

Gregory-Portland Independent School District

Special Programs Procedures Manual

2021-2022

Office of Business and Finance

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Special Programs

Each campus will set up a binder to include a divider for each Special Program. In this binder, the six-weeks reports for each program will be placed for audit purposes. Coding documentation should also be readily available in the event of an audit.

Important: In no case should attendance/PEIMS personnel be assigned the responsibility of determining a student's coding information. Attendance/PEIMS personnel will provide the special program staff, directors, coordinators, counselors, and teachers the necessary paperwork showing program coding received through TREx or the parent. Special program staff, directors, coordinators, counselors and/or teachers should then provide names and coding information of students who are eligible, whose documentation is in order and who are being served in accordance with an individualized education program (IEP).

Special programs staff are responsible for reviewing special program data and totals for accuracy and completeness every six weeks. They are also responsible for ensuring that PEIMS personnel are aware of any changes in a student's services and the effective dates of such changes. The PEIMS personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). All special program information should be submitted by using the documentation provided to the Registrar from a special programs director, coordinator, counselor, principal, or PEIMS Director.

Indicators

On the top right of **Student/Student Profile** any student who is coded with certain special programs will have an indicator listed.

Indicator Category	Actual Display	Indicator Meaning (Tooltip)
Entity Category Code	D	DYSLEXIA
Limited English Proficiency(LEP)	L	LEP
Method of Instruction	V	VIRTUAL INSTRUCTION
Parental Consent Note	X	Student has Guardianship, Power of Attorney or Court Ordered papers on file.
Student has a Health Condition	D	504 DYSLEXIA
Student has a Special Ed Disability	S	SPECIAL ED DISABILITY
Student is At Risk of Not Graduating	A	AT RISK
Student is Classified As Section 504	4	504 HEALTH CONDITION
Student is Enrolled in a Special Ed Program	P	SE PROGRAM SERVICES
Student is Gifted/Talented	G	G/T

Most of these indicators will pop-up automatically when the student is enrolled in a special program, but some must be manually entered.

Activity List

Campus Registrars and Janelle Reyes

Activity List Responsible Person at District

Teachers and program coordinators can request to have an Activity List created in Skyward to view students they are responsible for that may not be in a regularly scheduled class.

Campus personnel will create a list and email it to their principal and the names listed above. Upon principal approval, the list will be created and the campus personnel will be notified of the creation.

For Special Education aides, the case manager can request an activity list for the aide to have to view the student information. The Special Education teacher will email the names listed above to request the list.

How to enter an activity group:

Go to Office/ Activities/ Activities (master)

Click Add to enter a new group or click edit to change or update an existing group

Edit Activity

Activity Maintenance

School Year: 2021-22

Entity: 001 GREGORY-PORTLAND HS

Code: CH

* Short Description: CHOIR

* Long Description: CHOIR

Type: Extra Curricular & School Sponsored Community

* Start Date: 08/12/2021 Thursday

* End Date: 05/26/2022 Thursday

* Extra Curricular Type: M Music

School Sponsored Type: Voluntary

Use for Grading

Use Student Participation Start and End Dates

Hide in Family Access

Activity Staff

Last Name	First Name	Middle	Name Key	Activity Leader
NIEMANN	JO	LYNN	NIEMAJO 000	no

1 records displayed

Lookup Last Name: _____

The school year and the Entity will always automatically be coded

1. Code: Enter a short abbreviated (only 3 characters) code name
2. Short Description/Long Description: Enter a description of the activity group
3. Type of group: Extra Curricular, School Sponsored Community, both, or other
4. Special Program Link: Some groups may be tied to a special program link and will automatically add students when enrolled into the group link.
5. Start Date: Usually first day of school
6. End Date: Usually a few days after the last day of school
7. Extra-Curricular Type: The current types are listed below

Extra-Curricular Types Codes

Views: General Filters: *All Extra-Curricular Types Codes

Code	Short Description	Long Description
A	Athletic	Athletic
ART	ART	ART
C	Academic	Academic
DR	DRAMA	DRAMA
M	Music	Music

8. School Sponsored Type: Voluntary or Required (most are voluntary)
9. Please check any of the following:

Use for Grading
 Use Student Participation Start and End Dates
 Hide in Family Access

10. Click Save and add Staff

Pick the staff name(s) there isn't a limit and click save.

11. If there isn't a special program link, add the students by expanding the arrow beside the activity group and clicking add students. Check the students to add and click save.

For more detailed instructions on how to do any of the following, please click the hyperlink or go to office/activities/activities and click on the ? icon in the upper right-hand corner:

Activity Codes

Awards / Event Types/ Extra-Curricular Types

Activities

Add an Activity/Edit Activity/Delete Activity/Maintain Staff/Student Req Entry/ Activity Details

Adding Students to an Activity

Add Students in Activities/Entry by Student/Mass Add Students to an Activity

Activity Reports

Activity Code Report/Activity Report by Activity/Activity Report by Student

Activity Utilities

Clone Activities from Entity to Entity/Clone Student Activities/Mass Add Student Activities By Student/Mass Change Student Activity Dates /Re-Sync Student Activity Rosters Using Course Links

https://support.skyward.com/DeptDocs/Corporate/Documentation/Public%20Website/HelpContent/Guides/2051533_Activities_Guide.pdf#nameddest=Overview

At-Risk

Sharon Reckaway

At-Risk Responsible Person at District

Campus Counselors

At-Risk Responsible Person on my Campus

The At-Risk indicator code indicates whether a student is currently identified as at risk of dropping out of school using state-defined criteria.

All students must be reviewed every year to determine if they continue to meet the At-Risk criteria. New determinations need to be made at the beginning of each year for new and existing students to see if they need to be classified, unclassified, or kept at-risk.

At-Risk Criteria

PEIMS At Risk Indicators/Description/Grade Levels/Data Source/Entry Date/Exit Date Criteria

Indicator	Description	Grade	Data Source	Entry Date	Exit Date
1	Retention	K-12	Report card, AAR	First day of class in the same grade level	Permanent
2	Failing 2 or more subjects in foundation curriculum	7-12	Report card, AAR	Date of failing report	The first day of school the year after the 2nd consecutive school year without failing grades in a foundation curriculum course
3	State assessment non-satisfactory performance	3-12	STAAR, EOC	Date results are published	First day of school the year after the student performs at a level of 110% or greater
4	Readiness Testing	PK-3	STAAR reading	Date of testing	First day of the following school year
5	Pregnant or Parent	Typically Secondary	Student, Parent, Nurse, Counselor, or other	Date of disclosure to school official	Usually never. Except in unusual circumstances
6	AEP	K-12	Discipline Referral	First day of mandatory AEP placement	1 st day of school year after student has completed a full school year not in AEP
7	Expulsion	K-12	Discipline Referral	First day of expulsion	First day of school the year after the student has completed a full school year after without an expulsion
8	Currently on parole or probation	K-12	Student, Parent, Parole/Probation Officer	Start date of parole, probation, deferred prosecution or other conditional release	Date student is cleared from obligation
9	Dropout	7-12	Withdrawal form, PEIMS submission	Entry date after being reported as a dropout	Remainder of his/her public education
10	LEP	PK-12	EB staff	Parent permission date	First day of school after the student is no longer LEP
11	DFPS	PK-12	Notification of placement or referral	Date student was placed with DFPS or date of referral	First day of the following school year
12	Homeless	PK-12	Student Residency Questionnaire	Date on SRQ	First day of the following school year
13	Residential Facility	PK-12	Notification of placement	Date of enrollment in residential facility	First day of school the year after the student has completed a full school year not in a residential facility
14	Incarcerated	PK-12	Notification of incarceration	Begins when notified	Permanent
	Participant in adult ed program	secondary	Notification of participation	Date of enrollment to program	Date student unenrolls from program
15	Enrolled in dropout recovery	secondary	Notification of enrollment	Date of enrollment in dropout recovery	First day of the following school year after student exits

Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student **meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability**. A student with a disability is not automatically coded as being in an at-risk situation. LEAs should use the student's individualized education program (IEP) and other appropriate information to make the determination.

For those students who are determined to be at-risk under the "parent" criteria, the following conditions must be met:

- o the child of the student must still be alive;
- o the student must continue to have regular contact with the child; and
- o the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, health care) for the child.

Given these conditions, a student who has given a child up for adoption and no longer has any contact with the child should not be considered to be in an at-risk situation under this section of the definition. Similarly, if the student (either the mother or the father) no longer has any regular contact with the child, the student should not be considered a parent.

On the other hand, a student who is not a birth mother or father MAY be a parent. A high school student may be considered a parent when the student is assuming responsibility for the regular provision of emotional and physical support for a child (e.g., a sibling). **A stepfather or a stepmother can also be considered a parent if they meet the conditions listed above.**

This definition does not exclude students who assume only partial responsibility for the emotional and/or physical support of a child. **The mother, father, or student acting as parent may be considered a parent if other individuals (e.g., grandparents, other relatives, friends) are providing partial support of the child's needs.**

Teachers and counselors may help in determining the at-risk status of students using the foregoing criteria, but the Principal is ultimately responsible for ensuring that all students are identified correctly.

Under no circumstances should paraprofessionals be made responsible for making decisions regarding the at-risk status of students. PEIMS clerks may provide documentation to campus administration to aid in the coding of at-risk students.

Entering At-Risk

To be coded at-risk, the PEIMS **At-Risk Form** must be filled out and remitted to the Registrar. The Registrar will then enter the student in **Student Profile/At-Risk tab** as being at-risk. Detailed notes along with any expected ending date must be filled out in the notes. This will help when determining if a student is no longer at risk.

Student/Student Profile/At-Risk Tab
WS/ST/TB/AR

No Current At-Risk Record

Views: General Filters: *Skyward Default

Date Identified	Date Dismissed	*Readiness Test	*Grade Avg	*Retained	*Asmnt Instmnt	*Pregnant /Parent	*Alt Ed Prgm	*Expelled	*Cond Release	*Dropout	*Ltd Eng Prof	*Dept Prot Services
There are no records to display; check your filter settings.												

1. Add: click add.

Student: HIPPOHEN000 HIPPO HENRIETTA

Date Created: 08/07/2016 Sunday Create Method: Manual Created By: JAMIE LYN MUFFY

* Entry Date: 08/07/2016 Sunday Dismissal Date: []

* At Risk Level: Medium At Risk Level Reason: []

Type: Is Homeless

Identification Details

Save Back

2. Entry Date: add the entry date to match what is on the *Special Programs Form*.
3. Type: change the type to match the reason you are coding the student at-risk.
4. Identification Details: detailed notes along with any expected ending date should be filled out in the notes.
5. Save

Existing At-Risk Record

Views: General Filters: *Skyward Default

Date Identified	Date Dismissed	*Readiness Test	*Grade Avg	*Retained	*Asmnt Instmnt	*Pregnant /Parent	*Alt Ed Prgm	*Expelled	*Cond Release	*Dropout	*Ltd Eng Prof	*Dept Prot Services	*Homeless
08/07/2016		Y											

Expand All Collapse All Modify Details (displaying 2 of 2) View Printable Details

Type	Entry Date	Dismissal Date	At Risk Level	Level Reason	Identification Details
Did not Perform Satisfactorily on Readiness Test (PreK-3)	08/07/2016		Medium		

Program Enrollment Add

No program enrollments.

1. Add: click add.

Student: HIPPOHEN000 HIPPO HENRIETTA

Date Created: 08/07/2016 Sunday Create Method: Manual Created By: JAMIE LYN MUFFY

* Entry Date: 08/07/2016 Sunday Dismissal Date: []

* At Risk Level: Medium At Risk Level Reason: []

Type: Is Homeless

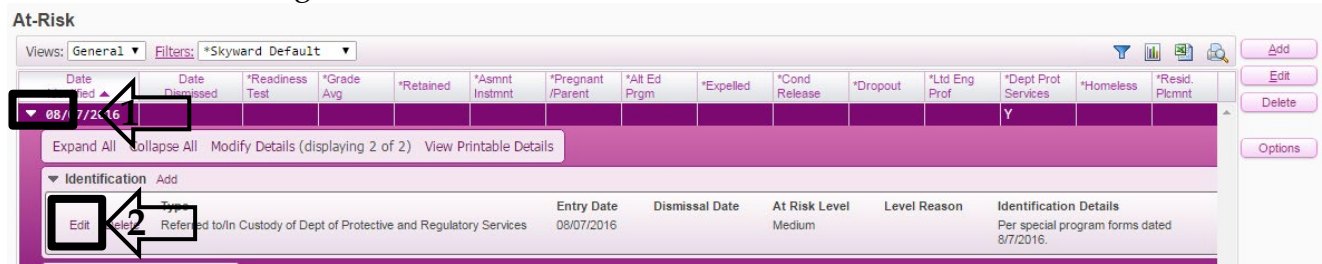
Identification Details

Save Back

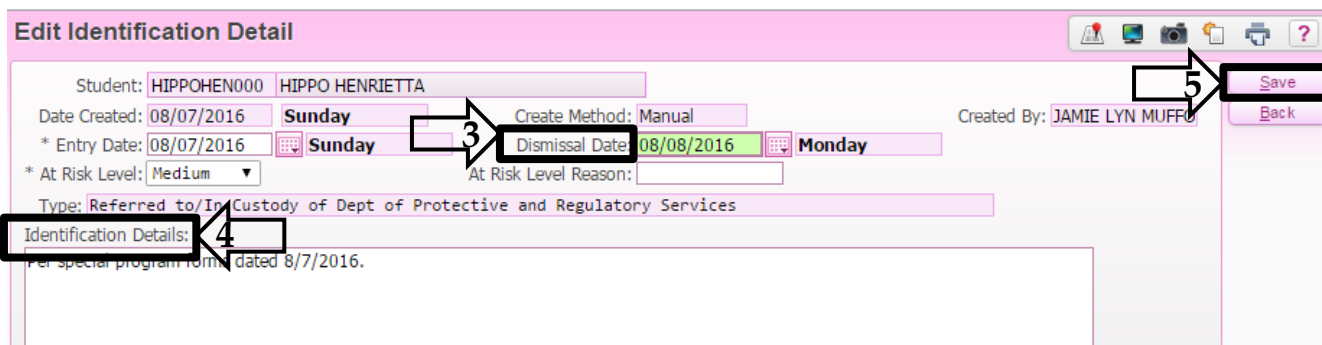
2. Entry Date: add the entry date to match what is on the *Special Programs Form*.
3. Type: change the type to match the reason you are coding the student at-risk.
4. Identification Details: detailed notes along with any expected ending date should be filled out in the notes.
5. Save

Ending At-Risk
Student/Student Profile/At-Risk Tab
WS/ST/TB/AR

When a student is no longer considered at-risk for specific criteria a new *Special Programs Form* should be remitted to the registrar.

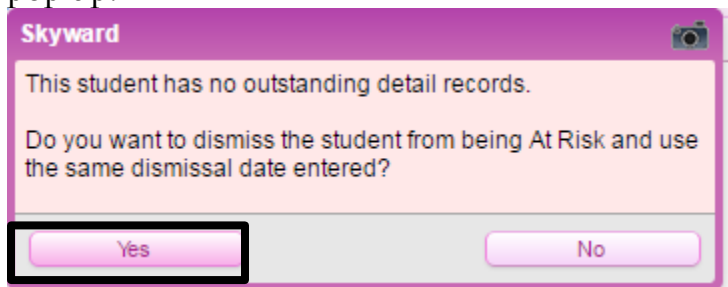


1. **Expand:** expand the records until you see the detailed identification.
2. **Edit:** click edit next to the identification that should be ended.



3. **Dismissal Date:** add the date listed on the *Special Programs Form*.
4. **Identification Details:** leave what is already listed. On a new line add the following: Per PEIMS coding sheet dated and who signed the form.
5. **Save**

If there are no other active at-risk details you will receive the following pop up. You will select yes to dismiss the student from being at-risk. If there are other open at-risk records you will not receive this pop up.



