





ATTENDANCE ACCOUNTING  
PROCEDURES MANUAL  
**2021 - 2022**

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## Introduction

The Student Attendance Accounting Handbook (SAAH), published annually by the Texas Education Agency, is for all school district personnel involved in the student attendance accounting process. No school district official has the authority, either implied or actual, to change or alter any rules, regulations, or reporting requirements specified in the handbook.

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

Every school district is also required to maintain a procedures manual that provides specific, detailed information on the district's attendance accounting system. The procedure manual must include the following information:

- how and when teachers are to take official attendance
- how attendance is entered into the attendance accounting system
- which 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
- which position is responsible for the maintenance and security of the attendance accounting records

This procedure manual contains guidance regarding the attendance accounting processes at HMPS. The procedures can change at any time and shall be superseded by any changes in the Student Attendance Accounting Handbook. Excerpts from the SAAH are contained throughout this procedures manual. For more information, employees may refer to the Student Attendance Handbook, posted on the TEA Website at [www.tea.state.tx.us](http://www.tea.state.tx.us).

*The standardized attendance accounting handbook = SAAH  
The standardized reporting system = PEIMS*

## Overview

The purpose of this manual is to:

- set forth data quality standards
- establish standard enrollment, withdrawal, and PEIMS coding procedures for the HMPS
- establish standard attendance accounting procedures for the School District
- inform of the legal requirements of attendance accounting and recording leavers

## References

- Student Attendance Accounting Handbook (SAAH), *Texas Education Agency*
- Texas Student Data System (TSDS), *Texas Education Agency*
- HMPS Student-Parent Handbook
- HMPS School Board Policy

# General Information

## Attendance, Admission and Enrollment

Student attendance, admission and enrollment are governed by state law. Each of these areas is addressed within these procedures.

## Compulsory Attendance

According to state law (TEC 25.085), a student who is at least 6 years of age as of September 1 of the applicable school year is required to attend public school until the student's 19th birthday, unless the student is exempt under state law (TEC 25.086). This state law also applies to students below the age for compulsory attendance during any period that the student is voluntarily enrolled in prekindergarten or kindergarten. Likewise, a student who voluntarily enrolls in or attends school after the student's 19th birthday is required to attend each school day for the entire period the program of instruction for which the student is enrolled is offered.

Exemptions in the state compulsory attendance law include:

- Expelled students
- Excused absences – these absences are not counted when determining the number of absences that trigger a referral or complaint for failure to comply with the compulsory attendance requirement.

The district has designated the following position(s) to serve in the capacity of a **School Attendance Officer**.

### **Attendance Officer (Parent Liaisons)**

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

- Investigate each case of a violation of the compulsory attendance requirements
- Enforce compulsory school attendance requirements by: 1) applying truancy prevention measures, and 2) if the prevention measures fail, referring the student and parent to the appropriate court
- Monitor school attendance compliance by each student investigated by the officer
- Make home visits or otherwise contact the parent of a student that is in violation of the requirements. The officer may enter a student's residence only with permission of the parent or owner of the residence.
- At the request of a parent, to escort a student from any location to the school campus to ensure the student's compliance with compulsory school attendance requirements.

According to state law (TEC 25.095), the officer must file a complaint or referral for 10 or more unexcused absences within a six (6) month period, within 10 school days from the date of the student's 10th absence.

In an effort to comply with the state law regarding compulsory school attendance, the School Attendance Officer shall, with the assistance of the Attendance Clerk, follow the procedure outlined below:

- Notify parents at the beginning of the school year regarding the attendance requirement (included in the Student Handbook)
- Monitor excessive absences on a weekly basis. According to state law, tardies are generally not considered absences for the purposes of compulsory attendance enforcement.
- Notify the parent of a student with more than 3rd unexcused absences with a written letter stating that the student has excessive absences which may result in developing a truancy prevention measure plan.
  - If the truancy prevention measure plan fails then the district attendance department process with a referral to appropriate truancy court.

## Attendance for Credit (90% Rule)

State law (TEC 25.092 and 11.158) contains a provision of law commonly referred to as “the 90 percent 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 percent of the days the class is offered. A student who is in attendance for at least 75 percent, but less than 90 percent, 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.

## Student Admission

According to state law (TEC 25.001), a student, who is at least five (5) years of age and less than 21 on September 1<sup>st</sup> of a school year is entitled to admission to a school district. There are some exceptions to the age of 21 rule for special education students.

Horizon Montessori Public Schools prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend accordance with the Texas Education code. However, the charter does reserve the right to exclude a student who has a documented history of a criminal offense(s), juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Texas Education Code. HMPS has chosen to admit students to the district subject to rules and procedures established in Board Policy and local policy which can be found on the district's website at [www.hmps.net](http://www.hmps.net).

The ten (10) bases for admission include:

1. Student and *either* parent reside in the school district.
2. Student lives in Texas and the parent resides in the district approved *Geographical Boundaries* or the parent is a joint managing conservator, sole managing conservator, or possessory conservator of the student as verified by an order of the court.
3. Student and the student’s “guardian or other person having lawful control of the student under a court order” reside within the school district.
4. Student who is under 14 years of age establishes a residence for the purpose of attending the public schools apart from the student’s parent, guardian or other person having lawful control. The exclusions for this basis should be carefully reviewed and evaluated by the campus principal prior to admitting a student under this basis.
5. Student is “homeless” as defined by federal law. All admission requests under this basis shall be referred to the district’s Homeless Liaison, District Parent Coordinator.
6. Student is a foreign exchange student and the student is placed with a host family that resides in the school district under a nationally recognized foreign exchange program.
7. Student is residing at a residential facility located in the school district.
8. Student is in foster care and the foster parent resides in the district.

There are additional eligibility criteria 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 reserve 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 [www.tea.state.tx.us](http://www.tea.state.tx.us)

## Student Enrollment

Each campus shall ensure that appropriate measures are taken to verify, on enrollment, that a student is entitled to enroll in the district under the TEC, §25.001. The required records are 1) birth certificate or other proof of identify, 2) the child's records from the school most recently attended, and 3) immunization records. These are the only records statutorily required for enrollment.

The district also requires the following records for enrollment:

- Proof of residency such as Housing Lease
- Social Security number for PEIMS purposes\*

\*Note: A student shall not be denied enrollment pending receipt of these records.

If the student's entitlement is contingent on the residency of a person, examples of methods of verifying residency include lease information or verifying with designated district personnel that the applicable residence is within the boundaries of your district. Residency is not defined by an address on a driver's license, a signature on a lease, or the address on a utility bill. These are indicators that may expedite verifying residency, but the absence of such indicators is not conclusive that the student is not a resident. The traditional basic residence criteria are living in the district and having the present intention to remain there. A student who does not reside in Texas is not entitled to enroll in a Texas public school under the TEC, §25.001, on the basis of another person's residency, including the residency of the student's parent or grandparent.

On a student's enrollment in the district, each campus should make a bona fide effort to secure all records and required documentation pertaining to the student from the previous district and/or the parent or other person with legal control of the student under a court order, if applicable. A list of required documentation and other enrollment requirements, such as discrepancies in student names, failure to receive school records, homeless students, and immunizations, are included in Section 3 of the SAAH.

