

Attendance Accounting Procedures Manual

Gold-Burg ISD

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Introduction

The Gold-Burg Independent School District (GBISD) developed an attendance accounting procedures manual to provide specific, detailed information on the district's school attendance accounting system. The manual is designed primarily for use by the principal, registrar, record clerk, attendance clerk, data entry personnel and special program staff in dealing with students.

The TEA Student Attendance Accounting Handbook (SAAH)

The SAAH:

- Describes the Foundation School Program (FSP) eligibility requirements of all students,
- Prescribes the minimum standards for all attendance accounting systems, whether manual or automated,
- List the documentation requirements for attendance audit purposes,
- Specifies the minimum standards for systems that are entirely functional without the use of paper, and
- Details the responsibilities of all district personnel involved in student attendance accounting.

The Superintendent will print a copy for all campus PEIMS Data Clerks involved in attendance accounting and the campus principal will assign a professional staff member to serve as the campus contact to answer questions concerning each of the following areas:

- General Attendance Requirements
- Special Education
- Career and Technical Education
- Bilingual/ESL/LEP
- Pre-Kindergarten
- Gifted and Talented
- Pregnancy Related Services
- Alternative Education and Discipline

The Gold-Burg ISD Attendance Accounting Procedures manual does not replace the SAAH. School staff should refer to the SAAH document for specific rules on Average Daily Attendance (ADA) accounting and coding for program funding. The GBISD Attendance Accounting Procedures manual was created to satisfy SAAH Section 2.2.5: Attendance Procedures Manual, which states:

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

- how and when teachers are to take official attendance,

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

Acronyms

Throughout the manual, the following acronyms will be used:

- AAR – Academic Achievement Record (High School Transcript)
- ADA – Average Daily Attendance
- AEP – Alternative Education Program
- CEHI – Compensatory Education Home Instruction
- CTE – Career and Technical Education
- DAEP – Disciplinary Alternative Education Program
- ESC – Education Service Center
- ESL – English as a Second Language
- ESY – Extended School Year
- GBISD- Gold-Burg Independent School District
- G/T – Gifted and Talented
- HLS – Home Language Survey
- IGC – Individual Graduation Committee
- ISS – In School Suspension
- LEP – Limited English Proficient
- MEP – Migrant Education Program
- OEYP – Optional Extended Year Program
- OFSDP – Optional Flexible School Day Program
- OFYP – Optional Flexible Year Program
- PEIMS – Public Education Information Management System
- PET – PID Enrollment Tracking
- PID – Person Identification Database
- POA – Power of Attorney
- PRS – Pregnancy Related Services
- PPCD – Preschool Program for Children with Disabilities
- Section 504 – Section 504 of the Rehabilitation Act of 1973
- SAAH – Student Attendance Accounting Handbook

- SIS – Student Information System
- TEA – Texas Education Agency
- TEAL – TEA Login
- TEDS – Texas Education Data Standards
- TREx-Texas Student Record Transfer System
- TSDS – Texas Student Data System
- TxEIS – Texas Education Information System used by GBISD to collect/report PEIMS data
- TXUID – Texas Unique Identification
- UID – Unique Identification

Attendance Organizational Structure

The official start time for Gold-Burg ISD is 7:55AM with an official end time of 3:30PM. The students are given 455 instructional minutes per day.

- Official ADA must be taken at 10:00AM for all grade levels. The official instructional day begins with the first class period for which ***all*** students are scheduled.
- With the exception of emergency announcements, interruptions of classes during the school day for announcements shall be limited to once during the school day.

Accountability, PEIMS, AEIS & Data Accountability

PEIMS is a statewide database supervised by the TEA. PEIMS encompasses all data requested and received by TEA about public education from all public districts in Texas.

This database includes:

- Organizational Data
- Staff Data
- Finance Data
- Student Identification and Demographics
- Student Enrollment and Special Program Participation Data
- Attendance Data
- Course Completion Data
- Discipline Data
- Extended School Year (ESY) Data
- Data related to physical restraint of students with disabilities
- School Leaver Data
- Withdrawn students
- Dropouts
- Graduates
- Links to other databases such as:
- GED

- TAAS/TAKS Results
- Certification
- Waivers
- US Department of Education – Common Core of Data
- College Board Testing Contractor
- National Center for Education Statistics
- National Education Association
- Southern Regional Education Board
- The Bureau of the Census
- American Federation of Teachers
- Office of Educational Research and Improvement
- Teacher and College Testing System
- Texas Department of Human Services
- Texas Department of Public Safety and Missing Persons Clearinghouse

Broad Categories of PEIMS

- Data collected through the PEIMS electronic collection method, and
- Any other collections, calculations, and analyses of data used for evaluating, monitoring, or auditing public education including both automated and non-automated methodologies.

Dates the PEIMS submissions are due to TEA are specified in the Texas Education Data Standards (TEDS). Deadlines for GBISD to submit data through TxEIS will be earlier than the dates specified in the TEDS so the data can be aggregated and edited by GBISD and Region 9 prior to submitting the final data to TEA. Data integrity is a major concern at the state level.

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

Submission 1:

- Snapshot data – data reflect the status of the district on the last Friday in October of the current school year. The data includes organization, staff, budget, shared service arrangement, student enrollment and program data.
- Leaver data – data on graduates, dropouts and other leavers identified during the prior school year.

Submission 2:

- Actual audited financial data from the previous year

Submission 3:

- Student attendance data
- Course completion data
- Teacher class assignments/staff data
- Discipline data
- Restraint data
- Title I, Part A data
- Campus performance rating data
- Foundation High School Program participation data

Submission 4:

- BIL/ESL Students attending BIL/ESL summer school, check with BIL/ESL coordinator each year
- 415 Course Completion Record ONLY FOR THOSE DUAL CREDIT COURSES ATTEMPTED BY STUDENTS IN THE SUMMER, BETWEEN SCHOOL YEARS.
- ESY services provided for special education students for the summer (other than mainstream)

Compulsory Attendance

Refer to FEA (LEGAL) Attendance – Compulsory Attendance

Students who are at least six years of age, or who have been previously enrolled in first grade, and who have not yet reached their 19th birthday shall attend school for the entire period the program is offered, unless exempted as indicated below. Students enrolled in prekindergarten or kindergarten shall attend school.

Voluntary Enrollment of Students 19 and Over

A person who voluntarily enrolls in school or voluntarily attends school after the person's 19th birthday shall attend school each school day for the entire period the program of instruction is offered.

After the third unexcused absence of a person who voluntarily enrolls, a district shall issue a warning letter to the person that states the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. However, except a school district may not revoke the enrollment of a person under this provision on a day on which the person is physically present at school.

A person whose enrollment is revoked for exceeding this limit may be considered an unauthorized person on school grounds for the purposes of Education Code 37.107 regarding trespassing.

As an alternative to revoking a person's enrollment, a school district may impose a

behavior improvement plan described by Education Code 25.0915(a-1)(1).

Exemptions

Students who meet one or more of the following conditions shall be exempt from compulsory attendance requirements:

1. The student is at least 17 years of age and has been issued a high school equivalency certificate or diploma.
2. The student attends a private or parochial school that includes in its course a study of good citizenship.

A student in a home school shall be exempt from compulsory attendance if he or she is pursuing in good faith a curriculum consisting of books, workbooks, other written materials (including those that appear on an electronic screen of either a computer or video tape monitor), or any combination of these. The curriculum shall be designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship. *TEA v. Leeper*, 893 S.W.2d 432 (Tex. 1994)

3. The student is eligible to participate in a district's special education program under Education Code 29.003 and cannot be appropriately served by the resident district.
4. The student has a temporary and remediable physical or mental condition that renders attendance infeasible and the student has a certificate from a qualified physician that specifies the condition, indicates the prescribed treatment, and covers the anticipated time of absence needed for receiving and recuperating from remedial treatment.
5. The student has been expelled in accordance with legal requirements in a district that does not participate in a mandatory juvenile justice alternative education program. [See FOD]
6. The student is at least 17 years old, is attending a course of instruction to prepare for the high school equivalency examinations, and:
 - a. Has the permission of the student's parent or guardian to attend the course;
 - b. Is required by court order to attend the course;
 - c. Has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student; or
 - d. Is homeless as defined by 42 U.S.C. 11302.
7. The student is enrolled in the Texas Academy of Leadership in the Humanities, Texas Academy of Mathematics and Science, or Texas Academy of International Studies.
8. The student is at least 16 years old and is attending a course of instruction to prepare

for the high school equivalency examinations, if:

- a. The student is recommended to take the course by a public agency that has supervision or custody of the student under a court order; or
- b. The student is enrolled in a Job Corps training program under the Workforce Investment Act of 1998, 29 U.S.C. 2801.

9. The student is specifically exempted under another law.

The district has designated the following position(s) to serve in the capacity of a School Attendance Officer: **Campus/District Principal**

State law (TEC 25.091 and 25.095) list the duties of the School Attendance Officer. The duties are noted below:

- (1) to investigate each case of a violation of compulsory school attendance requirements referred to the Principal;
- (2) to enforce compulsory school attendance requirements by: (A) applying truancy prevention measures adopted under Section [25.0915](#) to the student; and (B) if the truancy prevention measures fail to meaningfully address the student's conduct:
 - (i) referring the student to a truancy court if the student has unexcused absences for the amount of time specified under Section [65.003\(a\)](#), Family Code; or
 - (ii) filing a complaint in a county, justice, or municipal court against a parent who violates Section [25.093](#);
- (3) to serve court-ordered legal process;
- (4) to review school attendance records for compliance by each student investigated by the officer;
- (5) to maintain an investigative record on each compulsory school attendance requirement violation and related court action and, at the request of a court, the board of trustees of a school district, or the commissioner, to provide a record to the individual or entity requesting the record; and
- (6) to make a home visit or otherwise contact the parent of a student who is in violation of compulsory school attendance requirements, except that a peace officer may not enter a residence without the permission of the parent of a student required under this subchapter to attend school or of the tenant or owner of the residence except to lawfully serve court-ordered legal process on the parent.

Attendance for Credit (90% Rule)

State law TEC 25.092 contains a provision of law commonly referred to as “the 90% rule,” which applies to a student in any grade level from kindergarten through grade 12. Generally, to receive credit or a final grade for a class, a student must be in attendance for at least 90% of the days the class is offered. A student who is in attendance for at

least 75% but less than 90% of the days a class is offered may be given credit of a final grade if the student completes a plan approved by the principal that provides for the student to meet the instructional requirements of the class.

The Board of Trustees is required to appoint one or more attendance committees to hear petitions from students who do earn class credit of a final grade through a plan approved by the principal. An attendance committee may give class credit or a final grade due to extenuating circumstances. The Board of Trustees is also required to adopt policies establishing alternative ways for such students to make up work or regain credit or a final grade lost because of absences. Board Policy [FEC \(LOCAL\)](#) includes the alternate ways for students to regain credit. A copy of the policy is available on the district website at www.goldburgisd.net.

Student Admission

According to state law (TEC 25.001, a student, who is at least five years of age and less than 21 on September 1st of the school year, is entitled to admission into a school districts. Some exceptions apply to the age of 21 rule for special education students.

A student's entitlement to be admitted to the Gold-Burg Independent School District is established if the student meets one or more of the bases for admission included in state law. Refer to Board Policy FD (LOCAL) ADMISSIONS. In addition, a school district *may choose* to accept, as transfers, students who are entitle to enroll in the school district; however, all transfer agreements are limited to an annual agreement. **Gold-Burg ISD has chosen to admit students to the district subject to rules and procedures established in Board Policy FDA (LOCAL): ADMISSIONS INTERDISTRICT TRANSFERS.**

Additional eligibility criteria apply for admission of students in the prekindergarten program for three and four year olds. Specifically, students of the appropriate age are eligible for a prekindergarten program if the student:

- Is unable to speak and comprehend the English language
- Is educationally disadvantaged
- Is a homeless child
- Is the child or stepchild of an active duty member of the armed forces or reserve component if the duty member is ordered to active duty
- Is the child or stepchild of a member of the armed forces, including a serve unit, who was injured or killed while serving on active duty, or
- Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under the Family Code.

