

2019–2020 Survey of Dual Attendance

Students listed in this survey are shown in the Public Education Information Management System (PEIMS) database to have been enrolled at your district or charter school and one or more other districts or charter schools with a total of more than 55 days in membership in at least one six-week period during the 2019–2020 school year.

Please provide copies of the following data from your records regarding student enrollment:

- Documentation of the student’s enrollment date:
 - Copy of enrollment form that shows the student’s entry date, or
 - Documentation for computerized attendance systems could include a printout of the teacher taking attendance for the student during the official attendance period, or
 - Documentation for manual attendance systems could include period absence slips completed by the classroom teacher for the official attendance period showing the student’s attendance was being taken.
- Documentation of the student withdrawal date:
 - Copy of signed withdrawal form that includes the student’s withdrawal date, or
 - Documentation for computerized attendance systems could include a printout of the teacher taking attendance for the student during the official attendance period, or
 - Documentation for manual attendance systems could include period absence slips completed by the classroom teacher for the official attendance period showing the student’s attendance was being taken.
 - Withdrawal documentation for a student who completed a semester could include a report card showing that grades were awarded to the student for being enrolled through the end of the semester.

Ensure documentation is provided for all re-entry and withdrawal dates.

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

Incomplete or inaccurate data will result in attendance not being allowed.

2019–2020 Survey of Bilingual/ESL Eligibility

It is the responsibility of the Bilingual/English as a second language (ESL) staff to provide attendance personnel with names and coding information of students who are eligible for and being served in a bilingual/ESL program. Coding of bilingual/ESL students should be reviewed each six-week reporting period for possible errors. To participate in a bilingual/ESL program, a student must be classified as Limited English Proficient (LEP) and placed into the program by the Language Proficiency Assessment Committee (LPAC). Additionally, to place the student in the program, approval must be obtained from the parent in writing. The parent approval form must contain a “date completed by parent” or “date received by district”. Funding for bilingual/ESL may not be claimed unless the parental approval is on file.

The Public Education Information Management System (PEIMS) data shows the attached student(s) to be enrolled in the bilingual/ESL program but did not show a code of parental consent at the fall PEIMS snapshot. In all cases, bilingual/ESL attendance funding was claimed during the 2019–2020 school year.

Provide the following documentation regarding the student’s eligibility status for bilingual/ESL funding:

- Home language survey that contains a language other than English that is signed and dated.
- LPAC recommendation for the 2019–2020 school year showing student placement in a bilingual or ESL program.
- Signed and dated parental consent form.

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

Incomplete or inaccurate data will result in attendance not being allowed.

2019–2020 Survey of Early Education Students with an Instructional Setting of Speech Therapy Only

Students reported in this survey are shown in the Public Education Information Management System (PEIMS) database to have been enrolled the early education (EE) grade level with a special education instructional setting code of speech therapy only during the 2019–2020 school year.

EE students who are ages 3 through 5 may be eligible for half-day or full-day regular and special education attendance dependent upon the type of special education services they receive and the amount of time they spend with a special education teacher. All EE students reported with eligible attendance must be receiving special education services and must have admission, review, and dismissal (ARD) committee documentation and an individual education plan (IEP) on file. An EE student can only receive funding for speech therapy contact hours if they are provided in combination with his or her primary instructional setting.

Provide the following documentation for each student to determine the correct eligibility code for funding purposes:

- Documentation supporting student eligibility for EE grade level:
 - Copy of the ARD committee documentation/IEP (include cover, schedule of services, modifications/accommodations, and deliberations pages) showing the date of the meeting, the type of special education services the student received, and the amount of daily services provided. **Please ensure the ARD paperwork covers the entirety of the student's reported attendance. This means you may need to send ARD paperwork from the previous school year.**
- **For prekindergarten students who may have been miscoded: Documentation to support prekindergarten eligibility.**

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

Incomplete or inaccurate data will result in attendance not being allowed.

2019–2020 Survey of Early Education Students with No Special Education Instructional Setting

Students reported in this survey are shown in the Public Education Information Management System (PEIMS) database to have been enrolled in the early education (EE) grade level with no special education instructional setting code during the 2019–2020 school year.

EE students who are ages 3 through 5 may be eligible for half-day or full-day regular and special education attendance dependent upon the type of special education services they receive and the amount of time they spend with a special education teacher. All EE students reported with eligible attendance must be receiving special education services and must have admission, review, and dismissal (ARD) committee documentation and an individual education plan (IEP) on file.