At-Risk Frequently Asked Questions

<p>We are currently coding students who have been placed in our DAEP as at-risk. Should we be coding all students at-risk that attend our DAEP?</p>	<p>Yes, if the placement was in accordance with TEC 37.006. If the placement was discretionary then the student would not be considered at-risk for this reason.</p>
<p>Once a student is identified as at-risk of dropping out of school, is the student always considered to be at-risk of dropping out of school?</p>	<p>It depends on the reason the student was identified. Eleven of the 13 criteria provide the possibility to be removed from at-risk classification; however, once a student is not advanced from one grade level to the next or if the student previously dropped out of school, the student remains at-risk of dropping out of school for the remainder of his/her public education.</p>
<p>Can a special education student be coded as an at-risk student if he/she meets the criteria or are they precluded from this identification by being eligible under special education?</p>	<p>Special education students are neither automatically excluded nor included in the at-risk population. If they meet one or more of the criteria listed in the Texas Education Code Section 29.081, they are at risk.</p>
<p>Where can I find a list of at-risk criteria?</p>	<p>The at-risk criteria can be found in the data standards under element E0919.</p>
<p>If a PPCD student repeats that grade is he considered at-risk for the remainder of his school years or does this just apply for PK-12?</p>	<p>It applies to PK-12. Note from 2010-2011 forward TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level because of a <u>documented</u> request by the student's parent.</p>
<p>Are 504 students coded at-risk?</p>	<p>No, not per the state criteria.</p>
<p>Are homebound students coded at-risk?</p>	<p>No, not per the state criteria.</p>
<p>It is very difficult for our district to keep track of homeless students. May we omit this criterion from our at-risk PEIMS report?</p>	<p>No, all state criteria must be used when identifying students at-risk of dropping out of school and reporting the information to PEIMS.</p>
<p>Is a student enrolled in the free or reduced lunch program automatically considered to be at-risk of dropping out of school?</p>	<p>No, not per the state criteria.</p>
<p>Should students only be identified at one time during the year, typically just before PEIMS data are submitted in October?</p>	<p>No, identification should be conducted (for the student's benefit) at any time during the year to identify those students who are eligible for services. How often a district reviews their student's at-risk classification is their own decision; however, the earlier the student is identified, the earlier the student may benefit from programs.</p>

Are migrant student coded at-risk?	No, not per state criteria.
Are dyslexic students coded at-risk?	No, not per state criteria.
Are students in prekindergarten automatically considered to be at risk of dropping out of school?	No, not per state criteria.
Are students that have been successfully exited from the LEP program and are now being monitored by the campus considered at-risk?	No, not per state criteria.
Are homeless students automatically considered at-risk of dropping out of school?	Yes.
Are students who live with their grandparents or any other relative automatically considered homeless and thereby identified as at-risk?	Depends, Homelessness depends on the student's living conditions. Your homeless liaison will identify those students considered at-risk.
Are foster children coded at-risk?	Yes, they meet one of the state criteria.
For Pre-K thorough grade 3, how is <i>satisfactory performance</i> determined on a readiness or assessment instrument?	The district decides what <i>satisfactory performance</i> is.
Are students in an In-School Suspension program automatically considered at-risk?	Being placed in an in-school suspension program does not meet one of the at-risk criteria listed in the Texas Education Code, Section 29.081.
Is a student considered at-risk of dropping out of school if the student was placed in the next grade level but was not promoted based upon academic performance?	No, placement in the next grade is considered as <i>advancement</i> to the next grade level.

Career and Technical Education (CTE)

Shelly Elizalde

Vocational Education Responsible Person at District

Vocational Education Responsible Person on my Campus

CTE is calculated by Skyward and TEA. CTE courses that are offered at the Middle School for High School credit do earn the district CTE funding.

1. Each CTE course must be taught by a qualified/certified teacher, as defined in 19 Texas Administrative Code (TAC) Chapter 231 Subchapter E, with the exceptions described in the following three paragraphs.
 - This requirement does not apply to an open-enrollment charter school unless the school's charter states that a CTE course must be taught by a qualified/certified CTE teacher. It also does not apply to a district of innovation to the extent the district's innovation plan allows the use of uncertified teachers in CTE classes. Teachers with less than a Bachelor's degree are not eligible to teach CTE courses that meet graduation requirements.
 - When districts partner with technical or community college to offer dual credit, including local or statewide articulated CTE courses, the postsecondary faculty must meet Southern Association of Colleges and Schools teacher requirements. Post-secondary faculty are not required to obtain State Board of Educator Certification when teaching secondary students under articulation agreements.
 - An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. Teachers with less than a Bachelor's degree are not eligible to teach CTE courses that meet graduation requirements.
2. Your district must report a teacher of record for each CTE course, except for dual credit course taught in a non-campus-based setting, such as a community or technical college. The teacher of record reported through the Public Education Information Management System (PEIMS) must be the teacher in the classroom responsible for teaching and learning, grades, attendance etc.
3. Your district must maintain documentation showing the average minutes per day for each CTE course.
4. Your district must ensure that the appropriate resources, laboratories, equipment, and technology are provided to each the Texas Essential Knowledge and Skills (TEKS) for the courses offered.
5. To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of courses in at least three different career clusters.

Students in grades 6 through 12 are eligible to be served in CTE programs.

Only students in grades 6 through 12 are eligible for CTE contact hours.

If a substitute is assigned to teach a CTE course and the substitute does not hold the certification required by 10 TAC Chapter 231 Subchapter E Gregory-Portland ISD may continue to earn CTE weighted funding for that course for no more than 30 consecutive days.

Enrollment Procedures

The procedures for enrolling a student in CTE courses are as follows:

1. A student enrolls in school, and the student's class schedule is determined.
2. Appropriate CTE staff members review the student's schedule and determine the correct CTE code.
3. Campus personnel record the CTE code in the attendance accounting system.
4. Appropriate CTE staff review changes in the student's schedule.

If CTE courses are added or dropped, the student's CTE code could change. Changes will occur most often at the beginning of a new semester. Attendance staff members should record the effective date of any change in a student's CTE code in the attendance accounting system. The effective date is the date the student's schedule changed.

Important: A student enrolled in a CTE course for the entire semester must be reported on the TSDS PEIMS 415 course completion record and to be reported for CTE contact hours on the TSDS PEIMS 410 record for student attendance and weighted funding.

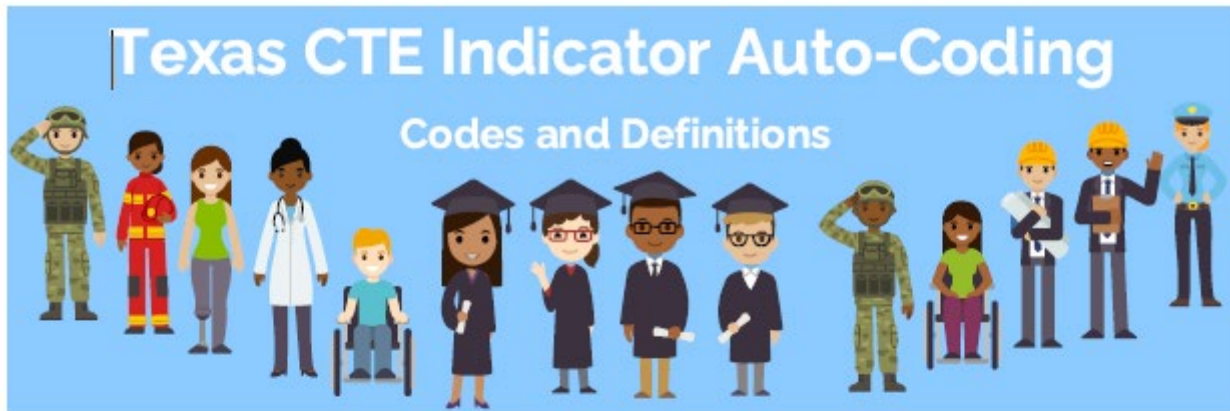
Withdrawal Procedures

The procedures for withdrawing a student from CTE course are as follows:

1. The student withdraws from school or the student's class schedule changes. Thus, the student is no longer enrolled in each CTE course.
2. Attendance personnel record the effective date of withdrawal in the attendance accounting system and eligible CTE days are no longer accumulated from the date forward for the course from which the student withdrew.

CTE contact hours must not be claimed when a student receiving CTE services is placed in a disciplinary setting (for example in school suspension or disciplinary alternative education program) for more than 5 consecutive days if the same amount and type of CTE services are not provided by a CTE teacher. After 5 consecutive days without CTE services being provided, district personnel must remove the student from the TSDS PEIMS 42401 record for CTE contact hours effective the first day of placement in the disciplinary setting. Students attending Riverhorse Academy must also have their CTE coding removed.

New Coding by TEA for CTE:



Code 4 (Not CTE): A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.



Code 5 (CTE Participant): A student completing one or more courses for less than two credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit).



Code E (CTE Explorer): A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).



***Code E (CTE Explorer):** A student completing enough program of study courses in a regional program of study to be coded a 6 or 7, but completes the school year in a district and geographic region where the regional program is not approved. The code 6 or 7 is changed to a code E.



Code 6 (CTE Concentrator): A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.



Code 7 (CTE Completer): A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, or V3), based on the course service ID. A student’s CTE code is used to calculate contact hours and tiered funding per the TEC, §48.106 and to generate the 42401 record. Tiered funding is calculated based on the course service ID and the days the student was eligible, present, and enrolled in for an approved Program of Study (POS)

To determine the CTE code to assign to a student for contact hours, your district must first determine the code to assign to each CTE course. Use the following chart to determine the CTE code to assign to each CTE course.

CTE Code	CTE Course’s Average Minutes per Day
V1	45–89
V2	90–134
V3	135–180+

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours is the maximum your district may claim for a single course.

For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 (V1+V1+V1=V3)

Computing Contact Hours

No matter what CTE code is assigned to a student, district personnel must record the total number of eligible days present for that code for each student for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report (SAAH 2.3.2 Campus Summary Reports), district personnel must record contact hours for each CTE code. District personnel multiply the number of eligible days present for each CTE code by the corresponding contact hour multiplier to derive contact hours. Each CTE code has a different contact hour multiplier.

Use the following chart when computing CTE contact hours.

CTE Code	Contact-Hour Multiplier
V1	1.00
V2	2.00
V3	3.00
V4	4.00
V5	5.00
V6	6.00

CTE Weighted Funding Tiers (Calculated by TEA)

Tier 1	*Not in a program of study	Weight = 1.1
Tier 2	*Level 1 and Level 2 CTE Course	Weight = 1.28
Tier 3	*Level 3 and Level 4 CTE Course	Weight = 1.47

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by career and technical code, by 6-week reporting period.

Total CTE contact hours = eligible CTE days x contact hour multiplier.

Important: If district personnel have reported a student in the Student Detail Report with an average daily attendance (ADA) eligibility code of 2 (eligible for half-day attendance), they should **not** report full-day CTE attendance for the student. The CTE days present must be reported as half days.

Documentation

To claim CTE contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating CTE eligible days present on the Student Detail report. Documentation requirements are as follows.

Adequate documentation of a student's **entry** into the program, **service** in the program, and **withdrawal** from the program must be available. Acceptable documentation for establishing entry, service, and withdrawal is as follows:

- The CTE teacher's grade book (grade books are required to be retained for 1 year from the date the grades are posted to students' academic achievement records;
- Documentation showing the average minutes per day for each CTE course, such as a course calendar; and
- The student's official schedule change document, if the student changed schedules during the semester.

A student must be reported on the PEIMS 43415 record when the student completes each semester of a course.

Dyslexia

Barbara Ezell

Dyslexia Responsible Person at District

Dyslexia Responsible Person on my Campus

Beginning September 1, 2013, Gregory-Portland ISD is required to report through the Public Education Information Management System information regarding the number of students enrolled who are identified as having dyslexia regardless if they are receiving services or not.

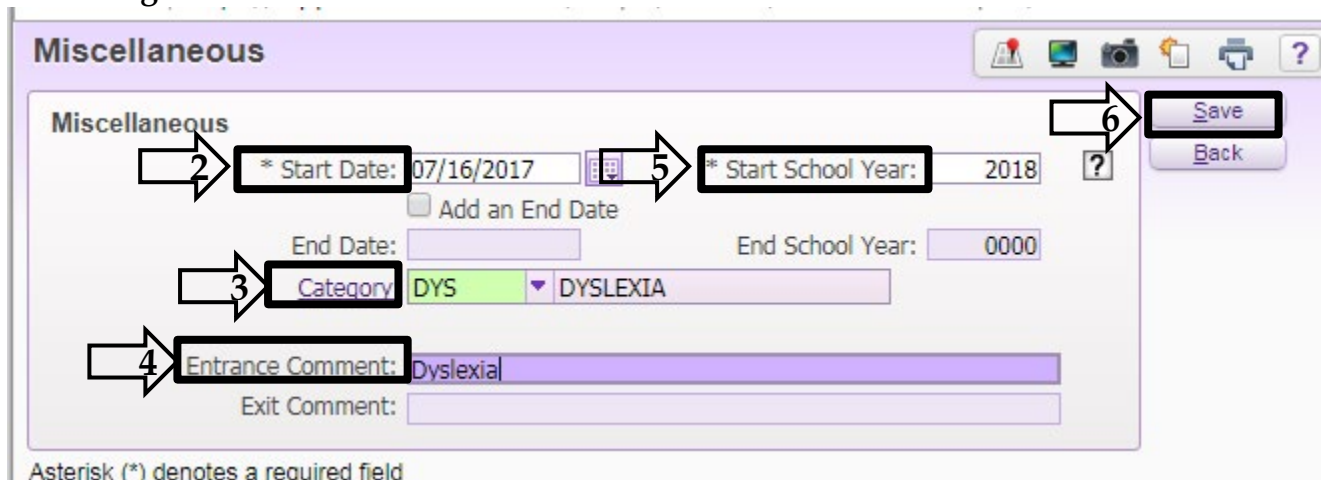
Beginning with the 2021-2022 school year dyslexia students will be coded Dyslexia Special Education, Dyslexia Section 504 or Dyslexia Not SPED or 504.

Entering Dyslexia Coding

**Student/Student Profile/Special Programs/Miscellaneous
WS/ST/TB/SP/TB/MS**



1. Begin Status



- 2. **Start Date:** the date listed on the *Dyslexia Form*
- 3. **Category:** all students will be coded Dyslexia (DYS)
- 4. **Entrance Comment:** Enter the comment Dyslexia.

5. **Start School Year:** for the 2021-2022 school year, this will be 2022.
6. **Save**

**Students/Student Profile/Special Programs/Miscellaneous
WS/ST/TB/CA/TB/DC**



1. Edit Categories

Type Code ▲	Short Description	Long Description
▶ DYS	Dyslexia	Dyslexia

2. **Categories:** select the *Dyslexia* category. Additional codes may be added during the school year.

Early Reading Indicator

Robin Rice

Early Reading Indicator Responsible Person at District

Early Reading Indicator Responsible Person on my Campus

The Early Reading Indicator Code indicates whether a student is eligible for accelerated reading instruction as indicated by the administered reading instrument. The Early Reading Indicator Codes 1, 2, and 3 only apply to students in grades KG, 01, and 02. Students enrolled in all other grade levels should be reported with a blank.

Prior to Submission 1 and 3 the Early Childhood department will provide the campus PEIMS Clerk with student testing results along with the student’s eligible for intervention.

For Submission 1: report grade level reading status based on the Beginning of the Year assessment results.

For Submission 3: report grade level reading status based on the latest assessment results available for the student.

For Submission 4: early reading indicator code must be blank for all students.

