox"/> PEIMS Action (Consequence) Code <i>(05, 06, etc.)</i>
<input type="checkbox"/> Behavior Location Code <i>(The Behavior Location Code is not required for PEIMS Reason Code 21 or 41. See the PEIMS Offenses Chart to determine which codes require a location code.)</i>
ADMINISTRATIVE INFORMATION – PEIMS ACTIONS (CONSEQUENCES) DETAILS
<input type="checkbox"/> Date Action Assigned <i>(This is the date administrator decided to take the action.)</i>
<input type="checkbox"/> Begin Date <i>(This is the start date for student's removal.)</i>
<input type="checkbox"/> End Date <i>(This is the end date for student's removal. The End Date is not the date that the student returns to class.)</i>
<input type="checkbox"/> Days Assigned <b>(Number of days (whole numbers only) that the student will be removed from class)</b>
<input type="checkbox"/> Days Completed <b>(Number of days (whole numbers only) that the student is expected to be removed from class or the number of days that the student was removed from class.)</b>
<input type="checkbox"/> Discrepancy Reason <b>(Schools should use "00" if the Days Assigned and Days Completed are the same.)</b> <i>If the Days Assigned and Days Completed differ, review the PEIMS Consequences Chart to select an appropriate code. "NA" or "99" is not an acceptable Discrepancy Reason code.</i>
<input type="checkbox"/> Other Actions: <ul style="list-style-type: none"><li><input type="checkbox"/> ARMS/Police Incident Number <i>(if police notified)</i></li><li><input type="checkbox"/> Victim of Violent Crime Letter <i>(Review PEIMS Offenses Chart for requirements.)</i></li></ul>

## ADMINISTRATIVE INFORMATION – MANDATORY ACTION NOT TAKEN

### Mandatory Action Not Taken codes

- 27 Special Ed. Student**
  - Date Action Assigned** (*Date administrator decided to take the action*)
  - Reason for selecting Action Code 27** (*schools should select applicable reason(s)*)
- 28 Reason for use of Mandatory Action Not Taken**
  - Date Action Assigned** (*Date administrator decided to take the action*)
  - Reason for selecting Action Code 27** (*schools should select applicable reason(s)*)

## ADMINISTRATIVE INFORMATION – SIGNATURES AND DATES

- Administrator's Signature** (*Signatures must be written in **BLUE** or **BLACK** ink only. Do not use red, green, or other colored ink. No signature stamps or copies of signatures.*)
- Date** (*This is the date that the administrator signed the referral form. Dates must be written in **BLUE** or **BLACK** ink only. Do not use red, green, or other colored ink. No date stamps or copies of dates.*)

## Parent Notification Letters

1. **Original parent notification letters** must be maintained in the student's discipline folder.
2. **A copy of the written parent notification letter** must be sent home for each PEIMS removal. Templates are on the FSC website.
3. A campus administrator must sign and date suspension letters in blue or black ink. Do not use signature stamps or copies of signatures.

## Checklist for Parent Notification Letters

### GENERAL INFORMATION

- Campus Name**
- Date** (*This is the date that the letter was created. The date must include the month, day and year.*)
- Greeting to Parent/Guardian**
- Student's First and Last Name** (*Schools must use legal names – no nicknames.*)
- Incident Description** (*The description must include specific details about what occurred. The description should not include the name of other students involved in the incident.*)
- Begin Date** (*This is the Start date for student's removal.*)
- End Date** (*This is the end date for student's removal. The **End Date** is not the date that the student returns to class.*)
- Days Assigned** (*Number of days (whole numbers only) that the student will be removed from class*)

### ADMINISTRATIVE INFORMATION

- Administrator's Name and Title**
- Administrator's Signature** (*Signatures must be written in **BLUE** or **BLACK** ink only. No signature stamps or copies of signatures.*)
- Date** (*This is the date that the administrator signed the letter. Dates must be written in **BLUE** or **BLACK** ink only. No date stamps or copies of dates.*)

## IMPORTANT NOTES

1. Federal and State Compliance highly recommends that schools use the templates on the Discipline Reporting page of our website.
2. Templates for DAEP and JJAEP are on the Student Discipline website. Mr. Luis Gavito is the contact for questions about the forms or the DAEP and/or JJAEP process.
3. These district-approved templates meet the Texas Education Agency (TEA) guidelines.

# Discipline Referral Form

This is the district- approved discipline referral form. This form is required for all PEIMS incidents. The form must be completed by a campus staff member or an administrator. Information can be typed, but all signatures must be written in blue or black ink. This form is available on the FSC website.

## Houston Independent School District Discipline Referral Form

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

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

Reported Name: \_\_\_\_\_ Incident Location: \_\_\_\_\_

Incident Date: \_\_\_\_\_ Incident Time: \_\_\_\_\_ Reporter Description: \_\_\_\_\_ Participation Code: \_\_\_\_\_

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 NUMBER:  Severity 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) CODE:		PEIMS ACTION (CONSEQUENCE) CODE(S):						
Behavior	<input type="checkbox"/> 01 (On Campus)	<input type="checkbox"/> 04 (Off Campus, not school related/ sponsored activity)						
Location	<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 Actions (Consequences) Details:	Date Action Assigned	Begin Date	End Date	Days Assigned	Days Completed	Discrepancy Reason	Campus Assigned	Campus Responsible
In-School Suspension (ISS)								
Out-of-School Suspension (OSS)								
Placement in DAEP								
Expulsion to JJAEP								

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:**

<input type="checkbox"/> <b>27 Special Ed. Student</b> Date Action Assigned: _____ <input type="checkbox"/> Student's age and intent or lack of intent at the time the student engaged in the conduct <input type="checkbox"/> Student's attitude <input type="checkbox"/> Seriousness of the offense <input type="checkbox"/> Student's disciplinary history	<input type="checkbox"/> <b>28 Reason for use of Mandatory Action Not Taken</b> Date Action Assigned: _____ <input type="checkbox"/> Potential effect of the misconduct on the school environment <input type="checkbox"/> The facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment <input type="checkbox"/> The student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct <input type="checkbox"/> 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 other students that were involved in the incident.

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

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

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

# In-School Suspension Letter

(SCHOOL LETTERHEAD)

## NOTICE OF IN-SCHOOL SUSPENSION (NOT TO EXCEED 6 CONSECUTIVE SCHOOL DAYS)

(Date)

Via Hand Delivery or Certified Mail No. Return Receipt Requested

(Parent or Guardian Address)

Dear (Parent or Guardian):

Your child, (Name), has been assigned to the in-school suspension program from (SPECIFIC DATE), (SPECIFIC NUMBER OF DAYS), to (SPECIFIC DATE), (SPECIFIC NUMBER OF DAYS), for the following misconduct and/or violation of Houston Independent School District rules and regulations as prescribed in the Code of Student Conduct.

(Describe level of misconduct, specify the misconduct, and describe in factual detail.)

Your child has had the charges of misconduct explained to him/her and has been given the opportunity to present his/her response to these charges. I have considered reasonable alternatives to in-school suspension and determined that this action is the most appropriate.

You are asked to schedule a conference as soon as possible with the school administrator to discuss this violation of school rules. Please schedule the conference before the student completes the period of suspension. Any further disciplinary action to be taken will be discussed at this conference.

The student will be given assignments during this period of suspension. If you have any questions, please feel free to call.

Sincerely,

School Administrator's Signature

## Out-of-School Suspension Letter

(SCHOOL LETTERHEAD)

### NOTICE OF OUT-OF-SCHOOL SUSPENSION (NOT TO EXCEED 3 CONSECUTIVE SCHOOL DAYS)

(Date)

Via Hand Delivery or Certified Mail No. Return Receipt Requested

(Parent or Guardian Address)

Dear (Parent or Guardian):

Your child, (Name), has been suspended from (SPECIFIC DATE), (SPECIFIC NUMBER OF DAYS), to (SPECIFIC DATE), (SPECIFIC NUMBER OF DAYS), for the following misconduct and/or violation of Houston Independent School District rules and regulations as prescribed in the Code of Student Conduct.

(Describe level of misconduct, specify the misconduct, and describe in factual detail.)

Your child has had the charges of misconduct explained to him/her and has been given the opportunity to present his/her response to these charges. I have considered reasonable alternatives to out-of-school suspension and determined that this action is the most appropriate.

You are asked to schedule a conference as soon as possible with the school administrator to discuss this violation of school rules. Please schedule the conference before the student returns to school after the period of suspension has been completed. Any further disciplinary action to be taken will be discussed at this conference.

Your child may not return to school until the suspension has been completed. The student will be given assignments or make-up work during this period of suspension. Your child's absences shall be considered excused. While suspended, your child may not enter any school campus except with you for the purpose of securing his/her assignments and discussing conduct with school administrators. You are responsible for providing supervision for your child during the period of suspension. If you have any questions, please feel free to call.

Sincerely,

School Administrator's Signature

## Discipline Change Form

The Discipline Change Form is used to update the reason code or action code for a discipline incident to avoid additional markings on the referral. The form should be completed, signed, and dated by an administrator in blue or black. **Correction tape or fluid should not be used on this form.**

**This form should be kept in the student's discipline folder along with the original referral and discipline documentation.**

Federal and State Compliance

### DISCIPLINE CHANGE FORM

Campus Name: \_\_\_\_\_

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

INCIDENT NUMBER: \_\_\_\_\_ INCIDENT DATE: \_\_\_\_\_

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

GRADE LEVEL: \_\_\_\_\_

#### REASON CODE CHANGE:

FROM PEIMS REASON OFFENSE CODE: \_\_\_\_\_

TO PEIMS REASON OFFENSE CODE: \_\_\_\_\_

REASON FOR CODE CHANGE: \_\_\_\_\_

\_\_\_\_\_

#### ACTION CODE CHANGE:

FROM PEIMS ACTION CONSEQUENCE CODE: \_\_\_\_\_

TO PEIMS ACTION CONSEQUENCE CODE: \_\_\_\_\_

REASON FOR CODE CHANGE: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_  
DATE

\_\_\_\_\_  
ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
DATE

Please attach form to student's discipline referral and keep both forms in student's discipline folder.

**Discipline: Daily Student Removal List** (Suspensions and Alternative Education Placements)

This is a template that schools can use to create a daily student removal list to share with their campus staff if HISD Connect does not have a suitable option for providing the data. This list should be shared with the entire campus staff.

<b>In-School Suspension (ISS)</b> Students should not be admitted to classes while assigned to in-school suspension.					
Student Name	ID	Grade	Suspension Date(s)	Return Date	Assigned By

<b>Out-of-School Suspension (OSS)</b> Students should not be on campus and/or admitted to classes while on suspension.					
Student Name	ID	Grade	Suspension Date(s)	Return Date	Assigned By

<b>Alternative Education Placements (DAEP or JJAEP)</b> Students assigned to or enrolled in DAEP or JJAEP should not be on campus and/or admitted to classes.						
Student Name	ID	Grade	DAEP/JJAEP	Placement Date(s)	Return Date	Assigned By

### Discipline: In-School-Suspension Roster

<b>Campus Name:</b>		<b>Date:</b>	
<b>ISS Instructor's Name:</b>			

**Directions:** The person responsible for in-school-suspension **must** enter student demographic information and record student attendance. A separate form must be completed for each date. Staff must complete form, sign, and date it, and submit the completed form to the attendance clerk or SIR by the end of the day. **Students should not print or sign their names on this form as proof of attendance.**

<b>Student Name</b> <i>(Print student's First and Last Name)</i>	<b>Student ID</b>	<b>Grade Level</b>	<b>Class Period/Time</b>	<b>A-Absent P-Present</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

**THIS IS AN AUDITABLE DOCUMENT. Please submit this form to the attendance clerk or SIR at the end of the day.**

<b>ISS Instructor's Signature:</b>		<b>Date:</b>	
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## Best Practices for Leaver Documentation

### General Documentation Guidelines

- Use the **most current, district-approved leaver forms** and documents forms from the Federal & State Compliance website. *Download the most recent forms each year. Type or print information in BLACK or BLUE ink only.*
- Sign and date all leaver forms with the current date** (administrators). *Never back date forms.*
- Review documentation for all required information, signatures, and dates.** *Never use signature stamps or forms with copies of signatures.*
- Draw a line through errors, type/print the change, and initial the correction.
- Do not use correction tape of fluid on any leaver documentation.**

### Leaver Folders

- Create an individual leaver folder for each student (grades 7-12) who withdraws from your campus.** *Provide folders to the Sr. SIR or Federal and State Compliance upon request.*
- Label each folder with full name, ID, and Grade Level.** *Print labels or write legibly.*
- Place the most recent leaver form and supporting documentation on top.** *File all leaver forms in the correct student's folder.*
- Organize folders by school year and in alphabetical order.** *(Ex. 2021-2022, A-L, M-S, etc.)*

### Exit Information/Leaver Code Assignment Form

- This form **IS NOT** supporting documentation for any leaver code. **Supporting documentation must be attached to this form.** *This form will be reviewed for accuracy, completeness and validity.*
- This district-approved form is used for an **original leaver code assignment** (i.e. changing a student record from a “No Show” status to a leaver code). The Exit Information section may have limited information if the parent did not visit the school to withdraw the student.
- Administrator must type or print information in black or blue ink:**
  - Date Form Completed, Student's information, and Campus information
  - Parent/Guardian or Qualified Student Information *(Signatures are not required.)*
  - School Information
  - Leaver Code
  - Administrator's printed name and title (blue or black ink only)
- Administrator must complete in black or blue ink only:** Administrator's signature and date (No signature stamps or copies of signatures).

### Leaver Code Change Form

- This form **IS NOT** supporting documentation for any leaver code. Supporting documentation must be attached to this form.
- This district-approved form is required for all leaver code changes. *This form will be reviewed for accuracy, completeness, and validity.*
- Schools **SHOULD NOT** use this form to change from a “No Show” status to a leaver code.
- Administrator must type or print information in black or blue ink:**
  - Date Form Completed, Student’s information and Campus information
  - Former and New leaver code
  - Withdrawal date
  - Reason for Code Change and Pertinent comments
  - Administrator’s printed name and title (blue or black ink only)
- Administrator must complete in black or blue ink only:** Administrator’s signature and date (No signature stamps or copies of signatures).