## Student Eligibility for Attendance

The appropriate eligibility code must be recorded for each student upon enrollment in the district. A summary of the eligibility codes is noted below:

Eligibility Code 0	Student is not eligible for state funding (attends less than 2 hours of instruction each school day or the student has met all graduation requirements).
Eligibility Code 1	Student is eligible for full-day attendance (receives at least 4 hours of instruction each school day).
Eligibility Code 2	Student is eligible for half-day attendance (receives at least two, but less than 4 hours of instructional each day.)
Eligibility Code 3	Student is a non-resident of the district, is legally into the district, and is provided instruction for at least 4 hours
Eligibility Code 4	Student is not eligible for ADA but is provided at least 4 hours of instruction each school day (underage and overage students are the most common)
Eligibility Code 5	Student is not eligible for ADA but is provided at least 2 but less than 4 hours of instruction each school day.
Eligibility Code 6	Student is non-resident of the district, is legally transferred into the district, and is provided at least 2 hours, but not more than 4 hours of instruction each school day.
Eligibility Code 7	Student is eligible for participation, enrolled in, and provided instruction in an alternative attendance program, such as OFSDP or HSEP.
Eligibility Code 8	Student is ineligible for participation, enrolled in, and provided instruction in an alternative attendance program, such as OFSDP or HSEP, but is enrolled and provided instruction in the program.

### Note



All PK students should be coded with an Eligibility Code of 2 or 6 (half-day), as appropriate. If a PK is eligible for (and attends) PK and PPCD for ½ day under each program, then the appropriate code would be an Eligibility Code of 1 or 3 (full day), as appropriate.

## Age Eligibility for Attendance

Student must meet the age eligibility to attend Texas public schools for FSP funding. The SAAH, Section 3.2.3 includes a table with the age requirements for students.

If the school year starts before the student's birthday, the student is eligible to attend school for the entire year as long as he or she will be required age on or before September 1<sup>st</sup>.

Of special note is the section related to a child of a military family. The SAAH states that: *A child of a military family who moves to your district from another state that is a member state of the Interstate Compact on Educational Opportunity for Military Children is entitled to continue enrollment at the same grade level, including kindergarten, that he or she was enrolled in that other state regardless of the child's age. Also, a child of a military family who moves to your district from another state that is a member of the compact and who has*



satisfactorily completed the prerequisite grade level in that other state is entitled to enroll in the next highest grade level, regardless of age. These children would meet minimum age eligibility requirements for generating ADA, provided applicable.

#### Note



Clarification was received from TEA as noted below: A military dependent who is 4 years old and enrolled in Kindergarten is eligible for ADA purposes if the 4 year is successfully completed Prekindergarten in the previous location and the student would have been eligible to attend Kindergarten at age 4 if the student had continued to reside in the previous location.

### Withdrawal from School

Each campus shall withdraw a student from the attendance accounting system on the date that the campus becomes aware that the student is no longer a member of the district. With proof of enrollment in a different campus, retroactive withdrawals are permitted to the day a student enrolls in a different campus. All attendance records must be updated to reflect the change in withdrawal date.

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

### First Day of School & No-Show Procedures

Each campus shall obtain accurate first day counts by requesting each teacher to certify the students that are physically present in their class on the first day of school. Students that are not present on the first day of school shall be coded as a “no-show”. A Student No-Show Report (SGR1950) shall be generated by the registrar/attendance clerk and forwarded to the campus principal for review and signature of approval.

The First Day Attendance Procedures are included in the Appendix section.

#### Note



No student is absent the first day of school/enrollment. The enrollment date is changed to the first day the student is physically present in school.

### Attendance Calendar

The Attendance Calendar reflects the start and end dates for every 6-week cycle. The start and end dates for the current school year are:

Elementary/Middles Schools {180 Days}		
Cycle	Start Date	End Date
1	08/10/21	09/23/21
2	09/27/21	11/11/21
3	11/15/21	01/21/22
4	01/24/22	03/03/22
5	03/07/22	04/22/22
6	04/25/22	06/02/22

Six Weeks Reports Due		
Cycle	From Campus	To State
1	09/30/21	10/01/21
2	11/18/21	11/19/21
3	01/27/22	01/28/22
4	03/10/22	03/11/22
5	04/28/22	04/29/22
6	06/09/22	06/10/22

The Attendance Calendar is included in the Appendix section.

### Attendance Processing Timeline

An annual timeline with submission dates shall be posted on the Business Webpage. Campuses and departments shall comply with all timelines. The Attendance Processing Timeline is included in the Appendix section.

### TEA Attendance Audits

There are twelve (12) student attendance audit queries used by TEA to conduct the Limited Scope Audits.

1. Duplicate Attendance
2. Student with Perfect Attendance and No Course Completion Indicator
3. Students Coded Ineligible Code “4” or “5”, or not in Membership Code “0”, on the Snapshot date but coded Eligible for Attendance on the End-of-Year Submission
4. Students Enrolled in Kindergarten Under Five Years Old
5. Prekindergarten Eligibility
6. Early Education Students with No Special Education Setting or Speech Therapy Only
7. Early Education Students with a Special Education Setting of Mainstream
8. Bilingual/ESL Students Eligibility Coding on the Snapshot
9. Homebound and Hospital Class School Students Earning Career & Technology Contact Hours

Each campus should review their respective attendance and PEIMS reports to ensure that any potential audit findings are identified and resolved prior to submission of the attendance data through the Summer PEIMS Submission.

### Definition & Glossary

Several common definitions and terms used in attendance accounting are included in Sections 12 and 13 of the Student Attendance Accounting Handbook.

### Attendance Accounting Personnel

The following personnel are directly and/or indirectly responsible for the collection, recording and reporting of attendance accounting information, including student eligibility, special program participation, student class schedules and grades, and other data submitted to TEA through PEIMS.

All attendance accounting personnel must comply with the *TEA Student Attendance Accounting Handbook* and *PEIMS Data Standards*.

## Classroom Teachers

- Set up a username and password in the **Ascender** system
- Take attendance at the appointed snapshot time each day **(by 9:15 a.m.)**  
All attendance data shall be accurate and final. **Middle School and High School teachers will post attendance every period at the beginning of class except for 2<sup>nd</sup> period which is 9:15 a.m.**
- Ensure that their security password for the automated attendance system (**Ascender** Gradebook) is not shared with any other employee
- Sign and date the Class Attendance Verification Report at the end of each six weeks.
- Sign and date the Teacher Membership Roster at the end of the 1<sup>st</sup> and 4<sup>th</sup> six weeks.

## Counselors

- Be responsible for student schedule changes in the student information system (**Ascender** Gradebook).
- Notify appropriate teachers, assistant principals, registrars and attendance clerks of schedule changes.
- Verify completed schedule changes. (The integrity of attendance rosters/records is compromised when scheduling changes are not maintained correctly and/or when incorrect dates are entered.)

## Attendance Clerks

- Enter all attendance data changes in the student information system (**Ascender**) on a daily basis.
- Contact parent/guardian to verify/document absence reason.
- Comply with all written campus/district attendance accounting procedures.
- Override teacher absence code with corrected absence code based on verification and documentation. (If no attendance office override, the teacher entry is final and reported to TEA.)
- Maintain the Cycle Balancing Worksheet on a daily basis and utilize the worksheet to verify that the end-of-cycle attendance reports are accurate.
- Run attendance reports to verify daily, cycle, semester and end-of-the year attendance data. Refer to Checklist of Attendance Reports in the Appendix section.
- Maintain all attendance reports in chronological order.
- Generate daily report of student(s) who have excessive consecutive absences upon request.
- Generate and mail attendance letters for students who have accumulated excessive absences, upon request.
- Generate and retain signed copies of the Class Attendance Verification Report at the end of each six weeks.
- Generate and retain signed copies of the Teacher Membership Roster at the end of the 1st and 4th six weeks.
- Generate and reconcile the Student Detail, Campus Summary, and Contact Hours Reports every six weeks. Obtain principal signatures on reports at the end of each six weeks. Submit a copy of the signed Contact Hours Report to the District PEIMS Coordinator.
- At the end of the year, after final attendance has been entered, generate the Student Detail Report and Campus Summary report for all 6 six weeks; clerk and principal will sign signature pages. Reports should be stored in paper format.
- Serve as a backup to the Registrar.
- Enter and withdraw students on the **Ascender** student information system on a daily basis.
- Ensure that student eligibility codes are accurate.
- Ensure that every non-resident student has an approved Transfer Application on file and that the appropriate eligibility code (transfer full-day 3 or transfer half-day 6) is entered in the **Ascender** student information system.