The full text of each of these bases are included in TEA's Attendance, Admission, Enrollment Records, and Tuition letter posted on TEA's website at <http://tea.texas.gov>

PEIMS Data Quality Control

Campus Principal or Designee

The campus principal is responsible for ensuring the accuracy of the data sent to the PEIMS Coordinator for each six weeks reporting period as well as each PEIMS Data Submission. The campus principal may designate staff to be responsible for each data type. These staff members monitor the posting of the data into TxEIS by reconciling reports with the data entry staff on an ongoing basis throughout the year.

Each data type must be verified for reasonableness by signature of the designated staff member. The data entry staff must not make decisions on the PEIMS data coding of students. Such decisions must be made by trained professionals.

PEIMS Calendar

TEA has established processing deadlines for each submission and may vary by a day or two each year. Provisions for a resubmission exist for each submission, approximately three weeks later. The district **MUST** meet these deadlines. There is no provision for “late” submissions. The GBISD PEIMS Coordinator creates a calendar each year to notify each department of local submission deadlines to ensure a fatal free processing. All departments must meet these deadlines.

ATTENDANCE

The official attendance time for ADA purposes is 10:00AM.

First Day of School Procedures

Prior to the first day of school after the students’ schedules have been created in TxEIS, the PEIMS Data Clerk will print a Teacher Membership Roster, and distribute a copy to each teacher of record. On the first day of school, the teacher will take attendance in ink using the Teacher Membership Roster given by the PEIMS Data Clerk. If a student is not physically in the classroom when the official attendance is taken at 10:00AM , the teacher will mark “NS” (No Show) next to the student’s name, sign the roster in ink and return the roster to the PEIMS Data Clerk.

In order to process No Show students for grades K-12, the PEIMS Coordinator must do the following by reviewing the Teacher Membership Roster obtained after the official attendance hour:

1. Log into TxEIS using their personal ID and password.
2. Go to the Registration Application.
3. Go to MAINTENANCE, STUDENT ENROLLMENT, W/R Enroll Tab.
4. Enter the Exit Date as the first day of school.
5. Enter the Reason code of 44 – No Show.
6. Save the changes before exiting or moving on to the next student.

***If the student's whereabouts are known, the clerk must assign the appropriate leaver code; however, the clerk must leave the No Show indicator flagged on the student.

3 Year Old PK (PK3) or 4 Year Old PK (PK4) students who were not enrolled in the previous year will never be considered No Show students. If a PK student enrolled during pre-registration, but did not appear on the first day of school and was not enrolled in the previous year, the PK student is deleted from TxEIS.

Each signed Teacher Membership Roster will be filed with the Daily Attendance Reports.

The superintendent requires a morning count of students sitting in each classroom. This count is commonly referred to as a *warm body count*. The PEIMS Coordinator will notify each principal of the times designated by the superintendent. Prior to each warm body count, the principal must make an announcement that no students are allowed to leave the classroom until the principal has conducted the warm body count. The principal will relay the total warm body count to the superintendent at the times designated.

The PEIMS Coordinator will print the SAT0400 Daily Attendance Summary and provide a copy to the principal to verify with the Teacher Membership Roster. The principal will acknowledge his/her verification with his/her signature in ink. The report is an audit report and is kept with the signed Teacher Membership Roster for a minimum of five years.

Attendance Procedures after the First Day of School

As a security measure, all teachers' txConnect Gradebook login ID's and passwords are cleared from the database at the close of each school year. Prior to beginning each school year, teachers are required to create a login ID and password as a new user. This must be done before attendance can be taken.

On the second day of school and thereafter, teachers are required to log into txConnect Gradebook and mark any students absent or tardy as necessary. **The official attendance time for ADA purposes is 10:00AM.**

If the superintendent delays the start of the school day for reasons related to health or safety (i.e. flooding, bad weather), the campuses may choose an alternate attendance-taking time for that day. If the district delays the start of school and an alternate attendance-taking time is established, the district must maintain documentation of the alternate time, the attendance recorded at that time and the official reason for the delayed attendance taking.

The txConnect system requires the teacher open the class and submit attendance even though there may not be any absences or tardies. When the teacher submits attendance with no absences or tardies, a message will appear asking for confirmation

that all students were present. Otherwise the teacher's name will appear on the "unposted" absences report.

The PEIMS Data Clerk will review the attendance on a daily basis to ensure accuracy of the data.

- It is the responsibility of the office staff to notify the Attendance Clerk when a student arrives tardy to ensure attendance is updated accordingly.
- The PEIMS Data Clerk will review the attendance on a daily basis to ensure accuracy of the data.
- It is the responsibility of the counselor to notify the PEIMS Data Clerk if a student was present but in the counselor's office.
- It is the responsibility of the principal's office staff to notify the PEIMS Data Clerk if a student was present but in the principal's office.
- It is the responsibility of the administrative staff to notify the PEIMS Data Clerk if a student was present but sent to the on campus Discipline Alternative Education Program as the result of a discipline action.
- It is the responsibility of the administrative staff to notify the PEIMS Data Clerk if a student was present but in school suspension.
- It is the responsibility of the administrative staff to notify the PEIMS Data Clerk if a student was participating in an extra-curricular event.

A parent has three days to submit a note for the absence of a student.

A maximum of FIVE absences per semester will be considered "excused" by a parent note. The SIXTH note may NOT excuse an absent and the student will be subject to truancy policies. (This does not pertain to notes written/signed by a healthcare provider as proof of a documented appointment.)

The sign out sheet SIGNED by a parent is considered an acceptable parent note but counts toward the total allowed of five parent notes per semester.

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

- Is enrolled in and attending an off-campus dual credit program course and is not scheduled to be on campus during any part of the school day. Students who are enrolled in and attending an off-campus dual credit program course and ARE scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus. See 3.6.22 in the SAAH for instructions on how to take attendance for these students. Gold-Burg ISD transports students involved in the off-campus dual credit program to the participating college and back to GBISD. The official ADA hour has been moved to third period to allow for the collection of attendance for these students.
- Is enrolled **full-time** in TxVSN courses. (See SAAH 12.2 for information on recording daily attendance.)

- Is participating in an activity that is approved by the school board and is under the direction of a professional staff member of the 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. The adjunct staff member will provide the PEIMS data clerk with a list of any students absent from the event.
- Is participating with local school board approval, in a short-term class that is provided by the TX School for the Blind and Visually Impaired (TSBVI) or the TX School for the Deaf (TSD) at a location other than the student's campus.
- Is participating in a mentorship approved by the district to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC 74.13(a)(3). The district will accept a letter from the student's mentor as confirmation of the child's participation.
- Misses school for the purpose of observing religious holy days, including travel (1 day to and 1 day from event). See SAAH 3.6.3
- Is in grades 6-12 and misses school for the purpose of sounding "Taps" at a military honors funeral held in Texas for a deceased veteran. The district will accept a copy of the funeral's agenda/program as confirmation of the child's participation.
- Misses school for the purpose of attending a required court appearance, including traveling for that purpose. Travel days for which the student is considered in attendance 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. GBISD may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. A court appearance is considered to be required if the law (federal or state) or the court mandates an appearance by the student in a criminal, civil or traffic matter. Acceptable forms of documentation may be a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons or a subpoena. **IMPORTANT:** Absences to meet with a probation officer and other absences related to court-ordered activities *outside* the courtroom do not qualify as required court appearances.
- Is in the conservatorship of the Dept. of Family and Protective Services and misses school to 1. Participate in an activity ordered by a court under the TX Family Code, Chapter 262 or 263, provided that scheduling the participation outside of school hours is not practicable or 2. To attend an activity under a service plan under the TX family Code, Chapter 262 or Subchapter B. One day of travel to and one day of travel from appointment may be included.
- Misses school for the purpose of serving as a student early voting clerk, an election clerk, or a student election clerk including traveling for that purpose. 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 election clerk. GBISD may elect to excuse additional travel days; however, the student is considered absent for the additional travel days for attendance accounting purposes.
- To serve as an election clerk, a student must be eligible to serve as an election

clerk under the TEC 32.051(c) OR be at least 16 years of age, have the consent of the student's principal, be a US citizen and have completed any training course required by the entity holding the election.

- The district will accept a letter from the entity holding the election as confirmation of the child's participation.
- See SAAH section 3.6.3 to determine the difference between "student" election clerk and "student" early voting clerk.
- Misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for US citizenship, including traveling for that purpose. Travel days for which the student is considered in attendance 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 election clerk. GBISD may elect to excuse additional travel days; however, the student is considered absent for the additional travel days for attendance accounting purposes. The district will accept a letter from the government office or copies of the filed paperwork as documentation of participation.
- Misses school for the purpose of taking part in the student's own US naturalization oath ceremony, including traveling for that purpose. Travel is limited to no more than one day to and one day from the site of the ceremony.
- Is temporarily absent because of a documented appointment with a health care professional for the student OR THE STUDENT'S CHILD. 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 the persons with that disorder. To be considered temporarily absent, the student must begin classes or return to school on the same day of the appointment. The appointment should be supported by a document, such as a note from the health care professional. The appointment must be face-to-face with the health care professional and cannot be conducted over the phone or via video.
- 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. The student is only allowed a maximum of two days during his/her junior year and two days during his/her senior year. The student must present documentation for the college visited.
- Is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides. The district is required to excuse up to five days for this purpose in a school year. The absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.

A student absent for any of the previously listed reasons will be allowed a reasonable amount of time to make up school work missed on these days. If the student

satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance.

Before the end of each school day, but after the official attendance taking time, the PEIMS Data Clerk will print the Un-posted Absences Report found in TxEIS, Maintenance, Gradebook Options. Teachers appearing on this report have not posted attendance and will receive a phone call from the PEIMS Data Clerk or campus administration to instruct the teacher to post attendance.

Recording “Tardies”

Students who arrive late but **before** the official roll call will be marked TARDY in the student attendance software.

Students who arrive **after** the official roll call will be marked ABSENT in the student attendance software.

Once all attendance has posted for the day, the PEIMS Data Clerk will print and review the SAT0400 Daily Attendance Summary or the SAT3600 Detail Attendance Audit located in TxEIS Attendance. The PEIMS Data Clerk will ensure accuracy by comparing notes received by GBISD staff as well as parents. If the PEIMS Data Clerk makes any changes to the attendance posted for the day, the clerk will print the SAT3600 Detail Attendance Audit in Attendance Application. The **Posted By** column on the report indicates the user who originally posted the absence type. The **Modified/Deleted By** column on the report indicates the user who modified the absence type with either a P (deleting an absence) or other code. The person who modified the attendance can use the comments to record the reason for the change.

The final reports are printed saved in PDF format and stored onsite. The PEIMS Data Clerk will notify the campus administrators when the reports are available to view and the signature pages will be printed to obtain the administrator's signature. The signature pages and any notes will be filed in the Daily Attendance files on site and maintained for no less than 5 years.

If changes are made due to a note received within three days from the absence, or an error is found, the PEIMS Data Clerk will create the updated reports in PDF format and replace the previous reports. New signature pages will be obtained from administration and filed in the Daily Attendance files maintained for no less than five years.

Local Attendance Posting Codes

B – Screening-Medical

C – Court

D – Mentorship

E – Excused

F – Field Trip

G – Election Clerk

H – Visit Higher Education
I – ISS/DAEP
L – Citizenship paperwork/Ceremony
M – Medical
N – Not in class (counselor/principal's office)
P – Present (delete previous code)
R – Religious Holiday
S – OSS/Out of School Suspension
T – Tardy
U – Unexcused Absence
V – Playing TAPS Military Funeral
W – Excused Absence – Parent Note
X – School related Absence/UII

Recording Attendance for Students Served through General Education Homebound (GEH)

Any student serviced through the GEH program must meet the following three criteria:

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

Please refer to section 3.7 of the SAAH and Board Policy EEH (LOCAL) for specific instructions pertaining to GEH placement. A student served through GEH must be served by a certified general education teacher. Over the period of his/her confinement, the student must be provided instruction in all the courses, including elective courses, in which the student is enrolled.

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

At the end of each week, the teacher providing services to the student must supply the campus PEIMS Data Clerk with the teacher's homebound instruction log. The log must include

1. the name of the homebound teacher
2. the student name and Texas Unique ID
3. the date the homebound teacher visited the homebound student
4. the specific time per visit the student was served AND
5. the subject(s) covered per visit.