### Home School Questionnaire Form

- This form **is** supporting documentation for L60 only. The completed form must be attached to the appropriate leaver form (Exit Information/Leaver Code Assignment form or Leaver Code Change form). *This form will be reviewed for accuracy, completeness, and validity.*
- Adult students and/or campus staff cannot complete this form. See PEIMS Appendix D for guidelines.**
- This form must be completed by the student’s parent/guardian only.** If the parent/guardian has provided a letter indicating that a student is being homeschooled, this form is NOT required.
- The parent/guardian must indicate the date home school began. *If homeschool began after the close of the school start window, the student is considered a dropout (L98).*
- The parent/guardian must sign and date the form in blue or black ink only.

### L66/CPS Form

- This form must be used as supporting documentation for L66 only. The completed form must be attached to the appropriate leaver form (Exit Information/Leaver Code Assignment form or Leaver Code Change form). *This form will be reviewed for accuracy, completeness, and validity.*
- This form is **NOT** used to document a withdrawal request made by a foster parent/guardian. *Statements from foster parents/guardian are invalid for L66.*
- This form must be completed by Department of Family Protective Services/Children’s Protective Services staff when withdrawing a student for which they have custody. *If the DFPS/CPS staff provides the district with an official department document (i.e. 2085 form), then completing this form is not required.*
- HISD staff must complete this form to document a conversation with a DFPS/CPS staff regarding withdrawing a student. *The form must be completed in blue or black ink only, and it must be signed and dated by the campus administrator.*

## Oral Statement Form

- This form can be used as supporting documentation for L16. The completed form must be attached to the appropriate leaver form (Exit Information/Leaver Code Assignment form or Leaver Code Change form). *This form will be reviewed for accuracy, completeness, and validity.*
- Parents/guardians or qualified students may complete this form to indicate that the student will be returning to home country. *The form must indicate the name of the home country (i.e. Puebla, Mexico).*
- HISD staff can take a statement from a parent/guardian, qualified student or other adult with knowledge of the student's whereabouts. *The person taking the statement must include his/her name, signature, and date of conversation.*
- The administrator in charge of leavers must sign and date the form in blue or black ink only.
- If the parent/guardian or qualified student provides a written letter indicating that the student will return to home country, the Oral Statement form is not needed.

## Verification of Enrollment Forms/Statements

- Verification of Enrollment documents must contain:
  - A date (mm/dd/yyyy) to indicate when the form was completed.
  - Student's full legal name and birthdate (Local ID may be included)
  - Sending school's information – Campus name, address, city/state/zip, district/parish, etc.
  - Full legal name of person providing the verification, title, signature, and date of verification.
  - Date student enrolled on new campus (must include the complete date (mm/dd/year)). **If student enrolled after the close of the school start window, the student must be coded with L98.**
- Verification of Enrollment information can be:
  - Provided in writing by a parent/guardian, qualified student (age 18 or over), and/or a school official.
  - Documented from a conversation with an official at the receiving school. **Oral statements from parents/guardians or qualified students are not acceptable as a verification of enrollment.**
  - Sent via email from the receiving school/institution.

### IMPORTANT NOTE

- If a student enrolls/enrolled after the close of the School-Start Window (last Friday in September), then the student's leaver code is L98. See PEIMS Appendix D for specific leaver coding and documentation guidelines.

## Storing and Maintaining Records

- Store the current and previous year's records in near your work area.
- Place file cabinets in a secured, well-ventilated area that has limited access.
- Prevent loss of records where possible.

## Compliance Reviews

- Respond **promptly** to Federal and State Compliance to confirm review dates.
- Review the TSDS Web-Enabled Data Standards and training materials to prepare for the visit.
- Notify Federal and State Compliance if you need to change or postpone the date for the leaver review.

- Prepare leaver folders **prior to** your scheduled review date.
- Leave the folders with a trusted colleague if you cannot be present for the review.
- Complete all corrective actions by the designated date.
- Contact Federal and State Compliance with any questions about the review.

# Leavers: Exit Information / Leaver Code Assignment Form

## 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	<b>ADMINISTRATOR'S INFORMATION</b> The Leaver code is determined by the administrator, not the clerks  SIGNATURE: _____  PRINTED NAME: _____  TITLE: _____  DATE: _____
L03 - Died	88 - Another HISD Campus	
L08 - Student (female or male) withdrew from/left school because of pregnancy	L83 - Falsification of Enrollment (RARE)	
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	
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"/> L66 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 DROPOUT/GED/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

# Leavers: Leaver Code Change Form

## 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
L03 - Died	L82 - Enroll Outside TX
L08 - Pregnancy	L83 - Falsification of Enrollment (RARE)
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
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

ADMINISTRATOR'S INFORMATION The Leaver code is determined by the administrator, not the clerk

SIGNATURE: \_\_\_\_\_

PRINTED NAME \_\_\_\_\_

TITLE: \_\_\_\_\_

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

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

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

Comment:

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

\_\_\_\_\_  
DATE

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

Revised: August 9, 2021

**Leavers: Oral Statement Form**



**HOUSTON INDEPENDENT SCHOOL DISTRICT  
ORAL STATEMENT FORM**

**Directions:** Use this form to document an oral statement by an adult neighbor or other adult with knowledge of the family's whereabouts. The form must be signed and dated by an authorized campus or district administrator. This form is to be used as a supporting document for leaver code L16 only. **Keep the signed, original form in the student's Leaver folder.**

Campus Name: \_\_\_\_\_ Campus #: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_  
Last Name First Name Middle Name  
 ID Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Gender:  Male  Female

**Part I: The student** *(Check appropriate box)*

Is a No-Show  
 Is Moving/Has Moved to a New Address: \_\_\_\_\_  
Street Address City State Zip Code  
 Withdrew from our school *(list date)*: \_\_\_\_\_  
Date

**Part II: The statement** *(Please complete)*

On \_\_\_\_\_ at approximately \_\_\_\_\_  A.M.  P.M. I spoke with \_\_\_\_\_  
Date Time Full Name  
 who is the \_\_\_\_\_ to the above named student.  
Relationship to Student

**The person giving the statement** *(Check one)*:  
 Is an adult *(18 years or older)*.  Is NOT an adult *(younger than 18 years)*.

**He/She stated that the above named student** *(Check the appropriate box and provide the requested information)*:

Is/Was enrolled at \_\_\_\_\_ in \_\_\_\_\_  
School City State  
 ON *(exact or approximate date)* \_\_\_\_\_  
Date  
 Has returned to home country \_\_\_\_\_  
City Country  
 Other *(please explain)*: \_\_\_\_\_

Signature of person giving the statement *(if in person)*: \_\_\_\_\_

**DISTRICT USE ONLY**

\_\_\_\_\_  
Name of district staff taking the statement Title Date  
 \_\_\_\_\_  
Administrator's Signature Title Date

Federal and State Compliance, Revised: 8/3/17

## Leavers: Home-School Questionnaire



### HOUSTON INDEPENDENT SCHOOL DISTRICT HOME SCHOOL QUESTIONNAIRE

**PARENT/GUARDIAN:** Please list the name and date of birth for every child taught in your home in Section I and complete Sections II –IV. *This form must be completed by the student's parent/guardian only.*

#### SECTION I: STUDENT DATA

Last Name, First Name, Middle Initial	Grade	Chancery ID number (if applicable)	Date of Birth

#### SECTION II: HOME SCHOOL INFORMATION

3. What date did home schooling begin? **Date:** \_\_\_\_\_  
Month/Day/Year
4. Is the student enrolled in a tuition-based diploma program?  
 No  
 Yes - What is the name of the program? \_\_\_\_\_

#### SECTION III: ASSURANCES

4. Is there a curriculum consisting of books, workbooks or other written materials?  Yes  No
5. Is the student pursuing the curriculum in a bona fide manner under the direction of a parent or parents or one standing in parental authority?  Yes  No
6. Does the curriculum meet the basic educational goals of reading, spelling, grammar, mathematics, and a course in good citizenship?  Yes  No

#### SECTION IV: PARENT/GUARDIAN INFORMATION

_____	_____	_____
Parent/Guardian (Printed Name)	Parent/Guardian (Signature)	Date of Signature
_____	_____	_____
Address	City/State	Zip
_____	_____	_____
Home Phone Number	Cell Phone Number	Email Address

**THIS FORM MUST BE KEPT IN THE STUDENT'S LEAVER FOLDER.**

## UPDATING PREVIOUS YEAR LEAVERS & DROPOUTS

**BACKGROUND:** A major component of the fall PEIMS submission is the reporting of prior year leavers and dropouts. Any 7<sup>th</sup>-12<sup>th</sup> grade student who was enrolled in the prior year and did not return to school by the close of the school start window (the last Friday in September) will be submitted to the Texas Education Agency (TEA) along with the reason why the student left the district. The procedures outlined in this Quick Reference Guide must be followed or inaccurate leaver and dropout data will be submitted to TEA which can affect accountability and possibility trigger an audit.

### RUNNING THE DROPOUT REPORT

1. Log in to PowerSchool and from the Start Page's left-hand Reports menu, select State Reports then scroll down to the Data Verification and Supporting Report section and select Potential Dropouts.

The screenshot shows the PowerSchool Start Page. On the left-hand side, under the 'Reports' menu, 'State Reports' is highlighted with a red box. In the main content area, under the 'Data Verification and Supporting Reports' section, 'Potential Dropouts' is also highlighted with a red box. A table below shows the following reports:

Report Name	Version	Description
AAR Subject Category Verification Report	1.0.0	AAR Subject Category Verification Report
Manual Entry Core Grades Verification Report	1.0.2	Manual Entry Core Grades Verification Report
Potential Dropouts	1.0.0	Potential Dropouts

2. Leave all the run options as they are and select Submit to generate the report

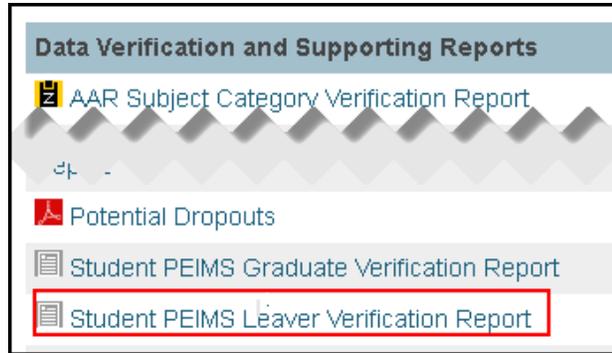
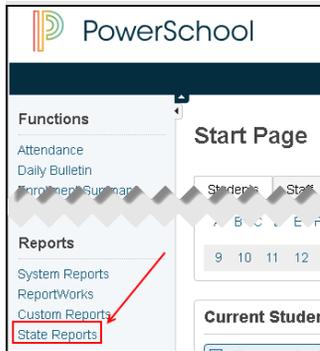
The screenshot shows the 'Report Parameters' form. The 'Current Selection Students' is set to 'All Students'. The 'Dropout Year' is set to 'Previous Year'. The 'School Start Window' is set to '09/28/2018'. A red box highlights the 'School Start Window' field with the text: 'This option is auto-populated with the close date of the school start window.' The 'Submit' button is highlighted with a red box.

3. The left-hand side of the report displays the student's address and phone number, contact and basic demographic data; the right-hand side displays the reason why the student is a dropout

Sample High School, 999		Total School Potential Dropouts: 2	
<b>Smith, Bob</b>		ID: 1234567 W/D Reason: (98) Other/Unknown	
123 Oak St	UID: [REDACTED]	W/D Date: 04/05/2018	New Reason: _____
Dallas, TX 75228	Gen: M	W/D School: Sample High School	Enroll Date: _____
<b>Smith, Mary</b>	DOB: 06/19/2000	W/D Grade: 12	New School: _____
Home: 214-328-1234 Oth: _____	Eth/Race: N/W	Comments: _____	

### RUNNING THE LEAVER REPORT

1. Log in to PowerSchool and from the Start Page's left-hand Reports menu, select State Reports then scroll down to the Data Verification and Supporting Report section and select Student PEIMS Leaver Verification Report



2. Leave all the run options as they are and select **Submit** to generate the report (you will need to click on your school in the Select Schools).

Report Parameters		(Check box on the right to save as default value)	Clear All
Select Schools	Bryan Adams High School	<input type="checkbox"/>	
Current Selection Students*	<input type="radio"/> The Selected 0 Students Only <input checked="" type="radio"/> All Students	<input type="checkbox"/>	
School Year*	2018-2019	<input type="checkbox"/>	
School Start Window*	09/28/2018	<input type="checkbox"/>	
October Snapshot Date*	10/26/2018	<input type="checkbox"/>	
			<input type="button" value="Submit"/>

3. The output is a comma-separated variable (csv) file which can be opened in Excel.
4. Open the file and filter Leaver Type for "Leaver"

## UPDATING WITHDRAWAL REASONS

Research the leaver or dropout. If a new withdrawal reason is determined to be appropriate, the student's Transfer Information must be updated to the new reason. The Withdrawal (Exit) Date on the dropout or leaver report indicates which Transfer Information record should be updated with the new reason.

### **SCENARIO 1: Student withdrew during the prior year and has not returned**

(The withdrawal date is before the end of the prior year)

1. Query the student (using the forward slash option necessary for Transferred Out status) then select Transfer Info from the left-hand menu under Enrollment

The screenshot shows the 'Start Page' on the left with 'Students' and 'Staff' tabs, and a search box containing '/1234567'. On the right, the 'Enrollment' menu is open, with 'Transfer Info' highlighted by a red box and a red arrow pointing to it.

2. Select the Current Enrollment record (the Exit Date should correspond to the Withdrawal Date on the Dropout or Leaver Report)

The screenshot shows the 'W/D Reason: (98) Other/Unknown' section. The 'W/D Date' is '04/05/2018', 'W/D School' is 'Sample High School', and 'W/D Grade' is '12'. The date '04/05/2018' is highlighted with a red box.

The screenshot shows the 'Transfer Information' table for 'Smith, Bob 123467 12' at 'SAMPLE HS' with status 'Transferred Out'. The table has columns for 'Entry Date / Code', 'Exit Date / Code', 'Grade', and 'Entry Comment'. The 'Exit Date / Code' '04/05/2018 98' is highlighted with a red box.

