

Section VI

Bilingual/ESL

(1) Responsibility

- (1-1) List in the space provided below the name and phone number of the district personnel to whom all bilingual education and/or English as a second language (ESL) coding questions should be directed:

Name: _____

Phone Number: _____

- (1-2) Bilingual/ESL staff and/or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served. **In no case should attendance personnel be responsible for determining a student's bilingual/ESL code.** Bilingual/ESL staff are also responsible for ensuring that attendance personnel are aware of changes in student's services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, bilingual/ESL staff should verify the Student Detail Report for any coding errors.
- (1-3) Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.

(2) Enrollment Procedure

- (2-1) Student enrolls in district, and parent completes a Home Language Survey. If a language other than English is indicated on any portion of the survey, the student must be tested for English proficiency. Students in grades 9-12 may complete the Home Language Survey.
- (2-2) Student is tested for English proficiency.
1. If the student is in **prekindergarten (PK), kindergarten or first grade** the Oral Language Proficiency Test (OLPT) is administered in English. If the student tests below the cut-off score (determined by the exam instrument used), the student is considered limited English proficient (LEP).

Districts that provide a bilingual education program shall administer an OLPT in the home language of the students who are eligible for being served in the bilingual education program. If the home language of the students is Spanish, the district shall administer the Spanish version of the

TEA-approved OLPT, which is administered in English. If the home language of the students is other than Spanish, the district shall determine the students' level of proficiency using informal oral language assessment measures.

2. If the student is in **second through twelfth grade**:
 - a. the OLPT is administered. If the student tests below the cut-off score (determined by the exam instrument used), the student is considered LEP; and
 - b. the standardized achievement test is administered. If the student scores below the 40th percentile on either the reading or the language arts section of the test, the student is considered LEP. The standardized achievement test should not be administered if the student's ability in English is so limited that the test is not valid. 19 TAC §89.1225(f)

If the student is considered LEP, continue to the next enrollment step. If the student is not considered LEP, the student does not qualify for bilingual/ESL funding.

- (2-3) The Language Proficiency Assessment Committee (LPAC) places the student in either the bilingual education program or the ESL program.
- (2-4) Approval to place the student in the appropriate program is obtained from the parent. This parental approval form should contain a "date completed by parent" or "date received by district."
- (2-5) If a bilingual/ESL student transfers between school districts, the receiving district should immediately enroll the student in the bilingual/ESL program, pending receipt of documentation (LPAC records and assessment information) from the sending district. If this documentation is not received within four weeks of transfer, the receiving district must go through the standard identification and assessment procedures in order for the student to be coded LEP, ESL, and/or bilingual.

(3) Withdrawal Procedure

- (3-1) A student is withdrawn from the bilingual/ESL program if:
 1. the LPAC classifies the student as English proficient when the student attains the required exit criteria as stated in 19 TAC §89.1225(h); or
 2. the parent requests in writing to remove his or her child from the program and place the child in a regular English classroom; or
 3. the student withdraws from the district (not exits from the bilingual/ESL program).

- (3-2) The district notifies the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program. 19 TAC §89.1240(b)
- (3-3) The date a student withdraws from the district or is exited from the bilingual education or ESL program is considered the effective date of change. The effective date is recorded in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward.

(4) General Rules

- (4-1) Within four weeks of his or her initial enrollment in the district, a student shall be identified as LEP and enrolled into the required bilingual or ESL program. 19 TAC §89.1225(g) However, even though the student may be served in the bilingual/ESL program, the student should not be coded with the bilingual/ESL indicator unless all documentation is on file. Funds for bilingual/ESL students cannot be claimed until all documentation is in place.
- (4-2) Student Detail Reports must contain a bilingual/ESL indicator code for all students who are being served in the bilingual education or ESL program and are eligible for state funding [see (5) *Eligibility* later in this Section].
- (4-3) Students in PK through first grade who score at or above the cut-off on the OLPT and students in second through twelfth grade who score at or above the cut-off on the OLPT and at or above the 40th percentile on the reading and language arts sections of a standardized achievement test may be served in the bilingual or ESL program; however, these students are **not** eligible for bilingual/ESL funds and must **not** have a bilingual/ESL indicator code recorded on the Student Detail Report.
- (4-4) The following guidelines must be followed to determine if a student is being served in a state-funded bilingual education or ESL program.
 - 1. Student is served in a full-time bilingual instructional program by staff certified or on permit to teach bilingual education. The amount of instruction in each language (the student's home language and English) shall be commensurate with the student's level of proficiency in both languages and the student's level of academic achievement;
 - 2. Student is provided instruction in ESL by staff certified or on permit to teach ESL or bilingual education. In PK through grade 8, instruction in ESL may vary from the amount of time accorded to instruction in English language arts in the regular program for nonlimited English proficient students to a full-time instructional setting utilizing second language methods. In high school, the ESL program must be consistent with graduation requirements under Chapter 74. The LPAC may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in ESL courses, additional state elective English courses, and special assistance provided through locally determined programs.