The PEIMS Data Clerk will review the log and update the attendance according to the

following GEH Funding Chart:

Amount of Time Served Per Week	Eligible Days Present Earned per Week
1 Hour	1 Day Present
2 Hours	2 Days Present
3 Hours	3 Days Present
4 Hours OR More than 4 Hours	4 Days present (if the week is a 4-day week) 5 Days present (if the week is a 5-day week)

Once the PEIMS Data Clerk has updated the student's attendance according to the Funding Chart, the homebound log will be given to the campus principal to verify accuracy with his/her signature. A copy of the log completed with all signatures will be given to the PEIMS Director and the original log will be filed in the student's cumulative folder.

****Hours are not "rounded up" to complete a day or a week. For example, if a teacher provides 3.75 hours of homebound instruction, the student is eligible for THREE days of attendance. If the student receives 1.5 hours of instruction, the student is eligible for ONE day of attendance. The full hour(s) referenced in the GEH Funding Chart must be met for the corresponding days of attendance. Additionally, a teacher cannot "make-up" time for funding purposes. The services must be provided within the school week in order for the student to receive credit for funding purposes. I.e., Mrs. Smith became ill and only served Student 3 hours within the week. She cannot provide 5 hours of instruction the following week to "make-up" the previous week's missed hour (for funding purposes).**

Recording Attendance for Students Served through Special Education Home Bound or Compensatory Education Home Instruction (CEHI/PRS)

The same attendance procedures are followed for CEHI and Special Education Home Bound; however, the appropriate section of the SAAH should be reviewed to determine the student's eligibility for each program.

Recording Attendance for Students Attending Extracurricular Activities or Activities Approved by the School Board

A list of students approved to participate in the activity is given to a district staff member or the adjunct staff member prior to the activity date. On the morning of the activity, attendance is taken from the list and students are marked absent if necessary. The list is then given to the campus PEIMS Data Clerk to update TxEIS Attendance.

The list is maintained with the daily attendance reports.

Reconciling Student Membership and Attendance Records

The PEIMS Data Clerk will run the following reports after the six weeks has completed, but within the first week of the next cycle:

- Daily Register/Weekly Summary Report (SAT0600)
- Pupil Attendance & Contact Hours Report (SAT0900)
- Teacher Membership Roster by Period (SAT0671) OR ***Teacher Member Roster by Control Number (SAT0670) for elementary campuses with control numbers assigned like a homeroom number.***
- Campus Recap Report (SAT1000)
- Campus Attendance Summary (SAT0500)
- Discipline Suspension Attendance Verification Report (SDS1700)

The PEIMS Data Clerk will print the SAT0900 report and the summary pages of the SAT0600 Report. ***If there are errors listed on the SAT0600, the data clerk will correct the errors and reprint the summary pages of an error free report.***

The SAT0600 is reviewed each six weeks for reasonableness and to ensure the report includes the following:

1. District name and campus
2. County-district-campus number
3. Reporting period code
4. Beginning and ending dates of reporting period
5. Total number of days of instruction
6. Instructional track
7. All identification data elements for the student
 - a. Legal first, middle and last name
 - b. Generation code if applicable
 - c. Gender
 - d. Date of birth
 - e. Age as of 9/1
 - f. Social Security of state ID
 - g. Ethnic group
 - h. First and last name and address of parent/guardian with whom student resides
 - i. Campus of residence for students enrolled as transfer students
8. Student's original entry date and all subsequent withdrawal and reentry dates (regular classroom and all special programs)
9. Student's grade level
10. Student's
 - a. ADA Code
 - b. Special education instructional arrangement/setting code
 - c. Speech therapy indicator code

- d. Career and technical education code
- e. Bilingual program type code and ESL program type code
- f. Gifted/talented indicator code
- g. Pregnancy Related Services code if applicable
- 11. Student's absences (from the official attendance snapshot) by date for each 6 week reporting period
- 12. By six week reporting period –
 - a. Student's total days membership
 - b. Total days absent
 - c. Total days present
 - d. Total eligible days present (total eligible minutes present for Optional Flexible School Day Program (OFSDP) or High School Equivalency Program (HSEP) students)
 - e. Total ineligible days present (total ineligible minutes present for OFSDP or HSEP)
- 13. Student's total eligible days present in each program by 6 week period
- 14. Student's number of excess contact hours earned in one day, where applicable
- 15. Student's total excess contact hours by instructional arrangement/setting code by 6 week period, where applicable
- 16. Attendance data totals for all students, **summarized by grade**. These totals include the following:
 - a. Days membership (eligible and ineligible students)
 - b. Days absent (eligible and ineligible students)
 - c. Total days present (eligible and ineligible students)
 - d. Ineligible days present (total ineligible minutes present for OFSDP or HSEP students)
 - e. Eligible days present (total eligible minutes present for OFSDP or HSEP students)
 - f. Eligible days bilingual/ESL
 - g. Eligible days pregnancy related services
 - h. Eligible days special education mainstream
- 17. Campus total for all grades for all data required in 16 above
- 18. Campus ADA (regular classroom eligible participation, bilingual/ESL, Pregnancy Related Services, mainstream)
- 19. Total eligible days present and total contact hours for all career and technical codes (V1-V6) by grade and a campus total for all grades, where applicable
- 20. Total eligible days present, total contact hours, and total excess contact ours for all special education instructional settings, including speech therapy, by grade and a campus total for all grades, where applicable
- 21. Signature page, signed by persons recording data and persons approving data. This page is signed each 6 week reporting period.

This report is several pages in length on most campuses. It is not necessary to print the entire report; however, the report must be made available in PDF format

on the Q drive for review when the data is being approved. The summary pages must be printed and signed by the principal and PEIMS Data Clerk. The electronic version and the signature pages must be kept for no less than five years.

SAT0900 is one of the most important reports for funding. The business office uses the information found on this report to prepare several financial documents.

The data clerk will give the TABLE II of the SAT0900 to the campus counselors to verify information.

Once the data clerk receives the verified tables, the clerk will balance TABLE I, TABLE II AND TABLE III to the summary pages of the SAT0600 (Daily Register/Weekly Summary). After all totals are balanced, the data clerk will give the SAT0900 to the principal to verify all information and sign. After the report is complete with signatures, a final copy of the SAT0600 and SAT0900 is printed and PEIMS File and stored on campus. If future changes are made, the data clerk will generate new reports print and save them to be stored on campus.

A copy of the final, signed SAT0900 report is sent to the PEIMS Coordinator at the administration office.

The data entry clerk will balance the active members shown on the attendance box on the SAT1000 to the "In Membership" and "ADA Total" on the SAT0671. After balanced, The reports will be printed, filed and stored on campus. If future changes are made, updated reports are Printed and stored on campus.

In order to reconcile student membership between the teacher rosters and the attendance accounting database, the Teacher Membership Roster is printed and given to each teacher of record to review within the last week of the first six weeks reporting period AND the last week of the fourth six weeks reporting period. The teacher of record is to take attendance using the membership roster as well as txConnect at 10:00 AM. The teacher will sign and date the roster and return it to the PEIMS Data Clerk. The PEIMS Data Clerk will compare the totals on the roster to the membership totals listed on the SAT1000. Balanced reports with signatures are sent to the PEIMS Coordinator to obtain and certify the document with their signature.

The PEIMS Coordinator will thoroughly review the SAT0900, SAT1000, SAT0600 and Teacher Membership Roster for reasonableness after the 1st six weeks reporting period AND the 4th six weeks reporting period.

The PEIMS Coordinator will review the SAT0500 report at the end of each reporting cycle. This is not an auditable report; however, the report will be reviewed for inconsistencies which need further investigation. For example, if a student is present each period but marked as absent for third period, the PEIMS Coordinator will contact the campus PEIMS clerk to determine if the student did in fact sign out before third

period and sign back in after third period. This is an example of an inconsistency and all possible errors will be verified.

The PEIMS Coordinator will review the SDS1700 at the end of each reporting cycle. This is not an auditable report; however, the report will be thoroughly checked for inconsistencies. The report lists a student's discipline information for suspension referrals and includes absences coded for the dates of the disciplinary assignment. The PEIMS Coordinator will verify students in ISS were not counted absent unless the student was truly absent from school. The PEIMS Coordinator will also verify if Out of School Suspensions are considered "excused" absences.

Additional Campus Clerk Cycle Responsibilities (Attendance)

- Check ADA eligibility coding to ensure any coding not generating a full day of attendance is correct.
- Run the SAT1800 to locate errors with attendance. If errors are present, complete the instructions on the report. Repeat process until no errors are present.

Under no circumstances will a campus PEIMS Data Clerk make decisions regarding coding of students in special programs. If a campus PEIMS Data Clerk is uncertain of accurate coding, the Important Special Program Contact will be asked to provide clarification.

Texas Student Data System (TSDS)

TSDS PEIMS is a web-based application developed by TEA to be used by districts to ensure the data reported meets the TEDS. Use of the Edit+ system requires strict security due to the confidentiality of the data. There must be at least one person on every campus authorized to access TSDS and PID.

To gain access to TSDS an application must be completed for a TEA Login (TEAL) and specific guarantees of data confidentiality must be met. The authorized person is given a Login ID and password.

All Texas public and charter schools utilize the Texas Student Data System (TSDS) for PEIMS Data Submissions.

ENROLLMENT

1. Student and parent/guardian are welcomed and greeted by the receptionist and directed to the attendance/registrar office.

2. The attendance/registrar staff member will provide the student with an enrollment packet.
3. A copy of the student's most recent immunization record is required at the time of enrollment for PK students or students who are NOT coming from a public school district located within the state of Texas. If a student was previously enrolled in a Texas public school district, the student is allowed to enroll; however, the immunization record must be provided within 30 days. The campus nurse will verify all immunization records and determine if a child needs additional immunizations prior to enrollment (for students new to Texas or for continued enrollment for students new to GBISD but not new to Texas).
4. According to TEA Legal Correspondence dated 8/19/2016, **the absence of a parent, guardian, or other person with legal control of a child under a court order is not grounds for refusing admission to which a child is entitled under §25.001. The district CANNOT REFUSE ENROLLMENT.** If the legal guardian(s)/parent(s) are not available to enroll the student, a POA signed by the legal guardian(s)/parent(s) is requested to assign responsibility for the student in all school-related matters to the enrolling adult. The district cannot REQUIRE the POA to be executed. If no POA is given, every attempt to contact the legal guardian(s)/parent(s) will be documented. The child's name will be searched in the Texas Child Find database and a photocopy of legal identification for the enrolling party must be obtained.
5. The attendance/registrar staff member will obtain a copy of the proof of residence in the form of a utility bill, lease agreement or property tax statement in the name of the custodial parent/guardian. A copy of the enrolling, custodial parent/guardian's Driver License will be obtained.
6. The attendance/registrar must verify the residence is located within Gold-Burg ISD by contacting the Montague County Tax Assessor's Office to determine the district of residence. If the tax assessor's office confirms the address is located within Gold-Burg ISD, the registrar will continue the enrollment process. If the address is not located within Gold-Burg ISD, the student and custodial parent/guardian must complete the transfer application process prior to enrollment.
7. If a minor student resides in the district but the custodial parent/guardian does not, the custodial parent/guardian is requested to provide a Power of Attorney assigning responsibility for the student in all school-related matters to an adult resident of the district. **See item 4 above.**
8. In the event the student and the student's custodial parent/guardian reside with a family living within the district, a Statement of Residency must be completed and notarized. Any student submitting a Statement of Residency must also indicate the living status on the Homeless Survey. In addition to the Statement of Residency, the homeowners must provide a letter to the district confirming the residency of the enrolling student and his/her family.
9. Any student who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) is not permitted to attend a district campus.