Entry Date / Code	Exit Date / Code	Grade	Entry Comment
01/23/2018 E	04/05/2018 98	12	

3. Update the **Exit Code** as appropriate and enter an **Exit Comment** with additional information then select Submit

The screenshot shows the 'Edit Current Enrollment' form. The 'Exit Date' is '04/05/2018'. The 'Exit Code' dropdown is set to '81 (W-Enroll TX Private School)'. The 'Exit Comment' field contains 'Bishop Lynch'. A red box highlights the 'Exit Code' and 'Exit Comment' fields, with a red arrow pointing to the 'Submit' button.

### **SCENARIO 2: Student completed the prior year and is a no show at the same school**

(The W/D School on the report is your school)

1. Query the student (using the forward slash necessary for Transferred Out status) then select Transfer Info from the left-hand menu under Enrollment.

**Start Page**

Students Staff

/1234567

**Enrollment**

Activities

Class Enrollments

Functions

Special Programs

Transfer Info

2. Select the **Current Enrollment** record (the Exit Date should correspond to the Withdrawal Date and Reason on the Dropout or Leaver Report)

**W/D Reason: (98) Other/Unknown**

W/D Date: 08/20/2018

W/D School: Sample High School

W/D Grade: 12

Current Enrollment				
Entry Date / Code	Exit Date / Code	Grade		
08/20/2018 E	08/20/2018 N99	12		

3. Update the **Exit Code** as appropriate and enter an **Exit Comment** with additional information then select **Submit**.

Exit Date: 08/20/2018

Exit Code: MOV (W-Mover TX Pub Sch/Verified)

Exit Comment: Mesquite high school

**SCENARIO 3: Student completed the prior year and is a no show at a different school**

(The W/D School on the dropout report or Current Year School on the leaver report is NOT your school - you do not have permission to apply the updated leaver reason to HISD Connect.)

**W/D Reason: (98) Other/Unknown**

W/D Date: 08/20/2018

W/D School: Different High School

W/D Grade: 10

1. Email List to your Sr. SIR.
  - a. Email Subject -> Dropout
  - b. Body of email -> Include ID number, name, Leaver reason code, comment information
  - c. Failure to submit your correction with this information can result in students being reported as dropouts.

## Data Component

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

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

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

The district receives 2.41 PRS weighted funding while PRS, consisting of support services and CEHI, are being provided to the student during the prenatal and/or postpartum periods.

Documentation by responsible campus officials and medical or nurse practitioners and maintaining certified teacher logs are required to claim PRS eligible days present for funding. <https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related-services>

**Compensatory Education Home Instruction (CEHI)** is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital when a valid medical necessity for confinement during the pregnancy, prenatal, or postpartum periods that prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student.

Substitutes can be utilized to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI and/or SPED Homebound must be counted absent in accordance with the Charts provided in this chapter.

Districts may not code students as PRS in the attendance accounting system in order to receive 2.41 PRS weighted funding unless CEHI is included as one of the services provided by the district's PRS Program. <https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related-services>

For information on remote home instruction, see either Student Attendance Accounting Handbook, **12.3.3 Remote Homebound Instruction—Regular Education Students** or **12.3.4 Remote Homebound Instruction—Special Education Students**, as applicable.

“Remote instruction” for the PRS program means that CEHI is provided to a student through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology are interactive video conferencing and a robot that allows for virtual interaction between student and teacher. The technology must allow for both two-way audio and two-way video interaction. All other Section 9 PRS requirements are required. See the definition of “remote instruction” in the Student Attendance Accounting Handbook, **12.3 Remote Instruction That Is Not Delivered through the TXVSN**. For information on remote home instruction, including applying for a waiver to provide remote instruction see either the Student Attendance Accounting Handbook, **12.3.3 Remote Homebound Instruction—Regular Education Students** or **12.3.4 Remote Homebound Instruction—Special Education Students**, as applicable.

**Support Services** are the optional components of a PRS program that may be provided to the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, Support Services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, Support Services are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system in order to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students.

**Examples of Support Services that a district may choose to offer are:**

1. counseling services including the initial session when the student discloses the pregnancy.
2. health services including services from the school nurse and certified athletic trainer.
3. transportation for the student and/or the student's child(ren) to school, childcare facility, community services, health services, etc.
4. instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
5. childcare for the student's child(ren).
6. schedule modifications (See Student Attendance Accounting Handbook, 9.16 Quality Control); and
7. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

**Prenatal CEHI:**

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

## Prenatal Confinement:

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

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

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

## Postpartum Confinement

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

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

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

## Beginning and Ending Postpartum Confinement

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

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

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

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

### Break-in-Service Confinement

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

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

The following chart shows the beginning and ending dates for CEHI eligibility for a student who requires break-in-service confinement.

	Begins On	Ends On
<b>Eligibility for CEHI During Student Recovery Period</b> (first period of confinement)	your district's beginning date (day pregnancy ends or day after)	the date the student returns full time to school to await the baby's release from the hospital or the last day of the sixth week (or 10th week if extended confinement is required) after the beginning date, whichever comes first
<b>Eligibility for CEHI During Baby Recovery Period</b> (second period of confinement)	the date the infant is released from the hospital*	the date on which the student has been confined for a total of 10 weeks (including the student recovery and baby recovery periods) during the postpartum period or the end of the school year, whichever comes first (a student who has received 10 weeks of CEHI during the student recovery period is not eligible to receive any more CEHI)

\* A campus official must record the date the infant is released from the hospital.

When the student returns to the school between recovery periods, district personnel should not code her as PRS.

## Confinement and Earning Eligible Days Present

A student who receives CEHI while on prenatal or postpartum confinement earns eligible days present based on the number of hours she is served at home or hospital bedside by a certified teacher. Use the following chart to determine a student's eligible days present.

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

CEHI requirements and eligible days present are determined each week. The week for CEHI purposes is from Sunday through Saturday. CEHI service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

A student who is provided CEHI services retains the same ADA eligibility code she had before receiving CEHI services, regardless of how many hours she will receive CEHI.

Over the period of her confinement, a student receiving CEHI services must be provided instruction in all core academic subject area courses in which she is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses in which she is enrolled, if possible.

## Returning to Campus for Support Services or Testing

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

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

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

## PRS and Special Education Services (SPED)

Regular education students must not be referred for special education services just because they become pregnant. Regular education students who must be confined to the home or hospital bedside for pregnancy-related issues are to be provided CEHI and other PRS components through a PRS program.

Houston ISD must provide access to the services offered through the PRS program to special education students who become pregnant. A pregnant special education student's ARD committee and PRS program staff members must collaboratively address the student's service needs.

### SPED, PRS, and Earning Eligible Days Present

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

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

Eligible days present are determined each week, and a week is from Sunday through Saturday. Service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

A student who is provided SPED and PRS during confinement retains the same ADA eligibility code she had before receiving the services, regardless of how many hours the student will be provided the services.

If a student is not provided special education homebound services during a week, the student must be counted absent for the entire week even if she was provided PRS during the week. If a student is provided special education homebound services during a week but not PRS, the student may be counted present according to the requirements of the chart in the Student Attendance Accounting Handbook, 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. However, the student is not eligible to generate PRS weighted funding for the week.

## Eligibility and Attendance

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

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

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

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

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

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

### **A student is to be counted present for:**

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

## Enrollment Procedures

Any school age female may be enrolled in the PRS Program if they are eligible for Average Daily Attendance (ADA) and in the prenatal or postpartum periods of pregnancy. <https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related-services>

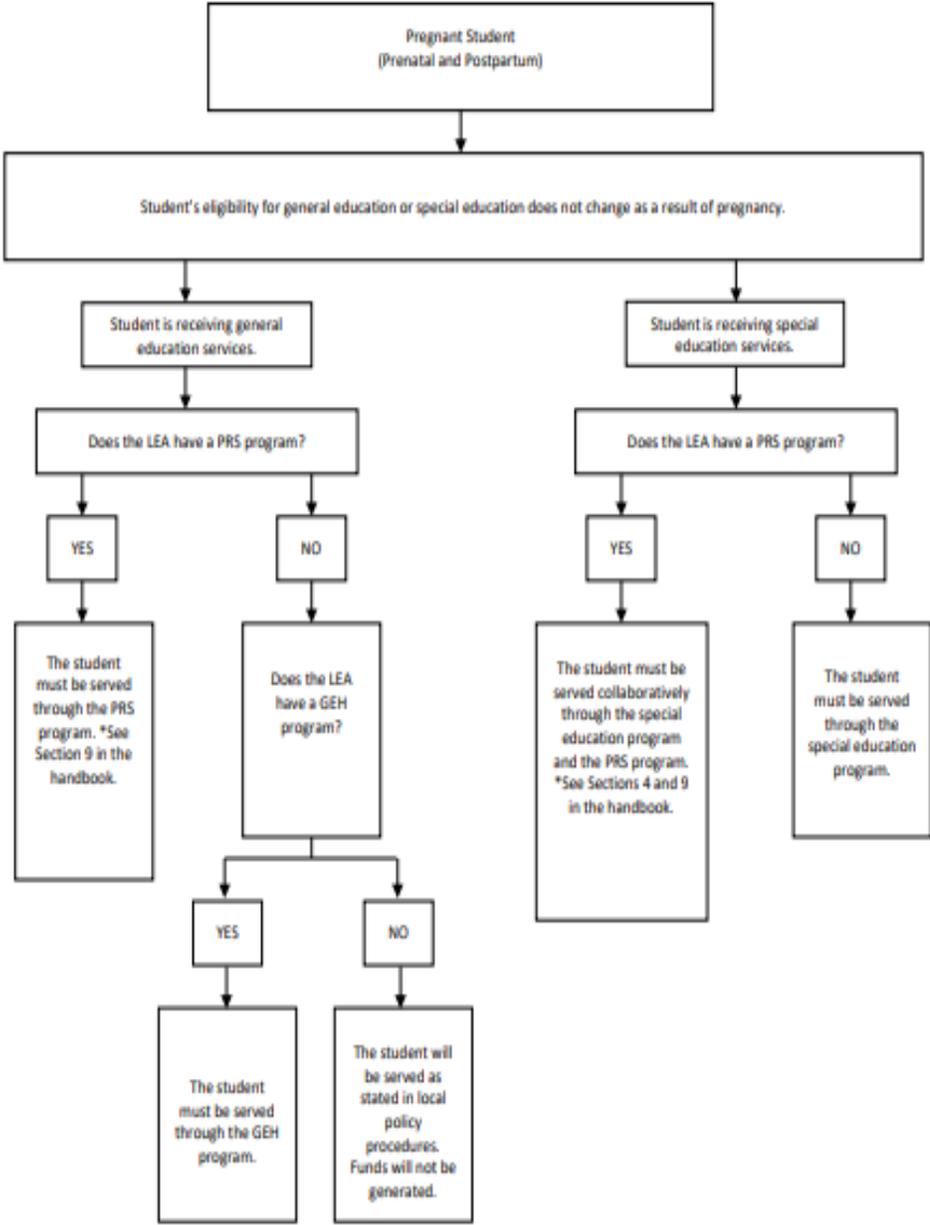
- The student's eligibility to receive PRS is verified by either:
    - A responsible campus official.
    - A medical or nurse practitioner or nurse midwife licensed to practice in the United States.
- The date the student begins receiving PRS services is considered the entrance date (enrollment) into the PRS program.

## Withdrawal Procedures

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

- The date PRS stopped and the student no longer receives services through the PRS program.
- The date during the postpartum period when the student returns early after delivery to attend her regular classes on a school campus.
- The date during the pregnancy postpartum period when no postpartum extension of services was authorized by a medical practitioner and the student reached the first day of the seventh week after delivery.
- The date during the pregnancy postpartum period when a postpartum extension was authorized by a medical practitioner and the student reaches the first day of the eleventh week after delivery.
- The date it is determined that the student was never pregnant. In this case, all coding for this student must be removed from the system even if the district provided the student with any support services through PRS.

# Determination Chart for PRS



## Documentation

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

- PRS and District and Campus Improvement Plans

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

1. Include a description of the district's PRS program.
2. Describe the specific services available to the student; and
3. Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS Program is utilized to serve prenatal and postpartum students.

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

### Exception:

- Only students who have tuition waiver will be served during the CEHI period, if they are living out of district during this period.
- If CEHI is offered but not provided to student, written documentation must be maintained to explain why the student was not provided CEHI.
- The principal or superintendent affirms the propriety of student eligibility when affidavits are signed.

## District/Campus PRS Process

1. Interview/assess student and discuss PRS program.
2. Give student the following forms with instructions to return completed forms to the school nurse/campus:
  - a. **Responsibilities of Parent/Guardian of Students receiving PRS/CEHI Services**
  - b. **Parent Authorization of Release of Medical Records**
  - c. **Medical Practitioner's Report of Eligibility Documentation for PRS**
3. Complete **"PRS Intake Form"** and place in student's campus PRS folder.
4. Complete **"Student Referral Form for PRS"** – done online (follow tab instructions on page 2 of the PRS referral form) and email to PRS.
5. Document updates/changes on page 2 of PRS referral.
6. Notify your attendance office, drop-out prevention officer, and (if indicated) Special Education chairperson of new PRS entry: PRS Special Education students must have a Change of Placement ARD on file prior to CEHI services including an additional Change of Placement ARD upon her return to full time campus instruction.
7. Input PRS PEIMS data (new PRS entry) in PowerSchool. (*Special Populations*)
8. Notify PRS (*via completing/updating Student Referral Form*) when student needs CEHI (including prenatal CEHI) homebound services.
9. Submit (fax) to healthcare provider - **Physician's Request for Prenatal PRS/CEHI** when prenatal complications are indicated; submit completed form to PRS (email/fax) to request prenatal CEHI services.
10. Obtain CEHI exit packet (from teacher/PRS department) following completion of student's CEHI services.
11. Input CEHI data in PowerSchool (using dates from CEHI packet).
12. Share CEHI exit (copy) with CTE coordinator/clerk for **required** CTE course override during CEHI.
13. All students not delivered by the last day of school must be exited from PRS via PRS PEIMS coding (PowerSchool) using the last day of school as the PRS Exit date.
14. Maintain campus PRS folders for  $\geq 5$  years in a secure location.

## PRS Roles and Responsibilities

### Community Services PRS Nurse Consultant

Ms. Christi Machel Brewster, [cbrewste@houstonisd.org](mailto:cbrewste@houstonisd.org), 713-967-5285.