Early Reading Codes

Code	Translation
1	Student is eligible for accelerated reading instruction as indicated by the administered reading instrument on the commissioner's list or approved by district committee under TEC 28.006 (For grades KG, 01, and 02 only)
2	Student is not eligible for accelerated reading instruction as indicated by the administered reading instrument on the commissioner's list or approved by district committee under TEC 28.006 (For grades KG, 01, and 02 only)
3	Student was not assessed. (For grades KG, 01, and 02 only)

Coding Early Reader

Every student in grades KG, 01, and 02 must have an early reading indicator. In September of each school year the PEIMS department will code all active students "2" for not eligible. The campus PEIMS Clerk will adjust the necessary records.

Students/Student Profile/Special Program Tab/Early Reader Tab WS/ST/TB/SP/TB/EL

1. **Begin Status or Edit Status:** if there is no line for the current year Early Reader you will select Begin. If there is a line that was created by the PEIMS department when all students were mass assigned in September, you select Edit. For submission 3 unless the student is new to Gregory-Portland ISD you will have just ended the submission 1 line and will select Begin.

Asterisk (*) denotes a required field

2. **Start Date:** enter the start date provided by the PEIMS department. Any student enrolled after the initial coding will have their enrollment date used as the start date.
3. **Early Reader:** use the code that is provided by the PEIMS department.
4. **Entrance Comment:** enter a comment based on the assessment given.
5. **School Year:** for the 2021-2022 school year, you will use 2022.

6. Save

If the code is "1" the PEIMS Clerk must also code the student as at-risk of dropping out of school. (See Entering At-Risk)

Ending Early Reader

The early reading indicator will only be ended at the end of the year if the student's code has changed from what was submitted in Submission 1.

Students/Student Profile/Special Program Tab/Early Reader Tab WS/ST/TB/SP/TB/EL

Start Date	Start Year	End Date	End Year	Early Reader
09/21/2017	2018		0000	1 - Eligible

1. **End Status:** select this to end the current line and can add a new line at Submission 3 to change the coding.

* Start Date: 09/21/2017 2018

* End Date: 12/28/2017 2018

* Early Reader: 1 Eligible

Entrance Comment: Beginning of the Year Assessment

Exit Comment: End of Year Assessment No Longer Qualify

Asterisk (*) denotes a required field

2. **End Date:** you will use the date that end of year assessments are provided. A student's Early Reader will only be ended if the end of year assessment changes what was reported in Submission 1.
3. **Exit Comment:** add the necessary information to show why the code was ended.
4. **School Year:** for the 2021-2022 school year, this will be 2022.
5. **Save**

****IMPORTANT****

Any student coded as 01-eligible for accelerated reading services will need to be coded at-risk. **The At-Risk coding will remain regardless if the student is no longer eligible for Early Reader.**

Economic Disadvantage

Janelle Reyes & Jeff Atkinson (Direct Certification)

Economic Disadvantage Responsible Person at District

Economic Disadvantage Responsible Person on my Campus

Gregory-Portland ISD currently operates the Community Eligible Provision (CEP) under the National School Lunch Program.

Schools qualifying to operate CEP serve one breakfast and lunch to all children at no charge eliminating the collection of meal applications for free, reduced-price, and paid student meals.

To be **eligible** to operate **CEP**, a school or group of schools within a district must have an Identified Student Percentage (ISP) of 40% or higher. To calculate ISP, a school must count all of the students who are categorically **eligible** for free school meals and divide by total student enrollment.

Most students automatically qualify if they are a SNAP or TANF participant. Others qualify by completing a Socio-Economic Form each school year that is available through Skyward New Student Online Enrollment or Skyward Family Access Returning Student Online Registration.

Reports are generated from the custom forms that are completed during registration and the designated campus personnel, typically counselor or administrator, determines if the students are eligible to be coded as socio-economically disadvantaged. At no time should a campus PEIMS or Attendance Clerk determine eligibility for economic-disadvantage status.

The NSLP Income Eligibility Guidelines are used to determine the coding:

Source- <https://squaremeals.org/FandNResources/IncomeEligibilityGuidelines.aspx>

Household Size	Total Income									
	Annual		Monthly		Twice-Monthly		Bi-Weekly		Weekly	
No. of Household Members	Free	Reduced	Free	Reduced	Free	Reduced	Free	Reduced	Free	Reduced
1	\$16,744	\$23,828	\$1,396	\$1,986	\$698	\$993	\$644	\$917	\$322	\$459
2	\$22,646	\$32,227	\$1,888	\$2,686	\$944	\$1,343	\$871	\$1,240	\$436	\$620
3	\$28,548	\$40,626	\$2,379	\$3,386	\$1,190	\$1,693	\$1,098	\$1,563	\$549	\$782
4	\$34,450	\$49,025	\$2,871	\$4,086	\$1,436	\$2,043	\$1,325	\$1,886	\$663	\$943
5	\$40,352	\$57,424	\$3,363	\$4,786	\$1,682	\$2,393	\$1,552	\$2,209	\$776	\$1,105
6	\$46,254	\$65,823	\$3,855	\$5,486	\$1,928	\$2,743	\$1,779	\$2,532	\$890	\$1,266
7	\$52,156	\$74,222	\$4,347	\$6,186	\$2,174	\$3,093	\$2,006	\$2,855	\$1,003	\$1,428
8	\$58,058	\$82,621	\$4,839	\$6,886	\$2,420	\$3,443	\$2,233	\$3,178	\$1,117	\$1,589
For each additional family member, add	+\$5,902	+\$8,399	+\$492	+\$700	+\$246	+\$350	+\$227	+\$324	+\$114	+\$162

These guidelines are based on 130% (free) and 185% (reduced) of the federal poverty guidelines and are effective July 1, 2021 – June 30, 2022.

If a student’s household income level falls in the appropriate guidelines (free or reduced) the student is then coded in Food Service as a 99-other qualified.

Entering Economic Disadvantage Code

**Student/Student Profile/Food Service
WS/ST/TB/FS/FS**

From the student’s profile, click on Food Service, click add and check the date to make sure it is when the student enrolled in the district, enter lunch code 9 for 99 other qualified. Then click save.

The screenshot displays the Skyward system interface. On the left, a navigation menu includes 'Special Prgrms', 'At-Risk', 'Special Ed', 'Food Service', 'Discipline', 'Health', 'Activity', '* Portfolio', 'Emergency', 'Grad Reqs', 'Test Scores', 'Guidance', 'Edu Milestones', and 'Vocational Ed'. The 'Food Service' menu item is highlighted with a red box and an arrow. The main area shows a table titled 'Food Service' with columns for 'Effective Date', 'Lunch Code', and 'Econ Dis'. The table contains several rows of data, with the top row having an effective date of 07/12/2021 and a lunch code of 'Eligible free'. A 'Lunch Code Maintenance' pop-up window is open, showing fields for 'Customer Name', 'Effective Date' (05/06/2022), and 'Lunch Code' (9). The 'Add' button in the table and the 'Save' button in the pop-up are highlighted with red boxes and arrows.

A report will need to be run at the end of every six weeks to verify that new students have been added and that others have remained coded. **At no time will you ever code a student as 1 or 2.** This is the job of food service. On reports, you will only look for 99's.

Foster Care Status

Martha Rose

Foster Care District Liaison

On June 14, 2013, the governor signed Senate Bill 833. The bill became effective immediately and requires Gregory-Portland ISD to collect and report the Foster Care status on all new and returning students.

The Foster Care District Liaison will provide to campus PEIMS Clerks a copy of the completed Student Residency Questionnaire (SRQ) if the parent answers "yes" to the question *Does the student have a form 2085?* A copy of the form 2085 should be requested from parents and provided to PEIMS clerks.

For a student in foster care, the following items will be kept:

Form 2085 or any other acceptable documents such as DFPS kinship (0695), court order naming DFPS as temporary or permanent managing conservator

1. Foster parent driver's license
2. Foster parent proof of residency

All students in Foster Care must have all their directory release information changed to no unless you receive written permission from the case worker. Under no circumstances should you release any information including pictures of a student who is currently in Foster Care.

For Submission 1, Gregory-Portland ISD will report all students in foster care based on the last Friday in October. The district must ensure that for all students reported we have on file the correct paperwork for coding the student as currently in foster care.

For Submission 3, Gregory-Portland ISD will report all student previously reported in Submission 1 plus any new foster care students. No foster care status should be ended after submission 1. If a student is adopted after submission 1 the information must be kept on file and their coding ended prior to the start of the next school year.

Foster Care Codes

Code	Translation
0	Student is not currently in the conservatorship of the Department of Family and Protective Services
1	Student is currently in the conservatorship of the Department of Family and Protective Services
2	Pre-kindergarten student was previously in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.

Entering Foster Care Coding

Student/Student Profile/Special Programs Tab/Foster Care WS/ST/TB/SP/TB/FC

Foster Care

Views: General Filters: *Skyward Default

Start Date	Start Year	End Date	End Year	Foster Care
There are no records to display; check your filter settings.				

Buttons: Begin Sts, Begin-End, Edit, Delete

1. Begin Status

Foster Care

Start Date: 07/01/2017

Add an End Date

End Date:

Foster Care:

Entrance Comment: 0

Exit Comment: 1

Asterisk (*) denotes a required field

Buttons: Save, Back

2. **Start Date:** enter the date when the student either enrolls in Gregory-Portland ISD with an existing form 2085 or when they are taken in to custody of the department of family and protective services.
3. **Foster Care:** enter the code based on the codes in the table above.
4. **Entrance Comment:** enter important information about the documentation on file for the student to prove Foster Care.
5. **School Year:** for the 2021-2022 school year, this will be 2022.
6. **Save**

****NEW**** The PEIMS Clerk must also code the student as at-risk of dropping out of school. (See Entering At-Risk)

The student indicator should appear, but if not, please go to categories/district/foster or former foster.

The PEIMS Clerk will also need to upload a copy of the 2085 form to the student portfolio. Each six weeks a report will need to be run to verify that all students that should be marked foster are and that the appropriate paperwork is on file and in the portfolio.

Ending Foster Care Coding

Student/Student Profile/Special Programs Tab/Foster Care WS/ST/TB/SP/TB/FC

Start Date	Start Year	End Date	End Year	Foster Care
07/16/2017	2017	0000		1 - Student is currently in the conservatorship of the Department

1. End Status

* Start Date: 07/16/2017 2017

2 End Date: 07/17/2017 4 2017

* Foster Care: 1 Student is currently in the conservatorship of the Department

Entrance Comment: Form 2085

3 Exit Comment: Student has been adopted

5 Save

Back

2. **End Date:** enter the date the student is no longer in the custody of the department of family and protective services. Remember after Submission 1 no students can be removed from foster care until the start of the next school year.
3. **Exit Comment:** the details as why the student is no longer in foster care.
4. **School Year:** for the 2021-2022 school year, this will be 2022.
5. **Save**

The PEIMS Clerk must also end the at-risk coding. (See Ending At-Risk coding)

General Education Homebound (GEH) Program

Barbara Ezell

GEH Services Responsible Person at District

GEH Services Responsible Person on my Campus

Any student who is served through the GEH program must meet the following three criteria:

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

A student served through the GEH program at home or hospital bedside must be served by a certified general education teacher. Over the period of his or her confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses the student is enrolled in, if possible.

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

A general education student served at home earns eligible days present based on the number of hours the student is served at home by a certified 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 or more hours	4 days present (4-day week) 5 days present (5-day week)

Eligible days present are determined each week. For GEH purposes, a week starts Sunday and ends Saturday. GEH service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

GEH Committee Documentation

The campus PEIMS staff should be provided the following documentation after a student has been qualified for GEH services:

- District form that documents the GEH committee’s decision showing the student is to be served through GEH, the amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided;
- A note from a licensed physician stating that the student has a medical condition that requires the student to be confined at home or hospital bedside for a minimum of 4 weeks;
- Documentation of the day(s) homebound instruction started and stopped; and
- The teacher’s homebound instruction log.

The minimum documentation required in homebound logs (the attendance record maintained by a homebound teacher) is the following:

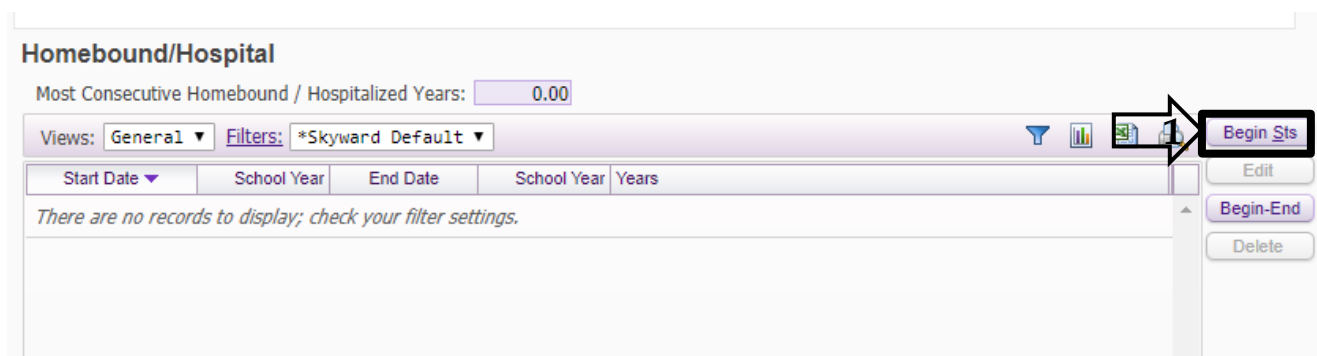
- The name of the homebound teacher,
- The student’s name and Texas Unique Student ID,
- The date that the homebound teacher visited the homebound student, and
- The specific time that the student was served (for example, 10:00 a.m. until 12:00 p.m.).

The district Homebound Services Information Packet provides additional information and sample forms.

Entering General Education Homebound Coding

Upon notification that a student will be served in a General Education Homebound setting, coding should be entered.

Student/Student Profile/Special Programs Tab/Homebound Hospital Tab WS/ST/TB/SP/TB/HH



1. Begin Status

Homebound/Hospital

* Start Date: 07/01/2017 * Start School Year: 2018 Save Back

Add an End Date

End Date: End School Year: 0000

Entrance Comment: Exit Comment: Asterisk (*) denotes a required field

2. **Start Date:** enter the date the student began being serviced through the General Education home instruction.
3. **Entrance Comment:** per coding sheet, date on form was signed, and who signed it.
4. **Start School Year:** for the 2021-2022 school year, this should be 2022.
5. **Save**

Ending General Education Homebound Coding

Upon notification that a student will no longer be served in a General Education Homebound setting, coding should be ended.

**Student/Student Profile/Special Programs Tab/Homebound Hospital Tab
WS/ST/TB/SP/TB/HH**

Homebound/Hospital

Most Consecutive Homebound / Hospitalized Years: 0.00

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
07/16/2017	2018		0000	0.00

End Sts Edit Begin-End Delete

1. **End Status**

Homebound/Hospital

Start Date: 07/16/2017 Start School Year: 2018 Save Back

* End Date: 07/16/2017 End School Year: 2018

Entrance Comment: per coding sheet, date on form was signed, and who signed i
Exit Comment: per coding sheet 7/25/2017 S Smith Asterisk (*) denotes a required field

2. **End Date:** enter the date the student is no longer being served the general education homebound instructional setting.
3. **Exit Comment:** per coding sheet, date on form was signed, and who signed it.
4. **End School Year:** for the 2021-2022 school year, this will be 2022.
5. **Save**

Gifted and Talented

Martha Rose

Gifted and Talented Responsible Person at District

Gifted and Talented Responsible Person on my Campus

Gifted and Talented (GT) coding is determined by the campus GT Committee. Each year parents, teachers, and staff can nominate students to be tested. Upon completion of testing, a *Gifted and Talented Form* will be given to the Registrar for all students that qualified for Gifted and Talented services.