10. According to FD (LOCAL): Admissions, the Superintendent has authority to grant exceptions to the Power of Attorney requirement and to the exclusion for misconduct.
11. Proof of the student's age in the form of a certified copy of the birth certificate (preferred method), Driver License, passport, school ID or other legal documentation must be obtained and kept in the student's Cumulative File. The district shall verify on September 1 of the current school year, the student is at least five years of age (kindergarten enrollment) and under 21 years of age, and has not graduated from high school.
12. If the enrolling party cannot provide a CERTIFIED copy of the birth certificate, the enrolling party must sign a written statement explaining why such record cannot be provided (for students 11 years of age or younger). See Board Policy FD (LEGAL) Admissions.
13. The AGE OF THE CHILD AS OF SEPTEMBER 1ST of the current school year is determined at this point to determine the grade level for PK or KG students. A five year old student must be served in grade level KG to receive FSP funding. If a five year old student (as of September 1st) is placed in a PK classroom setting, the grade level must be PK and the student's ADA code must be 0 – Enrolled but not in membership.
NOTE: A child of a military family who moves to the district from another state that is a member state of the Interstate Compact on Education Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, that he or she was enrolled in that other state regardless of the child's age. See section 3.2.3.1 Additional Information about Minimum Eligible Age in the SAAH.
14. If the student is enrolling into the PK program based on being educationally disadvantaged, income verification for all responsible parties living in the household must be dated April 1st of the current calendar year or later.
15. In addition to the items listed in the second step, the attendance/registrar staff will request a copy of the student's social security card. If the parent refuses to provide or does not have a copy of the student's social security card, a state ID number will be assigned to the student if there is not one already assigned.
16. The parent/guardian will then be required to complete the Computer Network Permission form, Handbook Acknowledgement, Student Code of Conduct form, Directory Permission form, Field Trip Permission form, Corporal Punishment form, and the secondary level Drug Screening form.
17. Once all documentation is completed with signatures and the nurse has reviewed the immunization record for out of state students, students at the secondary level are sent to the counselor or administrator to determine the schedule.
18. Once the file is complete with all initial district documentation, it is given to the campus PEIMS Clerk, who reviews the file and submits a request of records to the previous school district using TREx.

19. The GBISD Meal Application is given to the Food Service Department to process and retain in the department's secured files. The application is not held in the student's Cumulative folder.
20. The PEIMS Data Clerk will log into TEAL and conduct a PID search using the TSDS Portal. The PID search will list the demographics and Texas UID previously reported to TEA for the student (students who previously attended a Texas school). If the data clerk recognizes differences in the data maintained at TEA and the GBISD registration documents, the data clerk will verify the registration documents' accuracy. If the registration documents are accurate and TEA data is incorrect, the data clerk will send copies of supporting documentation to the PEIMS Coordinator via fax or secured email. The PEIMS coordinator will update TEA's data AFTER the enrollment process is complete.
21. The forms are reviewed. If a student is considered a Migrant Student the Migrant/Family Survey is sent to the GBISD District Level Professional responsible for Migrant coding. The professional staff will contact Region 9 and notify the PEIMS Coordinator as soon as all documentation is complete. The documentation copies will be sent to the PEIMS Coordinator to obtain the PEIMS Data Clerk to code the student in TxEIS. The original will be maintained in the student's cumulative file.
22. If a student has indicated he/she is homeless, a copy of the Homeless Survey is sent to The PEIMS Coordinator. The PEIMS Coordinator will determine if the student has siblings located within the district. If siblings are enrolled, the PEIMS Coordinator will determine if homeless forms were completed for such siblings and follow up as necessary. The PEIMS Coordinator will ensure coding accuracy for the enrolling student and submit the form to the Homeless Liaison to review, determine Unaccompanied Youth Status and sign the forms. After the Homeless Liaison reviews, codes and signs the form, the form is sent to the PEIMS Special Programs Clerk to enter the information into TxEIS. The originals are held in the PEIMS Coordinator's records for a minimum of 5 years.
23. If the child's birth place is not located within the United States and the registration documents indicate the student has not been in the United States school system for at least three years, a copy of the registration form is sent to the PEIMS Coordinator. The PEIMS Coordinator will forward the document to the GBISD District Level Professional responsible. The professional staff will review Immigrant coding and initial the form when coding is correct. The form will be returned to the PEIMS Data Clerk to enter the coding into TxEIS.
24. If the registration form indicates the student is currently (or was previously for PK grade level) in the conservatorship of the Department of Family and Protective Services, the caregiver will provide a letter from the Texas Dept. of Family and Protective Services. A copy of the letter will be forwarded to the GBISD District Level staff responsible for coding students receiving DFPS services. The professional staff will instruct the PEIMS clerk as to the appropriate coding.
25. If the Home Language form indicates the child's home language is any language other than English, the form will be forwarded to the Campus ESL Coordinator.

26. If the registration forms or records from the previous district indicate the child was served under an IEP, the PEIMS Data Clerk will forward the records to the Special Ed Coop.
27. If the registration indicates the student may be considered At Risk, the campus counselor will be notified.
28. If the registration indicates the student may be considered Gifted and Talented (G/T), District Level Professional responsible for the program will be notified.
29. If the registration indicates the student will ride a district school bus, the campus will contact the transportation department and supply the parent with the bus number and time of pick up and drop off.
30. If a copy of the student's birth certificate or other reliable proof of the child's identity and age is not received within 30 days of enrollment, the campus PEIMS Clerk will contact GBISD law enforcement on the 31st day (91st day for students not born in the United States).
31. If a child is enrolled under a name other than the name that appears in the identifying documents, the campus PEIMS clerk MUST notify the superintendent who will notify Missing Children and Missing Persons Information Clearinghouse at (800) 346-3243.

Forms to be maintained in the Cumulative Folder

- Academic Achievement Record (AAR): This is used to record the student's academic achievement in grades 9-12. This is a PERMANENT RECORD and cannot be destroyed. (8th grade AAR is permanent IF student received credit for HS course.) Academic Record for grades PK – 8.
- At risk documentation
- Birthdate Documentation
- Custody Documents
- Enrolling person's Driver License or legal document used to verify identity
- Enrollment/Registration Form
- Gifted and Talented Paperwork/Testing
- Home Language Survey (original/earliest survey completed is kept)
- Income verification for PK students enrolled based on Economically Disadvantaged. (Can be destroyed after student completes 4th grade.)
- LEP/BIL/ESL documentation
- Migrant Survey (current year only if no change in status from previous year)
- Proof of residency in the form of a utility bill, property tax statement or letter from landlord (current address only)
- Test Scores: TAAS, TEAMS, TABS, TAKS, TPRI, STAAR, and other standardized state and national achievement, mental abilities, and aptitude test reported by score, percentile and rank, etc. (If the scores are not listed on the AAR, these documents are PERMANENT for state testing done in grades 9-12.)

The following documents are kept in a file separate from the cumulative folder:

- Corporal Punishment Form
- Directory Permission
- Discipline Referrals
- Field Trip Permission
- Fitness Gram
- Handbook Acknowledgment
- Student Code of Conduct
- Student Residency Questionnaire (**all** forms must be sent to the Homeless Liaison to keep for five years)

Enrolling Students into Pre-Kindergarten (PK)

According to the SAAH Section 7.2, 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 year and must

1. be unable to speak and comprehend the English language; OR
2. be educationally disadvantaged (eligible to participate in the National School Lunch Program (NSLP)); OR
3. be homeless; OR
4. be the child of an active duty member of the armed forces of the US, 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 us, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty; OR
6. have ever been in the conservatorship (foster care) of the Department of Family and Protective Services (DFPS) following an adversary hearing.

****Educationally disadvantage now includes all students who are eligible for Head Start.**

PK Students will have an ADA eligibility code of 2: Eligible for Half Day Attendance UNLESS the student is served in the PK program for ½ of the day and the PPCD program for the other ½ of the day (4 hours total daily instruction). In this circumstance, the child will have an ADA eligibility code of 1: Eligible for Full Day Attendance.

Enrolling a Returning Student

If the student was not enrolled in the current year but was enrolled in previous years, a new registration packet is required. If the student was enrolled in the current year, withdrew in the current year and returns to enroll, the parent will update the enrollment packet only if the information has changed.

A request for records will be submitted through TREx to ensure the previous school district removes the student from their district.

The campus will locate the student's Cumulative File maintained by the district since the time of the previous withdrawal from GBISD. The same local ID will be used.

Enrolling a Student into Special Programs

Under no circumstances will the PEIMS Data Clerk make any decisions regarding the coding of special programs. It is the responsibility of the department professionals to ensure the PEIMS Data Clerk is given accurate coding information. The PEIMS Data Clerk and PEIMS Coordinator will reconcile with each department at the end of each six weeks to ensure accuracy of TxEIS.

Changes to Students in Special Programs

It is the responsibility of the professional staff assigned to the special program to notify the PEIMS Special Programs Data Clerk when changes are to be made to a student. The professional staff will submit the appropriate form to the PEIMS Special Programs Data Clerk with the changes clearly indicated. If the PEIMS Special Programs Data Clerk is uncertain of the changes needed, the PEIMS Special Programs Data Clerk will return to the form to the professional staff for clarification.

The PEIMS Special Program Data Clerk will log into TxEIS, Registration Application, Maintenance, Student. The clerk will locate the correct student and review the correct special program tab. The clerk will enter an EXIT date for the special program affected by the change with a reason code of 33, Change in Program. Upon entering the exit date and reason code of 33, TxEIS will automatically create a new line. The updated information is entered on this line with an entry date of when the change became effective. All documentation supporting the change will be maintained in the Cumulative Folder.

Title I

Gold-Burg School is a Title I campus. All students at this campus will be coded accordingly.

ESL Program

Philosophy

Today's English language learners (ELL) will dramatically influence the future of our nation. All limited English proficient (LEP) students must acquire the English skills necessary for academic success and ultimately for success in a global, multicultural and multilingual society.

Mission

The Mission of GBISD's ESL Program is to ensure that all English Language Learners have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

89.1201 English as Second Language Program Description GBISD's ESL Program is an educational approach in which students learn English in an instructional setting that provides linguistic support in all core content areas.

English as a Second Language Program Goal

The goal of the GBISD's ESL Education Program model is to enable limited English proficient students to become academically proficient in listening, speaking, reading, and writing through the development of fluency and literacy skills in English. The program shall use instructional approaches designed to meet the needs of limited English proficient students by promoting cross-cultural awareness, high academic achievement, and providing linguistic accommodations. The curriculum content of the program shall be based on the essential knowledge and skills required by the state.

English as a Second Language Program Policy and Procedures Identification of Limited English Proficient (LEP) Students 89.1225 Testing and Classification of Students

Identification Process

The campus has 20 school days to complete the following procedures and convene as an LPAC to determine the ELL status of each student. The time line begins the first day of school or the first day of enrollment for new students.

- If a student enrolls from a school outside of Texas, the student's parent will complete a Home Language Survey. Students in grades 9 through 12 may complete the home language survey themselves. This form is part of the enrollment packet that the PEIMS Clerks have all parents fill out. If a language other than English is indicated on any portion of the survey, the student must be tested for English proficiency. Only one HLS form is completed by a student's parent/guardian. This form is completed upon the student's initial enrollment. (TEC: Chapter 89.1215(a))
- If a language other than English is identified, the PEIMS Clerk will notify the Campus ESL Coordinator by email within 24 hours.
If a student transfers from a school in Texas, the Campus ESL Coordinator will review withdrawal paperwork from the previous school to determine if the student was being served in a program or identified as LEP in PEIMS. Make sure that you have a signed and dated ESL program permission letter from the parent. Try to get as much original documentation as possible, and document your attempts. Work with your PEIMS Clerk. If your attempts to contact the sending district are unsuccessful:
- If multiple attempts have been made and it looks like the 20-day time line will not be met, begin the identification process.

Assessment Process

To be considered LEP the student must test below the cutoff scores on the test appropriately administered for the student's grade level.

Grade	Test	Forms	Score Indicating Limited English Proficiency
Pre K	Pre IDEA Proficiency Test (IPT), Online, Fourth Edition 2009 Listening and Speaking	G and H	3 years old-Below D 4-5- Below E
K	IDEA Proficiency Test - IPT I, Online Forms G & H, 2009 Listening and Speaking	G and H	Below Level D
1	IDEA Proficiency Test - IPT I, Online Forms G & H, 2009 Listening and Speaking	G and H	Below Level E
2-6	IDEA Proficiency Test - IPT I, Online Forms G & H, 2009	G and H	Below F
6-12	IDEA Proficiency Test - IPT II, Online	Forms E & F, 2009	6-8 Below E 9-12 Below F

Students in grades 2-12 will also be assessed with STAR Reading. Please contact the student's teacher for testing.