- Enter all special program data received from the campus principal, counselor, or special program directors/coordinators and effective dates of such changes.
- Enter and validate all Registration, Discipline, Grade Reporting, Scheduling, and PEIMS data.

### Assistant Principal

- Communicate with the attendance clerk when a discipline assignment results in out-of-school suspension (OSS), in-school suspension (ISS) or assignment to DAEP.
- Serve as the School Attendance Officer.
- Monitor students with excessive absences by requesting an excessive absence report from the Campus Secretary/Attendance Clerk.

### Campus Principal

- Monitor timely implementation of district/campus attendance procedures.
- Oversee the campus-wide attendance accounting data collection, recording, and reporting.
- Recommend an Attendance Committee to the Superintendent on an annual basis.
- Work cooperatively with the special program directors/coordinators in identifying students eligible for special programs and providing the coding information to the registrar/attendance clerk.
- Designate and provide training for a campus alternate attendance assistant to support the attendance process during any temporary absence of the attendance clerk.
- Review the Campus Summary Reports and Student Detail Reports each six weeks for inconsistencies and/or any data totals with exceptionally high/low values.
- Sign and date the reports at the end of each six weeks and the year verifying student data. (Principal's Contact Hours Report). The principal affirms that he/she has checked, or caused to be checked, the accuracy and authenticity of the attendance data.

### Special Program Directors/Coordinators

- Assist the Campus Principal in identifying students eligible for special programs and providing the coding information to the registrar.
- Ensure that the registrar is aware of any changes in a student's services and effective dates of such changes.
- Review appropriate special program data and totals for accuracy at the end of each six weeks.
- After reviewing/verifying special program data advise corrections to or acceptance of report via email to the registrar.

### District PEIMS Coordinator

- Assist campus and department staff with student information system support
- Generate extracts and edits of attendance accounting data for submission through PEIMS
- Work cooperatively with the campuses to ensure that all required reports are generated and filed for audit purposes
- Perform random reviews of attendance data integrity and report findings to the Executive Director of Finance & Operations

### Executive Director of Finance and Operations

- Monitor the average daily attendance (ADA) rates throughout the year to adjust the FSP revenue estimates, as appropriate
- Develop and maintain attendance accounting procedures, forms, and workflows with input from campus and department stakeholders.

- Sign and date the Teacher Membership Rosters at the end of the 1<sup>st</sup> and 4<sup>th</sup> six weeks.

## Superintendent

- Oversee the district-wide attendance accounting data collection, recording, and reporting.
- Sign and date the reports at the end of each six weeks and the year verifying student data. (Superintendent's Contact Hours Report)
- Approve and submit the attendance accounting data through PEIMS.
- Ultimately responsible for accuracy and safekeeping of all attendance records and reports.

### Note



Effective September 1, 2013, the penalty for intentionally or knowingly submitting false PEIMS data is a third or second-degree felony.

## Official Attendance Times

The district must ensure that attendance is taken during the second or fifth instructional hour of the day or its equivalent. The official attendance time shall be **9:15 a.m.** at the Elementary and Secondary. All teachers shall record student attendance at the official attendance time. According to TEA, original documentation may not be created after-the-fact. Original documentation that is not created at the time of attendance will not be accepted by agency auditors.

Alternate official attendance times shall be used, as appropriate, due to the following situations:

Activity or Event	Alternate Official Attendance Time
Delayed start of school due to health or safety (such as bad weather)	11:30 a.m. at Elementary
Early Release of school (waiver days)	9:15 a.m. at Elementary
Standardized achievement tests or final exams	8:15 a.m. at Elementary
Field Trips	8:00 a.m. at Elementary

## Attendance Accounting System

The district attendance accounting system is comprised of an automated attendance system (Ascender Gradebook) and a student information system (**Ascender**). Teachers are required to post attendance on a daily basis at the official attendance time. The attendance clerk shall import the automated attendance data to the student information system, Attendance Module. All corrections to the teacher postings shall be entered in the student information system by the attendance clerk. All changes shall be supported by documentation such as office logs, list of students at board-approved activities, medical certifications, class admission slips, attendance change form etc.

The PEIMS Department shall ensure that all state requirements for automated attendance systems related to password access, timing out due to inactivity, audit trail for posting time, and daily backup of data are adhered to at all times.

## Attendance-Taking Rules

Each teacher or other school employee who records student attendance must certify, in writing, that all such records are true and correct to the best of his or her knowledge and that the records have been prepared in accordance with laws and regulations pertaining to student attendance accounting by signing and dating the record of attendance within one calendar week of the attendance recorded.

General attendance-taking rules include the following:

- Teachers shall post attendance data on a daily basis at the official attendance time
- No tardies shall be posted during the official attendance period(s)
- Attendance clerks shall post attendance data corrections upon receipt of supporting documentation
- No changes to the attendance data shall be posted after 5 calendar days
- Signature stamps or pencil signatures are not acceptable
- Using a student sign-in sheet is not an acceptable method of taking attendance
- Ink must be used to make all manual entries on attendance records
- Manual entries may not be recorded using pencil, liquid correction fluid, or signature stamps
- If errors are made on an official attendance document, strike through the error, enter corrections nearby, and initial the change.

Substitute teachers shall take attendance at the official attendance time on a paper attendance roster provided by the attendance clerk (SAT3500) The clerk shall enter the attendance data in the student information system (Ascender) and retain a copy of the paper attendance roster for audit purposes.

The district locally defined attendance codes are noted below:

Posting Code	Description	ADA Code	Prepost	Absence
A	Excused Absence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A
B	Homebound - Present	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F
C	Court Appearance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C
D	Mentorship Excused	<input type="checkbox"/>	<input checked="" type="checkbox"/>	D
E	School Related Ab. UIL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E
F	School Related Ab. Non-UIL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F
G	Counselor's Office	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F
H	Visit Higher Ed. Institution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	H
I	Citizenship Paperwork/Ceremon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I
J	ISS/AEP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	J
K	Act As Election Clerk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	K
L	Principal's Office	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F
M	Medically Excused	<input type="checkbox"/>	<input checked="" type="checkbox"/>	M
N	Nurse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F
O	Out of School Suspension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	U
P	Present	<input type="checkbox"/>	<input type="checkbox"/>	P
Q	PRS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F
R	Religious Holiday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	R
S	Screening for Medicaid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	S
T	Tardy	<input type="checkbox"/>	<input type="checkbox"/>	T
U	Unexcused	<input checked="" type="checkbox"/>	<input type="checkbox"/>	U
V	Funeral/Taps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	V

The ADA code is used to indicate that an absence is not counted for ADA purposes. All absences are posted as "unexcused". After three (3) days, the absence shall be changed to "excused" by the registrar/attendance clerk in the student information system if the parent provides documentation to verify that the absence was excused.

## Requirements for a Student to be Considered Present for Funding Purposes

According to the Student Attendance Accounting Handbook (SAAH) for official attendance accounting purposes (funding), “excused” and “unexcused” absences do not exist.

Students present at school during the “official attendance time” are counted present for funding. Therefore, teachers must post a student “absent” at the official attendance time if the student is not present in class at the official attendance time. The Attendance Clerk is authorized to change the attendance of a student *if* documentation (such as an admit slip) exists to support that the student was present at school at the official attendance time.