- Assigns and monitors Compensatory Education Home Instruction (CEHI) teachers.
- Collaborates with the principal and staff of Community Services School, Manager and staff of Health and Medical Services, physicians, and Federal and State Compliance staff regarding PRS services requirements and PEIMS coding as mandated by TEA.
- Provides program information to students, parents, and/or educators as requested.
- Trains and supports the school nurse/ campus based PRS case manager and/or campus contact person with information and resources that will assist them to ensure pregnant students adjust and remain in school during pregnancy and postpartum periods.
- Monitors campus entered PRS data monthly.
- Provides follow-up and support for students after delivery and during transition back to campus.

### School Nurse

- Serves as campus-based PRS case manager (PRSSStudentReferral.doc [Download](#)).
- Conducts and documents findings from health assessments on the pregnant student (HealthCareMonitoringandCounseling2.pdf [Download](#)) and maintains organized and secure PRS folders.
- Includes CEHI teacher logs, physician's requests (Physicians\_Request\_ver2.doc [Download](#)) and the Data Entry Form in the PRS folders.
- Communicates with the campus staff, CEHI teachers, and home and medical communities to assist the pregnant student to adjust and remain in school during pregnancy and postpartum periods.
- Maintains a close relationship with PRS staff and obtains signature of principal on the completed documentation required for PRS by TEA.
- Responsible for completing and entering auditable data utilizing PRS spread sheets and CEHI logs, and coding PRS PEIMS information into PowerSchool.

### Counselor/CTE Coordinator:

- Attend training and meetings.
- Enter CTE override in PowerSchool for eligible PRS/CEHI students.

### PEIMS Coordinator:

- Attend scheduled trainings and meetings.
- Work cooperatively with other campus personnel to collect, organize, and format data required for submitting campus PEIMS information in a timely manner.
- Run reports from the SIS system and verify the data to ensure accuracy of information.
- Keep principal informed as to the accountability and accuracy of all PEIMS data.
- Monitor Certify data scorecards for violations and work with campus personnel to clear errors weekly.
- Distribute reports to appropriate staff for analysis, verification, and correction.

### Campus Attendance Clerk

Responsible for entering changes in the detailed student attendance accounting system (manual or automated).

### **Campus Data Clerk**

Maintains accurate records for PEIMS attendance reporting for PRS students including PRS and CEHI entry date, exit date, and assures that data is current and available for audit.

### **School Principal**

- Ensures that a description of the PRS program is included in the campus improvement plan, school staff complies with the guidelines of the PRS program.
- Provides support to PRS staff that provide home instruction.
- Appoints campus personnel to serve as primary contact for the PRS program and ensures that reports from the TEA reflect actual PEIMS data, as compared to locally produced reports for reasonableness and accuracy.

### **Classroom Teachers**

- Refer pregnant students to school nurse – for entry into program and for excessive absences.
- Maintain a close working relationship with the School Nurse and other school staff.
- Communicate with Grad Lab staff regarding pregnant students' participation in supplemental online tutoring and courses.
- Consult regularly with CEHI teachers in person or by email.
- Provide information, assignments, or other requirements to CEHI teachers in a timely manner for students receiving home instruction.

### **Compensatory Education Home Instruction (CEHI) Teachers**

- Provide Compensatory Education Home Instruction to assigned students, including online instruction using district resources for curriculum, software, and hardware, maintain logs of students served (CEHILog.docx [Download](#)).
- Report weekly attendance.
- Collaborate with school staff and home to ensure coordination of services.
- Provide attendance personnel with names and coding information of students who are being served in the PRS program.
- Ensure that attendance personnel are aware of changes related to student's services and effective dates of such changes.
- Assist with maintaining documentation for audit.
- Provide the Community Services PRS Nurse Consultant with original exit log within five days after CEHI is completed.

### **Student Caseworkers**

Intervenes upon request of school staff in order to address measures necessary to prevent drop out.

### **Federal and State Compliance**

- Ensures adherence to federal and state guidelines in the PRS program.
- Serves as liaison between federal and state agencies and the PRS staff.
- Keeps PRS staff informed of any updates and/or changes within the guidelines.
- Provides monitoring and conducts reviews of the PRS program upon request.
- Provides staff with PEIMS and local reports.

### **Common PRS/CEHI Program and/or Data Errors**

- Campus attempting to complete SIS PEIMS coding without the required CEHI EXIT data.
- Campus teachers not accessing weekly CEHI communication (grades/attendance, course work memos) from CEHI teachers.
- CTE hours not adjusted after campus receives the CEHI EXIT data.
- PRS Entry and PRS Exit data not documented in SIS.
- Inadequate updated computer access preventing timely campus submission of PRS referrals/data (online completion).

### **Bests Practices for Campuses**

- Identified PRS campus contact (the campus RN -school nurse) - assigned person that all staff members are informed exist and to refer parenting teens to for further evaluation of need for PRS.
- PRS campus contact to be permitted to meet with PRS Nurse Consultant for updates and clarification of potential PRS campus issues/concerns.
- Ongoing communication of PRS campus contact, attendance office, and PEIMS clerk to maintain accurate campus PRS data.

## Quality Control

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

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

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

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

## PEIMS Data Verification Process

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

### Campus and Department Reconciliation Process

1. At the end of each 6-week cycle, campuses will be given a 10-day window to correct or enter any data elements.
2. Campus PEIMS Coordinators will work with their non-instructional team to ensure the reconciliation process is complete.
3. Campus Principal /Designee will sign-off on Campus Summary Report.
4. Campus Summary Reports must be generated each 6-week reporting period and reviewed by the Principal or designee for reasonableness. **The Principal or Designee should do the following:**
  - Scrutinize regular attendance totals and special program attendance totals based on approximate membership,
  - Investigate all data totals that have exceptionally high value or a value of zero, and,
  - Compare current-year totals to prior year totals to detect unreasonable differences.

## Schedule Modifications

Schedule modifications are an eligible service under the PRS program; however, these modifications must adhere to general attendance rules in order for PRS students to remain eligible for ADA (<https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related-services>). These requirements include attendance for at least two hours but fewer than 4 hours each day to be eligible for half-day ADA or at least four hours each day to be eligible for full-day ADA.

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

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

## Pre-Kindergarten (PK) Program

## Roles and Responsibilities

### Eligibility

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

1. be unable to speak and comprehend the English language; or
2. be educationally disadvantaged (eligible to participate in the National School Lunch Program [NSLP]); or
3. be homeless; or
4. be the child of an active duty member of the armed forces of the United States, including the state military forces or  
a reserved component of the armed forces, who is ordered to active duty by proper authority; or
5. be the child of a member of the armed forces of the United States, including the state military forces or a reserved  
component of the armed forces, who was injured or killed while serving on active duty; or
6. have ever been in the conservatorship of the Texas DFPS (foster care) following an adversary hearing.
7. is the child of a person eligible for the Star of Texas Award as:
  - a. a peace officer under Section 3106.002, Government Code;
  - b. a firefighter under section 3106.003, Government Code; or
  - c. an emergency medical first responder under Section 3106.004, Government Code.

Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year in the district in which he or she is enrolled.

Houston ISD will verify a student's eligibility for PK in order to receive funding in the PK program and will keep verification documents as well as any required documentation on file for their records.

### PK Eligibility and Age

A child who is 5 years of age on September 1 of the current school year is not eligible for enrollment in a PK class. It is the position of the Texas Education Agency (TEA) that children who have reached age 5 on September 1 are most appropriately served in kindergarten, and that the law specifically established the PK program to serve students who have not reached age 5. Given the intent of the law, if Houston ISD enrolls a 5-year-old student in the PK program, the student must be reported as ineligible for average daily attendance (ADA) (ADA eligibility code 4 or 5); the student's grade level must be reported as PK.

Students under 5 years of age who do not meet eligibility requirements but are still served in the PK program should be coded ineligible half-day (ADA eligibility code 5). Houston ISD will ensure that serving students who are not eligible for the program does not interfere with serving students who are eligible for the program.

### PK Eligibility Based on a Student's Being Limited English Proficient (LEP)

Appropriate Houston ISD PK staff members determine that a student is eligible for PK based on not speaking and comprehending the English language by:

1. administering the home language survey (if a language other than English is indicated on any portion of the survey, then the student must be tested for English proficiency);
2. testing the student using oral instruments from the list of state approved tests for assessment of limited English proficient (LEP) students; and
3. having a language proficiency assessment committee (LPAC) evaluate the student and receiving confirmation from the LPAC that the LPAC has identified the student as an English language learner.

If a student qualifies for PK on the basis of not speaking and comprehending the English language, is receiving required services through the bilingual/ESL program, and then moves out of the district, the student would be qualified to attend PK in the new district. This requirement also applies to PK LEP 3-year old's who are promoted to the PK LEP 4-year-old program.

If a student qualifies for PK on the basis of being LEP, is not receiving required services through the bilingual/ESL program because of a parental denial, and then moves out of the district, the student remains eligible for PK if the student enrolls in the new district.

## Documentation Required

If the student is eligible for PK because the student does not speak and comprehend the English language, the following documentation must be on file.

1. Home language survey-The home language survey must be administered in English and Spanish; for students of other language groups, the home language survey must be translated into the home language whenever possible. The survey must contain the following questions
  - a. "What language is spoken in your home most of the time?"
  - b. "What language does your child (do you) speak most of the time?"
2. Proof of a qualifying score on an approved oral language proficiency test. The official scores must be documented in the student's records.
3. Documentation of the LPAC's identification of the student as an English Language Learner.

## PK Eligibility on Being Educationally Disadvantage (Eligible for NSLP)

Any student considered educationally disadvantaged is eligible to receive free PK. The TEC, §5.001(4), defines *educationally disadvantaged* as "eligible to participate in the national free or reduced-price lunch program." If a student is eligible for PK because the student is educationally disadvantaged (eligible to participate in the NSLP), Houston ISD will verify and document that the student is eligible to participate in the NSLP, either because the student's family income level meets requirements for participation in the NSLP or because of automatic eligibility for the NSLP.

For a student to qualify for the NSLP, either:

### 1. the student must be automatically eligible for the NSLP

Children who are automatically eligible for the NSLP under criteria in federal law (42 United States Code [USC], §1758) include the following:

- a child who is a member of a household receiving benefits from the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families program, or Food Distribution Program on Indian Reservations
- a child who is enrolled as a participant in Head Start or Even Start
- a child who is considered a migrant child
- a child who is considered homeless
- a child who is considered a runaway
- a child who is a foster child

For exact definitions of the terms used in the previous paragraph and complete information on pre-existing bases for automatic NSLP eligibility, see 42 USC, §1758. For information on appropriate documentation of automatic eligibility, see either the United States (US) Department of Agriculture's *Eligibility Manual for School Meals*, available at <http://www.fns.usda.gov/cnd/guidance/default.htm>, or the Texas Department of Agriculture's *NSLP Handbook: Administrator's Reference Manual*, available at <http://www.squaremeals.org/Programs/NationalSchoolLunchProgram/NSLPPolicy&ARM.aspx>. For additional information concerning the NSLP at the state level, please contact the Texas Department of Agriculture.

**Or**

### 2. the student's family must provide Houston ISD with current income level documentation showing that the income level meets requirements for the student's participation in the NSLP.

Houston ISD pre-registers PK students to determine and plan for the size of the next school year's PK program. Since income level documentation must be current for a student to qualify for PK based on eligibility for the NSLP, Houston ISD verifies income level documentation no earlier than the April 1 before the next school year. When verifying income, Houston ISD correlates the eligible school year with the qualifying NSLP year. Qualifying a student for PK on the basis of the student's meeting the NSLP income eligibility requirements does not automatically qualify the student for the NSLP. To qualify a student for the NSLP, your district must provide documentation to the TDA in accordance with the TDA's requirements.

If a student qualifies for PK on the basis of being eligible to participate in the NSLP, and the student then moves to a new district, the new district should review the previous district's determination for accuracy. If the new district finds that the determination was accurate, the student need not requalify for the PK program in the new district. If the new district finds that an error was made, the student must requalify for the PK program in the new district.

### **PK Eligibility Based on Homelessness**

A student is eligible on the basis of homelessness if our homeless liaison identifies the student as homeless, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.

### **PK Eligibility Based on a Childs Having Been in Foster Care**

Students who are in or who have ever been in the conservatorship of the Texas DFPS (that is, in foster care) following an adversary hearing are eligible for free PK. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.

If a student qualifies for PK on the basis of having ever been in foster care, the student remains eligible for enrollment after the student begins a PK class even if that student is no longer in foster care.

At least annually, the DFPS and Child Protective Services mail verification letters of PK eligibility to the parents and caregivers of eligible children. These letters serve as proof of eligibility. However, if a parent or caregiver does not receive this letter, he or she may obtain evidence of a child's eligibility for PK services by contacting a DFPS education specialist. A list of DFPS education specialists and their contact information is available on the TEA *Student Attendance Accounting Handbook* web page at <http://www.tea.state.tx.us/index2.aspx?id=7739>.

The DFPS education specialist will write and sign a letter addressed to the school district attesting to the student's eligibility for free PK based on having been in foster care. The parent or guardian then presents the signed letter to the appropriate district personnel.

### **PK ADA Eligibility**

PK classes must operate on a half-day basis unless funding other than FSP funding is used to offer a full-day PK program, as PK is state-funded only as a half-day program. In general, students who meet eligibility requirements for the PK program should be coded as eligible for half-day attendance (ADA eligibility code 2) and not as eligible for full-day attendance (ADA eligibility code 1). Students in PK are also eligible for special programs such as special education (that is, preschool program for children with disabilities [PPCD]) and bilingual/ESL, provided they meet the requirements for these programs.

**Note: The 2-through-4-hour rule includes recess and in-class breakfast. For funding purposes, instructional time includes recess and in-class breakfast.**

To claim PK eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student shown as accumulating PK eligible days present on the Student Detail Report. The information required in the Student Detail Report for students in the PK program is the same as for students in all other grade levels.

### **PK Students who are Eligible for Special Education (ECSE) and are Served in a PK Classroom**

A student who is eligible for **both** special education (ECSE) and PK and is served in a PK classroom is eligible for full-day attendance (ADA eligibility code of 1) if the student is scheduled for and receives at least 4 hours of instruction and services (that is, receives at least 2 hours of special education services in addition to the 2 hours of PK program instruction). The student is eligible for half-day attendance (ADA eligibility code of 2) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of instruction or services. The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.