Grade	Test	Forms	Score Indicating Limited English Proficiency
2-12	STAAR Reading, Online, 2014 (Also used for A.R.) Renaissance Learning, Inc.	Reading Only	Below 40th Percentile On Reading and/or Language Arts For Identification (Limited English Proficient)

The standardized achievement test should not be administered if the student's ability in English is so limited that the test is not valid.

When testing is complete, schedule an LPAC meeting.

Placement Procedures

1. Notification of the upcoming LPAC meeting will be sent to LPAC members and a copy of the notice kept in your LPAC Binder. All LPAC members must be present and trained. Training certificates and oaths must be kept on file and placed in the LPAC Campus Documentation Folder. LPAC Confidentiality Statements and the LPAC Training Certificates are located in the LPAC folder and filed.
2. The Language Proficiency Assessment Committee must be composed of:
 - The Campus Administrator

- One or more professional personnel (The Campus ESL Coordinator qualifies here)
 - The parent of an ELL participating in the ESL Program. This parent cannot be an employee of the school district.
3. An LPAC Members Roster will be signed by all LPAC members. The original will be kept on campus and a copy uploaded in the LPAC Campus Documentation Folder.
 4. Members of the LPAC will review and discuss student testing data and information. The LPAC Committee will discuss all students whose Home Language Survey indicated a language other than English, including students who were newly tested by GBISD or who were served as ESL student in their previous district.
 5. LPAC Minutes will be kept on the LPAC Initial Review. Information from each student's Initial Review form will be transferred to the LPAC Meeting Roster Form.
 6. A Student History Worksheet, will also be completed on each student. This Student History Worksheet should be kept in the student's permanent file and updated yearly.
 7. The student must be recommended for placement in the ESL program by the Language Proficiency Assessment Committee (LPAC).
 8. The LPAC will select instructional accommodations as need and as suggested by the results of the IPT assessment.
 9. Members will sign and date all forms. The original will be filed in the student's permanent file.
 10. The LPAC **must** give written notice to the student's parents in their primary language informing them that the student has been classified as LEP and requesting approval. The Parental Notification – Identification and Placement Form in the student's home language will be used for this purpose. Signed forms must be received back from the parent within 2 school days. If the form has not been returned, the ESL Coordinator will call the parent, and continue to follow up until the form is returned. Document all attempts to get the form returned. The student cannot be coded as LEP in PEIMS until a signed and dated Parent Permission form in the student's LPAC folder. Please make sure to fill in the Parent Approval/Denial Date on the GBISD ESL Tracking Sheet.
 11. If a parent denies placement in the ESL program, the ESL coordinator needs to contact the Campus Principal to schedule a conference to discuss the benefits of the ESL program with the parent.
 12. All ESL program information should be kept in the student's permanent file in the LPAC folder within the student's permanent (cumulative) folder. The ESL coordinator will be responsible for the PEIMS coding. Once parental approval has been received, the Campus ESL Coordinator will update the documentation
 13. Funds for bilingual/ESL students cannot be claimed until all documentation is in place. When a bilingual/ESL student moves to your school district, your district (the receiving district) should immediately begin serving the student in the bilingual or ESL education program while it waits for documentation (LPAC

records and assessment information) from the sending district. If your district does not receive this documentation within 4 weeks (20 school days) of the student's enrollment in your district, your district must go through the standard identification and assessment procedures in order to code the student as LEP, ESL, and/or bilingual.

14. The Campus ESL Coordinator will inform campus administration and the students' teachers of a placement in the ESL program.

Annual Review, Exiting, and Monitoring Exited Students

- At the end of each school year, the Language Proficiency Assessment Committee shall review all pertinent information on all English language learners. The LPAC Coordinator will ensure the completion of the "End of the Year Review Form". The completed form, with LPAC member's signatures will be printed and filed in the student's LPAC folder in the Cumulative/Permanent File. The form will also be sent home to the parents along with the Parental Report on Student Progress form.
- The LPAC Committee shall also review the progress of Exited students, M1-F, and M2-S.

EXITING

At the end of the school year, the LPAC may transfer (exit, reclassify, transition) a LEP student out of a special language program if the student is able to participate equally in a regular all-English instructional program as determined by satisfactory performance in the following areas:

- Scored fluent on the IPT
- By Meeting TES's exit criteria
- Meets passing standard on state assessment on STAAR Reading in English (grades 3-10). Scored Advanced High on TELPAS (grades 1,2,3,5,6,8, 11 and 12). Scored GL or Meets GL on STAAR Writing in English
- The results of a subjective teacher evaluation. **Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for exit.**
- Note: ELLs may not be exited before the end of first grade.
- If a student meets all of the criteria for exit, the Parental Notification of Exit letter will be attached to the End of the Year Review and sent home to parents. The Parent Notification of Exit form must be signed by the parent and returned. Document all attempts to get the signed form returned.
- The PEIMS contact for the campus will be notified for change of classification.
- The student is re-classified as non-LEP and placed in monitoring status. The LPAC will monitor for two years the academic progress of each student who has exited the ESL program to determine whether the student is academically successful.
- The LPAC will reconvene to reevaluate a student who is transferred out of the

ESL program if the student earns a failing grade in any subject in the foundation curriculum (defined as math, science, social studies, ELA/Reading/Writing) during ALL grading periods in the first two years after the student is transferred out of the ESL program to determine whether the student should be reenrolled in the ESL program according to the following criteria:

- The total amount of time the student was enrolled in the ESL program
- The student's grades each grading period in each subject in the foundation curriculum; The student's performance on each assessment instrument administered.
- The number of credits the student has earned toward high school graduation, if applicable; Any disciplinary actions taken against the student.

Funding for LEP programs

In order for a student to receive funding as a limited English proficient student certain criteria must be met:

1. A student's Home Language Survey must indicate that a language other than (or in addition to) English is used by the student or in the student's home.
2. The student must be designated and documented limited English proficient according to the regulations set forth in 89 TAC 19.1225(f).
3. The LPAC must recommend the student for special Bilingual or ESL services, and notify the parent or guardian of the recommendation.
4. The student's parent or guardian must approve in writing the student's participation in a Bilingual or ESL program. (A LEP identified student must be placed in a Bilingual or ESL program as soon as the LEP status is attained; however, funding for that student may not begin until parental permission for program participation is obtained)
5. A LEP student must be served in a full-time bilingual instructional program by staff certified or on permit to teach bilingual education; or,
6. A LEP student must be provided instruction in ESL by staff certified or on permit to teach ESL or bilingual education; or,
7. A LEP student must be served in a program approved by the TEA under a waiver to the ESL program. A student is served in a program approved by the TEA under a waiver.
8. A LEP student must have the correct PEIMS coding (see below)
9. Every six weeks, eligible days present must be reported for each LEP student for whom funding is sought.
10. All documentation concerning the student's LEP status and service (i.e. LPAC paperwork, or LEP "folder" documentation) must be complete and correct.
11. **There are also several student situations which affect funding:**
12. LEP students who transfer in from another district must be placed in the appropriate language development program, but will not be eligible for funding until all necessary documentation for the previous district is received. If documentation is forth-coming, then it is best to proceed as if the transfer student is a brand-new enrollee.

13. LEP students under age three who are served under the Preschool Program for Children with Disabilities cannot also receive LEP funding.

The amount of time a student spends outside the regular ESL classroom, or Sheltered English classroom affects funding. Eligible days present cannot be claimed for a LEP student if that student has been in ISS, OSS, or DAEP for more than five consecutive days unless the same amount and type of LEP program service has been provided by a certified Bilingual or ESL teacher.

Students in DFPS Conservatorship (Foster Care)

Defining “foster care” for PEIMS: The general term “foster care” for education purposes includes all students in the managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS).

- This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS.
- The Texas Legislature only granted TEA permission to collect the “foster care” status of students in Texas DFPS Managing Conservatorship, therefore students from another state’s foster care system and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas, although both may be considered in “foster care” should not be coded for the purpose of PEIMS.

Acceptable Documentation for PEIMS: Schools may accept any official Texas Department of Family and Protective Services form, listed below, that designate that a student is in Texas DFPS Managing Conservatorship. A school may also accept a copy of the court order for this purpose. {Forms do not include letters or memos on DFPS letterhead (unless for the purposes of pre-k verification²) or other documentation from contracted Child Placing Agencies stating that a student is in DFPS Managing Conservatorship.}

Acceptable Documentation:

- All forms in the 2085 series:
- Foster Care/Residential Care - 2085 FC
- Kinship or Other Non-Foster Caregiver - 2085 KO
- Verified Kinship Foster Caregiver - 2085 KF
- Legal Risk - 2085 LR
- Home and Community-based Services (HCS) - 2085 HCS
- Supervised Independent Living - 2085 SIL
- Designation of Education Decision-Maker - 2085 E3
- Designation of Medical Consenter - 2085 B
- DFPS Kinship Caregiver Agreement - 0695
- Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or
- Permanent Managing Conservator (PMC).
- Non-Acceptable Documentation:
- Placement Authorization forms from Child Placing Agencies*

- Letters from Child Placing Agencies*
- Memorandums and Letters on DFPS letterhead (unless for pre-k verification)**
- Documents from another state's child welfare system***
- Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas***
- Agreement for a Parental Child Safety Placement - DFPS 2298***
- Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665**
- Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)***
- Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent***

*Students with this documentation are likely in DFPS managing conservatorship and will also have a 2085.

** Students with this documentation may or may not be in DFPS managing conservatorship. Students who are in DFPS conservatorship will also have a 2085.

***Students with this documentation are not in Texas DFPS managing conservatorship.

Migrant Procedure

If a student indicates yes on the Family Survey Form the school will contact Region 9 and notify the PEIMS Special Programs Clerk as soon as all documentation are completed.

Special Education Program

PEIMS Reconciliation: Gold-Burg ISD requires that Special Ed Coop balance PEIMS records at the end of each six weeks progress reporting period and during the PEIMS snapshot period. At present, the diagnosticians use a report generated by Special Education Program (eSPED) that is balanced with the PEIMS report generated by TxEIS and printed by the campus PEIMS personnel. The Special Education Coop will review ALL SPECIAL EDUCATION CODING. If there is a difference, they check records until the correct information is submitted on both the TxEIS and eSPED programs.

At Risk Students Procedure

If the records received from the previous district indicate the student was considered At Risk, a copy of the previous district's withdrawal records are given to the GBISD counselor. The counselor will contact the previous district to determine the action GBISD needs to perform for the student.

- The At Risk Master List will be maintained on the Shared Google drive and accessible by the counselors, Director of Curriculum, Data Services Director and the Special Programs Clerk. The Master List will automatically notify those with

access to the list when any changes are made (after those with access enable the notification tool). Such notifications are received via email.

- Students determined to be At Risk will be added to the Master List upon determination.

It is the responsibility of the campus counselor to update the At Risk Master List when at least one of the following conditions are met:

- Unsatisfactory performance on readiness test (PK-03)
- Did not maintain average of 70 in 2 or more subjects (07-12)
- Not promoted for one or more school years
- Unsatisfactory performance on assessment instrument
- Pregnant/parent (also updated by campus nurse)
- Placed in DAEP (TEC37.006)
- Expelled (TEC37.007)
- On parole, probation, deferred prosecution or other conditional release
- Previous PEIMS dropout
- LEP
- Custody of Department of Protective and Regulatory Services
- Homeless
- Residential Placement

It is the responsibility of the campus counselor to update the At Risk Master List when a student is NO LONGER considered At Risk.

- The Campus PEIMS Clerk will update TxEIS to reflect any At Risk coding changes/updates done to the At Risk Master List. This will be done as updates are made and reviewed for accuracy each cycle and prior to the Fall and Summer PEIMS submissions.
- Prior to the Fall PEIMS Submission and at the end of the school year, The PEIMS office will print a list of At Risk students from the TxEIS database for the campus counselor to review for accuracy. The campus administrator will certify the information to be correct with his/her signature. The documents will be kept for a period of no less than five years.

Gifted and Talent (GT) Program

After each six weeks reporting period and during the last week in October, the GT Program Director will provide a list of students participating in the program to the Campus PEIMS Data Clerks. The data clerk will print the SRG0600 Student Special Programs report and filter the report to display only GT data. The data clerk will make changes according to the list provided by the GT Program Director. After changes are made, the data clerk will reprint the SRG0600 report with GT data only and send to the GT Program Director. The GT Program Director will certify the report is correct with a

signature and return the report to the PEIMS Coordinator to maintain for a period of no less than five years.