The SAAH further states that, a student not on campus at the time attendance is taken may be considered in attendance for funding purposes if the student meets one of the exceptions below and the appropriate attendance documentation is filed for audit purposes:

- Student is participating in an activity that is approved by the Board of Trustees and is under the direction of a professional staff member of the district or an adjunct staff member
- Student is participating, with school board approval, in a short-term class that is provided by the TSBVI or TSD
- Student is participating in a mentorship approved by district personnel under the Distinguished Achievement Program
- Student misses school for the purpose of observing religious holy days, plus travel (1 day of travel to and 1 day of travel from the event)
- Student is enrolled in grades 6 through 12 and misses school for the purpose of sounding “Taps” at a military honors funeral held in Texas for a deceased veteran
- Student misses school for the purpose of attending a required court appearance, including travel (1 day for travel to and 1 day for travel from the court appearance)
- Student is in the conservatorship of the Department of Family and Protective Services and missed school related to appropriate activities, including travel (1 day for travel to and 1 day for travel from the activity)
- Student 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 travel (1 day for travel to and 1 day for travel from the government office)
- Student misses school for the purpose of taking part in the student’s own US naturalization oath ceremony, including travel (1 day for travel to and 1 day for travel from the event)
- Student is temporarily absent due to a documented, face-to-face appointment for the student or the student’s child that is with a health care professional licensed to practice in the US. To be considered temporarily absent, the student must begin classes or return to school on the same day as the appointment and must submit a note from the health care professional to document the appointment.
- Student 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, or is immediately returned from

continuous deployment of at least four (4) months outside the locality where the parent, stepparent, or guardian regularly resides. This type of absence is limited to 5 days in a school year and is 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 copy of the deployment orders must be obtained from the parent, stepparent or guardian to verify that the absence meets the legal requirements. The Notification of Student Extended Absence Form shall be completed by the parent and approved by the campus principal. A copy of the Notification of Student Extended Absence Form is included in the Appendix.

### Special Program Coding

All students earn state funding (FSP) for each day in attendance. Students eligible, identified and served in a special program, such as Special Education, Bilingual/ESL, Career Technology, etc., earn additional state funding. To claim a student for special program funding purposes, complete documentation that proves the eligibility of the student must be on file.

A List of the Special Program Coordinators are listed below:

Department	Coordinators	Phone
Bilingual/ESL Title III	Lizet Velanciana	956-969-3092
Career & Technical Education		956-969-3092
Federal Programs	Tammy Garza	956-969-3092
Gifted and Talented	Lizet Velanciana	956-969-3092
Migrant Education		956-969-3092
Parental Involvement	Yolanda Cantu	956-969-3092
Special Education	Ludivina Vasquez	956-969-3092

The major roles of the special program coordinators will be to: 1) ensure that all required documentation for entry and exit from special programs is retained for audit and 2) prepare and submit the special program-coding sheet (form) to the campus registrar.

Although school districts may serve any student in a special program, the only time that a student may be coded as an eligible participant in a program/setting, thereby generating special program funding, is when the student meets all the eligibility requirements and all documentation is complete and on file.

For districts to receive the maximum amount of funding for all their students, the following personnel must be aware of their individual responsibilities and must work together to assemble the required documentation at the earliest possible time: central and campus administrators, special program staff, teachers, and registrars/attendance clerks.



Guidance for each special program is contained in the SAAH. Excerpts for each of the special programs address the unique provisions for the program

### Note



In no case shall a registrar/attendance clerk be assigned the responsibility of determining a student's special program coding. Special program staff, directors, and/or teachers should provide them with names coding information of all students who are eligible, whose documentation is in order, and who are being served in the special program.

## Special Education - SAAH – Section 4

All special education coding and documentation shall be in accordance with Section 4 of the Student Attendance Accounting Handbook. Staff responsible for special education coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

Homebound Instructional Log is depicted in the Exhibit Section.

Special education students receiving homebound services shall be coded “present” in accordance with the SAAH homebound requirements. Specifically, the certified special education teacher that provides homebound instruction shall submit a Homebound Attendance Roster to the registrar/attendance clerk every week that homebound services are provided to a student.

A student who receives special education and related services in the special education homebound instructional arrangement/setting earns eligible days present (generates contact hours and thus funding) based on the number of hours the student is served at home or hospital bedside by a certified special education teacher each week. Use the following chart to calculate eligible days present:

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

A student shall be withdrawn from the special education program when one of the following occurs:

- Student withdraws from the campus,
- The ARD determines that the student is no longer a child with a disability and therefore no longer eligible for special education, or
- The parent(s) revoke consent in writing for their student's receipt of special education services.

The special education staff shall notify the registrar/attendance clerk of the dismissal from special education, including the effective date. The registrar/attendance clerk shall post the withdrawal in the student information system (Ascender).

The Special Education Log shall be used by all special program staff to collect, record and transmit the coding information to the registrar/attendance clerk.

### Career & Technology Education (CTE) – SAAH Section 5

All CTE coding and documentation shall be in accordance with Section 5 of the Student Attendance Accounting Handbook. Staff responsible for CTE coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to CTE.

The counselor or CTE staff shall develop the campus master schedule, to include all approved CTE courses. TEA-approved, Innovative courses, if any, shall be approved by the site-based committee and the Board to be eligible for CTE funding. All teachers assigned to teach CTE courses must be qualified and certified to teach the assigned CTE course(s):

The student's class schedule shall be the primary record that the student was enrolled and participating in a CTE course. Students in grades 6 through 12 are eligible to be served in CTE programs; however, only students in grades 9 through 12 are eligible for CTE contact hours (funding). The maximum number of contact hours that may be claimed for a student is six (6) contact hours. The CTE code for each course is determined by the average minutes per day in a CTE course(s). The total CTE code is calculated by adding the CTE code for each student course(s). Use the following chart to determine the CTE codes to use for coding students.

CTE Code	Average Minutes per Day in CTE Course
V1	45-89 minutes
V2	90-149 minutes
V3	150-180+ minutes

#### Note



The average minutes per day under the district's block schedule must be computed by reviewing a complete cycle of courses, i.e. 10 days of instruction.

The CTE coding is included in the Appendix section.

A student shall be withdrawn from the CTE program when one of the following occurs:

- Student withdraws from the campus, or
- The student changes his/her class schedule and ceases to be enrolled in a CTE course.

The counselor or CTE staff shall notify the registrar/attendance clerk of the withdrawal from CTE eligibility, including the effective date. The counselor or CTE staff shall also notify the registrar/attendance clerk when a student schedule changes that results in a change to the CTE code. The registrar/attendance clerk shall post the withdrawal and/or change in CTE code in the student information system (**Ascender**).

### Bilingual/English as a Second Language (ESL) – SAAH Section 6

All Bilingual/ESL coding and documentation shall be in accordance with Section 6 of the Student Attendance Accounting Handbook. Staff responsible for Bilingual/ESL coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to Bilingual/ESL.

To be eligible for Bilingual/ESL state funding, a student in the Bilingual/ESL education program must meet the following requirements:

- Have a language other than English indicated on the home language survey;
- Be considered Limited English Proficient (LEP) because of the student's test score fell below the cutoff scores as noted below:
- Grades PK through 1st: scored below an oral language proficiency test (OLPT)
- Grades 2 through 12: scored below an oral language proficiency test, or a norm-referenced standardized test in English (reading and language arts);
- Be recommended for placement in the program by a language proficiency assessment committee (LPAC); and
- Have a record of parental approval to place the LEP student in a Bilingual or ESL education program. (Parent must sign and date a permission form.)