When a student who is eligible for special education (ECSE) **but is not eligible for PK** is served in a PK classroom, the student's ADA eligibility is determined by the amount of time that the student is provided **special education** services each day. The student is eligible for full-day attendance (ADA eligibility code of 1) only if the student is scheduled for and receives at least 4 hours of **special education** services each day. The student is eligible for half-day attendance (ADA eligibility code of 2) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of **special education** services each day.

### **The student's grade level should be reported as EE.**

When a student who is eligible for special education but not eligible for PK is served in a PK classroom, a special education teacher must be in the classroom for the student's entire instructional day for ADA and weighted funding to be generated

**Quality Control**

Houston ISD will record the appropriate PK Program code for a student in the attendance accounting system as soon as the student meets all eligibility requirements. All documentation must be on file before the indicator is recorded. The sooner documentation is on file, the sooner funds may be earned for serving the student.

A student who withdraws from school should be coded the appropriate exit date from the PK program.

**Verification Process**

Every six weeks the campus SIRS will provide the PK Coordinator their specific special population count by utilizing the Student Detail Report (SDR), the Coordinator will ensure that all coding elements are entered correctly. If there are any corrections needed to be adjusted for any student, there will be a ten-day verification period in which corrections are processed by the SIRS and an updated SDR will be generated for final review and sign off.

## Section 14 - Homeless Education Program Overview

### Who is Homeless?

- Unaccompanied Youth
- Identification and Coding
  - Student Assistance Questionnaire
  - Enrollment Guidelines
  - Enrollment Disputes
  - McKinney – Vento School Selection Considerations
  - Coding Procedures
- Disciplinary Guidelines
- Local Education Agency Roles and Responsibilities

### Central Office Contacts

For additional assistance, contact the Homeless Education Office at 713-556-7237

**Ilka Rosado**, Manager & Foster Care Liaison  
[irosado@houstonisd.org](mailto:irosado@houstonisd.org)

**Homeless Education Office Direct Line:** 713-556-7237

## EDUCATING HOMELESS CHILDREN AND YOUTH

### *Definition of Homelessness*

*Who is Homeless?*

- The term “homeless” is broadly defined by the McKinney-Vento Act’s Education for Homeless Children and Youth Program, as defined below.
- Preschool children, migrant children, and youth whose parents will not permit them to live at home or who have run away from home (even if their parents are willing to have them return home) are considered homeless if they fit the definition.

### *Unaccompanied Youth*

- The term “unaccompanied youth” includes youth in homeless situations who are not in the physical custody of a parent or guardian.

Every Student Succeeds Act (ESSA) became law in December 2015, replacing the No Child Left Behind Act, which requires states to ensure homeless children have access to a free and appropriate public education. Section 725(2) of the McKinney-Vento Homeless Education Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (Prior to 12/10/16)
- Children and youth who have primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings,
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

- Migratory children who live in conditions described above; and
- Unaccompanied Youth- Section 725(6) of the Act indicates that the term “unaccompanied youth” includes a youth not in the physical custody of a parent or guardian.

A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one that is used on a regular (i.e. nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments. According to the McKinney-Vento Act, children who lack a fixed, regular, and adequate residence are considered homeless.

The Texas State Plan for the Education of Homeless Children and Youth’s Program described the following situations in which a child or youth lacks a fixed, regular, and adequate residence, and is considered homeless:

- A child or youth sleeps at night in a shelter for the homeless (including runaway youth shelters and domestic violence shelters);
- A child or youth sleeps at night in a shelter awaiting institutionalization, adoption, foster care, or other placement; and
- A child or youth sleeps at night in a car, tent, an abandoned building, or other place not ordinarily used as a sleeping accommodation for human beings.

Section 103(c) of the McKinney-Vento Act specifically excludes from the definition of homeless individuals, any person who is imprisoned or otherwise detained by Act of Congress or state law. Children who are incarcerated for violation or alleged violation of law should not be considered homeless even if, prior to incarceration, they would have met the definition provided by the McKinney Act. However, children who are under care of the state and are being held temporarily in an institution because there is no other place to live should be considered homeless. Guidelines from the U.S. Department of Education indicated that children in foster care generally should not be considered homeless based upon the definitions provided in the McKinney Act. However, if children are temporarily placed in foster care because of a lack of shelter space, they can be considered homeless. TEC §25.001(f) states that such children are residents of the district where the foster care is located. (Prior to 12/10/16)

### **School Responsibilities for Enrollment:**

The McKinney Act requires that each homeless child be allowed to maintain enrollment in the school the child attended before becoming homeless, or to enroll in the school where the child is located, whichever is in the best interest of the child. The Texas State Plan for the Education of Homeless Children and Youths Program specifies that the parent or person acting as parent can determine whether it is in the best interest of the child to enroll in the school where the child is located. However, the State Plan also specifies that the district of origin, the district in which the child is located, and the parent, or person acting as parent must concur in determining that it is in the best interest of the child to maintain enrollment in the school district of origin.

In determining the best interest of the child, the school district must provide a written explanation to the parent or guardian if the school district sends the child to a school other than the school of origin or the school requested. The written explanation must also include a statement regarding the right to appeal the district’s decision.

When children, youth or families cannot verify their homelessness, their right to education is not diminished. It is recommended that denials of educational services only occur when the school district has documentable evidence that the child or youth should not be considered homeless based on the definitions of the McKinney Act.

### **Enrollment Disputes**

If a dispute arises over school selection or enrollment in a school, the child must be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, parent, or guardian must be referred to a school district liaison in Guidance and Counseling, who shall carry out the resolution process as expeditiously as possible in accordance

### **Admission/Withdrawal**

with the Enrollment Disputes section of the McKinney-Vento Act after receiving notice of the dispute.

The following procedures are specified in the Act: Enrollment: If a dispute arises over school selection or enrollment in a school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

**Written Explanation:** The district must provide a written explanation of the school placement decision to the parent or, in the case of an unaccompanied youth, to the unaccompanied youth. (The written explanation must include a description of the parent's or unaccompanied youth's right to appeal the decision.)

**Liaison:** The designated LEA homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner.

**Responsibility:** The school district, usually the district's homeless liaison, is responsible to inform the parent of the homeless student(s) or the unaccompanied youth of the dispute resolution process. A school cannot require proof of residency (rent receipt, lease agreements, utility receipts, property tax receipts, etc.) that prevents or delays the enrollment of homeless children or youth.

There is no universal system of verification. In situations where homeless children are living in a shelter; it may be possible to obtain verification from the shelter provider. If runaway or homeless children are living with friends or relatives, the Department of Protective and Regulatory Services, local shelters, or other social service agencies may be able to verify the student's living arrangements. In situations where children are living in cars, campgrounds, or abandoned buildings, the only viable method of verification may be a visit by school personnel. The district is also required to enroll "unaccompanied youth," which includes youth in homeless situations who are not in the physical custody of a parent or guardian. A homeless student who is not living with parents or legal guardians has the same rights as other students experiencing homelessness, assuming the child is not living in the district for the primary purpose of attending the district's public schools. This includes all rights described under the resolution process related to enrollment disputes. An unaccompanied youth must be free from segregation, isolation, and stigmatization.

### **Admission/Withdrawal**

If a homeless or foster child attempt to enroll in school without a parent, guardian, or other adult supervision, the school district must enroll the child. However, it is recommended that the school gather relevant information and make a report to the Children's Protective Services Unit of the Department of Human Services subsequent to enrolling the child.

- Homeless children must be allowed to enroll in a school's Prekindergarten program.
- Homeless children shall not be denied enrollment or be removed solely because they fail to provide school records.
- If a homeless student moves without returning books, a district cannot withhold the student's records until payment is received or until the books are returned.
- Related to issues of suspension or expulsion, a school may not establish more rigid standards for the behavior of homeless students than for other students.
- TEC §25.002 states that a school district cannot deny enrollment to a homeless student or child in foster care for lack of proof of immunization. Schools are required to enroll students and give them 30 days to provide documentation of immunization. An effort should be made to obtain immunizations electronically by accessing the state registry (IMMTRAC2) at <https://www.dshs.texas.gov/immunize/immtrac/>. School districts may make use of a free immunization tracking service offered by the Department of State Health Services (DSHS). If the child has been immunized in Texas and the location of the clinic or doctor's office where the immunization was provided is known, the school can call, toll-free 1-800-252-9152. The DSHS will collect the necessary information and send a copy of the immunization record.

Homeless children born in Texas in low-income families can obtain free birth certificates for the purposes of school enrollment. Section 191.0046 of the Texas Health and Safety Code provides that on the request of the child's parent or guardian, the state registrar shall issue without fee a certificate necessary for admission to school. Applications for a free birth certificate can be obtained from:

Texas Vital Statistics: Department of State Health Services  
P.O. Box 1149347  
Austin, Texas 78756  
(512)776-7111 or (888) 963-7111  
<http://www.dshs.state.tx.us>

- Student Assistance Questionnaire (see Forms Section on the Student Assistance portal page) should be completed by the parent, guardian, school personnel, or community personnel and is used to assist in determining if the student qualifies for being coded as a student in transition under the McKinney- Vento Homeless Education Act. If the student has checked a transitional housing situation in Part A and has checked a background situation in Part B, the student should immediately be coded homeless” immediately in the student information system software.
- The Student Assistance Questionnaire (SAQ) should be provided:
  - To every student during enrollment
  - Anytime a student or parent states their living situation has changed
  - To students who are withdrawing to see if their living situation has changed
  - To unaccompanied youth
- Contact the **Homeless Education Office** at 713-556-7237 for immediate assistance.
- SAQs must be submitted to [homelesseducation@houstonisd.org](mailto:homelesseducation@houstonisd.org) to activate services.

### **Identification and Coding**

The Student Assistance Questionnaire (SAQ) is used to identify students living in homeless situations. The SAQ is...

- Available on the portal in English, Spanish and Vietnamese
- Should be included in every enrollment packet
- Should be provided to parents and students (Unaccompanied Youth) during registration and withdrawal

### **PEIMS Coding Procedures / Entering in HISD Connect**

#### **Add New Homeless Status Record**

Start Page > Select school > Select student (Click All or search for student)>

Under Current/Previous Records – Homeless Status/Services

Navigation: Select School > Select Student > Special Populations – Homeless

#### **Edit/Delete - Homeless Status Record**

**Navigation:** Select School > Select Student > Special Populations – Homeless > Edit Record

Special Populations Select> Homeless Status>New

#### **Add - Homeless Services Record**

**Navigation:** Select School > Select Student > Special Populations – Homeless > New Homeless Services Record

(Refer to Part C on the Student Assistance Questionnaire)

**Navigation:** Select School > Select Student > Special Populations – Homeless > Edit Record

#### **Homeless Audit Report**

Navigation: Start Page > Reports – sqlReports > Homeless > Homeless Audit > Submit

## FOSTER AND SUBSTITUTE CARE

### *HISD Foster Care & Residential Treatment Center Division:*

- Provides support and guidance to students who are currently in the foster care system
- Provides uniforms, school supplies, hygiene items, undergarments and backpacks
- Ensures that students enroll and enter school in a timely and efficient manner
- Provides school of origin transportation
- Collaborate with The Department of Family & Protective Services (DFPS), Children's Protective Services (CPS) Case Managers, relatives and fictive kin caregivers, foster parents, Residential Case Managers and Court Appointed Special Advocates (CASA) to ensure the educational rights of students in foster care

### **Key Provisions**

Substitute Care is the umbrella term used by Texas Child Protective Services (CPS) for the care of children outside of their immediate family situation. This can be accomplished through formal or informal processes.

### **Formal Substitute Care: Foster Care**

Children and youth who are placed by CPS in formal substitute care through a court order, with conservatorship retained by CPS, are not identified as homeless by the McKinney-Vento definition (Title IX, Part A, of the Every Student Succeeds Act). "Foster child" as defined in the Texas Family Code identifies the child as being in the managing conservatorship of CPS and in a foster-care placement (see Texas Family Code, Section 263.001 (4)).

### **Types of Homes**

- **Foster (Family) Home Placement** – The foster home may be a relative's home (if they are a licensed/certified foster home), but is usually an unrelated, and most frequently an unconnected family home that has gone through training and been licensed by Residential Community Care Licensing (RCCL). The placements in this home are court-ordered and CPS retains conservatorship. CPS provides financial and casework services.
- **Foster Group Homes** – Foster group homes are licensed by Residential Community Care Licensing (RCCL). Children/youth are placed by CPS through a court order, while CPS retains conservatorship. CPS provides financial and casework services.

### **Other Types of Formal Care**

- **Cottage Homes** – Under state regulations, these are places where 12 or fewer kids live, with adult caregivers who act as substitutes for parents on the premises at least half or more of the time.
- **Residential Treatment Centers** – These residential facilities provide treatment programs to children and youth. They are licensed by RCCL. Children and youth are placed through a court order, and CPS retains conservatorship. CPS provides financial and casework services.
- **Kinship Care** – These homes are relative family homes approved by CPS but not licensed or certified as foster homes. Children are placed by a court order, while CPS retains conservatorship. There is some financial and casework support provided by CPS.
- **Legal Guardianship or Adoption** – Legal guardianship and adoption are permanent legal placements that do not qualify the child for McKinney- Vento services based on their placement situation. However, it is possible that an adoptive or legal-guardianship family may be homeless depending upon their living situation, separate and apart from child placement issues. Each situation must be looked at individually to decide eligibility for McKinney-Vento services.

## DOCUMENTS NEEDED TO ENROLL A STUDENT IN FOSTER CARE

- Birth certificate or other proof of identity
- Copy of previous school records
- Proof of immunizations
- Placement Authorization Form (2085)
- Copy of child's school records

**NOTE: The school district must enroll a child in the conservatorship of the Department of Family and Protective Services (DFPS) immediately in school regardless of documentation (Texas Family Code, Section 262}**

*A school district shall accept a child for enrollment in a public school without the documentation required by Subsection (a) if the Department of Protective and Regulatory Services has taken possession of the child under Chapter 262, Family Code. The Department of Protective and Regulatory Services shall ensure that the documentation required by Subsection (a) is furnished to the school district not later than the 30th day after the date the child is enrolled in the school.*

### PEIMS Coding Procedures / Entering in HISD Connect

#### **Add Foster Care Coding**

**Navigation:** Select School> Select Student > Special Populations – Foster Care > New Record

#### **Edit Foster Care Coding**

**Navigation:** Select School> Select Student > Special Populations – Foster Care > Edit Record

#### **Foster Care Student Status**

**Navigation:** Select School> Select Student > Special Populations – Foster Care Student Status

#### **Pre-K Foster Care Indicators**

**Navigation:** Select School > Select Student > Special Populations – Foster Care – Insert Pre-K Student Record

0 – Stu Not Currently DFPS Conservatorship

2- PK Stu previous DFPS – Adverse Hearing

#### **K – 12 Foster Care Indicators**

**Navigation:** Select School > Select Student > Special Populations – Foster Care – Insert K-12 Student Record

0 – Student is not currently DFPS conservatorship

1 – Student is currently in the conservatorship of the DFPS.