For students in 1st-12th grade services will not begin until the next school year. For students in Kindergarten, services should begin prior to March 1st of the current school year.

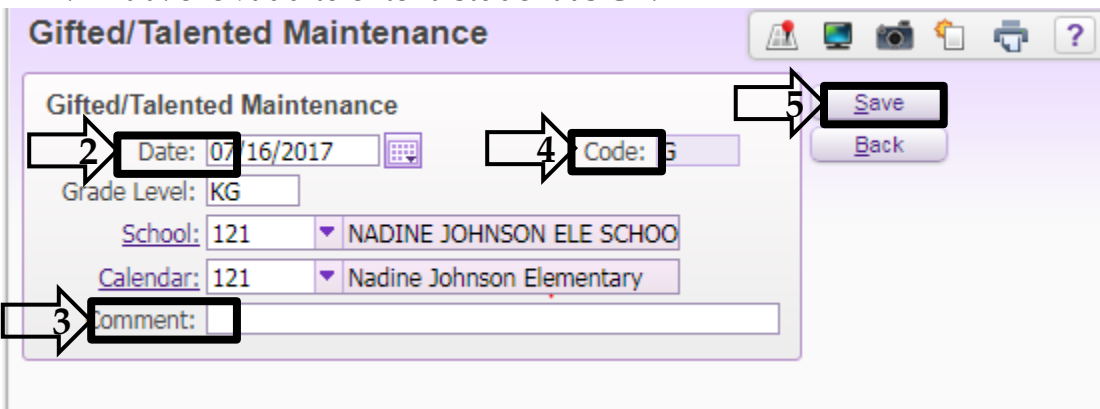
Coding GT Student

Student/Student Profile/Special Programs/Gifted Tab

WS/ST/TB/SP/TB/GI



1. **Add:** click add to enter a student as GT.



2. **Date:** use the date entered on the coding sheet.

3. **Comment:** add the following comment, per PEIMS coding sheet dated and name of person submitting the coding sheet.

4. **Code:** ensure that the code listed is a G.

5. **Save**

Ending GT Student

Student/Student Profile/Special Programs/Gifted Tab WS/ST/TB/SP/TB/GI

Entity	Grade Level	School	Calendar	Code	Date	Computer	Comment
121	KG	121	121	G	07/16/2017	N	

1. **Add:** click add to enter a withdraw line for GT.

Gifted/Talented Maintenance

Date: 07/16/2017

Code: W

Grade Level: KG

School: 121 NADINE JOHNSON ELE SCHOOL

Calendar: 121 Nadine Johnson Elementary

Comment:

Save Back

2. **Date:** use the date entered on the coding sheet.
3. **Comment:** add the following comment, per PEIMS coding sheet dated and name of person submitting the coding sheet.
4. **Code:** ensure that the code listed is a W which is the withdraw code.
5. **Save**

Note that each year Gifted and Talented coding is ended and started again each year. Until the first day of school the GT indicator will not appear for the student. If we are able to mass enter a date before school starts, this will be done and the indicator should show up before the first day of school but there is no guarantee.

A report will be run every 6 weeks to verify that all GT students are accounted and coded in the SIS.

Homeless/Unaccompanied Youth

Martha Rose

Homeless/Unaccompanied Youth Responsible Person at District

Homeless/Unaccompanied Youth Responsible Person on my Campus

As defined by 42 USD, §11434a, the term *homeless children and youths* –

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of §11302(a)(1)]; and

(B) includes –

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of §11302(a)(2)(C) of this title];
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in §6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (I) through (III).

As defined by NCLB, Title X, Part C, Section 725(6), the term *unaccompanied youth* includes a youth not in the physical custody of a parent or guardian.

Every Gregory-Portland ISD family is asked during the registration process to contact the campus if they believe that the student qualifies for the McKinney-Vento Act to request a form. Once the family completes a *Student Residency Questionnaire (SRQ)* if any box other than *in a home that the student's parent or legal guardian owns or rents* is checked, the Homeless Liaison will process and make a copy available to the campus PEIMS Clerk. Students designated as homeless must be re-identified each year.

Upon enrollment, the campus PEIMS Clerk will code students with a 0 for homeless. The unaccompanied youth coding will be blank. The only time you will have an unaccompanied youth coding is if you have a homeless coding of something other than 0.

Coding Homeless

**Student/Student Profile/Special Program/Homeless Tab
WS/ST/TB/SP/TB/HO**

Homeless

Most Consecutive Homeless Years: 0.79

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
08/24/2015	2016	06/06/2016	2016	0.79
08/25/2014	2015	06/05/2015	2015	0.78
08/26/2013	2014	06/05/2014	2014	0.78
08/27/2012	2013	06/10/2013	2013	0.79

Buttons: Begin Sts, Edit, Begin-End, Delete

1. Begin Status

https://hipponet.hutto.txed.net/scripts/wsisa.dll/WService=wsEPlus/sstudnclb2ed

Homeless

Start Date: 08/22/2016 Start School Year: [Redacted] Save Back

End Date: End School Year: 0000

* Homeless Indicator: 0 No homeless during current school year

Unaccompanied Youth: [Redacted] Disaster

Disaster Indicator: Disaster State: Disaster County/Parish: Entrance Comment: Exit Comment:

Asterisk (*) denotes a required field

2. **Start Date:** enter the date the student started on the campus.
3. **Start School Year:** for the 2021-2022 school year, this should read 2022.
4. **Homeless Indicator:** all students upon enrollment will be coded "0".
5. **Unaccompanied Youth:** leave blank if the homeless indicator is zero.
6. **Save**

At the beginning of the year and for newly enrolled students, upon receipt of the **McKinney-Vento Application Form** the homeless and unaccompanied youth line can be edited using the new information.

Homeless

Most Consecutive Homeless Years: 0.79

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
08/22/2016	2017		0000	0.00
08/24/2015	2016	06/06/2016	2016	0.79
08/25/2014	2015	06/05/2015	2015	0.78
08/26/2013	2014	06/05/2014	2014	0.78
08/27/2012	2013	06/10/2013	2013	0.79

Buttons: End Sts, Edit, Begin-End, Delete

1. **End Status:** find the line created when the student initially enrolled and click here.

2. **End Date:** add the date from the McKinney-Vento Application Form.
3. **End School Year:** for the 2021-2022 school year, this should be 2022.
4. **Exit Comment:** Add the following comment: per coding sheet, date on form was signed, and who signed it.
5. **Save**

The new entry line will need to be added.

Homeless

Most Consecutive Homeless Years: 0.79

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
08/22/2016	2017	08/23/2016	2017	0.01
08/24/2015	2016	06/06/2016	2016	0.79
08/25/2014	2015	06/05/2015	2015	0.78
08/26/2013	2014	06/05/2014	2014	0.78
08/27/2012	2013	06/10/2013	2013	0.79

Buttons: Begin Sts, Edit, Begin-End, Delete

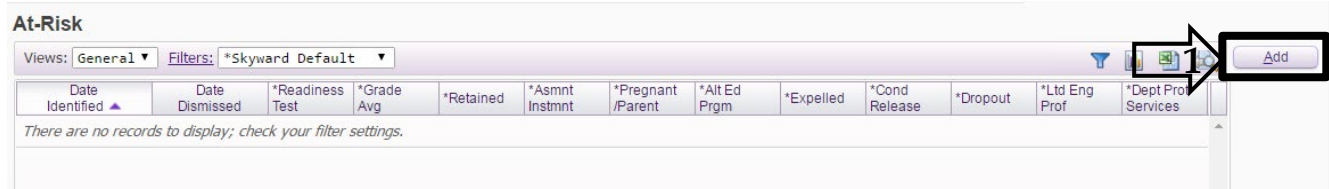
1. **Begin Status**

2. **Start Date:** enter the date from the *McKinney-Vento Application Form*.
3. **Start School Year:** for the 2021-2022 school year, this will be 2022.
4. **Homeless Indicator:** enter the code from the *McKinney-Vento Application Form*.
5. **Unaccompanied Youth:** if there is a homeless indicator there must be a code here. Enter the code from the *McKinney-Vento Application Form*.
6. **Entrance Comment:** Add the following comment: per coding sheet, date on form was signed, and who signed it.
7. **Save**

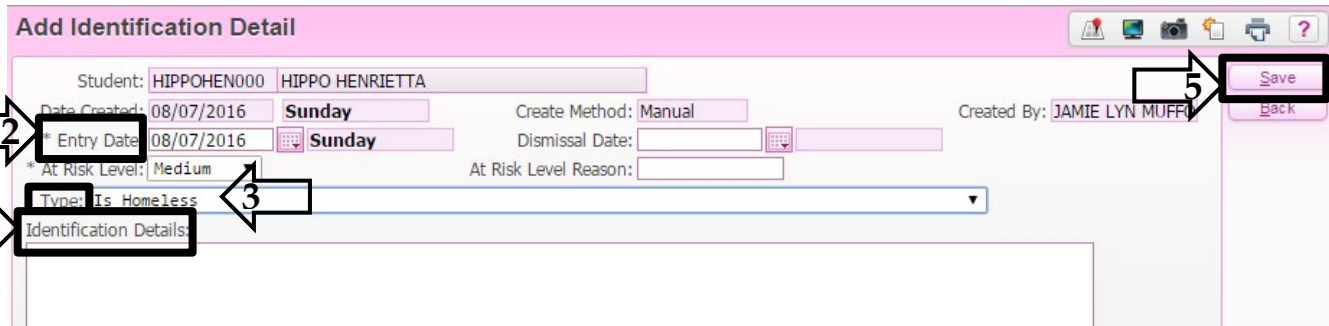
Coding Homeless At-Risk
Student/Student Profile/At-Risk Tab
WS/ST/TB/AR

The PEIMS Clerk must also code a homeless student as at-risk of dropping out of school.

No Current At-Risk Record

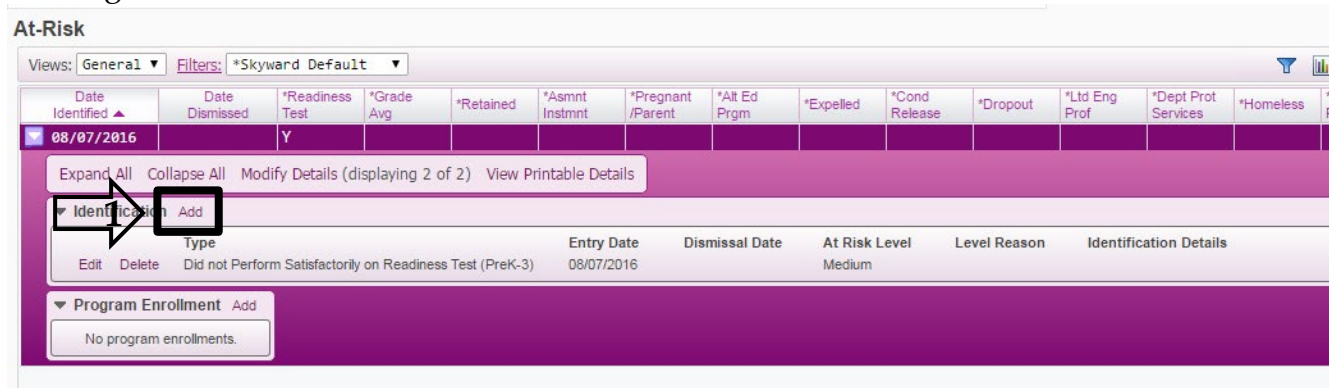


1. **Add:** click add.



2. **Entry Date:** add the entry date to match what is on the *McKinney-Vento Application Form*.
3. **Type:** change the type to match the reason you are coding the student at-risk, *Is Homeless*.
4. **Identification Details:** detailed notes along with any expected ending date should be filled out in the notes.
5. **Save**

Existing At-Risk Record



1. **Add:** click add.

The screenshot shows a web form titled "Add Identification Detail" for student HIPPOHEN000 (HIPPO HENRIETTA). The form contains several fields: "Date Created" (08/07/2016, Sunday), "Create Method" (Manual), "Created By" (JAMIE LYN MUFF), "Entry Date" (08/07/2016, Sunday), "Dismissal Date", "At Risk Level" (Medium), "At Risk Level Reason", "Type" (Is Homeless), and "Identification Details". A "Save" button and a "Back" button are located in the top right corner. Five numbered callouts are present: 2 points to the "Entry Date" field, 3 points to the "Type" dropdown menu, 4 points to the "Identification Details" text area, and 5 points to the "Save" button.

2. **Entry Date:** add the entry date to match what is on the *McKinney-Vento Application Form*.
3. **Type:** change the type to match the reason you are coding the student at-risk, *Is Homeless*.
4. **Identification Details:** detailed notes along with any expected ending date should be filled out in the notes.
5. **Save**

The **McKinney-Vento Application Form** will be kept in the campus Special Programs binder. All SRQ forms must be kept for a minimum of 5 years. When a student withdraws from Gregory-Portland ISD their Homeless coding should be ended.

At the end of each year, the homeless coding of all students will be ended by the PEIMS department.

If a student is classified as an unaccompanied youth and is under the age of 18 the first family listed in Skyward can be the student or caregiver and the second family must be the parent. Both families must receive all information sent home.

If a student is classified as unaccompanied youth and is over the age of 18, the student can be listed as the only family in Skyward. The student does not need to be withdrawn from school. Make a note that the family information is being changed and the reason.

If an unaccompanied youth needs to attend an appointment, the school should contact the appointment office and require a note upon return. At that point the student can sign themselves out to attend the appointment.

Every 6 weeks a report will be run to verify that all students that should be coded as homeless are accounted and coded correctly. A copy of the report should be sent to the Executive Director of Curriculum & Instruction to sign and return.

Immigrant

Janelle Reyes

Immigrant Responsible Person at District

Immigrant Responsible Person on my Campus

The immigrant indicator code indicates whether the student is an identified immigrant under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, *individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years*. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

Special Note: Immigrant status under the Title III – Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act of 2001, should not be confused with immigrant status as defined for the Department of Homeland Security (DHS). Districts should not assume responsibility for determining the extent to which students are legal or illegal immigrants under DHS regulations. Definition of immigrant should not be confused with definition used for state assessment purposes or definition used for student eligibility to English I for Speakers of Other Languages or English II for Speakers of Other Languages taught in high school. Texas is required to use the federal definition under Title III of NCLB in order to determine immigrant student counts for funding and for coding in PEIMS.

To determine whether a student should have an immigrant indicator code of 1 for PEIMS reporting purposes, ask the following questions:

1. Is the student 3-21 years of age?
2. Was the student born outside the United States?
3. Has the student attended a US school for 3 full academic years?

Note: The 3 years do not need to be consecutive.

Note: A US Department of Defense school that is not located within the fifty states or District of Columbia is not considered a US school.

If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1. This information may be found on the student's home language form. Once a student is coded as immigrant they will remain so for 3 years. After that time, the coding will be ended.

Guidance from the Texas Education Agency says that students born outside the United States and returning to the United States are considered immigrants even those born on military bases in foreign countries. They are US citizens immigrating into the US from their original birth place.

Entering Immigrant

Upon entry of a new student with a birth certificate issued outside the 50 states, the District of Columbia and the Commonwealth of Puerto Rico, the campus registrar/PEIMS clerk should answer the 3 questions above to determine if a student should be coded Immigrant. The registrar/PEIMS clerk will fill out the *Immigrant Form* and give to a campus administrator. Once signed and returned the registrar/PEIMS clerk will code the student.

Student Profile/Special Programs Tab/Immigrant Tab WS/ST/TB/SP/TB/MG

Immigrant Status

Most Consecutive Years Enrolled in Any U.S. School: 0.00

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
There are no records to display; check your filter settings.				