#### Note



The district must place the student in the Bilingual/ESL program on the date the LPAC recommends placement, but may not count the student for BL/ESL state funding until the written, parent approval is received. If a parent denies the placement, the district must discontinue serving the student in this program. The state funding is effective on the date the parent approval is received.

The Bilingual/ESL program coding is included in the Appendix section.

A student shall be withdrawn (exited) from the Bilingual/ESL program when one of the following occurs:

- Student withdraws from the campus,
- The LPAC classifies the student as English proficient, or
- The parent requests in writing to remove his or her child from the program and place the child in a regular education classroom.

The LPAC is required to conduct an annual review of the placement in the Bilingual/ESL education program. Changes, if any, shall be recorded and submitted to the registrar/attendance clerk. The initial parental approval remains in effect until the LEP student is exited from the program.

The counselor/Bilingual or ESL staff shall notify the registrar/attendance clerk of the dismissal from the Bilingual/ESL program, including the effective date. The registrar/attendance clerk shall post the withdrawal in the student information system (**Ascender**).

### Prekindergarten (PK) – SAAH Section 7

All prekindergarten coding and documentation shall be in accordance with Section 7 of the Student Attendance Accounting Handbook. Staff responsible for prekindergarten coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

To be eligible for prekindergarten state funding, a student in the prekindergarten program must be 3 or 4 years of age on September 1<sup>st</sup> of the current school year and meet *one* of the following requirements:

- Unable to speak and comprehend the English language (documentation – Home Language Survey or OLPT);
- Educationally disadvantaged (eligible for NSLP free or reduced lunch program);
- Be homeless;

- Be the child of an active-duty member of the armed forces;
- Be the child of a member of the armed forces who was injured or killed while serving on active duty; or
- Has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) following an adversary hearing.

Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year.

PK classes must operate on a full or half-day basis. Students who meet the eligibility requirements for the PK program should be coded eligible half-day (ADA eligibility code 1 or 2). A student who meets the requirements for the PK program and the PPCD program and is served ½ day in PK and ½ day in PPCD should be coded to eligible full-day (ADA eligibility code 1).

#### Note



The district provides a full-day PK program as a local option; however, all PK students are should be coded eligible half-day (ADA eligibility code 2)

Prekindergarten program coding chart is depicted in the Exhibit Section.

### Gifted & Talented (GT) – SAAH Section 8

All Gifted & Talented program coding and documentation shall be in accordance with Section 8 of the Student Attendance Accounting Handbook. Staff responsible for Gifted & Talented program coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

Final selection of students to be served in the Gifted & Talented program must be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.

The district written policy EHBB (Local) on student identification has been approved by the board of trustees and disseminated to parents. The policy is available at [pol.tasb.org/home/index/260](http://pol.tasb.org/home/index/260)

To claim Gifted & Talented state funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student with a Gifted & Talented indicator code of 1. The indicator code must reflect the student's services in the GT program for each 6-week reporting period. The district must also keep on file a class roster of all students who are served in the Gifted & Talented program in each school year.

The Gifted & Talented PEIMS Form is included in the Appendix section.

A student shall be withdrawn (exited) from the Gifted & Talented program when one of the following occurs:

- Student withdraws from the campus,
- The district decides the student must be withdrawn from the program according to the local board-approved exit policy EHBB (Local), or
- The parent requests that the student no longer be served in the program.

The Gifted & Talented PEIMS Form shall be used by all counselor or GT staff to collect, record and transmit the coding information to the PEIMS clerk.

## Pregnancy-Related Services (PRS) – SAAH Section 9

All PRS program coding and documentation shall be in accordance with Section 9 of the Student Attendance Accounting Handbook. Staff responsible for PRS program coding should be familiar with and use the SAAH to ensure that all coding is compliant with the laws, rules and regulations related to special education.

At the present time, the district does not offer a PRS program.

## Reconciliation of Student Membership

Student membership from the teacher's roster is to be reconciled to the attendance accounting records at the end of the first and fourth 6-week reporting periods. The reconciliation is to verify that all students are reported on attendance records and that "no show" students have been purged from the attendance accounting system.

The Teacher Membership Report (SAT0671) for 2<sup>nd</sup> shall be used before the end of the first and fourth 6-week reporting periods to show the total number of students in membership in each teacher's class during the official attendance period. On the date indicated on "Attendance Timeline" of the 1<sup>st</sup> and 4<sup>th</sup> six-week cycle, the attendance clerk shall print and distribute the 2nd period Teacher Membership Reports. Each teacher shall sign the Membership Report for their 2<sup>nd</sup> period respective class(es).

The total number of students in membership shall be reconciled (by the attendance clerk) to the total number of students listed in attendance accounting records, i.e. the Campus Recap Report (SAT1000). The signed Teacher Membership Reports and Campus Recap shall be signed by each campus principal and forwarded to the District PEIMS Coordinator for reconciliation with the District Recap Report (SAT1100). After reconciliation, the reports shall be forwarded to the District PEIMS Coordinator (Executive Director of Finance & Operations) for final review and signature. The reports shall be filed for audit purposes with the 1<sup>st</sup> and 4<sup>th</sup> six-week attendance records.

The reconciling the teacher's roster information and attendance accounting records is included in the Appendix section.

## Required Documentation (Reports)

The student attendance data asked for an audit must be organized into three distinct data sets: the Student Detail Report, the Campus Summary Report(s), and the District Summary Report.

The attendance clerk shall generate Student Detail Reports and Campus Summary Reports for each 6-week reporting period.

The data totals for all Student Detail Reports (SAT0600) must add up to respective totals on the Campus Summary Report (SAT0900). Likewise, data totals for all Campus Summary Reports must add up to respective totals on the District Summary Report (SAT0900). For schools offering multiple tracks, student detail must be summarized by individual tracks. (SAT0920)

After the attendance clerk has reconciled and signed the Student Detail and Campus Summary reports, the reports shall be forwarded to the campus principal for review and signature of approval. The campus principal

shall review both reports for reasonableness. A copy of the signed Campus Summary report shall be forwarded to the District PEIMS Coordinator. The reports must be retained for audit purposes for five (5) years.

The District PEIMS Coordinator shall reconcile the individual Campus Summary Reports with the District Summary Report. The District Summary Report shall be forwarded to the superintendent for review and signature of approval.

#### Note



The District PEIMS Coordinator shall generate and forward a District Attendance & Contact Hours Report (SAT 0905) to the Executive Director of Finance & Operations every 6-week period for the purposes of monitoring ADA and state funding throughout the school year.

At the end of the school year, the District PEIMS Coordinator shall generate and reconcile a District Attendance & Contact Hours Report (SAT0950) from the student information system (**Ascender**) with the PEIMS Superintendent's Reports of Student Attendance (PRF7D001-005). In addition, the Comparison of Current and Prior Year Attendance (PRF7D008) must also be reviewed for reasonableness.

The final review of the reports shall be conducted by the District PEIMS Coordinator and Executive Director of Finance & Operations. After review and reconciliation, the superintendent will be notified that the attendance data is ready for submission to the TEA through the summer PEIMS submission.

#### Note



If any 6-week cycle reports have changed since the original submission by the campus principal to the District PEIMS Coordinator, the reports must be printed, verified and signed by the campus principal before filing them for audit purposes.