#### **Foster Care Report**

**Navigation:** Start Page > Reports – sqlReports > Foster Care

# Section 15 - Special Education

Special education data are entered in EasyIEP and then imported into HISD Connect. Campus staff receive guidance from department chairpersons regarding coding and documentation requirements. The department chairpersons receive direct guidance from the HISD Office of Special Education Services. Below is guidance regarding addressing special education errors.



**Rule: 41163-000I** For each student Special Education program association, there must be a student program with a matching TX-UNIQUE-STUDENT-ID where SPECIAL-ED-INDICATOR-CODE is "I".

If Special Education Program association data is reported for a student, then that student must be enrolled in the Special Education program.

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**Rule: 41163-0002** Neither SECONDARY DISABILITY-  
CODE nor TERTIARY-DISABILITY-CODE can be "14".



Neither TX-Secondary Disability  
nor TX-Tertiary Disability can be  
noncategorical early childhood  
for a special education student.

**An FIE and Annual ARD/IEP meeting are required to  
correct an error for this rule.**

**Rule: 41163-0003** PRIMARY-DISABILITY-CODE must not be "00", and SECONDARY-DISABILITY-CODE must not be "00", and TERTIARY-DISABILITY-CODE MUST NOT BE "00".



A special education student must not be reported with "No Disability" (00) for TX-Primary Disability, TX-Secondary Disability or TX-Tertiary Disability.

At least one disability must be reported for a special education student.

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule: 41163-0003** PRIMARY-DISABILITY-CODE must not be "00", and SECONDARY-DISABILITY-CODE must not be "00", and TERTIARY-DISABILITY-CODE MUST NOT BE "00".



****	Disability Codes	Truncation
19	No Disability =>	
01	Orthopedic Impairment	
02	Other Health Impairment	
03	Autism Spectrum	
04	Visual Impairment	
05	Other Band	
06	Physical Disability	
07	Orthopedic	
08	Other Disability	
09	Speech Impairment	
10	Autism	
12	Developmentally	
11	Traumatic Injury	
	Noncategorical Specific	

**Rule: 41163-0004** PRIMARY-DISABILITY-CODE, SECONDARY-DISABILITY-CODE or TERTIARY-DISABILITY-CODE must all be different.



For a student Special Education program association, TX-Primary Disability, TX-Secondary Disability, and TX-Tertiary Disability must all be different.

Special Education Current Records				Speech Therapy	Primary Disability	Secondary Disability	Tertiary Disability	Multiplicable
Entry Date	Exit Date	Instructor Stipend						
01/11/00	04/04/00	44	2	06	05	09		

An IEP and Annual ARD/IEP meeting are required to correct an error for this rule.

**Rule: 41163-0005** If TERTIARY-DISABILITY-CODE is not blank, then SECONDARY-DISABILITY-CODE must not be blank .



If a student is reported with a TX-Tertiary Disability, then TX-Secondary Disability must also be reported.

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule: 41163-0006** If MULTIPLY-DISABLED-INDICATOR-CODE is "I", then SECONDARY-DISABILITY-CODE must not be blank .



If a special education student is multiply disabled, then TX-Secondary Disability must be reported.

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule: 41163-0007** If PRIMARY-DISABILITY-CODE is "12", then EARLY-CHILDHOOD-INTERVENTION-CODE must be "I".



If the TX-Primary Disability indicates "developmental delay", then the student must be participating in the Early Childhood Intervention program.

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule: 41163-0008** If PRIMARY-DISABILITY-CODE, Secondary-Disability-CODE, or TERTIARY-DISABILITY-CODE is "12", then age on the PEIMS Fall snapshot date.



If TX-Primary Disability, TX-Secondary Disability, or TX-Tertiary Disability is "developmental delay", then the student must be less than 3 years old on the PEIMS Fall snapshot date.

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule: 41163-0009 If PRIMARY-DISABILITY-CODE is '14', then age must be 3, 4 or 5 on the PEIMS fallsnapshot date.**



For a special education student, if TX-Primary Disability is noncategorical early childhood, then the student must be 3, 4 or 5 years old on the PEIMS Fall snapshot date.

A FIE and/or Annual ARD/IEP meeting is required to correct an error for this rule. The disability category of NCEC must be removed by their 6<sup>th</sup> birthday.

**Rule: 41163-0009 If PRIMARY-DISABILITY-CODE is '14', then age must be 3, 4 or 5 on the PEIMS fallsnapshot date.**

8. Determining Eligibility to Receive Special Education and Related Services  
 Determining factor analysis is not applicable.  
 C.Q. No [2] Yes. In school on disability condition criteria: determined factor analysis: ii. Two been determined Lh.11 this student  
 ml is eligible for special education services under the following disability category:  
 (1) • 14' Non-Categorical Early Childhood  
 (2) • IO Autism  
 (J) • 09 Specific Impairment

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 An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.  
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**Rule : 41163-0010 If REG-DAY-SCH-PROG-DEAF-CODE is not "0", then at least one of the fields PRIMARY-DISABILITY-CODE, SECONDARY-DISABILITY-CODE, or TERTIARY-DISABILITY-CODE must be "03" or**



If a special education student is receiving services from the Regional Day School Program for the Deaf, then at least one of the fields TX-Primary Disability, TX-Secondary Disability or TX-Tertiary Disability must indicate auditory impairment or deaf-blind disabilities.

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule:41163-0010 If REG-DAY-SCH-PROG-DEAF-CODE is not "0", then at least one of the fields PRIMARY-DISABILITY-CODE, SECONDARY-DISABILITY-CODE, or TERTIARY-DISABILITY-CODE must be "03" or**

Sp,dlif dlcllon •Clirfntnl RtcOrd,	EnuyDolt	ExitDatt	InstnJClialalSttlng	Sptth11ltropy	Primaly Disabllly	Stcondaly	TertiaryDisability	Mullply Otsabld
	07101	2021	00 0	41	0	0	02	

Entry Date	EliO..	Cl,ldtou,ctllld.,gl1P	E""10ldhood	PPC	Doy lchl!,vONI	lllttictdROI"ll
06/11/2021				1		lllllO

**An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.**

**Rule: 41163-0011** If **SPEECH-THERAPY-INDICATOR-CODE** is "I", then **INSTRUCTIONAL-SETTING-CODE** must be "00".

A special education student receiving Speech Therapy only must have a TX-Instructional Setting of "00".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0011** If **SPEECH-THERAPY-INDICATOR-CODE** is "I", then **INSTRUCTIONAL-SETTING-CODE** must be "00".

X. PL-AC-E-ME-II OETER II ATIOX: INSTRUCTIONAL SETTING / PROGRAM

Student Education Placement is

bo><don hi her IEP.3 CFR 1300.116: §300.118

Instructional Setting

Speech Therapy
Speech Therapy
Speech Therapy

Placement

00
00
00

Strm csltr Location

S -n • 2020-2021 IIIISD C,m

hill HISO Campus

2021-2022

S -n • 2021-2022 IIIISD C1n1

Special Education - Cuneot Records

Entry Date	Exit Date	Instructional Setting	Speech Therapy	Primary Disability
AS/01/2021	01/01/2021	00	1	09
01/01/2021	05/01/2021	00		09
08/02/2020	12/31/2020	00		09

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0012** If EARLY-CHILDHOOD-INTERVENTION-  
code is "0", then INSTRUCTIONAL-SETTING-CODE must not be  
"31", "32", or "34".



If a special education student does not participate in the Early Childhood Intervention program, then TX-Instructional Setting must not be home-based instruction, center-based instruction, or other environment for students 0-2 years of age receiving services in ECI programs.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0012** If EARLY-CHILDHOOD-INTERVENTION-  
code is "0", then INSTRUCTIONAL-SETTING-CODE must not be "31",  
"32", or "34".

Indicator - Current	Records	Child Count Funding	Early Childhood Intervention	PPC
Entry Date	Exit Date	Type		

	Indicator - Current	Records	Child Count Funding	Early Childhood Intervention	PPC
1	Home-based Instruction				
3	Center-based Instruction				
2	Other Instruction				

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0013** n EARLY-c H1LDHo o D-1INTERV-IND-coDE is "I", then GRADE-LEVEL-CODE must be "EE", and PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD must be "0"



A special education student participating in the Early Childhood Intervention program must be in TX-Grade Level "EE" and is not eligible to participate in the Preschool Program for Children with Disabilities.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0013** If EARLY-CHILDHOOD-INTERV-IND-CODE is "I", then GRADE-LEVEL-CODE must be "EE", and PRESCHL-

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			***	(1)	(0)	Out	RDSPD	Loeollon	ConUN,a
ChildKod	07/01/2021	0-0'0	J			0		0	0

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0014** 1rPREscHL-PRoG-cHLDRN-WITH-01sAB-1No-co is "I", then age on the PEIMS Fall snapshot date must be 3, 4 or 5, and EARLY-CHILDHOOD-INTERV-IND-CODE must be "0"



A special education student participating in the Preschool Program for Children with Disabilities must be 3 - 5 years old on the PEIMS Fall snapshot date and is not eligible to participate in the Early Childhood Intervention program.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0014** uPREscHL-PRoG-cHLDRN-WITH-01sAB-1No-c o is "I", then age on the PEIMS Fall snapshot date must be 3, 4 or 5, and EARLYCHILDHOOD-INTERVND-CODE must be "0"

Entry	Date	ElitOcte	CIikiCoww: FunofnO	EallyCNldnood	PPCO	Reg DayScb Prog	01...k t of RDSP<>	PPCDSemCe	III C.....
	01-112021			SJ	LU				

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0015** If age is less than 3 on the PEIMS fall snapshot date or greater than 21 on September 1, then ~~CHILD-COUNT-FUNDING-TYPE-CODE must be '0'.~~



If age is less than 3 on the PEIMS Fall snapshot date or greater than 21 on September 1, then CHILD-COUNT-FUNDING-TYPE-CODE must be "0".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0015** If age is less than 3 on the PEIMS fall snapshot date or greater than 21 on September 1, then **CHILD-COUNT-FUNDING -TYPE-CODE** must be '0'.

Speech Therapy			
Spec:ill	. Currmt		
Educatk:Jn	Racords	InsuuctionaJ Setting	Prma,y llisablly
EnuyDate	Ex,JtDate		
01/11/81/020	o,wo	India nors	10
06/02/2010	0/1:0	Cunan1RtICOfdf	(:!) Coun t Funding Typo
06/01/2020	0/0,0	Entry Do10	
		09/11/81/2020	
		06/02/2020	0/1/11

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0016** If age on the PEIMS Fall snapshot date is 3, 4 or 5 then **PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD must be "1"**.

If age on the PEIMS Fall snapshot date is 3, 4 or 5 then **PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD** must be "1".

Indicaloct • CulTenlRecords

Emryom Exit	Chud Coum Funding Typ	Evty Int1t1Vnlon	P?CD Rtg DaySchProg D Dea	PPCOService Location	I:P
0791,2J 1 00	3		<b>Q</b> 0		

A Review ARD/IEP meeting must be held to correct the PPCD indicator code for all three semesters.

**Rule: 41163-0017** If age is 3 or more on the PEIMS Fall snapshot date , then **EARLY-CHILDHOOD-INTERV-IND-CODE must be "0"**.



For a student Special Education program association, if the student is 3 or more years old on the PEIMS Fall snapshot date, then they must not participate in the Early Childhood Intervention program.

Indicators • CurrentRecords

Enuy Date Exit Date	Child Count Funding Type	Early Childhood Intervention
071)1'2021 01)0		<b>€)</b>

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0018 If PPCD-SERVICE-LOCATION-CODE is not '0', then age must be 3, 4 or 5**

If PPCD-SERVICE-LOCATION-CODE is not "0", then age must be 3, 4 or 5 on the PEIMS Fall snapshot date.

Entry Date	Child Count	Funding	Early	PPCD	RegDay	Sch Prog	D	trictof	PPCD Service	IEP
Exit Date	Type		Intervention	Dea				RDSP	Location	Continu
									G)	

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0019 If INSTRUCTIONAL-SETTING-CODE is "45", "89", or "98", then age must be 3, 4 or 5 on the PEIMS Fall snapshot date.**

If TX-Instructional Setting indicates a full-time early childhood special education setting, then the special education student must be 3, 4 or 5 years old on the PEIMS Fall snapshot date.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0019** If **INSTRUCTIONAL-SETTING-CODE** is "45", "89", or "98", then age must be 3, 4 or 5 on the PEIMS Fallsnapshot date.

**F u t.t T irn c Early  
Childhood Spccin. I E d  
uca tion Setting (:apr  
op ri:lte onyl for s  
tudenst 3 - s years of  
:aa:c)**

Residential Care And Treatment Facility-Full-Time Early Childhood Special Education Services (appropriate only)-for students 3-5 years of age)

98 Off Home Campus- Full-Time Early Childhood Special Education Setting (appropriate only for students 3-5 years of age)

**Rule: 41163-0020** If **INSTRUCTIONAL-SETTING-CODE** is "50" or "60", then **ADA-ELIGIBILITY-CODE** must be "O".



If a special education student receives instruction in a residential nonpublic school program or a nonpublic day school, then TX-ADA Eligibility must indicate "not in membership".