Provide the following documentation for each student to determine their eligibility for funding:

- Documentation supporting student eligibility for EE grade level:
 - Copy of the ARD committee documentation/IEP (include cover, schedule of services, modifications/accommodations, and deliberations pages) showing the date of the meeting, the type of special education services the student received, and the amount of daily services provided. **Please ensure the ARD paperwork covers the entirety of the student’s reported attendance. This means you may need to send ARD paperwork from the previous school year.**
- **For prekindergarten students who may have been miscoded: Documentation to support prekindergarten eligibility.**

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

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2019–2020 Survey of Pregnancy Related Services (PRS)

Students reported in this survey are shown in the Public Education Information Management System (PEIMS) database to have been served in pregnancy related services (PRS) in your district or charter school during the 2019–2020 school year.

Provide all of the following information for each student listed:

- PRS entry date
- Pregnancy end date
- PRS services end date
- Date student returned to school after home confinement, if applicable
- Dates of compensatory education home instruction (CEHI) and:
 - Copy of CEHI teacher visitation log showing days and hours served by week, if applicable
 - If applicable, a doctor's statement showing a valid medical need for prenatal CEHI and/or an extension of the postpartum period beyond the standard six-week recovery period for each instance
- For special education students, a copy of the admission, review, and dismissal (ARD) committee documentation that details the appropriate PRS services for the student, including how services will be provided during homebound instruction.
 - Copy of special education teacher log showing days and hours served each week while the student was homebound and a copy of the special education teacher's certification who provided the services.
- **CAREER AND TECHNICAL EDUCATION (CTE) CONTACT HOURS:** Copy of CTE teacher log showing that the student continued to receive the same amount and type of CTE service that was provided before entering CEHI.

NOTE: The above data may be submitted on a spreadsheet showing all PRS students and required dates. The spreadsheet must be signed by a school official who can verify the accuracy of the data submitted. Teacher logs, doctor's statements, and ARD paperwork will still need to be submitted along with the spreadsheet.

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

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2019–2020 Survey of Kindergarten Students Enrolled Under Age Five

Students reported in this survey are shown in the Public Education Information Management System (PEIMS) database to have been enrolled in kindergarten during the 2019–2020 school year but were under age five on September 1st, 2019.

Provide the following documentation for this survey:

- Copy of student birth certificate, hospital birth record, or other official records showing birth date, or
- A copy of the district or charter school policy for admitting students younger than five years of age in accordance with TEC §48.003(d), and documentation that the student performed satisfactorily on the assessment instrument administered to students in the third grade (STAAR).
- If the student is a child from a military family who moved to your district from another state, please provide:
 - Military orders showing that the military member was assigned to the state where the student was previously enrolled and attending school and proof that the parent is still active military or has retired/been medically discharged within the last year.
 - Proof of attendance in public school kindergarten from the prior state or proof of completion from a public-school prekindergarten program in the prior state.
- **For prekindergarten students who may have been miscoded: Documentation to support prekindergarten eligibility.**
- **For early education students who may have been miscoded: ARD documentation to support their eligibility for the EE grade level.**

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

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2019–2020 Survey of Prekindergarten Eligibility

Students reported in this survey are shown in the Public Education Information Management System (PEIMS) database to have been enrolled in prekindergarten and claimed for eligible days without being reported with an indicator in the fall PEIMS submission showing they qualified for the prekindergarten program during the 2019–2020 school year.

Provide the following documentation to verify proper enrollment:

- Economically disadvantaged students: PK application or NSLP form certified by a school official.
- LEP students: LPAC recommendation that covers the 2019–2020 school year.
- Homeless students: Affidavit from the LEA’s homeless liaison.
- Foster students: Copy of annual DFPS letter.
- Military-connected students: Statement from a school official that they viewed a parent’s military ID or copies of orders.
- Head start students: A roster of students who were participating in a Head Start program.
- For other, less-common qualification reasons: See the Student Attendance Accounting Handbook or contact your auditor for guidance.
- **For early education students who may have been miscoded: ARD documentation to support their eligibility for the EE grade level.**

Copy of a school calendar that has been revised to include any unexpected school holidays for the 2019–2020 school year.

Incomplete or inaccurate data will result in attendance not being allowed.