Additional required documentation includes, but is not limited to the following:

- Grade books to support student's special program service
- Period absence reports, if used, signed and dated within one calendar week of the attendance by the teacher and/or teacher substitute
- For paperless attendance accounting systems (TxGradebook), sufficient documentation to support any changes to posted absences such as:
  1. Class admit slips or other documentation to prove that the student was on campus in an administrator's or counselor's office, clinic, or with other school official at the time of attendance was taken.
  2. Documentation to support that the student was attending a board-approved activity accompanied by a certified teacher, signed by the person who supervised the student
  3. Documentation to support that the student was at a medical appointment
  4. Other exceptions as listed in the SAAH, Section 2.3.5 Additional Required Documentation.
- Copies of the student's class schedule if the student had a program change, including the dates of entry or withdrawal from the program
- Copies of any approved waivers that affect funding (such as early release days)
- Copy of the "official" school calendar (including days of instruction, bad weather days, holidays, and each 6-week reporting period clearly identified)

- Documentation that indicates the meaning of all locally designed codes in the attendance system

Checklists of required reports at the end of each cycle, semester and school year are included in the Exhibit Section.

### Retention, Maintenance, and Security of Records

All attendance records must be provided to the TEA Financial Audits Division within 10 working days upon request; therefore, it is essential that all attendance records for the entire school year be retained and maintained in a secure environment for the entire five-year (5-year) retention period.

Attendance will be considered undocumented if documentation of the attendance either is missing or is so inadequate that a reasonable person could not conclude from the documentation that the attendance it is intended to support actually occurred. If attendance is undocumented at the days of attendance level, any special program attendance based on those days of attendance also will be considered undocumented. The adjustment to the FSP allotment for any undocumented attendance will apply to the time period for which documentation was missing or inadequate. For example, if the documentation provided to support a particular campus' daily attendance for a semester consisted only of period absence slips for certain students and no documentation was provided showing the names of students present for classes each day, the TEA would adjust the district's FSP allotment to withhold 100% of the funding for all students at that campus for the semester.

All attendance records listed as Required Documentation shall be boxed up at the end of each school year and forwarded to the district's Records Center for archival purposes. The Executive Director of Finance & Operations (District Records Management Officer) shall ensure that the records are collected, stored and archived in the Records Center. A checklist of all Required Documentation shall accompany the attendance records from each campus. A copy of the Audit Box checklist is included in the Exhibit Section.

The student information system (Ascender) and automated attendance system (Ascender Gradebook) will be maintained in working order throughout the school year and during the subsequent five-year retention period. The Technology Department shall backup all data from both systems on a daily basis. The daily backups shall be stored at an off-site facility. An additional backup shall be maintained through an Interlocal Agreement with the Education Service Center, Region 1 at their facility. On at least an annual basis, the Technology Department shall test the data recovery plan. In addition, backups shall also be performed prior to update functions such as "move-to-grade".

### Computer System Safeguards

All users connected to the Ascender Student Information System must have unique passwords and separate access to the database and adhere to the Acceptable Use Policies of the district.

Teachers must ensure the security of their workstation housing student attendance data. Under no circumstances should teacher IDs and passwords be posted or shared. Under no circumstances should students be allowed to view or input attendance. Teachers should login to Ascender Gradebook, submit attendance, and log out of the attendance software during each class period.

### Backup System and Secondary Sources

The *Student Attendance Accounting Handbook* indicates that —"it is advisable to print and retain paper copies for audit purposes in lieu of exercising the option to store the data electronically."

HMPS mandates that paper copies of attendance recordkeeping be kept in one of the following forms in order to maintain and verify attendance:

- Print out submitted attendance daily
- Maintain a hard-copy grade book with daily attendance marked
- Homeroom Roster Report

Additionally, data is backed-up on the server daily and maintained in case of technical failure. At the end of the school year, the databases are saved as well as maintained on the server. There are steps in place to ensure that historical data will continue to be able to run with current hardware/software.





# Horizon Montessori Public Schools District

## Attendance Procedures Manual Signature Form 2021-2022

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

Who is responsible for the maintenance and security of attendance data? (Please print)

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

Attendance Clerk: \_\_\_\_\_

Official Attendance Period:

Elementary and Secondary Campuses  
Attendance will be taken each day at 9:15 a.m. in the homeroom class.

By signing below, I acknowledge that I have received, read and will adhere to the Horizon Montessori Public Schools 2021-2022 Attendance Procedures Manual.

Campus Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Attendance Clerk: \_\_\_\_\_ Date: \_\_\_\_\_



# Horizon Montessori Public Schools

## Official Headcount 2021-2022

1<sup>st</sup> Six Weeks Membership Reconciliation

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

Student Membership Reconciliation Date: \_\_\_\_\_

ATTENTION: Teachers must complete the following steps during the official attendance time on the official student membership reconciliation date. Sign, date and return this form to the campus attendance clerk.

STEP 1: Count the number of students that are currently enrolled in your class during the designated period.

Headcount: \_\_\_\_\_

STEP 2: Sign and return this form to campus attendance clerk.

Student membership from the teacher's roster is to be reconciled to the attendance accounting records at the end of the 1<sup>st</sup> and 4<sup>th</sup> six week reporting periods. The reconciliation is to verify that all students are reported on attendance records and that "no show" students have been purged from the attendance accounting system.

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

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

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



# Horizon Montessori Public Schools

## Official Headcount 2021-2022

4<sup>th</sup> Six Weeks Membership Reconciliation

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

Student Membership Reconciliation Date: \_\_\_\_\_

ATTENTION: Teachers must complete the following steps during the official attendance time on the official student membership reconciliation date. Sign, date and return this form to the campus attendance clerk.

STEP 1: Count the number of students that are currently enrolled in your class during the designated period.

Headcount: \_\_\_\_\_

STEP 2: Sign and return this form to campus attendance clerk.

Student membership from the teacher's roster is to be reconciled to the attendance accounting records at the end of the 1<sup>st</sup> and 4<sup>th</sup> six week reporting periods. The reconciliation is to verify that all students are reported on attendance records and that "no show" students have been purged from the attendance accounting system.

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

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

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



# Horizon Montessori Public Schools

## PEIMS Audit Documents Checklist

### 2021-2022

\*\*\*The following attendance information must be packed and retained for 5 years for audit purposes\*\*\*

1. All first day count paperwork
2. Attendance rosters from Substitute teachers, field trip lists, testing, etc.
3. All supporting documentation for Special homebound, ISS, PRS and general homebound logs.
4. All Six Weeks Reports- SAT0600 Student Detail Report, SAT0900 and SAT0920 Campus/District Summary, SAT1700 Entry/Withdrawal Summary from 8/22/16 to 6/1/2017
5. Grade books to support student's special program service
6. For paperless attendance accounting systems (Ascender Gradebook), sufficient documentation to support any changes to posted absences such as:
  - a. Class admit slips or other documentation to prove that the student was on campus in an administrator's or counselor's office, nurse, or with other school official at the time of attendance was taken.
  - b. Documentation to support that the student was attending a board-approved activity accompanied by a certified teacher, signed by the person who supervised the student
  - c. Documentation to support that the student was at a medical appointment
  - d. Other exceptions as listed in the SAAH, Section 2.3.5 Additional Required Documentation.
  - e. Copies of the student's class schedule if the student had a program change, including the dates of entry or withdrawal from the program
7. Copy of the "official" school calendar (including days of instruction, bad weather days, holidays, and each 6-week reporting period clearly identified)
8. Documentation that indicates the meaning of all locally designed codes in the attendance system
9. New student enrollment form and withdrawn student form
10. Weekly Enrollment Reports

11. Schedule changes, previous schedule attached to new schedule

12. Attendance/Homebound Committee documentation

13. Miscellaneous Items-Includes any items, in addition to the ones listed below that are used in recording any PEIMS process. The “other PEIMS documents” box below refers to any other documentation that is kept.