Verify the student's ADA Eligibility Code in Power School State/Province - Texas PEIMS General Information

**Rule: 41163-0020** If **INSTRUCTIONAL-SETTING-CODE** is

PEINS General -Current Records			
Entry Date	Exh Date	ADA Code	flex.iblt Attendance Program Tyro
09124/2020			

60*	Nonpublic Day School
70*	Texas School For The Blind And Visually Impaired

Verify the student's ADA Eligibility Code in Power School State/Province - Texas PEIMS General Information

**Rule: 41163-0021** If **INSTRUCTIONAL-SETTING-CODE** is "70", then **DISTRICT-ID** must be the **Texas School for the Blind and Visually Impaired**



For a student Special Education program association, only the Texas School for the Blind and Visually Impaired may report itself as TX Instructional Setting.

**(zg)** ~~Texas School For The Blind And Visually Impaired~~

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0022** If **INSTRUCTIONAL-SETTING-CODE** is "71" then **DISTRICT-ID** must be the Texas School for the Deaf(227906).



For a student Special Education program association, only the Texas School for the Deaf may report itself as TX-Instructional Setting.

ftp:

| Texas School For The Deaf

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0023** If **INSTRUCTIONAL-SETTING-CODE** is "70", or "71", then **ADA-ELIGIBILITY-CODE** must be "0", "4", "5", or "8".



If a special education student's TX-Instructional Setting indicates Texas School for the Blind and Visually Impaired or Texas School for the Deaf, then TX-ADA Eligibility must indicate the student is "not in membership" or is ineligible for ADA.

Verify the student's ADA Eligibility Code in  
Power School State/Province - Texas PEIMS General Information

**Rule: 41163-0023 If INSTRUCTIONAL-SETTING-CODE is "70", or "71", then ADA-ELIGIBILITY-CODE must be "0", "4", "5", or "8".**

PEIMSGeneral - Current Records			
Entry Date	Exit Date	ADA Flexible Code	Attendance Program Type
09/24/2020			0,4,5,8

@	<u>Texas School For The Blind And Visually Impaired</u>
	Texas School For The Deaf

Verify the student's ADA Eligibility Code in  
Power School State/Province - Texas PEIMS General Information

**Rule: 41163-0025 Each Local Education Agency's data submission should report at least one student Special Education program association.**



Student Special Education program association data should be reported for each Local Education Agency.

**Rule: 41163-0026** If REG-DAY-SCH-PROG-DEAF-CODE is not "0", then there must be at least one Shared Services Arrangement where SHARED-SVCS-ARRANGEMENT-TYPE-CODE is "10".



If TX-Reg Day Sch Prog Deaf indicates the student is receiving instructional services from the Regional Day School Program for the Deaf, then a Shared Services Arrangement must be reported for Regional Day

<b>--Cmot-</b>							
EreyDolt EJJOII!	CIIdC...fr4ig	EMIJ'CIiiii10od	P?CD RtgDq	Ilimcto	F?CDS...U	15'	
	r,pe	-	Sc,JlPlog	I	IO<Jlloo	C00liur	
01.ot'ICZI OII'J	3		Dt	KDSPO			

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0027** If EARLY-CHILDHOOD-INTERV-IND-CODE is "I", then INSTRUCTIONAL-SETTING-CODE should be "01", "31", "32", or "34".



If a special education student is participating in the Early Childhood Intervention program, then TX-Instructional Setting should be homebound, home-based instruction, center-based instruction, or other environment.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0027 If EARLY-CHILDHOOD-INTERV IND-CODE is "I", then INSTRUCTIONAL-SETTING-CODE should be "01", "31", "32", or "34".**

Indicators-Current				
EntryDate	ExitD111e	Child Count	Early Childhood	PPC
0-	11/0/0			

	The following districts:
01	Homebound Instruction
31	Co-taught Instruction
34	Other environment

 Homebound 

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0028 If PRIMARY-DISABILITY-CODE is "09", and INSTRUCTIONAL-SETTING-CODE is not "40", then SPEECH-THERAPY-INDICATOR-CODE should not be "0".**



If a student's TX-Primary Disability is speech impairment and TX-Instructional Setting is mainstream, then the student should receive speech therapy.

Special Education, Current Records				
Entry Date	Instructional Setting	Speech Therapy	Primary Disability	
08/1w202	0/0/0			
1	OSIOJ:202	8	09	
01101120	1	JJ	09	

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0029** If **GRADE-LEVEL-CODE** is "PK" and **SPECIAL-ED-INDICATOR-CODE** is "I", then **PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD** should be "I".

A special education student in TX-Grade Level "PK" generally should participate in the Preschool Program for Children with Disabilities.

f11r1		wilt!		ClllCalt 4>ia,		Early Childhood Intervention		PPCD		Reg Day Sch Prog Deaf		dlilOll'll		FitOlenilIm	
111:Qt	t'	I													

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0030** If age is at least 3 on the PEIMS Fall snapshot date and less than 22 on September 1, then **CHILD- COUNT-FUNDING-TYPE-CODE** must not be "O".

If a special education student is at least 3 years old on the PEIMS Fall snapshot date and less than 22 years old on September 1, then TX-Child Count Funding must not be "O".

Indicators - Current Records		
Entry Date	ExitDate	Child Count Funding Type
06/04/2019	0/0/0	
06/01/2019	0/0/0	
06/04/2019	0/0/0	<b>O</b>

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0031** If **INSTRUCTIONAL-SETTING-CODE** is "00", then **SPEECH-THERAPY-INDICATOR-CODE** must be "1".

A special education student with TX-Instructional Setting "00" indicating no instructional setting must receive speech therapy only with no other services through another special education instructional setting.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0031** If **INSTRUCTIONAL-SETTING-CODE** is "00", then **SPEECH-THERAPY-INDICATOR-CODE** must be "1".

Special Education - Current Records

[DayDate Edit] Instructional Setting Title, rf  
07/07/21 0000 00

Is the student receiving another instructional service in addition to speech services? No

Semester	Instructional Setting	Speech Therapy Indicator
Spring 2020-2021	00	00
Fall 2021-2022	00	00
Spring 2021-2022	00	00

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0032 (1) If PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD is '1', then PPCD-SERVICE-LOCATION-CODE must not be '0'**

If a special education student participates in the Preschool Program for Children with Disabilities, then a TX-ECSE Service Location Indicator must be reported.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0032 (1) If PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD is '1', then PPCD-SERVICE-LOCATION-CODE must not be '0'**

X...: -1 O:1&N 11:W1 IOS: INSTRUCTIONAL SETTING/ FRCXRA-1 Thi: rnf 1 , : lgnat p)Xommt 11  
baclun h... lwr11: r... 14 CF R U00.116. SJO0.11S

Is the student receiving another instructional service in addition to speech services? No  
Smm10: 0: : : f  
Rf 2014 (reg2) : 1  
Spnns 2021.1022. 1

I:an-Cmlllm!s

fmttit	&llil	Early Childhood Intervention	PPCD	Reg Day Sch Prog Deaf	{5D'ddimY'J	Fru!aial'om
CWc.tfmftgJJ»			1	0		0

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0033** u sPEEcH-THERAPY-1Nn1cAToR-conE is "2", then INSTRUCTIONAL-SETTING-CODE must not be "00"

For a student Special Education program association, if the student receives Speech Therapy along with service in another special education instructional setting, then TX-Instructional Setting must indicate the instructional setting.

Entry Date	Exit Date	Instructional Setting	Speech Therapy	Priority Disability
05/04/2021	0/0/0	0 J4		09
01/01/2021	05/03/2021		2	09
08/02/2020	12/31/2020	JJ		09

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

## PPCD Placement Code

Placement Location	Hours per Week	Instructional Setting	Location/Majority of SPED hours	ECSE LocaCode
At least 10 hours	General Education Setting/Within-Class Support, accommodations and modifications	0, 40	In General	
	Early Childhood Special Education Setting	41, 42	In General Education	
	Early Childhood Special Education Setting	41, 42, 43, 44	In Some Other Location (i.e., PALS, Explo, e, Resource, Self-Contained)	5
Less than 10 hours	General Education Setting with In-Class Support, accommodations and modifications	0, 40	In General Education	
Less than 10 hours	Early Childhood Special Education Setting	41, 42	In General Education	
Less than 10 hours	Early Childhood Special Education Setting		In Some Other Location	6
	Early Childhood Special Education Setting	43, 44, 45	In Special Education (i.e., In PALS, PSI 1001 of ...)	
			Separate School	
			Residential Facility	
			Principles Residence (i.e., Service Provider Location)	
			(i.e., Non-ADA compliant)	

**Rule: 41163-0034** If REG-nAY-sc H-PRo c - nEAF-conE is "0" then DISTRICT-OF-RDSPD-SERVICE must be blank/not reported.

If a student is not enrolled in the Regional Day School Program for the Deaf, then TX-LEA Of RDSPD Service must be blank/not reported.

Entry Date	Exit Date	Child Count	Funding Type	Early Childhood Intervention	REG-nAY-sc H-PRo c - nEAF-conE	DISTRICT-OF-RDSPD-SERVICE
07/01/2021	00/0	3		0	0	

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0035** If REG-n AY-sc H-PRo c -n

EAF-

If a student is not enrolled in the Regional Day School Program for the Deaf , then TX-LEA of RDSPD Service must be blank/not reported.

REG-n AY-sc H-PRo c -n	EAF-	DISTRICT-OF-RDSPD-SERVICE
0		

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0036** If DISTRICT-OF-RDSPD-SERVICE is not blank, then DISTRICT-OF-RDSPD-SERVICE for a Special Education program association must match FISCAL-AGENT-DISTRICT-ID on a Shared

TX-LEA of RDSPD Service for a special education student must match TX-Fiscal Agent Education Organization Reference on a Regional Day School Program for the Deaf (RDSPD) Shared Services Arrangement.

Entry Date	Exit Date	Child Count	Funding Type	Early Childhood Intervention	PPCD Region	DrJSDI Provider	District of RDSPD	PPCD Service Location	IEP Continuum
07/01/2021		0			0	J			

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0037** If PRESCHL-PROG-CHILDRN WITH-DISAB-IND-CD is "1" and INSTRUCTIONAL-SETTINGCODE is "40", "81" or "91", then PPCD-SERVICE-LOCATION-CODE should be

A PPCD student reported with a mainstream instructional setting generally should be reported with a TX-PPCD Service Location Indicator of "1" or "4".

Entry Date	Exit Date	Child Count	Funding Type	Early Childhood Intervention	PPCD Region	DrJSDI Provider	District of RDSPD	PPCD Service Location
								1

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0038** If PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD is "1" and INSTRUCTIONAL-SETTING-CODE is "41", "42", "82", "83", "92" or "93", then PPCD-SERVICE-LOCATION-CODE should be "1", "4", "5", or "6".



A PPCD student reported with a resource room instructional setting generally should be reported with a TX-PPCD Service Location Indicator of "1", "4", "5", or "6".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0038** If PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD is "1" and INSTRUCTIONAL-SETTING-CODE is "41", "42", "82", "83", "92" or "93", then PPCD-SERVICE-LOCATION-CODE should be "1", "4", "5", or "6".

Instructional Setting	
21%	40% of the School Day in Special Education
21%	40% of the School Day in Special Education
21%	40% of the School Day in Special Education

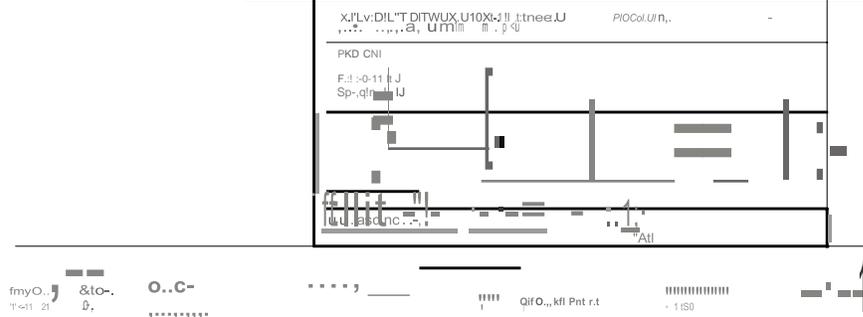
Stj)CW&tucation. Cun..	Reord+
Emy Qm	£lllOat
1/2021	1
01	TC:U111Z
1/2021	1
01:010C21	O&J0/201

PPCD Service Location: 1

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0039** If **PRESCHL-PROGCHLDRN-WITH-DISAB-IND-CD** is "I" and **INSTRUCTIONAL-SETTING-CODE** is "43", "44", "84", "85", "94" or "95", then **PPCD-SERVICE-LOCATION-CODE** should be "5" or "6".

A PPCD student reported with a self-contained mild/moderate/severe regular campus instructional setting generally should be reported with a TX-PPCD Service Location Indicator of "5" or "6".



An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0040** If **PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD** is "I" and **INSTRUCTIONAL-SETTING-CODE** is "02", "45", "86", "87", "89", "96", "97" or "98", then **PPCD-SERVICE-LOCATION-CODE** should be "3".

A PPCD student reported with a separate campus/class instructional setting should be reported with a TX-PPCD Service Location Indicator of "3".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0040** u PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD is "I" and INSTRUCTIONAL-SETTING-CODE is "02", "45", "86", "87", "89", "96", "97" or "98", then PPCD-SERVICE-LOCATION-CODE should be "3".

Indicator	Current Records
Entry Date	Exit Date
01/01/2021	0/0/0
Child Count Funding Type	Early Childhood Intervention
PPCD	Reg Day Sch Prog Dist
3	

Special Education - Current Records		
Entry Date	Exit Date	Instructional Setting
01/01/202	0/0/0	Setting97
1	12/31	97

Semester	Location	Instructional Setting	Placement
Spring 2017-2018	HISD Campus	Early Childhood Special Education Setting (Half or Full Time) (45)	45
Fall 2018-2019	HISD Campus	Early Childhood Special Education Setting (Half or Full Time) (45)	45
Spring 2018-2019	HISD Campus	Early Childhood Special Education Setting (Half or Full Time) (45)	45

Is this student receiving instruction within a specialized service location (i.e. PALS, BSC, SLC, etc)?	Yes
Specialized service:	PALS

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0041** u P RESc HL -PROG -CHLDRN -WI TH- oisAB-IND-co is "I" and INSTRUCTIONAL-SETTING-CODE is "01", then PPCD-SERVICE-LOCATION-CODE must be "7".

A PPCD student reported with a homebound instructional setting must be reported with a TX-PPCD of "7".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0041** If PREscHL-PRoo-chLDRN-WITH- msAB-1Nn-cn is "I" and INSTRUCTIONAL-SETTING-CODE is "01", then PPCD-SERVICE-LOCATION-CODE must be "7".