Economically Disadvantaged Students

After each six weeks reporting period and during the last week in October, the PEIMS Coordinator will provide the SRG0600 Student Special Programs report to the Food Service Director. The Food Service Director will certify the data with a date and signature and return the report to the PEIMS Coordinators to maintain for a period of no less than five years.

Pregnancy Related Services (PRS)

A list of PRS students will be maintained by the PEIMS Coordinator.:

- Student Name
- Grade
- Date of INITIAL contact between student and nurse or counselor
- Proof of pregnancy received date
- Estimated delivery date
- Father on campus?
- Date of delivery
- Homebound date
- Return to school date
- Enrolled in after school child preparation class
- Enrolled in Child Development (in school)
- Homebound Teacher
- Comments

If a student is required to receive Homebound instruction, the student's CTE eligibility will be removed in TxEIS for the duration of the homebound time period.

If any of the information is update, the PEIMS Coordinator sends an email to the campus administrator, and the campus PEIMS Data Clerk. At the end of each six weeks reporting period and within the last week of October, the PEIMS Data Clerk will reconcile the information with TxEIS data. The data clerk will create an TxEIS Created Report to display only PRS data and submit the report to the PEIMS Coordinator to certify with a signature and date. The report will be maintained with the PEIMS Coordinator's reconciliation reports for a period of no less than five years.

The teacher providing the homebound instruction is required to complete a log listing the student's name, student's local ID, the date(s) the teacher visited the student and the actual time per visit the student was served (e.g. 10:00AM to 12:00PM). The teacher must sign and date the log and submit it to the PEIMS Data Clerk to reconcile the student's attendance record on a weekly basis. Once the attendance has been

reconciled, the log must be submitted to the campus principal for review. The campus principal will compare the attendance record to the homebound instruction log for accuracy. The campus principal will certify the log with his/her signature. The original logs must be maintained in the student's cumulative file and a copy submitted to the PEIMS director to store with the district's audit reports.

Extended School Year (ESY)

The professional staff member responsible for the district's ESY program will provide a list of students to the PEIMS Coordinator after the ESY has ended. The Coordinator will code the students indicated on the list in TxEIS as instructed. After each student has been coded, the Coordinator will provide a TxEIS report to the professional staff member to certify accuracy with a signature and date. The certified report will be kept with the campus' End of Year reports for a period of no less than five years.

Discipline Procedures

All coding decisions regarding discipline will be made by campus administration. Under no circumstances will a paraprofessional determine coding to report discipline. The campus administrator assigning discipline for a student will complete a discipline referral form completed with all PEIMS related discipline codes. The completed referral form will be given to the PEIMS Data Clerk or principal's designee to enter the information into TxEIS. If a student enrolled in a CTE class is sent to GBISD's DAEP or ISS, after 5 day the CTE eligibility code is removed for the time period the student is not in the traditional setting.

If a discipline referral requires a conference, the campus administrator will send a certified letter to the parents/guardians requesting their attendance. According to district policy FOC (LEGAL), valid attempts to contact the parents/guardians must be documented. If the parents/guardians waive the right for due process, a copy of the waiver must be obtained. The Report of Discipline Hearing form will be completed by the campus administrator and signed by all parties in attendance. The campus administrator will complete the PEIMS coding on the form and submit a copy to the staff responsible for entering data.

All documents regarding the student's discipline must be maintained in the student's discipline folder. Copies may be sent to the DAEP for reference; however, all documents must be maintained in the folder at all times.

At the end of each six weeks, the PEIMS Data Clerk will review the TxEIS Discipline Action Report. If any students received ISS, DAEP placement or expulsion, the data clerk will review the student's attendance for the dates of the discipline to ensure attendance coding accuracy. The PEIMS Data Clerk will also print the TxEIS SDS1300 Discipline Audit Report. Any issues found on the report will cause PEIMS EDITS and

must be corrected before submitting a final Submission 3 (Summer Submission). If errors appear on the report, the PEIMS Data Clerk will give the report to the principal.

Transfer Students Application and Enrollment Process

Gold-Burg ISD allows individuals not living within the district to apply for enrollment as a transfer student.

- The application is effective for only one year. Students must reapply each year to attend as transfer students.
- There are no tuition fees to attend GBISD as a transfer student.
- A student attending as a transfer student does not automatically approve his/her siblings to attend under the same agreement. Each child must apply for enrollment as a transfer student.
- The student must maintain a positive attendance and disciplinary record while attending as a transfer student. The district can revoke the Transfer Agreement if the student does not meet acceptable levels of attendance or fails to comply with the Student Code of Conduct.
- The parent/student is responsible for transportation to and from the District.

District Point of Contact

The Superintendent's office is responsible for maintaining official Transfer Student List documentation.

Application Process

A parent wishing to enroll a student as a transfer student will receive a two part application, the Application for Student Transfer and the FDA Exhibit. Both forms must be completed and signed by the legal parent/guardian. In addition to the two part application, the legal guardian/parent must supply

1. The student's most recent transcript/report card,
2. Attendance records,
3. Discipline records,
4. Two personal references from the sending district/campus,
5. Complete contact and health information.

Once the completed forms are returned to the GBISD campus principal, he/she will review the completed application within seven days of receipt. He/she will notify the legal parent/guardian of the decision in writing. Approved applications will be sent to the Superintendent's office to obtain signatures and update the district's master list of transfer students. A copy of the approved application will be sent to the campus to input PEIMS coding into TxEIS and notify the parent. The original will be maintained by the PEIMS Coordinator in a locked cabinet for a period of no less than five years.

Denied Applications

All questions regarding the decision will be directed to the campus principal.

Maintaining the District's Master List of Transfer Students

The Texas Education Agency (TEA) no longer maintains a list of transfer students for each district. It is now the district's responsibility to maintain a master list of students attending as transfer students.

The Superintendent's office will maintain a list of students, actively enrolled in the GBISD as a transfer student. If a student withdraws or moves into the district, the campus notifies the Superintendent's office and the student is removed from the master list.

Transfer List Beginning of the School Year Procedures

Reconciling the Lists

The PEIMS Coordinator will compare the Master List of Transfer Students to the coding in TxEIS at the end of each six weeks reporting cycle and prior to the Fall and Summer Submission. The PEIMS Coordinator will compare the Master List of Transfer Students to each actual application at the beginning and end of each school year.

PEIMS Fall Submission and End of Year Procedures for Transfer Students

The PEIMS Coordinator will complete the Beginning of the School Year procedures again during the month of October to ensure students are reported correctly for the PEIMS Fall Submission. He/She will also repeat the steps at the end of the year to ensure the closing records are correct.

Application for Transfer Renewal Procedures

Applications for Transfer are reviewed each year. Only students with a positive attendance and disciplinary record will be considered for renewal.

Close to the end of each year, the PEIMS Coordinator will reconcile the campus lists and District Master List. After the lists are reconciled, the principal will submit his/her recommendations regarding the approval or denial of each student's application for the up-coming school year.

After obtaining a written recommendation from the principal, a list is compiled of students recommended for approval to present to the Superintendent of Schools for final approval. The list will include the student's name, district of residence, grade level and indicate if the student is a child of an employee.

A letter is sent to the parent(s) of each student not allowed to return for the upcoming school year as a transfer student. Questions regarding the denial will be directed to the campus principal responsible for the recommendation.

The principal, campus secretary, secondary counselor and PEIMS data clerk will be notified via email of each student who was NOT APPROVED to attend the new school year as a transfer student to ensure a schedule is not created and given to the student.

After the Superintendent has reviewed and approved the recommended list, the PEIMS Coordinator will mail updated applications to the parent(s) of each student allowed to continue enrollment. The parents will complete and return the updated application to the administration office within the specified time (usually within three weeks from the date of the letter).

Prior to the start of school, the PEIMS Coordinator will verify each approved student has return a completed application. If an application has not been returned, a letter will be mailed to the parents indicated the application must be received in order to continue enrollment with Gold-Burg ISD as a transfer student.

Withdrawals/Leavers

Leavers

Leavers are students who were served in grades 7 through 12 during the prior school year but not enrolled in the district during the school start window in the current year. This includes dropouts, graduates, and other leavers such as those who withdrew to enroll in a private school or a home school setting.

Responsibilities

The principal is charged with the responsibility for verifying and assuring the accurate Leaver data is reported in the PEIMS Submission 1 (Fall Submission). The principal will ensure the procedures outlined in the TEDS Code Table C162 are followed.

Designated Staff

The principal shall be responsible for tracking leavers and leaver documentation. The principal will act as the authorized representative of the superintendent for signing withdrawal forms and other leaver documentation. Those individuals assigned the responsibility of overseeing the leaver process must thoroughly familiarize themselves with the TEDS as they related to the leaver documentation process. Administrators must assure not only their own proficiency in this process, but also assist and monitor all involved in the process.

Withdrawal Procedures

1. The athletic department, food service department, textbook coordinator and campus librarian are notified when a student is withdrawing. Each department will ensure nothing is owed by the student.
2. The Exit Interview is conducted with the student, parent(s) and the principal's designee (designee must be an administrative staff member). The principal's designee will sign the exit interview form. If the student indicates in the interview he/she is leaving to enroll into another district, an Enrollment Verification form is completed by the parents listing the contact information for the intended school. **Correct assignment of leaver codes is critical. Any ambiguity in coding questions should be referred to the principal. If the principal is unable to resolve the coding issue, the question will be referred to the superintendent for resolution.**
3. **If a student withdraws to begin home school instruction**, the parent must supply written documentation indicating the date the home school instruction will begin. The documentation must be signed by the parent and the campus administrator. The date home school instruction begins must be immediately following the withdrawal date from GBISD.
4. **If a student withdraws to attend a private school or public school located outside of the state of Texas**, the 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. The district may accept a transcript from the receiving school, written documentation by campus or district level administration that the student has enrolled with the receiving school or a signed/dated letter from the parent/guardian stating the date of enrollment with the receiving school.
5. **If a student withdraws to return to their home country**, acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized campus or district administrator. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and a campus or district administrator. The withdrawal form should indicate that the student is leaving school because the student is returning to the home country and should specify the destination. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the student is returning to the home country is also acceptable documentation. Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family or the foreign student advisor verifying the student's return to his or her home country. Other acceptable documentation is written documentation of an oral **statement by an adult neighbor or other adult with knowledge of the family's whereabouts**, signed and dated by an authorized campus or district administrator.

6. After all documents are completed and signed by the appropriate parties, the student is given a copy of the withdrawal form to take to the enrolling district.
7. The principal's designee will begin the Leaver Tracking process. All documentation regarding the withdrawal procedures will be maintained in the student's Cumulative folder.

Withdrawal for Nonattendance

According to GBISD board approved policy FEA (LOCAL), GBISD may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days: AND
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

Begin the district's leaver tracking procedures. **Every attempt to locate this student must be made. If the student cannot be located, the student will be recorded as a dropout for students in grades 7 through 12.**

Regarding Leaver Code 83:

Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.

Definition and use: This code is for situations in which the district discovers when verifying enrollment information that the student is not entitled to enrollment in the district because the student is not a resident of the district or is not entitled under other provisions of TEC §25.001 or as a transfer student. **It is not for a student who was a resident of the district and who stops attending because he/she has moved.** This code is also for rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption.

Subject to the exceptions in TEC §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). A student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c) or by rule of the Department of State Health Services, a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the *Student Attendance Accounting Handbook*. For further information about immunization requirements,

immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.

Documentation requirement: Due process documentation supporting the withdrawal. All district actions to withdraw a student must be documented or the documentation for use of this leaver reason code may be considered insufficient. For purposes of leaver reason code 83, due process is defined as completion of the following steps:

- 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 districts.
- 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.
- 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.

Leaver Tracking Procedures

Each week, the campus PEIMS Data Clerk will log into Edit+ and conduct a PID Search on the following student groups:

- each student who has withdrawn but no request for records have been received from the intended enrolling district
- students withdrawn for nonattendance
- No Show Students

If the student shows as enrolled with another district, the Campus PEIMS Data Clerk will contact the district and ask the enrolling district to initiate a request of records using TREx. The data clerk will document all correspondence regarding the student's leaver information in the Cumulative folder.