Buttons: Begin Sts, Begin-End, Delete

1. Begin Status

Immigrant Status

Start Date: 08/07/2016 Start School Year: 2022 Save Back

End Date: Add an End Date End School Year: 0000

Entrance Comment: 1st year in US School. End at end of 18/19 school year

Exit Comment:

Asterisk (*) denotes a required field

2. **Start Date:** the start date will be the day the student first enrolled in Gregory-Portland ISD.
3. **Start School Year:** for the 2021-2022 school year, this should be 2022.
4. **Entrance Comment:** the comment should include the date the student entered a US school which may differ from the start date and the estimated school year when a student should be exited from Immigrant.

Exiting Immigrant

Migrant

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
05/08/2017	2017	0000	0.19	

Buttons: End Sts, Begin-End, Delete

1. **End Status:** click on end status to exit the student from being an immigrant after they have been enrolled for 3 full academic years.

Special Prgms /

* Start Date: 05/08/2017 * Start School Year: 2017 Save Back

Remove End Date

* End Date: 07/16/2017 * End School Year:

Entrance Comment: Per coding sheet 5/8/2017 from E Torres

Exit Comment:

Asterisk (*) denotes a required field

2. **End Date:** enter the date when the student has been enrolled in a US school for 3 full academic years.
3. **End School Year:** for the 2021-2022 school year, should be 2022.
4. **Save**

Limited English Proficiency

Sharon Reckaway and Robin Rice

Limited English Proficiency Responsible Person at District

Limited English Proficiency Responsible Person on my Campus

Upon enrollment, any student that has a home language survey indicating any language other than English or that comes from another school with a LEP coding must be referred to the LPAC administrator for testing. Every effort should be made to recover language testing and identification information from the student's previous school using the *LPAC Document Recovery* Form.

To be eligible for Bilingual/ESL weighted funding a student must have a signed parental permission letter in file for the LEP student in a bilingual or ESL education program.

Each year campus staff must complete an audit of documentation contained in the student's LEP folder. A *LPAC Folder Audit Cover Sheet* must be filled out at the end of the year for each LEP student and all the year's documentation must be put behind the cover sheet. Additionally, a LEP folder audit will be conducted on a selected group of folders each year. Prior to the audit the campus staff will be notified as to which folders to pull and make available to the PEIMS department.

Calculating Years in US Schools

Each year at the beginning of the 2nd semester and prior to TELPAS testing the campus must determine the number of years a student in grades 1st-12th have been in a US school use the following:

- Prior to 13/14 school year: received 1 year if enrolled in a minimum of 1 day of school.
- 13/14 SY to present: receive 1 year if enrolled in 60 consecutive days of school.
 - When counting 60 consecutive school days for students who withdraw from a US school and then re-enroll in another US school, district should restart the count at day 1 only in cases in which the student was not enrolled in another school for **10 or more consecutive school days**. Student that re-enroll in another school in less than 10 days continue to be counted within the one year of the Years in US school calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the calculation of years in US schools regardless of any subsequent periods of enrollment.
- When calculating US schools, the Texas Education Agency only considers schools based in the 50 states and Washington DC. Years attending a school in Puerto Rico are not considered when making the calculation.

Bilingual/ESL/LEP coding is determined by campus LPAC administrators. The coding will be entered in to the Skyward software after the *LEP/BIL/ESL Coding Change form* is submitted to the PEIMS clerk.

Coding LEP Student

Student/Student Profile/Special Programs/LEP/BIL/ESL Tab WS/ST/TB/SP/LE

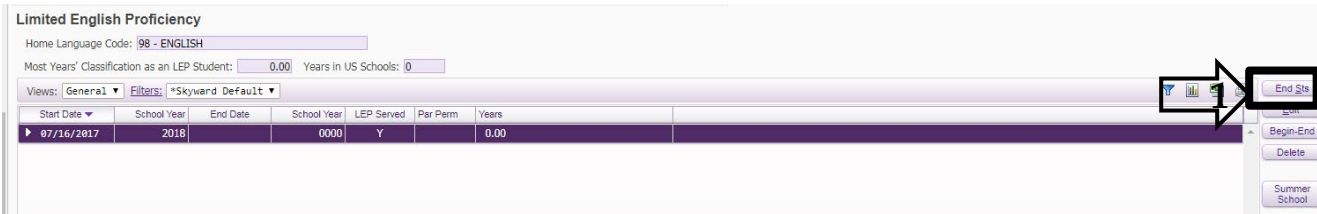
1. Begin Status

2. **Start Date:** enter the date from the coding sheet that the student begins LEP.
3. **Parental Permission:** enter the permission code from the coding sheet.
4. **TELPAS Code:** enter the code from the coding sheet.
5. **Program Participation:** click on the button Student Does Not Participate in an LEP Program. If you select ESL there will be an additional decision to make.
6. **Years in US Schools:** update the student's year's in US schools.
7. **Entrance Comment:** enter the following: Per PEIMS coding sheet dated and name of person submitting the coding sheet.
8. **Save**

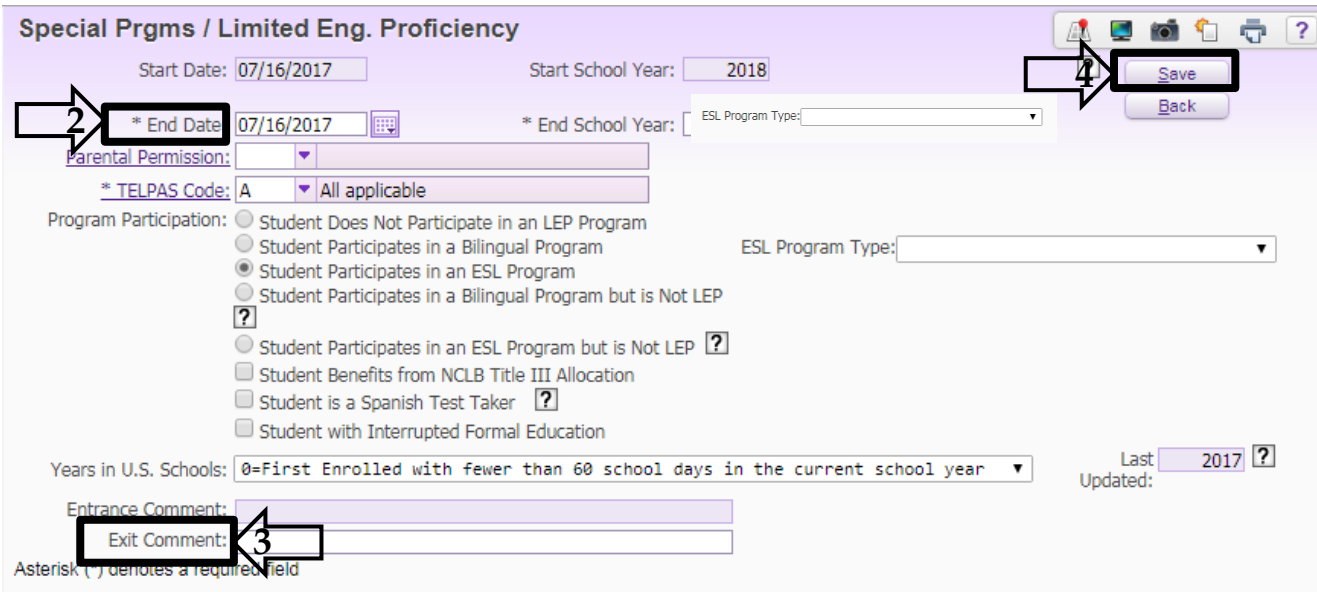
The campus PEIMS Clerk must also code the student as at-risk of dropping out of school. (See Entering At-Risk)

Ending LEP Coding

Student/Student Profile/Special Programs/LEP/BIL/ESL Tab WS/ST/TB/SP/LE

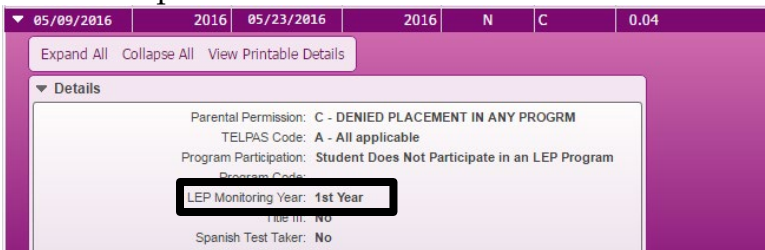


1. End Status



2. **End Date:** enter the date from the coding sheet that the student is no longer LEP.
3. **Exit Comment:** enter the following: Per PEIMS coding sheet dated and name of person submitting the coding sheet.
4. **Save**

Once a student’s coding has been ended the system will automatically track 1st and 2nd year monitor. To view expand the ended record.



The PEIMS clerk must also end the at-risk coding. (See Ending At-Risk coding)

If a parent completes the Home Language Survey and puts English/English on the form and the teacher, counselor or administrator sees the student is struggling with English the LPAC coordinator must be contacted. The LPAC coordinator will contact the parent to inform that the student is struggling and explain the benefits of the bilingual/ESL program. If the parent decides to make a change to the Home Language Survey they can make it and initial and date the change.

Once the Home Language Survey is in place with a language other than English, Gregory-Portland ISD can test the student and hold an LPAC meeting. Once the LPAC determines the student is Limited English Proficient, we will get parental approval to participate in the LEP/Bilingual/ESL program. After this parental approval is in place Gregory-Portland ISD will receive bilingual/ESL funding for the student.

G-PISD LEP PEIMS INFORMATION FORM

2021-2022

First Name: _____ Last Name: _____

Campus: _____ DOB: _____ LANGUAGE: _____

Initial LPAC? SELECT _____ Date of LPAC: _____

Has student been identified in another Texas school? SELECT _____

If yes, what is the name of the school? _____

Have LEP records been received? _____

Has the LPAC determined that this student qualifies as LEP after review of assessment and other documentation? SELECT _____

START DATE _____

END DATE _____

PARENT PERMISSION – Check ONE

- 3 Req Non-LEP/EP Placed in BIL
- 7 Parent/Guardian Did Not Respond
- 8 Parent/Guardian Not Contacted
- A Denied Bilingual; Approved ESL
- C Denied Placement in Any Program
- D Approved placement in BIL
- E Yes to BIL, Not Available: Yes- ESL
- F Par/Guard of LEP Stu Approved Srvs (9-12)
- G Appr place Non-LEP in BIL/ESL
- H Par/Guard Req placement in ESL
- J Yes to ESL;Alt Lng Aprv by TEA
- K Parent or Guardian has approved placement of a LEP/EL student in the ESL program

TELPAS CODE – A All Applicable

ESL PROGRAM TYPE – Check ONE

- 0 Does Not Participate in ESL
- 2 ESL/Content Based
- 3 ESL/Pull Out

BIL PROGRAM TYPE – Check ONE

- 0 Does Not Participate in BIL
- 2 Transitional BIL/Early Exit

PROGRAM PARTICIPATION

Check Only One

- Student Does Not Participate in a LEP Program
- Student Participates in an ESL Program
- Student Participates in a BIL Program

Check Box if Applicable

- Student with Interrupted Formal Education

YEARS IN U. S. SCHOOLS

Check Only One

- 0 - First Enr with fewer 60 school days Current School Yr
- 1 - First Enr with at least 60 school days Current School Yr
- 2 - Enr with at least 60 school days per year 2 School Yrs
- 3 - Enr with at least 60 school days per year 3 School Yrs
- 4 - Enr with at least 60 school days per year 4 School Yrs
- 5 - Enr with at least 60 school days per year 5 School Yrs
- 6 - Enr with at least 60 school days per year 6 or more Yrs

SIGNATURE: _____

DATE: _____

Revised 9/21/2021

All areas of the preceding form must be completed. If not, please return to the campus personnel and have them enter any missing information before coding. PEIMS Clerks should **never** assume to know what the coding should be. EL/LEP/BIL is important for funding and must be coded appropriately.

Migrant

Martha Rose

Migrant Responsible Person at District

Migrant Responsible Person on my Campus

Every Gregory-Portland ISD family fills out a Migrant Questionnaire each year and upon initial enrollment found at **Student/Student Profile/Custom Forms Tab/20XX Migrant**. Upon enrollment, if the parent answers yes to the question “Within the last 3 years, did you or one of your family members move to seek or find work in agriculture or fishing?”

The **Migrant Survey** should be **forwarded to the district migrant person** and a copy retained on campus. Migrant information can be found by running a report in **Students/Data Mining**. All Migrant determinations are made through the Education Service Center, Region 2 (ESC-2).

If the family is classified as Migrant by the ESC-2, a **Migrant Form** will be forwarded to the campus. Upon receipt of the **Migrant Form** the campus PEIMS Clerk will code the student.

Coding Migrant Students

**Student Profile/Special Programs/Migrant
WS/ST/TB/SP/TB/MG**

Migrant

Views: General Filters: *Skyward Default

Start Date School Year End Date School Year Years

There are no records to display; check your filter settings.

Begin Sts Edit Begin-End Delete

1. Begin Status

Special Prgms / Migrant

* Start Date: 08/22/2016 * Start School Year: 2022

Add an End Date

End Date: End School Year: 0000

Entrance Comment:

Exit Comment:

Save Back

2. **Start Date:** enter the date the student began this school year in Gregory-Portland ISD.
3. **School Year:** for the 2021-2022 school year, this should read 2022.
4. **Entrance Comment:** add the following comment: per coding sheet, date on form was signed, and who signed it.
5. **Save**

Ending Migrant Students

Student Profile/Special Programs/Migrants/ST/TB/SP/TB/MG

Migrant

Views: General Filters: *Skyward Default

Start Date	School Year	End Date	School Year	Years
05/08/2017	2017		0000	0.19

End Sts
Edit
Begin-End
Delete

1. End Status

Special Prgms / Migrant

Start Date: 05/08/2017 Start School Year: 2017

* End Date: 07/15/2017 * End School Year: [Redacted]

Entrance Comment: Per coding sheet 5/8/2017 from E Torres

Exit Comment: Per coding sheet 7/15/2017 from E Torres

Asterisk (*) denotes a required field

Save
Back

2. **End Date:** add the end date from the coding sheet.
3. **Exit Comment:** add the following comment: per coding sheet, date on form was signed, and who signed it.
4. **End School Year:** for the 2021-2022 school year, this should be 2022.
5. **Save**

Military Connected Students

Janelle Reyes

Military Connected Responsible Person at District

Military Connected Responsible Person on my Campus

On May 25, 2013, Section 25.006, Education Code was amended by House bill 525. The following sections were added:

(c) The agency shall collect data each year from school districts and open-enrollment charter schools through the Public Education Information Management System (PEIMS) relating to the enrollment of military-connected students. The data relating to the enrollment of military connected students under this section:

(1) Must include the number of active duty military-connected students and the member of National Guard or reserve military-connected students enrolled in the school district or open-enrollment charter school on a date at the beginning of the school year specified by the agency and a date at the end of the school year specified by the agency; and

(2) May not be used for purposes of determining a campus or district performance rating under Section 39.054.

(d) In this section, *military-connected student* means a student enrolled in a school district or open-enrollment charter school who is a dependent of a member of:

(1) The United States military on Active duty;

(2) The Texas National Guard; or

(3) A reserve force of the United States military.

Every Gregory-Portland ISD family is asked during the registration process to contact the campus if they believe that the student qualifies as Military Connected to request a form. Once the family completes a *Military Connected Student Form* and selects the appropriate option, the campus PEIMS Clerk will review and enter the code in the SIS. There is no need to end the status each year for every student unless there is a change to the military status for an individual student.