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h-S c. i>iff IU. J., err.poo.116. p oo.111					
Fall 2018-2019 - 5					
J:r&10 IOdHoc, Cam: u-					
wparu; caapN, hoau bouit, " dca... n					
c=slvcdlVA					
Is this student receiving instruction within a specialized service location (i.e. PALS, BSC, SLC, etc)?					
Specialized service: HOMEBOUND					
Special Education - Current Record					
Entry Date		Exit Date		Instructional Setting	
Indicators - Current Records					
Entry Date	Exit Date	Child Count Funding Type	Early Childhood Intervention	PPCD	Reg Day Sch Prog Dist
10/15/2025	01/01			1	0
					ClotfadIDSP
					PPCD Service Location
					7

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0043** If EARLY-ch1Ln Ho on -1NTERv-1Nn-conE is "I", then PRIMARY-DISABILITY-CODE must be "03", "04", "0S", or "I2".

A student participating in the Early Childhood Intervention program must be reported with a TX-Primary Disability of "auditory impairment", "visual impairment", "deaf-blind", or "developmentaldelay".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0043** If EARLY-CHILD u o o D-I NTE RV-I ND-CODE is "I", then PRIMARY-DISABILITY-CODE must be "03", "04", "05", or "12".

Disability Codes

Code	Tr-Mltion
00	NoIM> .y
01	OrthcoM'tcirrr,armtnl
02	OthefHarrh Jnpalm'tnt
03	Au-<tey IrCMll'tnl
04	Visualim rment
05	Dt<-I'nd
06	Il,if-tetua: Ots8tdy
07	Emot>'.1610s . 'lCt
08	Lwrl"9O..bity
09	Speedi .t
10	.lcw,
11	e"-,.JO,.ay
12	Irtvratk: Bra11li tJrv
13	None:1,oo0t,Early Child cod

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0044** If PRIMARY-DISABILITY-CODE is "00", then MULTIPLY-DISABLED-INDICATOR-CODE must be "0".

A TX-Primary Disability must be reported if a student reported as multiply disabled

■■■  
 )H87M1'0077 4 9 -'- .....{C>,-,Y --0' -- 0-

An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.

**Rule: 41163-0045** If MULTIPLY-MEMBERSHIPS-INDICATOR-CODE is "1", then PRIMARY-DISABILITY-CODE must not be "00".

A TX-Primary Disability must be reported if a student is reported as multiply disabled.

Entry Date	Exit Date	Instructional Setting	Speech Therapy	Primary Disability	Secondary Disability	Tertiary Disability	Multiply Disabled
37/01/2021	0/0/0	41	2	09	09		1

An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.

**Rule: 41163-0046** If ADA-ELIGIBILITY-CODE is "0" and age is 3 - 5 on the PEIMS Falls snapshot date, then PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CODE should be "1".

A student that is 3-5 years old on the PEIMS Fall snapshot date and "not in membership" generally should be a special education participant in the Preschool Program for Children with Disabilities.

PBMS Current Records  
 Entry Date Exit Date ADA  
 Fluible

Code Attendance  
 Prog.-Type

-----C-----	bn\-.O. r.O.	011111r-r...tp.	Early Childhood Intervention	PKCD	Reg Day Sch Prog Def	Members of SDAEP	PKCD Service Location
(Z-B)G	B						

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0047** If PRESCHL-PROG-CHILDRN-WITH-DISAB-IND-CD is "0", then PPCDSERVICE-LOCATION-CODE must be "0".

If a special education student is not a participant in the Preschool Program for Children with Disabilities, then TX-PPCD Service Location Indicator must be reported as not applicable to this student ("0").

Indicators - Current Records		PPCD Reg Day Qtr P n>Q		District of RDSPD	PPCD Service Location	IEP Continuer
e.m.y.0-1.a II-Ht ED-	ClotUf Col.Mll,.....,Ing .... ,,,CMldhood	0	0		0	0

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0048** For a student Special Education program association, Texas School for the Blind and Visually Impaired must report itself as TX-Instructional Setting.

If DISTRICT-ID matches the Texas School for the Blind and Visually Impaired (227905), then INSTRUCTIONAL-SETTING-CODE must be "70".

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0049** If DISTRICT-ID matches the Texas School for the Deaf (227906) then INSTRUCTIONAL-SETTING -CODE must be "71" and SPEECH-THERAPY-INDICATOR-CODE must be "0"

For a student Special Education program association, Texas School for the Deaf must report itself as TX-Instructional Setting, and the student must either not receive Speech Therapy (0) or receive Speech Therapy along with Service through another Special Education Instructional Setting (2).

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0050** For each student Special Education program association, there must be a student with a matching TX-UNIQUE- STUDENTID where RESIDENTIAL-FACILITY-INDICATOR

If Special Education Program association data is reported for a student, then that student must be reported as residing or having resided in a residential facility at some point during the school year and is receiving or received special education services.

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fail:U.:tr.ru..?i			

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.



**Rule: 41163-0057** If HEARING-AMPLIFICATION-TYPE is a value other than blank or "Not Applicable", then HEARING-AMPLIFICATION-ACCESS must not be blank.

The screenshot shows a data entry form with a dropdown menu for 'HEARING-AMPLIFICATION-TYPE'. The selected value is 'Not Applicable'. The form also includes fields for 'HEARING-AMPLIFICATION-ACCESS' and 'HEARING-AMPLIFICATION-AVERAGE-DAILY USE'.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0058** If HEARING-AMPLIFICATION-ACCESS is "Full Day", then HEARING-AMPLIFICATION-AVERAGE-DAILY USE must be blank.



TX-Hearing Amplif Average Daily Use must not be reported if TX-Hearing Amplification Access is "Full Day".

The screenshot shows a data entry form with 'HEARING-AMPLIFICATION-ACCESS' set to 'Full Day' and 'HEARING-AMPLIFICATION-AVERAGE-DAILY USE' set to a value. The form also includes fields for 'HEARING-AMPLIFICATION-TYPE' and 'HEARING-AMPLIFICATION-ACCESS'.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0059** U HEARING-AMPLIFICATION-ACCESS is "Partial Day", then HEARING-AMPLIFICATION-AVERAGE-DAILY-USE must not be blank.

TX-Hearing Amplif Average Daily Use must be reported if TX-Hearing Amplification Access is "Partial Day".

The screenshot shows a data entry form with a red error message 'C:...' and a red arrow pointing to a field. The form contains various fields and labels, including 'PIN\_Y\_wdtiaUMott1000fUrmUtaUtt', 'PINMMIK&NAvt,otOM\*fUMol', and 'jiii UHOc.KS\_'. There are also some icons and symbols like 'COC:nIUW/1' and 'D''.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0060** If HEARING-AMPLIFICATION-AVERAGE-DAILY-USE is not blank, then HEARING-AMPLIFICATION-ACCESS must be "Partial Day".

TX-Hearing Amplification Access must be "Partial Day" if TX-Hearing Amplif Avg Daily Use is not blank.

The screenshot shows a data entry form with a red error message 'C:...' and a red arrow pointing to a field. The form contains various fields and labels, including 'PINM MIKId', 'Wts.vv\_PMOIGL', 'INI.M.t', and 'CJit,NMMWa AnnatDaftU. of'. There are also some icons and symbols like 'COC:nIUW/1' and 'vi'.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0061** If TOOL-OR-ASSESSMENT-USED is a value other than blank or "Not Assessed", the n

TX-Assessment Results Obtained must be reported if TX-Tool Or Assessment Used is reported as a value other than blank or "Not Assessed".



An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0062** If LANG-AC Q-SERVICES-PROVIDED is "Services not Provided", then FREQUENCY-OF-SERVICES must be "None" and HOURS-SPENT-RECEIVING-SERVICES must be "0 Hours".



TX-Frequency Of Services must be reported as "None" and TX-Hours Spent Receiving Services must be reported as "0 Hours" when TX-Lang Acq Services Provided is reported as "Services not Provided"

A screenshot of a form with three dropdown menus. The first dropdown is labeled "Please select the Language Acquisition Services Provided:" and has "00: Services Not Provided" selected. The second dropdown is labeled "Please select the Frequency of Services:" and has "00: None" selected. The third dropdown is labeled "Please select the Hours Spent Receiving Services:" and has "00: 0 Hours" selected. A red circle highlights the second and third dropdowns.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule : 41163-006 3** If FREQUENCY-OF-SERVICES is "None", then LANG-ACQ-SERVICES-PROVIDED must be "Services not Provided" and HOURS-SPENT-RECEIVING-SERVICES must be "0 Hours".

TX-LangAcq Services Provided must be reported as "Services not Provided" and TX-Hours Spent Receiving Services must be reported as "0 Hours" when TX-Frequency Of Services is reported as "None"

The screenshot shows a data entry form with several fields. A red oval highlights the dropdown menu for 'Please select the Hours Spent Receiving Services:', which is currently set to '00 0 Hours'. Other fields include 'Please select the Language Acquisition Services Provided:' (set to '00 Services Not Provided'), 'Please select the Frequency of Services:' (set to '00 None'), and 'Please select the Hours Spent Receiving Services:' (set to '00 0 Hours').

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0064** If HOURS-SP ENT-RECEIVING-SERVICES is "0 Hours", then LANG-ACQ-SER VICES-PROVIDED must be "Services not Provided" and FREQUENCY-OF-SERVICES must be "None"



TX-Lang Acq Services Provided must be reported as "Services not Provided" and TX-Frequency Of Services must be reported as "None" when TX-Hours Spent Receiving Services is reported as "0 Hours" .

The screenshot shows a data entry form with three dropdown menus. A red oval highlights all three dropdown menus. The first dropdown is 'Please select the Language Acquisition Services Provided:' set to '00 Services Not Provided'. The second dropdown is 'Please select the Frequency of Services:' set to '00 None'. The third dropdown is 'Please select the Hours Spent Receiving Services:' set to '00 0 Hours'.

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-0065** If LANG-AC Q-SERVICES-PROVIDED is "Services not Provided", then this student must not be reported with any other

When a student is reported with "Services not Provided" for TX-Lang Acq Services Provided, indicating that the student did not receive any language acquisition services, then no other TX-Lang Acq Services Provided may be reported for the student.

Please select the Language Acquisition Services Provided: 00 Services Not Provided v

Please select the Frequency of Services: v

Please select the Average Daily Use of Amplification: v

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule : 41163-0066** If HEARING-AMPLIFICATION-TYPE is "Not Applicable", then this student must not be reported with any

When a student is reported with "Not Applicable" for TX-Hearing Amplification Type, indicating that the student does not use a hearing amplification device, then no other TX-Hearing Amplification Type may be reported for the student.

Please select all applicable Hearing Amplification Types: 01 Not Applicable

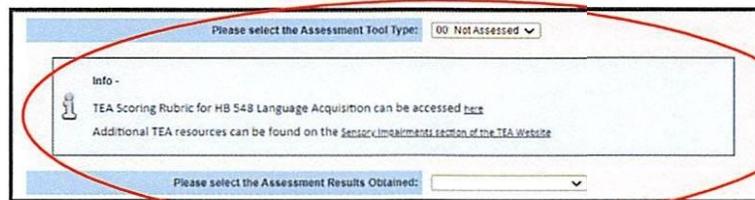
Please select the period of time that the student has Access to Amplification: N/A

Please select the Average Daily Use of Amplification: N/A

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule : 41163-006 7 "Not Assesse d", then this student must not bereported with any other TOOL-OR -ASSESSMENT-USEDvalue**

When a student is reported with "Not Assessed" for TX-Tool Or Assessment Used, then no other TX- Tool Or Assessment Used may be reported for the student.



An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

HOUSTON

**Rule: 41163-0068 (1) IF MULTIPLY-DISABLED-INDICATOR-CODE is "I", then please verify that the student has been designated as multiply disabled by admission, review, and dismissal conunittee.**



A student who is reported as multiply disabled has a combination of disabilities and meets all the conditions listed in 19 TAC §89.1040(c)(6). Not all students who have more than one disability are determined to be multiply disabled.

An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.

Rule: 41163-0068 (1) IF MULTIPLY-DISABLED-INDICATOR-CODE is "I", then please verify that the student has been designated as multiplydisabled by admission, review, and dismissal committee.

EVALUATION DATA AND NOTICE OF FIE  
... Fill in Information

Has the student been designated as multiply disabled by the ARD/IEP Committee?  Yes  No

Student ID	First Name	Last Name	Instructional Setting	Special Instruction	Primary Disability	Secondary Disability	Tertiary Disability
1011111111	John	Smith	General	None	41	00	05

An FIE and Annual ARD/IEP meeting are required to correct an error for this rule.

**Rule: 41163-0069** If TOOL-OR-ASSESSMENT-USED is "Not Assessed", then ASSESSMENT-RESULTS-OBTAINED must be blank/not reported

TX Assessment Results Obtained must be blank/not reported if TX-Tool Or Assessment Used is "Not Assessed"

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Info -  
TEA Scoring Rubric for HB 548 Language Acquisition can be accessed [here](#)  
Additional TEA resources can be found on the [Special Requirements Section of the TEA Website](#)

Please select the Assessment Results Obtained:

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 11 3-0070** If HEARING-AMPLIFICATION-TYPE is "Not Applicable", then HEARING-AMPLIFICATION-ACCESS and HEARING-AMPLIFICATION-AVERAGE-DAILY-USE must be blank/not



TX-Hearing Amplification Access and TX-Hearing Amplif Avg Daily Use both must be blank/not reported if TX-Hearing Amplification Type is "Not Applicable".

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An Annual or Review ARD/IEP meeting is required to correct an error for this rule.

**Rule: 41163-007** If a student's SECONDARY-DISABILITY-CODE or TERTIARY-DISABILITY-CODE is a value other than "00" or blank, then PRIMARY-DISABILITY-CODE must not be "00".

If a student is reported with a TX-Secondary Disability or TX-Tertiary Disability, then their TX-Primary Disability must be a value other than "No Disability" (00).

Special Education Records

Entry Date	Exit Date	Instructional Setting	Speech Therapy	Primary Disability	Secondary Disability	Tertiary Disability	Waived/Disabled
07/11/2021	O-O;U	44	2	06	05	09	

An Annual or Review ARD/IEP meeting is required to correct an error for this rule.