If after a period of ten consecutive school days, no enrolling information is found for the student in Edit+, the campus PEIMS Data Clerk will send the Enrollment Verification form completed in the withdrawal process to the intended enrolling district. Additionally, the PEIMS Data Clerk will attempt to contact the intended enrolling district's registrar's office to inquire on the student. If the intended enrolling district has no record of the student, the campus PEIMS Data Clerk will make every attempt to contact all persons listed on the GBISD student record as contacts for the student to locate his/her whereabouts.

If the previous attempts to locate the student have failed, the attendance officers will begin making home visits to the residence listed while enrolled with GBISD.

The district will make every effort to locate the student throughout the entire school year.

Graduates

Graduates include all students who graduate under normal circumstances as well as those who graduate early or summer graduates.

The student's graduation status must be documented on their AAR record. The cumulative record must have a graduation seal, the graduation type plan, TAKS results and sufficient credits.

Designated personnel must review the additional PEIMS fields for these leavers (special education indicator, economic disadvantaged, graduation date and college entry).

Students who graduated based on the decision of an IGC are not eligible to generate ADA. A student may enroll after graduating based on the committee's decision but is not in membership. The student is coded with an ADA eligibility code of 0.

No Show Students

Prior to the first day of school after the schedules have been created in TxEIS, the PEIMS Data Clerk will print a Teacher Membership Roster (SAT0670 or SAT0671) and distribute a copy to each teacher of record. On the first day of school, the teacher will take attendance using the Teacher Membership Roster given by the PEIMS Data Clerk. If a student is not physically in the classroom when attendance is taken at 9:30AM, the teacher will mark "NS" (No Show) next to the student's name, sign the roster and return the roster to the PEIMS Data Clerk.

In order to process No Show students, the PEIMS Data Clerk must do the following by reviewing the Teacher Membership Roster obtained after the official attendance hour:

1. Log into TxEIS using their personal ID and password.
2. Go to the Registration Application
3. Go to MAINTENANCE, STUDENT ENROLLMENT, W/R Enroll Tab
4. Enter the Exit Date as the first day of school.
5. Enter the Reason code of 44 – No Show
6. Save the changes before exiting or moving on to the next student.

NO STUDENT IS CONSIDERED ABSENT ON THE FIRST DAY OF SCHOOL. EACH STUDENT IS EITHER PRESENT OR A NO SHOW STUDENT. There are no exceptions. If the parent informs the district the student will be out on the first day of school but return on the second day, the student is still considered a No Show student

Designated personnel must make every attempt to locate the No Show students using the Leaver Tracking Procedures and obtain the appropriate leaver code prior to September 1st. Students with a Reason Code of 44 submitted in Submission 1 will be recorded as a dropout.

PEIMS Coordinator

PEIMS Coordinator is employed through Region 9 ESC

The PEIMS Coordinator is the primary contact between Region 9 ESC, TEA and Gold-Burg ISD for information related to the PEIMS department. It is the responsibility of the PEIMS Coordinator to disseminate information to the appropriate district staff.

- The PEIMS Coordinator will conduct periodic meetings with campus PEIMS Data Clerks to ensure accuracy of procedures and address any problems which may arise.
 - The PEIMS Coordinator will train PEIMS Data Clerks on issues relating to the PEIMS department including updates to the SAAH and TEDS.
 - The PEIMS Coordinator will train new and returning staff members on updated reporting requirements and procedures.
 - The PEIMS Coordinator will ensure all Special Program Departments receive updated copies of the SAAH and TEDS as updates are available from TEA.
 - The PEIMS Coordinator will administer access to the TxEIS Student database as necessary.
 - The PEIMS Coordinator will assist PEIMS staff with TxEIS Student database issues and questions.
 - The PEIMS Coordinator will assist all district personnel with txConnect issues and questions.
 - The PEIMS Coordinator will assist with all technical issues regarding the School Messenger System.
 - The PEIMS Coordinator will assist in all issues relating to enrollment, withdrawals, and attendance which cannot be resolved by the professional employee responsible for the department.
 - If the PEIMS Coordinator cannot resolve the issues listed above, the PEIMS Coordinator will contact Region 9 ESC for assistance.
 - The PEIMS Coordinator will update district forms relating to GBISD enrollment and withdrawal as necessary. Each campus will use the same uniform form.
- The PEIMS Coordinator will compile the following reports for the district, check for accuracy and submit to the Superintendent for review on a six weeks basis:
- Daily Register/Weekly Summary Report (SAT0600) (Student Detail Report)
 - Pupil Attendance & Contact Hours Report (SAT0900)

- Teacher Membership Roster by Period (SAT0671) OR ***Teacher Member Roster by Control Number (SAT0670) for elementary campuses with control numbers assigned like a homeroom number.***
- Campus Recap Report (SAT1000)

The superintendent will review the reports on a six weeks basis. The SAT0671 reconciliation with SAT100 and the SAT0900 will be certified with a signature for the 1st six weeks and 4th six weeks reporting period and maintained for a period of no less than five years.

- The PEIMS Coordinator will submit weekly PET files via Edit+ and Texas UID files via TSDS.
- The PEIMS Coordinator will verify and correct student and staff demographics via Edit+ and TxUID.
- The PEIMS Coordinator will review duplicate enrollment on a weekly basis to ensure leaver code(s) entered into SIS is/are accurate and verified and to eliminate excessive absences.
- The PEIMS Coordinator will maintain the GBISD Local Procedures Manual (in accordance with SAAH).
- The PEIMS Coordinator will compare CTE hours/FTE's each cycle and research significant differences.
- The PEIMS Coordinator will compare PRS hours/FTE's each cycle and research significant differences.
- The PEIMS Coordinator will compare Special Education Contact hours/FTE's each cycle and contact the Special Education Director if significant differences are present.
- The PEIMS Coordinator will compare each DAY's attendance for each campus to the previous school year's yearly attendance, (and previous year's campus yearly attendance rate) and complete the process for a low attendance waiver for any dates with a -10% rate within the current year.
- The PEIMS Coordinator will assist with the Master Schedule AS NEEDED at the Principal's request.
- The PEIMS Coordinator will provide the Superintendent with teacher ratios and enrollment trends each cycle.
- The PEIMS Coordinator will provide the Superintendent with data needed for the finance template each cycle.
- The PEIMS Coordinator will ensure Homebound Logs and attendance are maintained correctly each cycle.
- The PEIMS Coordinator will assist with the annual Statement of Violent or Criminal Incidents.
- The PEIMS Coordinator is responsible for other responsibilities as requested by the Superintendent of Schools.

Texas Unique ID Processing (TxUID)

The PEIMS Coordinator will submit information regarding GBISD students to the TxUID system on a weekly basis. The Coordinator will correct all discrepancies found and communicate with districts affected by the discrepancy.

The PEIMS Coordinator will submit information regarding GBISD staff members prior to each PEIMS submission. The Coordinator will correct all discrepancies found and communicate with districts affected by the discrepancy.

The PEIMS Coordinator will be the point of contact for all issues related to the TxUID system.

PET Submission Procedures

Beginning no later than the third week of the new school year, the PEIMS Coordinator will extract student demographic and enrollment records from TxEIS on a weekly basis. This process is referred to as the PET (PID Enrollment Tracking) file. Each week the PET file is submitted to TEA through Edit+ after the TxUID is verified for new students. After each weekly submission the coordinator will review the following Edit+ Reports:

- **PET Presumed Duplicate Student Report for Enrollment**
This report lists any students showing enrolled in more than one district for any particular length of time. If students appear on this report, with a GBISD enrollment and withdrawal date, the PEIMS Coordinator will review attendance reports for the student within the time period displayed. If no consecutive absences are reported, the PEIMS Coordinator will check with the campus PEIMS Data Clerk to ensure attendance was reconciled on a daily basis during the reported time period. After confirming GBISD data was reconciled and correct, the PEIMS coordinator will contact the contact listed in Edit+ for the school indicating duplicate enrollment.
If a student listed on this report has consecutive absences with GBISD which end on the date of withdrawal, the coordinator will contact the GBISD campus PEIMS Data Clerk and verify the date of enrollment listed on the Request of Records received by the enrolling school. Usually, the enrollment date will match the date the absences began for the student. If this is the case, the data clerk will withdraw the student with a withdrawal date as the last day the student was physically in attendance at GBISD during the official attendance hour. If no Request for Records has been received from the enrolling district, the PEIMS Coordinator will contact the contact listed in Edit+ for the school indicating the duplicate enrollment. The PEIMS Coordinator will verify the enrollment date with the duplicate enrollment school and request the enrolling district submit an office Request for Records through TREx. After the GBISD PEIMS Coordinator verifies the enrollment date with the duplicate enrolling school, the coordinator will submit in writing to the GBISD campus PEIMS Data Clerk the date of withdrawal for GBISD records.

If a student is showing as enrolled in GBISD with no withdrawal date and enrolled at another school district during any portion of the time the student is showing to be enrolled with GBISD, the PEIMS Coordinator will contact the GBISD campus PEIMS Data Clerk to ensure a Request for Records has been submitted to the previous school through TREx. If the data clerk indicates no request has been submitted, the coordinator will instruct the data clerk to do so immediately. If a request has been submitted through TREx, the coordinator will instruct to GBISD data clerk to verify the student has no consecutive absences that would indicate the student was attending the duplicate school. After the attendance is verified, the PEIMS Coordinator will contact the contact listed with Edit+ for the duplicate enrollment school to resolved the duplicate enrollment error.

- **PET Potential Leavers Showing Withdrawn**
This report lists students who have withdrawn from GBISD with a leaver other than a Graduate and have not enrolled into another school district. The PEIMS Coordinator will review the report on a weekly basis. Students on this report may be considered Under-reported if not located. The district will make every attempt listed in the Leaver Tracking Process to locate these students. The PEIMS Coordinator will give a list to the appropriate campus and assist in locating the students. If students listed on the report have entered a homeschool setting, the PEIMS Coordinator will review the Cumulative file and ensure all documentation is complete.
- **PET Extract File Error Report**
The PEIMS Coordinator will review this report after each weekly submission. All errors listed on the report will be resolved.
- **PET PID Statement of Discrepancies**
This report must be error free each week. If errors display on the report, the PEIMS Coordinator will contact the campus with the error(s) and verify the discrepancies listed. If the errors are data entry errors at GBISD campus level, the data will be corrected and the PEIMS Coordinator will extract an updated PET Submission file and submit to TEA through Edit+. If the GBISD campus data is correct, the campus PEIMS Data Clerk will submit supporting documentation to the PEIMS Coordinator. The PEIMS Coordinator will update TEA's records using the TxUID system ONLY IF THE STUDENT IS CURRENTLY ENROLLED IN GBISD. If the student is no longer enrolled with GBISD, the PEIMS Coordinator will contact the reporting district of enrollment to assist in resolving the error. Once updates are done or the enrolling district resolves the discrepancy, the PEIMS Coordinator will resubmit the PET File and confirm/print no errors listed on the PET PID Statement of Discrepancies report.
If errors result due to the social security number, and/or the student's first name, last name AND date of birth, the PEIMS coordinator will verify GBISD data is correct. If the data is incorrect, the campus PEIMS data clerk will correct the discrepancies and the PEIMS Coordinator will extract, submit an updated TxUID file and PET File and print an error free PET PID Statement of Discrepancies report. If GBISD data is correct, the PEIMS Coordinator will request supporting documentation from the GBISD campus and update the TxUID system.

PEIMS Data Submissions: PEIMS Coordinator Responsibilities

Prior to each submission, the PEIMS Coordinator will create a timeline indicating important deadlines for each department. Each department must meet the deadlines. The coordinator will conduct a meeting with all campus data clerks to discuss procedures necessary and ensure clarity on all information and procedures.

Submission 1 (Fall Submission)

Each department is required to reconcile with the PEIMS Data Clerk within the last week of October regardless of the time of the last reconciliation. Reports used for reconciliation are signed by department professionals and maintained for a period of no less than five years.