- |                                       |                           |                            |
|---------------------------------------|---------------------------|----------------------------|
| • After School Student List           | • Entry/Withdrawals       | • Parents Requests         |
| • At Risk                             | • Excessive Absences      | • PEIMS Memos              |
| • Bilingual                           | • GT                      | • Perfect Attendance       |
| • Campus Recap Reports                | • 504                     | • Retainees                |
| • Class Rosters                       | • Homeless-Mckinney Vento | • Special Ed.              |
| • Cumulative Folders transfer/Request | • Honor Roll              | • Special Pops             |
| • Discipline                          | • Immigrants              | • Staff Responsibility     |
| • Early Reading Code                  | • Migrants                | • Student Visitors Log     |
| • Economic Dis. –PEIMS Survey         | • Military Connected      | • Student Withdrawal Forms |
| • Eligibility                         | • Non-District Students   | • Year End Status          |

All boxes will be labeled with the box labeled provided by the District PEIMS Coordinator  
Label box with Campus name and title box Attendance/Enrollment PEIMS Audit Records 2021-2022



# Horizon Montessori Public Schools

## First Day Procedures 2021-2022

### First Day Procedures

All staff on a campus must realize that the first day count is an important process for the school district. The first day provides administrators with the tools they need to make budgeting and staffing decisions. A clean first day count makes the registrar's job easier for the remainder of the year. It is important that the campus administrator in charge of first day make all the necessary staff assignments to achieve a quick first day count.

### Administrative Considerations

- Assign Staff to direct students where to go. Some students will have lost their schedules and will not know where to go, and others will show up without pre-registering.
- Assign Staff to a "holding location". Develop a form for the holding room to collect first day attendance. This form should be used by any non-teaching location where there are students such as the nurse's office or counselor's office. No student should be allowed to leave these locations until the first day numbers have been collected
- Print SGR0400 -Class List (Student Demo info), or SGR0900 – Class Rolls, for the first day record taking (see step 5, page 2). SAT1365 Class Attendance Roster can also be used.
- Set the time for taking the official attendance. At that time all students must remain where they are until the count is complete. Students should be in one of two places at that point. Either in the classroom or in the holding room. No movement should take place until first day count is complete.
- Assign staff to collect the attendance documents for the count. This person will go to each class and collect the class roll and/or the teachers' roster. The counts on these documents should match the number of students in the room. If not, the teacher must reconcile the difference. These documents will be returned to the attendance clerk.
- Issue clear instructions to the teachers. They need to know how to mark the first day documents and what is expected of them.
- Counselors must review the master schedule to verify that career and technology courses are coded with the appropriate number of hours. (From Grade Reporting Reports – Print SGR0110 – Master Schedule PEIMS-CY)

### Steps Prior to the First Day of School:

- \_\_\_\_ 1. Enter demographic data for any new students who register.
- \_\_\_\_ 2. Secondary campuses must enter a schedule for each student.
- \_\_\_\_ 3. Elementary campuses must enter a control number for each student. Secondary campuses is optional
- \_\_\_\_ 4. Print Attendance Proof List (Attendance Report SAT0300) to verify students. Verify students with any letter(s) under the flag column. The flags indicate questionable entries.

For example:

- Age
- DOB
- Control Number
- Grade Level
- Instructional Setting Code

\_\_\_\_ 5. First Day Attendance Document:

- Secondary campuses print Grade Reporting reports Class List SGR0400 or Class Rolls SGR0900 to use as an attendance sheet on the first day of school. SAT1365 can also be used.
- Elementary campuses may use the SAT1365 Class Attendance Roster run by Control Number.

\_\_\_\_ 6. Distribute reports created in step #5 to individual teachers. On the first day of school, each teacher should:

- Mark "O" next to students' name to indicate student is physically present and leave blank if student is a "no show"
- Write the names of any additional students in the classroom at the bottom of the list.
- Write the total number of students in the classroom at the bottom of the list.
- Sign the list in ink.

AT THE OFFICIAL ATTENDANCE HOUR ON THE FIRST DAY OF SCHOOL, IT IS **HIGHLY RECOMMENDED** THAT ALL STUDENTS BE COUNTED WHERE THEY ARE (CLASSROOM, OFFICE, CAFETERIA, ETC.). ALL STUDENTS SHOULD BE IN A CLASSROOM OR DESIGNATED LOCATION WITH A SCHOOL OFFICIAL. THERE SHOULD BE NO STUDENTS IN THE HALLS OR RESTROOMS AT THIS TIME.

**PRINCIPALS. . . YOU ARE IN CHARGE OF THIS COUNT.**

**THIS IS A HEADCOUNT ONLY! DO NOT WORRY ABOUT WHERE THE STUDENT SHOULD BE AT THIS TIME. COUNT HIM OR HER WHERE THE STUDENT STANDS.**

IF A STUDENT ON THE TEACHER CLASS LIST IS NOT PRESENT PHYSICALLY IN THE CLASSROOM, THE TEACHER MUST MARK THE STUDENT A "No Show". IF ANY STUDENT IS IN A CLASSROOM, BUT NOT ON THE CLASS LIST, THE STUDENT'S NAME MUST BE ADDED AT THIS TIME.

NOTE: IT IS IMPORTANT THAT THE FIRST DAY'S ENROLLMENT BE VERIFIED AS CORRECT BY GRADE LEVEL TOTALS AND INDIVIDUAL NAMES.

\_\_\_\_ 7. After all attendance documents (class lists, etc.) have been collected, compare lists to verify "no show" students are not listed as present on another list (i.e. Students on Transit Form). If a "no show" student is found on another list, correct the "no show" status. Check the students' schedules, making any necessary corrections.

\_\_\_\_ 8. After corrections have been made, note adjusted totals on the teacher's class attendance lists. Sum a grand total of students for day one using the corrected totals marked on the teacher's class attendance lists.

\_\_\_\_ 9. As soon as possible after verifying class lists, withdraw students as "no shows" as indicated by the teachers on attendance documents:

- Withdrawal date must be the same day as the first day of school.
- Withdrawal reason will be a code of 44, which means "no show".

\_\_\_\_ 10. Print the following reports for verification:

- Registration Report SGR1950, Student No Show Report
- Attendance Report SAT1400, Schedule of Age/Grade Distribution. (Select option to print the First Day Principal's Report) The total in the TOTAL column on line A2 should agree with the total number of bodies in the corrected counts found in step 8 above. Numbers in line B should receive extreme scrutiny.
- Daily Attendance Summary, SAT0400 (Select to print the from and to dates for the first day of school) Add the numbers on line 10 of each grade level page and the grand total should equal the corrected counts found in step 8 above. Be sure to scrutinize any student count in lines 14 through 18.

\_\_\_\_ 11. Make necessary corrections to student demographic information and/or withdrawal records to justify membership totals. Reprint reports as necessary. **The number of students on the reports in step #10 above must be identical to the grand total figure in step #8 above.**

- \_\_\_\_ 12. File day one reports in step #10 for auditors.
- \_\_\_\_ 13. Print corrected class lists (the same reports as printed in step 5) for the next school day, or plan to take 2nd day attendance according to your regular attendance procedures. Using SAT0202 (Attendance tear strips), SAT1365 (Class Attendance Rosters), or post attendance in the electronic grade book.

**NOTE: NO ABSENCES ARE POSTED ON THE FIRST DAY OF SCHOOL!**

**DAILY ATTENDANCE POSTING PROCEDURES USING ASCENDER**

NOTE: BEFORE ATTENDANCE IS POSTED FOR THE VERY FIRST TIME FOR THE SCHOOL YEAR, IT IS CRITICAL THAT ALL "NO SHOW" STUDENTS HAVE BEEN WITHDRAWN AND THAT ENROLLMENT HAS BEEN VERIFIED AS CORRECT BY GRADE LEVEL TOTALS AND INDIVIDUAL NAMES!