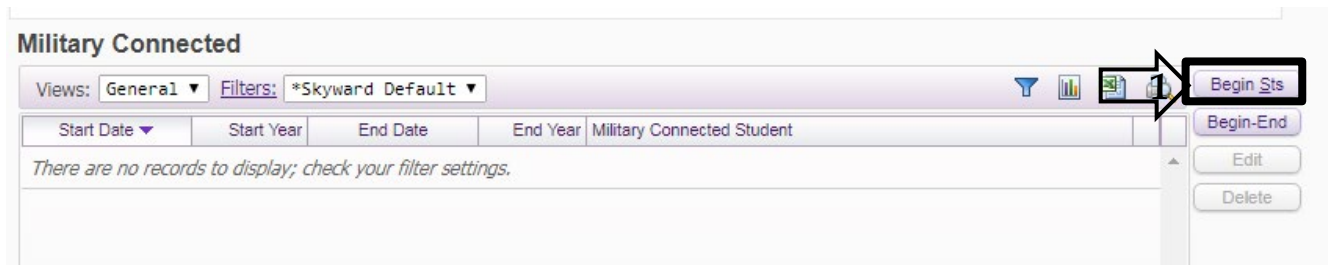
Military Connected Code Table

Code	Translation
0	Not a military-connected student
1	Student is a dependent of a member of the Army, Navy, Air Force, Marine Corps, Space Force or Coast Guard on Active Duty
2	Student is a dependent of a current member of the Texas National Guard (Army, Air Guard, or State Guard)

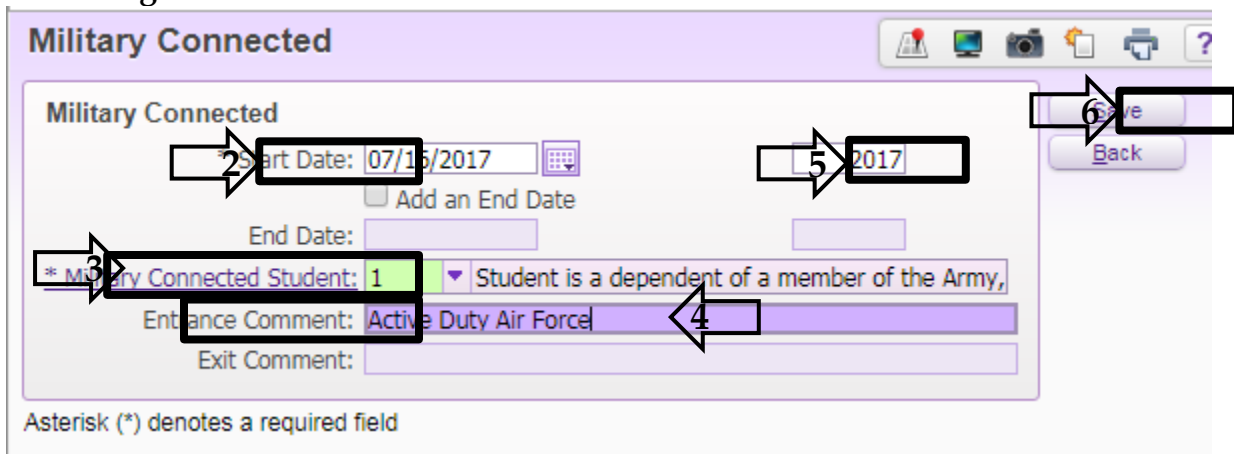
3	Student is a dependent of a current member of a reserve force in the United States military (Army, Navy Air Force, Marine Corps, or Coast Guard)
4	Pre-kindergarten student is: 1) a dependent of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority, or 2) is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty. Note: A student remains eligible for enrollment if the child's parent leaves the armed forces or is no longer on active duty after the child begins a prekindergarten class.
5	Student is a dependent of a former member of one of the following: - the United States military - the Texas National Guard (Army, Air Guard, or State Guard) - a reserve force in the United States military
6	Student was a dependent of a member of a military or reserve force in the United States military who was killed in the line of duty

Coding Military Connected Student

**Student/Student Profile/Special Programs/Military Connected Tab
WS/ST/TB/SP/TB/ML**



1. Begin Status



- 2. **Start Date:** use the date the student started in Gregory-Portland ISD.
- 3. **Military Connected Student:** use the correct code from the coding table above.

4. **Entrance Comment:** enter the branch of the military the parent/guardian is part of.
5. **School Year:** for the 2021-2022 school year, you will use 2022.
6. **Save**

Ending Military Connected Student

**Student/Student Profile/Special Programs/Military Connected Tab
WS/ST/TB/SP/TB/ML**

Military Connected

Views: General Filters: *Skyward Default

Start Date	Start Year	End Date	End Year	Military Connected Student
07/16/2017	2017		0000	1 - Student is a dependent of a member of the Army, Navy, Air I

End Sts
Begin-End
Edit
Delete

1. End Status

Military Connected

* Start Date: 07/16/2017 2017

2 * End Date: 07/17/2017 4 2017

* Military Connected Student: 1 Student is a dependent of a member of the Army,

Entrance Comment: Active Duty Air Force

3 Exit Comment: Parent no longer in the military

5 Save Back

Asterisk (*) denotes a required field

2. **End Date:** the date the parent is no longer affiliated with the military.
3. **Exit Comment:** the reason you are removing the coding.
4. **School Year:** for the 2021-2022 school year, you will use 2022.
5. **Save**

Pregnancy Related Services (PRS)

Sharon Reckaway & Barbara Ezell (CEHI)

Pregnancy and Related Services Responsible Person at District

Nurse & Campus Counselor

Pregnancy and Related Services Responsible Person on my Campus

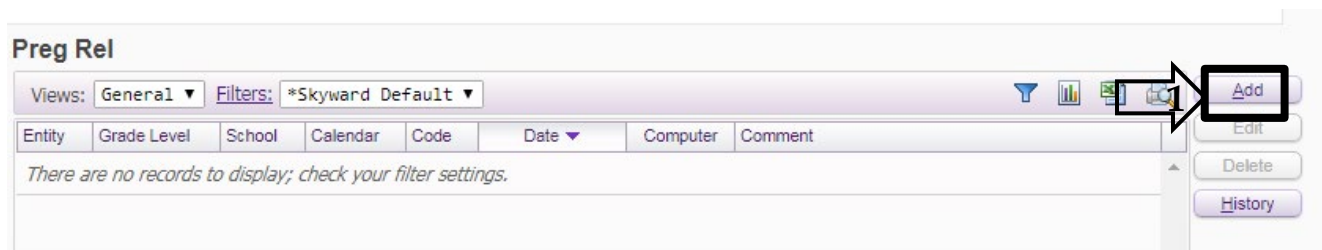
Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI) that a student receives during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and stay in school. These services are delivered to a student when:

- The student is pregnant and attending classes on a district campus,
- A valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a district campus, or
- A valid medical necessity for confinement during the pregnancy postpartum period prevents the student from attending classes on a district campus.

PRS Entry

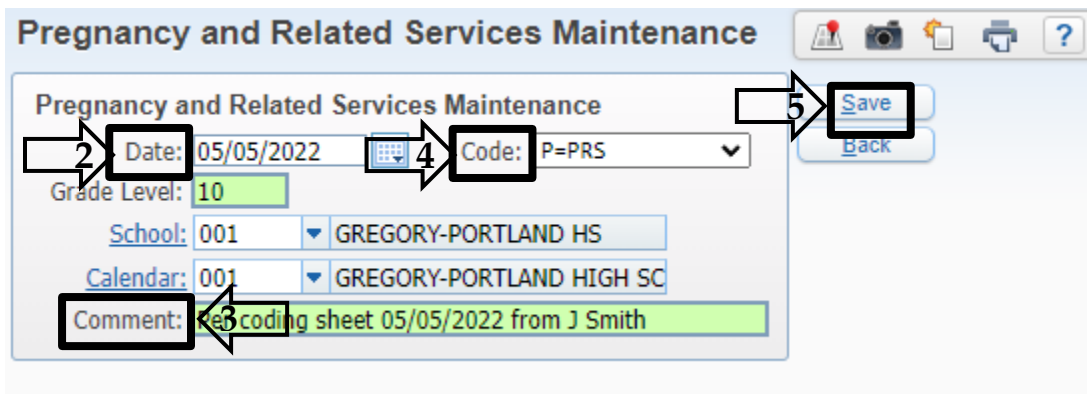
Pregnancy related services coding is determined by the campus PRS coordinator and coded by the campus PEIMS clerk upon receipt of a *Pregnancy Related Services (PRS) Student Data Record*.

Student/Student Profile/Special Programs/PRS WS/ST/TB/SP/TB/PR



The screenshot shows a software interface titled "Preg Rel". At the top, there are dropdown menus for "Views: General" and "Filters: *Skyward Default". Below this is a table with columns: Entity, Grade Level, School, Calendar, Code, Date, Computer, and Comment. The table is empty, with a message: "There are no records to display; check your filter settings." To the right of the table are buttons for "Add", "Edit", "Delete", and "History". The "Add" button is highlighted with a red box, and a red arrow points to it from the right.

1. **Add:** click add to start the PRS record.



The screenshot shows a form titled "Pregnancy and Related Services Maintenance". The form has several fields: "Date" (05/05/2022), "Code" (P=PRS), "Grade Level" (10), "School" (001 GREGORY-PORTLAND HS), and "Calendar" (001 GREGORY-PORTLAND HIGH SC). The "Comment" field contains the text "Per coding sheet 05/05/2022 from J Smith". At the bottom right are "Save" and "Back" buttons. Numbered callouts are present: a red box around the "Date" field with a red arrow and the number "2"; a red box around the "Code" dropdown with a red arrow and the number "4"; a red box around the "Comment" field with a red arrow and the number "3"; and a red box around the "Save" button with a red arrow and the number "5".

2. **Date:** enter the date listed on the *PEIMS Coding Form*

3. **Comment:** enter the comment Per PEIMS coding sheet, date, and who signed the sheet.

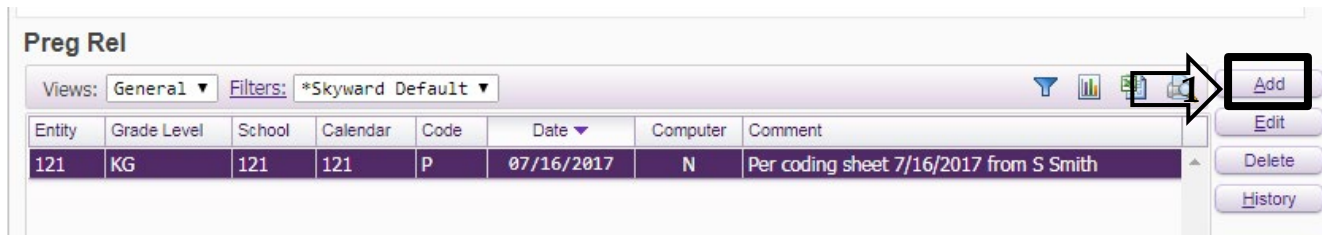
4. **Code:** make sure the code listed is PRS
5. **Save**

The campus PEIMS Clerk must also code the student as at-risk of dropping out of school. (See Entering At-Risk)

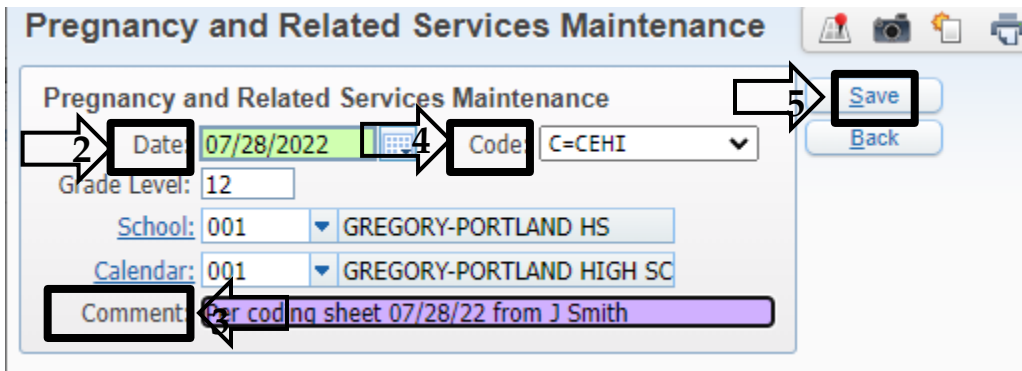
CEHI Entry

Compensatory Education Home Instruction needs to be coded any time a pregnant student is confined to the home or hospital or upon delivery of the baby. The campus PRS code will make the determination and it is coded by the campus PEIMS clerk upon receipt of a *Pregnancy Related Services (PRS) Student Data Record*.

**Student/Student Profile/Special Programs/PRS
WS/ST/TB/SP/TB/PR**



1. **Add:** click add to start the CEHI record.



2. **Date:** enter the date listed on the *PEIMS Coding Form*
3. **Comment:** enter the comment *Per PEIMS coding sheet, date, and who signed the sheet.*
4. **Code:** make sure the code listed is CEHI
5. **Save**

The student remains at-risk.

PRS/CEHI Exit

When the student returns to school, a new line consisting of a withdraw code must be entered. The campus PRS code will make the determination and it is coded by the campus PEIMS clerk upon receipt of a *Pregnancy Related Services (PRS) Student Data Record*.

**Student/Student Profile/Special Programs/PRS
WS/ST/TB/SP/TB/PR**

Preg Rel

Views: General Filters: *Skyward Default

Entity	Grade Level	School	Calendar	Code	Date	Computer	Comment
121	KG	121	121	C	07/25/2017	N	Per coding sheet 7/25/2017 from S Smith
121	KG	121	121	P	07/16/2017	N	Per coding sheet 7/16/2017 from S Smith

Buttons: Add, Edit, Delete, History

1. **Add:** click add to end the PRS/CEHI record.

Pregnancy and Related Services Maintenance

Date: 07/28/2022

Code: W=WITHDRAWN

Grade Level: 12

School: 001 GREGORY-PORTLAND HS

Calendar: 001 GREGORY-PORTLAND HIGH SC

Comment: Per coding sheet 07/28/22 from J Smith

Buttons: Save, Back

2. **Date:** enter the date listed on the *PEIMS Coding Form*
3. **Comment:** enter the comment Per PEIMS coding sheet, date, and who signed the sheet.
4. **Code:** make sure the code listed is Withdrawn
5. **Save**

The campus PEIMS Clerk must also end the at-risk coding. (See Ending At-Risk coding)

Pre-Kindergarten

Robin Rice

Pre-Kindergarten Responsible Person at District

Campus Counselors & Principal

Pre-Kindergarten Responsible Person on my Campus

Pre-Kindergarten Eligibility

Per the Student Attendance Accounting Handbook(SAAH), to be eligible for enrollment in a PK class, a child must be three or four years of age on September 1 of the current school year and must meet one of the following requirements:

1. Be unable to speak and comprehend the English language
2. Be educationally disadvantaged (eligible to participate in the National School Lunch Program)
3. Be homeless
4. Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority
5. Be the child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty
6. Have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (foster care) following an adversary hearing.
7. Is the child of a person eligible for the Star of Texas Award such as:
 - i. A peace officer under Texas Government Code, §3106.002
 - ii. A firefighter under Texas government code, §3106.003
 - iii. An emergency medical first responder under Texas government code, §3106.004

During online registration the socio-economic form is completed. Campus counselors can use this document first to determine if a Pre-K applicant may qualify based on educationally disadvantaged status. A Pre-K Qualification Form must be completed to document the student's reason for qualifying. The form will be retained in the cumulative folder for each student enrolling. **If a student was in Pre-K 3-year-old program and they are going to be in the Pre-K 4-year-old program, the application must be completed again. If they don't qualify again, you may then use the code **Previous PK prior year on the application.** The application must be made available to the PEIMS department for audit purposes.