Campus PEIMS Data Clerks and the PEIMS Coordinator will attend the Fall Submission training conducted by Region 9 ESC. The training will provide the data clerks with a list of instructions that must be followed prior to the last Friday in October. The PEIMS Coordinator will constantly review reports created in TxEIS to ensure the Region 9 instructions are in progress. The PEIMS Coordinator will review final reports from TxEIS on the last Friday in October to ensure all data is accurate.

Within the first week in November, the PEIMS Coordinator will extract Fall Submission records from TxEIS and submit to TEA through TSDS. TSDS provides a listing of the following warnings and errors to be reviewed and corrected:

- **FATAL ERRORS:** Errors that indicate the data is unacceptable and must be corrected. TEA will not accept a file with fatal errors.
- **Warnings/Special Warnings:** Warnings that indicate the data is suspect. The warnings compare one part of the data to another part and identify conditions that are not acceptable. For example, a student brings a gun to school and only receives ISS. The warning will indicate the information needs to be verified and if correct, could initiate the necessity of a TEA audit or special investigation. The PEIMS Coordinator will thoroughly review all warnings and special warnings for accuracy. If corrections are needed, the PEIMS Coordinator will work with the campus PEIMS Data Clerk to resolve the warning. Once the issue has been resolved, the PEIMS Coordinator will submit an updated file through TSDS. This will be done until all warnings/special warnings which can be cleared are resolved.
- **PID Errors:** Errors that identify discrepancies between data in the school's file and data in the TEA database. The PEIMS Coordinator will review all PID Errors. If corrections are needed, the PEIMS Coordinator will work with the campus PEIMS Data Clerk to resolve the error. Once the has been resolved, the PEIMS Coordinator will submit an updated file through TSDS. This will be done until all PID Errors which can be cleared are resolved.

TSDS Reports

To assist school officials in reviewing data, a system of specific reports called Standard Reports and Special Reports were developed. The system continues to grow in sophistication and value to the user. The PEIMS Coordinator will extensively review specific reports to identify data discrepancies and to understand the relationship between various types of data.

The PEIMS Coordinator will:

- Review TSDS reports specific to special programs and submit the reports to the Professional employee responsible for the department to certify for accuracy with a signature
- Review TSDS reports specific to the Special Coop and submit the reports to the Special Education Director to certify for accuracy with a signature
- Review TSDS reports specific to the Career and Technical Education program and submit the reports to the Director of Vocational Programs to certify for accuracy with a signature
- Review TSDS reports specific to the coding of Leavers (Dropouts, Graduates, etc.) and submit the reports to the high school and middle school principal to certify for accuracy with a signature
- ALL REPORTS with signatures will be returned to the PEIMS Coordinator by the time specified and maintained for a period of no less than 5 years.

The PEIMS Coordinator will communicate with the Business Manager on an ongoing basis. The Business Manager will extract and submit through TSDS TxEIS records pertaining to business operations. The Business Manager will notify the PEIMS Coordinator when the records pertaining to business operations are FATAL free and ready for the final submission to TEA.

After all FATAL errors, warnings, special warnings are PID discrepancies are addressed, a final submission will be created and submitted to Region 9 ESC through TSDS. Region 9 will review the file and either return to the PEIMS Coordinator for additional corrections, or forward the file to TEA. If the file is returned to the PEIMS Coordinator for additional corrections, corrections will be made and an updated file will be submitted to Region 9 ESC. This will be done until Region 9 ESC is satisfied with the file and forwards to TEA. After TEA has received and reviewed the file, a list of Underreported Students will be available to review. TEA must have leaver statuses on all grade 7-12 students who were enrolled at any time in the prior year but who did not continue in the current year. These students may have left the district because they graduated, transferred to another district, dropped out, or for some other reason. Districts must report a leaver code for all leavers except those who moved (transferred) to another Texas public school district, earned a GED by August 31, or graduated in a prior school year. The determination of whether students are movers is made by TEA by checking other districts' enrollment and attendance records. (Districts may obtain preliminary information about whether students have moved to another district by

searching the Person Identification Database (PID) Enrollment Tracking (PET) application.)

Students without leaver records who cannot be confirmed by TEA to be returning students, movers, previous Texas graduates, or GED recipients become underreported students.

Standard: Districts must meet the standard for both of the following:

- *Count of Underreported Students:* Must be fewer than or equal to 15.
- *Percent of Underreported Students:* Must be less than or equal to 1.7%.

The PEIMS Coordinator will review the list of underreported students with the secondary campus level principal. Every attempt will be made to locate each student listed on the report. The goal of GBISD is to have no students reported as underreported; however, under no circumstances will the count of underreported students exceed 15 students, nor will the percent of underreported students be equal to or more than 1.7%.

****According to the 2015 Leaver Records Data Validation Manual, districts should anticipate an increase in the standards for this indicator beginning in 2016. At that time, the standard for the count of underreported students will decrease to 75, and the standard for percent will decrease to 1.5.**

Once the Superintendent has approved the Underreported Students list as acceptable, the updated information will be submitted through TSDS prior to the deadline for Submission 1 Resubmission.

Submission 2: Midyear Submission (Budget Data)

Submission 2 is performed by the Business Office Manager. The PEIMS Coordinator has no responsibilities for this submission. Please refer to the Business Office Procedures Manual for reference.

Submission 3: Summer Submission

Submission 3 data is used to calculate FSP final allotments, calculate attendance and course completion, create a portion of the AEIS, augment the monitoring of special programs and perform desk audits.

Campus PEIMS Data Clerks and the PEIMS Coordinator will attend the Summer Submission training conducted by Region 9 ESC. The training will provide the data clerks with a list of instructions that must be followed prior to beginning the Summer Submission procedures. The PEIMS Coordinator will constantly review reports created in TxEIS to ensure the Region 9 instructions are in progress.

Each department is required to reconcile with the campus PEIMS Data Clerk or the Special Programs Clerk within the second week of June (first week of summer)

regardless of the time of the last reconciliation. Reports used for reconciliation are signed by department professionals and maintained for a period of no less than five years.

After all Region 9 instructions are completed and each department reconciles with the PEIMS Data Clerks/Special Programs Clerk, the PEIMS Coordinator will extract records pertaining to Submission 3 and process through TSDS. The PEIMS Coordinator will follow the same procedures outlined in Submission 1 to clear FATAL errors, warnings/special warnings and PID discrepancies. After all FATAL errors are corrected, the PEIMS Coordinator will review the Standard and Special reports produced by TSDS. The PEIMS Coordinator will submit the appropriate reports to the appropriate professional staff to review for accuracy and certify with a signature and date. The reports will be kept for a period of no less than five years.

After all FATAL errors, warnings, special warnings are PID discrepancies are addressed, a final submission will be created and submitted to Region 9 ESC through TSDS. Region 9 will review the file and either return to the PEIMS Coordinator for additional corrections, or forward the file to TEA. If the file is returned to the PEIMS Coordinator for additional corrections, corrections will be made and an updated file will be submitted to Region 9 ESC. This will be done until Region 9 ESC is satisfied with the file and forwards to TEA.

Submission 4: Extended Year

Submission 4 data is used to calculate ESY funding, calculate BIL/ESL summer school funding, monitor special programs, submit course completion records for college courses taken over the summer and perform desk audits.

The PEIMS Coordinator will review the attendance records for the summer school program and create attendance records in TxEIS. Only students with documented, acceptable attendance or students who completed dual credit college courses over the summer will be included in the submission.

After summer school has completed, the PEIMS Coordinator will reconcile with the Special Programs Directors. All reports used to reconcile will be certified with the Special Programs Directors' signature and date.

After certification is received, the PEIMS Coordinator will extract the Submission 4 records from TxEIS and submit to TEA through TSDS.

The PEIMS Coordinator will follow the same procedures outlined in Submission 1 to clear FATAL errors, warnings/special warnings and PID discrepancies. After all FATAL errors are corrected, the PEIMS Coordinator will review the Standard and Special reports produced by TSDS. The PEIMS Coordinator will submit the appropriate reports to the appropriate professional staff to review for accuracy and certify with a signature and date. The reports will be kept for a period of no less than five years.

After all FATAL errors, warnings, special warnings are PID discrepancies are addressed, a final submission will be created and submitted to Region 9 ESC through TSDS. Region 9 will review the file and either return to the PEIMS Coordinator for additional corrections, or forward the file to TEA. If the file is returned to the PEIMS Coordinator for additional corrections, corrections will be made and an updated file will be submitted to Region 9 ESC. This will be done until Region 9 ESC is satisfied with the file and forwards to TEA.

PEIMS Data Submission: Records Retention

All reports used to edit, test, analyze and reconcile data for each submission will be retained for a period of no less than five years. The paper documentation is stored in fire proof, locked cabinets located in the locked office of the PEIMS Coordinator. After each submission is APPROVED by the TEA, the PEIMS Coordinator will download each Standard, Special and Turnaround group of reports as a PDF file. The reports are saved to two separate flash drives.

Attendance Accounting Records Retention and Safeguards

The Superintendent of Schools is ultimately responsible for the maintenance and security of the attendance accounting records. The PEIMS Coordinator will closely monitor the records retention and safeguards procedures and immediately report issues and concerns directly to the superintendent as they arise.

Attendance Accounting Records Retention

After the close of the school year and all six weeks and data submission reconciliation procedures are complete with certified reports, the campus PEIMS Data Clerks will store all attendance accounting records, submission records and any additional records as instructed by the PEIMS Coordinator in a storage box. The box will be clearly labeled with the following information:

- Contents
- Box Number
- School Year
- Date the contents of the box can be destroyed.

The storage box will be held at the district's secure archive location for a period of no less than five years.

****Please note, original, signed documentation needed for audit purposes is held in locked cabinets located in the PEIMS Coordinator's locked closet. Such documents are kept for a minimum period of no less than five years.**

Safeguards

The PEIMS Coordinator will assign all access to TxEIS Student Database. Special Program Directors and campus principal must notify the PEIMS Coordinator in writing if an employee needs access to the database. The PEIMS Coordinator will require each user to agree to the following User Confidentiality Agreement by certifying with a signature and date:

I received access to the TxEIS Student Database. I hereby attest all entries made by me in the TxEIS Student Database will be made in accordance with the laws and regulations pertaining to student attendance accounting and are true and correct to the best of my knowledge and belief. I further understand special program staff and directors/administrators will provide all names and coding information of students who are eligible, whose documentation is in order, and who are being served in accordance with an individualized education program (IEP). Special program staff, directors and/or administrators are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of such changes. I agree to keep my TxEIS login ID and password private and will not allow its use by anyone other than myself. I understand allowing another individual to login with my assigned password and ID can be cause for corrective action by administration. If at any time I leave my workstation unattended, I will shut down my session in the TxEIS student database.

After a signed agreement is received by the PEIMS Coordinator, access to the TxEIS Student Database will be given.

The GBISD HR department will notify the PEIMS Coordinator upon termination of any GBISD employee. The PEIMS Coordinator will immediately revoke TxEIS Student Database access to an employee upon separation from GBISD.

TxEIS Backup Strategy (Computerized Attendance Records)

The database is backed up nightly to a compressed file. As well as being stored locally, that compressed file is uploaded nightly to an out-of-district file storage location for safety. Data file corruption can be repaired by reloading the database out of the compressed file. Server loss can be repaired by acquiring new server equipment, installing TxEIS from Region 9's website, and then restoring the data from the off-site file storage location.

TxConnect (Electronic Attendance) User Security Measures

As a security measure, all teachers' txConnect Gradebook login ID's and passwords are cleared from the database at the close of each school year. Prior to beginning each school year, teachers are required to set up a login ID and password as a new user.

This must be done before attendance can be taken.

The GBISD HR department will notify the PEIMS Coordinator upon termination of any GBISD employee. The PEIMS Coordinator will immediately instruct the campus PEIMS Data Clerk to immediately revoke TxConnect access to an employee upon separation from GBISD.

Editing and Testing Data

Editing occurs on each PEIMS submission file before it is accepted into the TEA database. Editing is done at the district, ESC and TEA levels; however, the PEIMS Coordinator has the ultimate responsibility for the data submitted to TEA. The information collected must be complete and accurate. The procedures listed within this manual must be continuously updated and followed to ensure accuracy of district data. The PEIMS Coordinator will periodically review all data entered into TxEIS pertaining to special programs, attendance and discipline.