- \_\_\_\_ 1. Populate the electronic grade book or print and distribute attendance documents. The following are the different types of attendance collection documents:
  - SAT1365 Class Attendance Roster
  - SAT0202 Attendance Tear Strips
- \_\_\_\_ 2. Post attendance once daily or period-by-period. The TEA Attendance reporting period (ADA Posting Period) is designated in Attendance > Maintenance > Campus > Campus Options. The ADA Posting Period is for students in attendance at the district's designated time. Once selected, the time may not be changed during the school year.
- \_\_\_\_ 3. Print and verify the following **Ascender** reports daily after posting/importing the attendance.
  - Attendance Report SAT0400 - Daily Attendance Summary. Print for specific date.
  - Attendance Report SAT0500 – Campus Attendance Summary. Print for specific date.
- \_\_\_\_ 4. Withdraw and re-enter students as necessary. Remember to withdraw students next day if the student is in attendance during the official attendance accounting period.
- \_\_\_\_ 5. Re-enter "no show" students as necessary.
- \_\_\_\_ 6. The appropriate cafeteria staff can utilize a copy of the Attendance Report SAT0400 – Daily Attendance Summary for daily counts. Make notes, in ink, of the students who were:
  - Marked absent at the official attendance hour, but came in before lunch, or
  - Present at the official attendance hour, but left school before lunch.
  - Make sure this is accurate because it is auditable.

**Sample Attendance Roster Instructions for Teachers**

**First Day Instructions**

- 1. Take roll in ink using the class list or attendance roster.
- 2. If a student is in class but not on the class roll, add the student's name at the bottom of the attendance form. **(Name must be legible)**
- 3. If a student is on the class roll but not in class, leave it blank and only mark the students that physically are present by making them with an "O".
- 4. No students will be marked absent on the first day of school.
- 5. Sign and date class roll in ink.
- 6. Teachers who are responsible for the attendance accounting period should:
  - Count the number of students in your class.
  - Verify that the number shown on the class list or attendance roster matches your head count (after taking into consideration new students and no-shows).
  - Do not let students leave the room until the official count is complete.
  - Write the number of students in your class on the bottom of the list.



7. Make sure any marks made in error have been corrected and the list is accurate before the class list or attendance roster is collected. Mark through any error and initial the change.

### Subsequent days – until new instructions issued

Those districts recording attendance manually:

1. Sign all daily attendance forms in ink on the signature line.
2. Record all absences in ink.
3. Strike through and initial all errors in ink.
4. Use only valid district attendance codes to mark a student absent. Do not put any marks if the student is present.
5. Notify the clerk of corrections on a separate sheet of paper. Be sure to include the student ID, student name, class and period.
6. Add new students in ink to the bottom of the attendance form.

Those districts recording attendance in an electronic grade book:

1. Post attendance in a timely manner-at the ADA time of day or in each class period. (9:15 A.M.)
2. Notify the office of students in your classroom, but not listed in your electronic grade book. Verify paperwork showing a schedule change. To avoid an erroneous absence, a student should be withdrawn from his/her previous course before entering your class.

## Addendum I– COVID-19

### Attendance

Attendance will be taken at 9:15 a.m. on **Ascender** Gradebook and Google docs as a backup. This will be done daily till the HMPS goes back to regular on campus instruction. The following information is the ways TEA has instructed Districts to take attendance.

**Remote Synchronous Instruction** – Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method must address the required curriculum, per TEC, §28.002.

### Remote Synchronous Instruction

This method replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting. In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked remote synchronous present for that day, and students who are not logged in at the teacher's documented official attendance time are marked absent. An LEA will post on its website and submit to TEA a signed attestation that outlines what the LEA will provide in order to serve students through the remote synchronous instruction method.

Teachers will post attendance as if the student were physically present in the on-campus classroom. In this type of environment, the LEA would need to provide students a minimum number of daily instructional minutes for students to earn full-day funding, as follows:

- Pre-K through 2nd grade – ADA for Foundation School Program (FSP) funding purposes is not available in a remote synchronous method.
- 3 rd through 5th grade – 180 instructional minutes (not necessarily consecutive)
- 6 th through 12th grade – 240 instructional minutes (not necessarily consecutive)

Just as with traditional on-campus attendance, official attendance will be taken at a certain time determined by the LEA's policy. (9:15 a.m.) For remote synchronous instruction, time spent for in-class breakfast and recess has been excluded from the calculation of daily instructional minutes listed above and should not be included in the instructional minutes. If the student is not participating remotely, the student would be marked absent under this option and would generate zero funding for the day

**Remote Asynchronous Instruction** – Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

### Remote Asynchronous Instruction

This method allows LEAs the flexibility to earn daily attendance through an approved plan for providing high-quality instructional practices with daily engagement measures. LEAs can earn ADA 3 through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction together. The LEA's approved instructional plan determines the daily engagement, instructional materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance. For students who typically attend school on campus but may periodically generate daily attendance via a remote asynchronous instructional method, they should be coded full-day or half-day based on their on-campus schedule. For students who generate daily attendance via remote asynchronous instructional methods throughout the year:

- All students in grades kindergarten through 5th grade will be coded for full-day attendance.
- Prekindergarten students will be coded as half-day students.

- Middle school and high school students can be coded as half-day or full-day students, depending on their daily class schedules.

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### **Attendance Options**

1. **Student who physically come to school, face-to- face instruction, will be counted present or absent for the day at 9:15 a.m.**
2. **Students, who login to class remotely for live instruction, will be posted as RS (Remote Synchronous) for the day at 9:15 a.m. If student is not online at this time they will be coded absent.**
3. **Students who login to google classroom sometime during the day, before 11:59 p.m. each day, will be posted as RAS (Remote Asynchronous)**

**The teacher, when posting attendance, will have to show what kind of attendance each student is receiving instruction:**

- **Face-to-Face Instruction**
- **Synchronous instruction (live instruction)**
- **Asynchronous instruction (at the student's pace)**

**All remote asynchronous students will need to turn in a exit ticket when they have completed their daily assignment and the teacher will submit an attendance correction form to the PEIMS clerk to correct attendance for these students. The PEIMS clerk will correct attendance to show that the student was engaged in the remote asynchronous class. The documentation will be kept for audit purposes.**

## Addendum II– COVID-19

HMPS will provide instruction through remote conferencing to a regular education student, our district may count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided certain requirements are met.

These two requirements must be met:

- The student is unable to attend school because of a temporary medical condition.
- The total amount of remote conferencing instruction does not exceed more than 20 instructional days over the entirety of the school year.

In addition, one of the following requirements also must be met:

- The student's temporary medical condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a hospital.
- The student has a positive test result for a communicable condition listed in 25 TAC §97.7.
- The student has been identified as having been in close contact with COVID-19.

If the documented temporary medical condition persists longer than 20 instructional days over the entirety of the school year, a waiver request must be submitted for an extension of remote conferencing beyond the allowable cumulative 20 instructional day period. The waiver requests must include an explanation of the circumstances (for example, a child was a close contact more than twice over the course of the year, and the family opted to follow the stay-at-home recommendations each time). Waivers will be granted on a case-by-case basis.

A waiver may be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons.

Students participating through remote conferencing will generate attendance according to the two-through-four-hour rule and based on whether the student is virtually "present" at the official attendance-taking time. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.

Remote conferencing similarly applies to special education students.

A worksheet will be given to each campus to track these students' attendance as a back up to the electronic system, Ascender, that we currently use. Directions will be on the worksheet.