A child who is 5 years of age on September 1 of the current school year is **not** eligible for enrollment in a PK class. It is the position of the Texas Education Agency (TEA) that children who reach age 5 on September 1 are most appropriately served in Kindergarten, and that the law specifically established the PK program to serve students who have not reached age 5.

Gregory-Portland ISD does not allow a student who has reached the age of 5 on September 1st to enroll in any PK program.

Full Day State Provided Free Pre-Kindergarten Program Documentation

Gregory-Portland ISD must have all documentation on file for the students it counts for funding in the PK program prior to the student's start date.

1. **Be unable to speak and comprehend the English language;**

Documentation Required:

- a. Home Language Survey if a language other than English is indicated, then the student must be tested for English proficiency; and
- b. Testing the student using oral instruments from the list of state approved tests for assessment of limited English proficient students; and
- c. Having a language proficiency assessment committee (LPAC) evaluate the student and receiving confirmation from the LPAC that the LPAC has identified the student as an English language learner.

Until it has been determined by LPAC that a student is LEP, the student is not eligible for enrollment in grade level PK based on identification of LEP. Gregory-Portland ISD will not enroll a student as ADA ineligible during the LPAC evaluation period. For the purposes of PK eligibility based on a LEP identification, the Parental Permission form is not required. The form however is required to get Bilingual/ESL weighted funding.

If a student qualifies for PK based on not speaking and comprehending the English language, is receiving required services through the bilingual/ESL program, and then moves out of the district, the student would be qualified to attend PK in the new district provided documentation of the home language survey and testing are made available to the new district.

If the student qualifies for PK based on being Limited English Proficient, is not receiving services through the bilingual/ESL program because of a parental denial (LEP code "C"), and then moves out of the district, the student remains eligible for PK if the student enrolls in the new district within 30 days, provided documentation of the home language survey and testing are made available to the new district. However, the student must requalify for PK if the student enrolls in the district after 30 days.

Also, if a LEP student is in a PK 3-year-old program and has a parental denial, the student must be qualified again to be eligible for the 4-year-old PK program. This requirement applies whether the student remains in the same district or moves to another district. Gregory-Portland ISD does not offer a 3-year old PK program.

2. **Be educationally disadvantaged (eligible to participate in the National School Lunch Program)**

Documentation Required:

- a. The student's family must provide Gregory-Portland ISD with current income level documentation by completing the Socio-Economic form or by showing their TANF card and number or SNAP EDG card and number or State Medicaid program number.

3. **Be homeless**

Documentation Required:

a. Student Residency Questionnaire: A student is eligible based on homelessness if the Gregory-Portland ISD homeless education liaison identifies the student as homeless.

4. **Be the child of an active duty member of the armed forces of the United States, including the state military forces or reserved component of the armed forces; who is ordered to active duty by proper authority;**

Documentation Required:

a. *Documentation that a district employee verified the student's or military member's US Department of Defense photo identification for children of active duty service members; Notation must be made on the PK New Student checklist or*

b. *A statement of service from the installation adjutant general director of human resources for children of active members, mobilized reservists, or members of the Texas National Guard.*

Important: Gregory-Portland ISD should NOT make a copy of the DoD identification.

5. **Be the child of a member of the armed forces of the United States, including the state military forces or reserved component of the armed forces, who was injured or killed while serving on active duty;**

Documentation Required:

a. A copy of the death certificate using the service-appropriate DoD form, or a DoD form that indicates death as the reason for the separation from service, for children of service members who died or were killed; or

b. A copy of Purple Heart orders or citation for children of service members or mobilized reservists or guardsmen who were wounded or injured in combat; or

c. A copy of the line of duty determination documentation for children of service members or mobilized reservists or guardsmen who were injured while serving active duty but were not wounded or injured in combat; or

d. Documentation that a service member is MIA for children of service members who are MIA.

The term *member of the armed forces* includes:

a. Active duty uniformed members (parents or official guardians) of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who have eligible children residing in Texas.

b. Activated or mobilized uniformed members of the Texas National Guard (army or air guard), or activated or mobilized members of the reserve components of the US Army, Navy, Marine Corps, Air Force or Coast Guard who have eligible children residing in Texas.

c. Uniformed service members who are missing in action (MIA).

Also for the purposes of eligibility for enrollment in a PK program, a child is the child of a member of the armed forces if either of the following conditions is met:

- a. The child is the biological or adopted child of the member of the armed forces; or
- b. The child is a stepchild of the member of the armed forces.

If a student qualifies for PK based on being a child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, the student remains eligible for enrollment if the child's parent leaves the armed forces, or is no longer on active duty, after the student begins a PK class.

6. Is currently or has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) following an adversary hearing.

Documentation Required:

- a. Letter mailed from the DFPS and Child Protective Services showing eligibility; or
- b. If a parent or caregiver does not receive this letter, he or she may obtain evidence of a child's eligibility for PK services by contacting a DFPS education specialist. The DFPS specialist will write and sign a letter addressed to the school district attesting to the student's eligibility for free pre-kindergarten based on having been in Texas foster care. The parent or guardian can then present the signed letter to the appropriate district personnel.

If a student qualifies for PK based on having ever been in foster care, the student remains eligible for enrollment after the student begins a PK class even if the student is no longer in foster care.

7. Is the child of a person eligible for the Star of Texas Award such as:

- a. A peace officer under Texas Government Code, §3106.002
- b. A firefighter under Texas government code, §3106.003
- c. An emergency medical first responder under Texas government code, §3106.004

Documentation Required:

The Office of the Governor, Criminal Justice Division honors recipients annually in September. The resolution (certificate) awarded to an individual serves as proof of eligibility to enroll these children in free pre-K if they are age eligible. A list of past honorees may be viewed on the [Criminal Justice Division—Past Honorees webpage](#). Honorees may also provide a letter from their local representative as documentation for eligibility. If an individual has a pre-K-aged child and has been nominated but not notified as an honoree prior to the current school year, that individual may make a request that the Early Childhood Education Division to determine eligibility based on the nomination submitted for review to the Criminal Justice Division. Many districts preregister pre-K students to determine and plan for the size of the next school year's pre-K program. Districts may begin this process on or after April 1 of each year. Once

a child is determined to be eligible, they remain eligible without reverification prior to the next school year.

If a PK student is also served through special education services, it is the responsibility of the Special Education Department to determine the appropriate grade level and eligibility code. The Special Education department will also communicate with the campus regarding early education (EE) students who are enrolled for speech only services. **A special education student cannot be grade level PK unless they meet one of the PK qualifiers.**

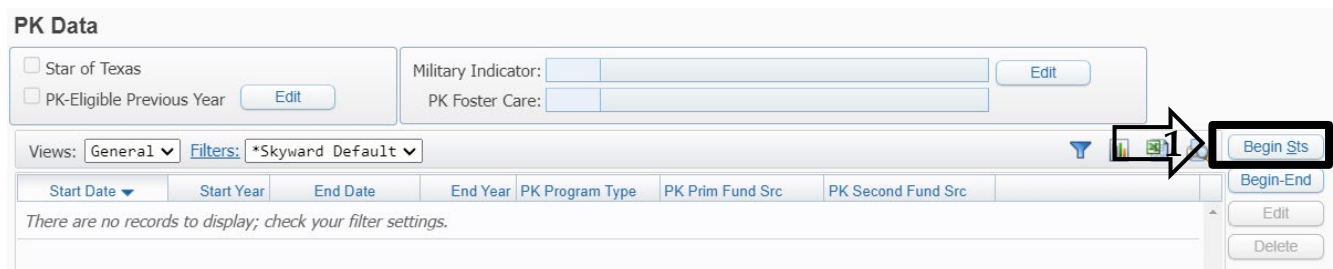
Pre-Kindergarten Primary and Secondary Funding and Program Type Codes

The Program Type code (C185) captures the level of participation in the PK program. The PK program type code is required for all PK students reported in PEIMS Submission 1. G-PISD utilizing one primary funding source, 02-Local District Share Funding, for the pre-k program. From this information and other PEIMS data elements, TEA can compute the data needed to meet legislative reporting requirements.

Code	Translation
00	Not Applicable
01	Prekindergarten eligible student participates in a Prekindergarten program that provides instruction to the student at least two hours and less than four hours each day.
02	Prekindergarten eligible student participates in the Prekindergarten program that provides instruction to the student at least four hours each day.
03	Prekindergarten eligible student participates in the Prekindergarten program that provides instruction to the student at least four hours each day and receives special education services.
04	Prekindergarten ineligible student participates in a Prekindergarten program that provides instruction to the student at least two hours and less than four hours each day.
05	Prekindergarten ineligible student participates in the Prekindergarten program that provides instruction to the student at least four hours each day.

Entering PK Program Data

**Student/Student Profile/Special Prgms Tab/PK Data Tab
WS/ST/TB/SP/TB/PK**



1. Begin Status

PK Data

2 * Start Date: 08/12/2021

7 2022

8 Save

Back

End Date:

3 * PK Program Type 02 PK ELIG PROV AT LEAST 4 HR/DAY

4 PK Primary Funding Source 2 LOCAL DIST SHARE FUND

5 Secondary Funding Source

6 Entrance Comment: Qualified educationally disadvantaged

Exit Comment:

2. **Start Date:** enter the date the student began in the specific PK class.
3. **PK Program Type:** use the chart above to determine the coding needed.
4. **PK Primary Funding Source:** use the chart above to determine if coding is needed and if needed what the code should be.
5. **PK Secondary Funding Source:** use the chart above to determine if coding is needed and if needed what the code should be.
6. **Entrance Comment:** list the PK program qualification.
7. **School Year:** for the 2021-2022 school year, this should be 2022.
8. **Save**

Ending PK Program Data

Student/Student Profile/Special Prgms Tab/PK Data Tab
 WS/ST/TB/SP/TB/PK

PK Data

Star of Texas

PK-Eligible Previous Year Edit

Military Indicator: Edit

PK Foster Care: Edit

Views: General Filters: *Skyward Default

Start Date	Start Year	End Date	End Year	PK Program Type	PK Prim Fund Src	PK Second Fund Src	End Sts
08/12/2021	2022		0000	02 - PK ELIG PRO'	2 - LOCAL DIST SHA		End Sts

Begin-End

Edit

Delete

1. **End Status:** click to end PK data. You will only need to do this at the end of the year. If a student withdraws the coding remains.

The screenshot shows the 'PK Data' form with the following fields and values:

- * Start Date: 08/12/2021
- 2022
- Remove End Date
- * End Date: 05/26/2022
- 2022
- * PK Program Type: 02 (PK ELIG PROV AT LEAST 4 HR/DAY)
- PK Primary Funding Source: 2 (LOCAL DIST SHARE FUND)
- PK Secondary Funding Source: (empty)
- Entrance Comment: Qualified educationally disadvantaged
- 3 Exit Comment: Promoted
- 5 Save
- Back

2. **End Date:** enter the last day of school.
3. **Exit Comment:** Enter whether the student was promoted or retained. If retained, they will have a new entry the following school year.
4. **School Year:** for the 2021-2022 school year, this should be listed as 2022.
5. **Save**

Additional PK Data

Student/Student Profile/Special Prgms Tab/PK Data Tab
WS/ST/TB/SP/TB/PK

The screenshot shows the 'Additional PK Data' form with the following fields and values:

- Military Indicator: (empty)
- PK Foster Care: (empty)
- 1 Edit
- 2 Star of Texas
- PK-Eligible Previous Year
- Edit
- * Military Indicator: 0 (NOT REC/SERVICES - NOT APPLY)
- * PK Foster Care: 0 (NOT REC/SERVICES - NOT APPLY)
- 3
- 4 Save
- Back

Asterisk (*) denotes a required field

1. **Edit:** click edit to add data.
2. **Star of Texas:** Check if applicable to student.
PK-Eligible Previous Year: Check if applicable to student.
3. **Military Indicator:** enter the correct military indicator from the drop-down selections.
PK Foster Care: enter the correct foster care indicator from the drop-down selections.
4. **Save**

Section 504

Barbara Ezell

504 Responsible Person at District

504 Responsible Person on my Campus

504 coding is determined by the Student Support Team (SST). A **504 PEIMS Coding Notice** will be given to the campus PEIMS clerk for coding. When a student withdraws from a campus the PEIMS Clerk/Registrar will request the 504 folder so it can be scanned and sent to the new school.

Coding a 504 Student

Student/Student Profile/Special Programs/Section 504

WS/ST/TB/SP/TB/SE

Section 504

Views: General | Filters: *All Enrollments

Begin IAP	End IAP	Dismissal	Status	Last IAP Date	Eval Meet	Next IAP	Next Eval	Case Manager	Case Due	Ref Type	Referral	Cons	Consent	IDEA	ID
There are no records to display; check your filter settings.															

Buttons: Add, Delete, 504 Notes (0), All Notes (0)

1. **Add:** click add to enter 504 student information.

Section 504 Maintenance

Student Name: [Redacted] DOB: [Redacted] Age: 15

Student is no longer Section 504 Dismissal Date: [Redacted]

* Status of Eval: 504

* IAP Begin Date: 04/04/2022

Eval Meeting Date: [Redacted]

Case Manager: [Redacted]

Referral Type: [Redacted]

Work in Progress Ineligible for Section 504

Last IAP Date: [Redacted] IAP End Date: [Redacted]

Next IAP Date: [Redacted] Next Eval Review Date: [Redacted]

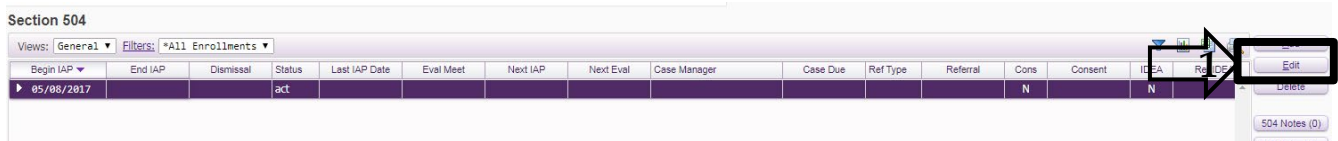
Case Due Date: [Redacted] IAP Status: None

Referral Date: [Redacted]

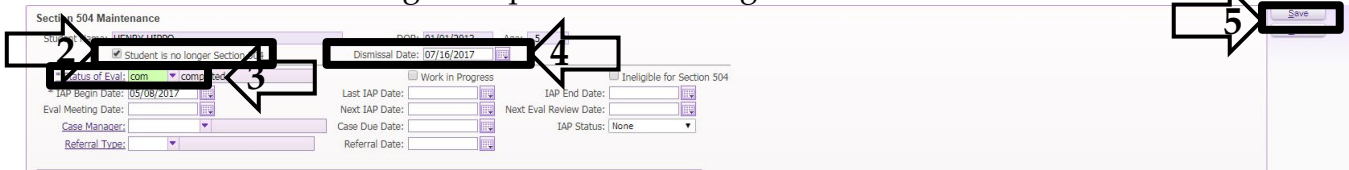
Buttons: Save, Back

2. **Status of Eval:** for any student being added to 504 enter "504".
3. **IAP Begin Date:** use the date that is listed on the *PEIMS Coding Notice*.
4. **Save**

Removing a 504 Student
Student/Student Profile/Special Programs/Section 504
WS/ST/TB/SP/TB/SE



1. **Edit:** click edit to begin the process of ending a student from Section 504.



2. **Student is no longer Section 504:** check the box.
3. **Status of Eval:** remains 504.
4. **Dismissal Date:** use the date listed on the *PEIMS Coding Notice*
5. **Save**

Special Education

Barbara Ezell

Special Education Responsible Person at District

Campus Diagnosticians

Special Education Responsible Person on my Campus

Special Education coding is determined by the ARD Committee at the time of the student’s ARD and is entered in to Skyward by the Special Education PEIMS Clerk.

Title I

Martha Rose

Title I Responsible Person at District

Title I Responsible Person on my Campus

Prior to the snapshot date each campus will be notified as to their Title I coding for the year.

Mass Assign Title I

Students/Setup/Utilities/Mass Assign Title I
WS/ST/PS/UT/TM/TD

Template Settings

* Template Description:

Share with other users in entity 121

Process Summary

This program will mass assign default codes for Title I information, including the Title I, Part A Indicator Code and Support Services, based on the codes you specify. The program will not change existing codes; it will assign codes to students who currently do not have Title I information.

Note the utility does not use a preview browse like other utilities. If you would like to preview the students that will be affected by the process without making the updates ensure the Report Only option is checked.

Report Only
 Print Student Details

Low	High
Entity: <input type="text" value="121"/>	<input type="text" value="121"/>
Grade/Grad Yr: <input type="text" value="EE"/> <input type="text" value="2031"/>	<input type="text" value="05"/> <input type="text" value="2024"/>
* School Year: <input type="text" value="2018"/>	
* Student Status: <input type="text" value="Active"/>	
Title I, Part A Indicator: <input type="text" value="6"/> <input type="text" value="TITLE I, PART A SCHOOLWIDE PGM"/>	

Title I, Part A Services

Homeless Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Reading Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Mathematics Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Science Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Social Studies Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Guidance Counseling Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Social Work Services Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>
Health Services Indicator:	<input type="text" value="0"/>	<input type="text" value="NOT REC/SERVICES - NOT APPLY"/>

1. **Grade/Grad Yr:** add the grades that are on the campus
2. **School Year:** for the 2021-2022 school year, you will use 2022.
3. **Student Status:** Active
4. **Title I, Part A Indicator:** use the code that is provided to you by the PEIMS department.
5. **Title I, Part A Services:** All should be 0.
6. **Save and Run**

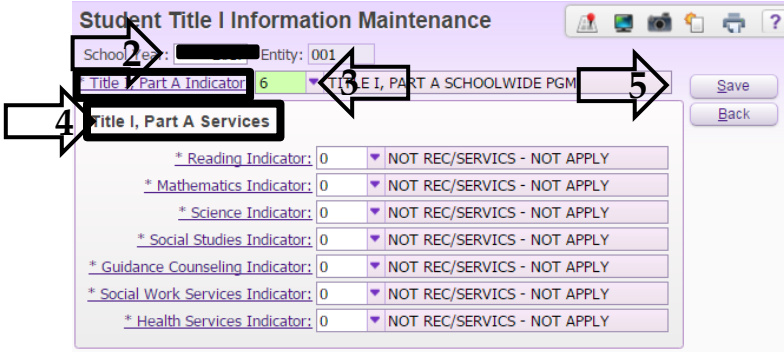
Individual Assign Title I

After you have completed the **Mass Assign Title I** coding, the Registrar will need to individually assign the campus Title I code to each newly enrolled student and any student that has already withdrawn from the campus since the first day of school.

**Student/Student Profile/Special Program/Title I Tab
WS/ST/TB/SP/TB/TI**



1. **Add:** to add an individual record click add.



2. **School Year:** for the 2021-2022 school year, you will use 2022.
3. **Title I, Part A Indicator:** use the code that is provided to you by the PEIMS department.
4. **Title I, Part A Services:** All should be 0.
5. **Save**

****NEW**** This process must be run weekly (suggestion: every Friday at noon)

Transfer Students (FDA Local)

Leslie Faught

Transfer Students Responsible Person at District

Transfer Students Responsible Person on my Campus

The Superintendent is authorized to accept or reject any transfer requests, if such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

A resident student who becomes a nonresident during the course of a nine-week grading period shall be permitted to continue in attendance for the remainder of the nine-week grading period.

A non-resident student interested in transferring into Gregory-Portland from another district shall fill out transfer paperwork available on the district website and submit to the district office each school year. Transfers shall be granted for one regular school year at a time.

PEIMS Clerks will be provided access to an excel document with a list of the transfer students that have been approved.

Out of District Transfer Coding

Student/Student Profile/General Tab

WS/ST/TB/GE/TB/PR/PR

Profile

Grade Information

Grade/Grad Yr: GLO:
Advance: Retain:
NY Grad Year: Graduated:
Grad Req Base Yr: Graduation Date:
Entered 9th Grade:

General Information

Date of Birth: Age: Gender: Spec Ed:
Ancestry:
Ethnicity: Hispanic/Latino Ethnicity? Resident: Marital Status:
Federal Race: 1-American Indian or Alaskan Native Student qualifies for provisional enrollment
 2-Asian Mom's Maiden:
 3-Black or African American Transferred:

Quick Print
Edit
Gen Notes (0)
All Notes (0)
*Chg. Log

1. **Edit:** click on edit.

Student Name

* First: Middle: * Last:
Name Prefix: Name Suffix: Name Key:
Save
Back
PEIMS ID

Grade Information

Grade/Grad Yr: GLO:
Advance: Retain:
NY Grad Year: Graduated:
Grad Req Base Yr: Graduation Date: Entered 9th Grade:

General Information

* Date of Birth: Age: Gender:
Ancestry:
Resident: Marital Status:

2. **Resident:** change to No.

3. **Save**

Student/Student Profile/Entry/Withdraw Tab WS/ST/TB/SP/TB/SE

The following process is needed if the student becomes a transfer student after the start of the 1st day of school. If a student is a transfer student on the first day of school, the current Entry/Withdraw line will be edited to change the Entry Code and the Resident District.

The screenshot shows the 'Entry/Withdrawal' section of the software. At the top, there are fields for Student ID (HIPPOHEN001), Name (HIPPO, HENRY), Grad Year (2029), and DOB (01/01/2012). Below this is a table with columns: Entity, Entry, Code, School, Sch Nbr, Calendar, Withdrawal, Code, Grad Year, School Year, %Enrolled, GLO, ST, District, Entry Comment, Withdrawal Comment, Advanced, Retained, and Withdrawal Code. The first row is highlighted in purple and contains the following data: Entity: 121, Entry: 08/22/2016, Code: 1, School: 121, Sch Nbr: 0121, Calendar: 121, Withdrawal: 2029, School Year: 2029, %Enrolled: 100, GLO: REG, ST: 246906, Entry Comment: , Withdrawal Comment: , Advanced: N, Retained: N, Withdrawal Code: . To the right of the table is a 'Status Chg' button, which is highlighted with a black box and an arrow labeled '2'.

1. **Entry/Withdrawal Line:** make sure to click on the active entry line for the current school year.
2. **Status Chg:** click on the status change to start the process.

The screenshot shows the 'Entry Information' and 'Withdrawal Information' sections. The 'Date' field is highlighted with a black box and an arrow labeled '3'. The 'Code' field is highlighted with a black box and an arrow labeled '4'. The 'Comment' field is highlighted with a black box and an arrow labeled '5'. The 'Save' button is highlighted with a black box and an arrow labeled '6'. The 'Date' field contains '05/15/2017', the 'Code' field contains 'SC', and the 'Comment' field contains 'Out of district transfer'. The 'Advanced' and 'Retained' dropdowns are set to 'No'.

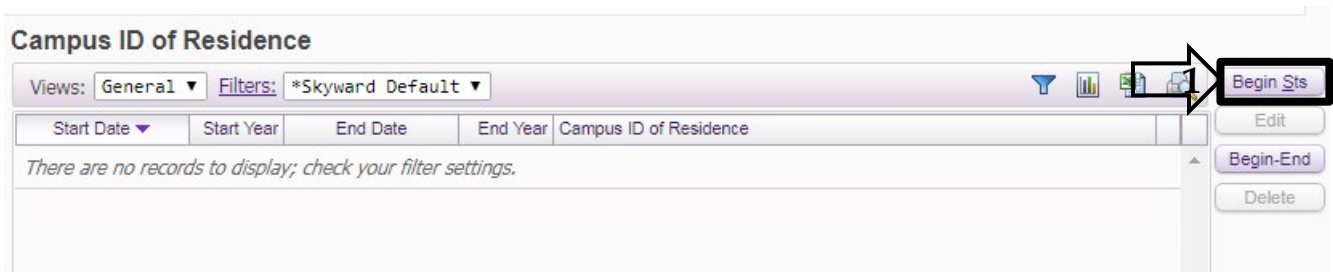
3. **Date:** enter the date the student became an out of district transfer.
4. **Code:** the code will be SC for status change.
5. **Comment:** list the Out of District Transfer
6. **Save**

The screenshot shows the 'Entry Information' section. The 'Entry Date' field is highlighted with a black box and an arrow labeled '7'. The 'Entry Code' field is highlighted with a black box and an arrow labeled '8'. The 'Comment' field is highlighted with a black box and an arrow labeled '9'. The 'Res Dist' field is highlighted with a black box and an arrow labeled '10'. The 'Save' button is highlighted with a black box and an arrow labeled '11'. The 'Entry Date' field contains '05/15/2017', the 'Entry Code' field contains '3', the 'Comment' field contains 'Out of District Transfer', and the 'Res Dist' field contains '246911'. The 'Current Entity' is set to '121'.

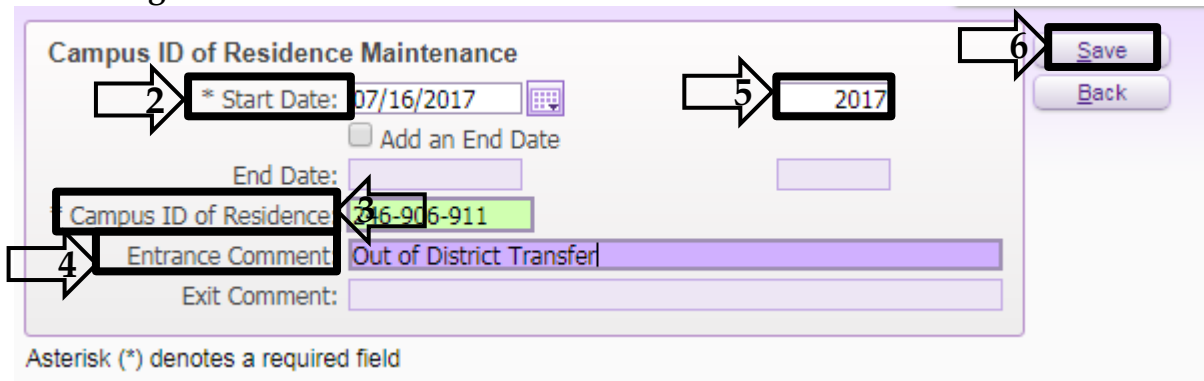
7. **Entry Date:** enter the date the student became an out of district transfer.
8. **Entry Code:** enter a 3 or 6 depending on the program the student is eligible to attend.
9. **Comment:** list Out of District Transfer

- 10. **Res District:** select the district number where the student’s home address is zoned to attend. This 6-digit should be listed on the transfer document. If it is not listed it can be looked up at: <https://tea4avholly.tea.state.tx.us/tea.askted.web/forms/home.aspx>
- 11. Save

**Student/Student Profile/Special Prgms Tab/Camp ID Res Tab
WS/ST/B/SP/TB/CI**

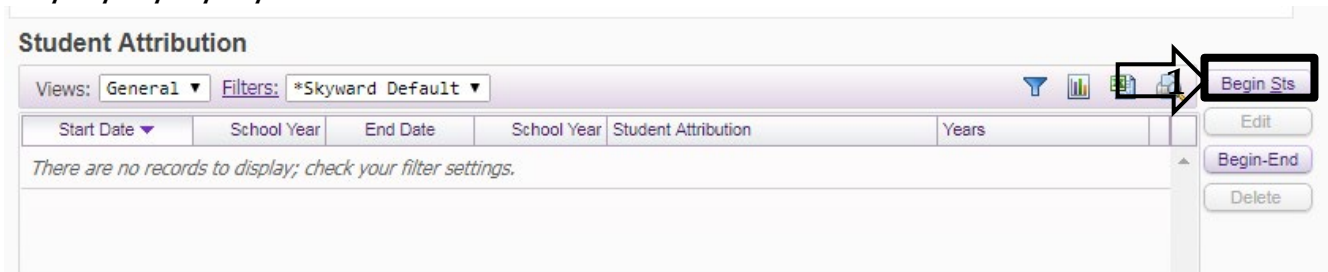


1. Begin Status

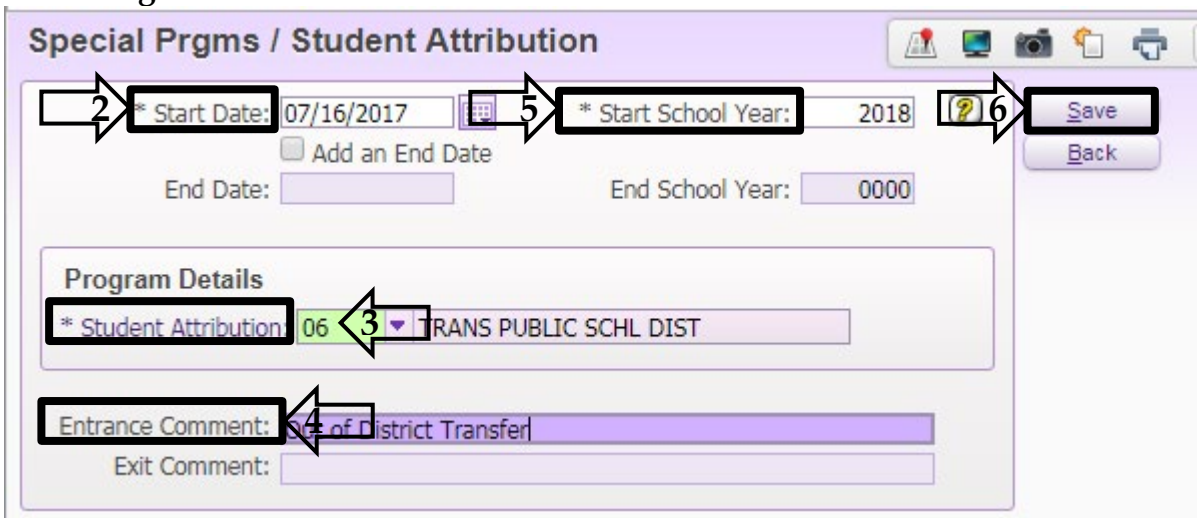


- 2. **Start Date:** enter the date the student became an out of district transfer.
- 3. **Campus ID of Residence:** select the district number where the student’s home address is zoned to attend. This 9-digit should be listed on the transfer document. If it is not listed it can be looked up at <http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>
- 4. **Entrance Comment:** enter the comment Out of District Transfer
- 5. **School Year:** for the 2021-2022 school year, this should be 2022.
- 6. **Save**

**Student/Student Profile/Special Programs Tab/Stu Attr Tab
WS/ST/TB/SP/TB/ST**



1. Begin Status



2. **State Date:** enter the date the student became an out of district transfer.
3. **Student Attribution:** for an out of district transfer the student will be coded 06.
4. **Entrance Comment:** enter Out of District Transfer
5. **Start School Year:** for the 2021-2022 school year, this will be 2022.
6. **Save**

Out of District Transfers (No Screen Shots)

1. Student/Student Profile/General Tab change resident to **No**.
2. Student/Student Profile/Entry/Withdraw Tab: change the student entry/withdraw (ADA code) to either a 3 or 6 depending on the program the student attends. Also on this screen change the resident district to the new district. **IMPORTANT:** after school has begun to change the ADA code you must use the Status Change option. Gregory-Portland ISD must show that the student had a different ADA code for part of the school year.
3. Student/Student Profile/Special Programs/Campus ID of Residence: add **Campus ID of residence** (it will be included on the district transfer form; if it is not provided you can look it up on the Ask TED website) and click begin status.
4. Student/Student Profile/Special Programs/Student Attribution: you will need to add the **student attribution code** of 06.