3. Student is served in a program approved by the Agency under an Exception or a Waiver. 19 TAC §89.1205(g),(h)
- (4-5) Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all LEP students so identified through testing. The LPAC shall designate, subject to parental approval, the initial instructional placement of each LEP student in the required program; classify students as English proficient according to appropriate tests; and recommend their exit from the bilingual education or ESL program. 19 TAC §1220(g) A student may not be exited from the bilingual education or ESL program in grades PK through one. 19 TAC §89.1225(i)
- (4-6) The LPAC shall give written notice to the student's parent advising that the student has been classified as LEP and requesting approval to place the student in the required bilingual education or ESL program. The notice shall include information about the benefits of the bilingual education or ESL program for which the student has been recommended and state that it is an integral part of the school program. 19 TAC §89.1220(j)
- (4-7) The student must be placed in a bilingual education or ESL program as soon as the student is identified as LEP (through the home language survey and test scores) and the LPAC has recommended such placement, regardless of whether or not parental approval has been received. The district shall place the student in the bilingual or ESL program on the date the LPAC recommends that service begin but **may count the student for bilingual education funding only after parental approval is received (along with home language survey, test scores, and documentation of LPAC recommendation)** 19 TAC §89.1220(k). If a parental denial is received, then the district must discontinue serving the student.
- (4-8) Each district that is required to offer bilingual education and special language programs shall offer the following for students of limited English proficiency:
 1. bilingual education in PK through the elementary grades;
 2. bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in middle school; and
 3. instruction according to LPAC recommendation.

For LEP students in grades 9-12 that are immigrants, enrollment in English I for Speakers of Other Languages and/or English II for Speakers of Other Languages is appropriate.

For all other LEP students in grades 9-12, LPAC documentation must reflect appropriate services to meet the student's needs. For example, LPAC documentation may indicate that a student will enroll in state elective English courses to strengthen their English skills, enroll in ESL courses for local credit, participate in tutorials, or be assigned to teachers with training in sheltered English or training in ESL methods.

All LEP students in grades 9-12 that are served according to LPAC recommendations are to be coded ESL for funding purposes.

- (4-9) Students served only in the Preschool Program for Children with Disabilities (PPCD) cannot generate bilingual/ESL ADA.
- (4-10) A student may be recorded absent on the effective date of a program change. However, as with all other students who are absent, no bilingual/ESL ADA can be earned.

(5) Eligibility

A student being served in the bilingual education or ESL program must meet the following requirements in order to be eligible for state funding.

- (5-1) A language other than English is indicated on the home language survey.
- (5-2) The student is considered LEP because the student tested below the cut-off scores on the test appropriately administered for the student's grade level. The following guidelines should be used for testing. 19 TAC §89.1225(f)
 - 1. Grades PK-1, scores below cut-off on an approved OLPT, and
 - 2. Grades 2-12:
 - a. scores below cut-off on an approved OLPT and/or
 - b. scores below cut-off in the English reading and English language arts sections of an approved student assessment instrument.
- (5-3) The LPAC has recommended the student for placement in the program.
- (5-4) There is record of parental approval to place the LEP student in a bilingual education or ESL program. For LEP students in grades nine through twelve, check LPAC documentation for services recommended by the LPAC to meet student needs (services may be something other than ESL).
- (5-5) The student is served according to the guidelines in (4-5).

(6) Eligible Days Present

Students who are being served in the bilingual education or ESL program and are eligible for funding, according to (4) *General Rules* and (5) *Eligibility* earlier in this section, will be identified by a bilingual/ESL indicator code of 1 in the attendance accounting system. The total number of eligible bilingual/ESL days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for the program.

At the end of each six-week reporting period, a Campus Summary Report (Section II) must be computed. Total eligible bilingual/ESL days present, for every student in the program, must be summarized by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district. Total Eligible Bilingual/ESL Days Present for each grade level on that campus, Total Eligible Bilingual/ESL Days Present for all grades, and Campus Bilingual/ESL ADA must be included on the Campus Summary Report.

At the end of each six-week reporting period, a District Summary Report (Section II) must be computed. The information from all Campus Summary Reports for each track in the district would be added to comprise the District Summary Report for each track. This report must include Eligible Bilingual/ESL Days Present for each grade level in that district, Total Eligible Bilingual/ESL Days Present for all grades, and District Bilingual/ESL ADA.

(7) Documentation

In order to claim bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. The documentation requirements are as follows.

- (7-1) Home Language Survey. The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions [19 TAC §89.1215(b)]:
 - 1. "What language is spoken in your home most of the time?"
 - 2. "What language does your child (do you) speak most of the time?"
- (7-2) Proof of a qualifying score on an approved OLPT, and/or qualifying scores in the English reading and English language arts sections of an approved student assessment instrument. The official scores must be documented in the student's records.
- (7-3) Written documentation of the recommendation for placement by the LPAC.
- (7-4) Record of parental approval to place the LEP student in a bilingual education or ESL program. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".
- (7-5) Written documentation of the annual review and recommendation of the LPAC.
- (7-6) Proof that a student is:
 - 1. served in a full-time bilingual instructional program by staff on permit or certified in bilingual education,

2. provided instruction in ESL by staff on permit or certified in ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program,
3. provided instruction as recommended by the LPAC (students in grades nine through twelve may receive services other than ESL), or
4. served in a program approved by the Agency under an Exception or a Waiver.

Gradebooks, students' Academic Achievement Records, and/or class rosters would be acceptable documentation.

(7-7) The student's permanent record shall contain documentation of all actions impacting the LEP student. This documentation shall include [19 TAC §89.1220(m)]:

1. the identification of the student as LEP;
2. the designation of the student's level of language proficiency;
3. the recommendation of program placement;
4. parental approval of entry or placement into the program;
5. parental denial, if applicable;
6. the dates of entry into, and placement within, the program;
7. the dates of exemptions from the criterion-referenced test, criteria used for this determination in accordance with 19 TAC §101 Subchapter AA. Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments, and additional instructional interventions provided to students to ensure adequate yearly progress;
8. the date of exit from the program and parent notification; and
9. the results of monitoring academic success.

(7-8) The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

(8) Quality Control

(8-1) A student should have a bilingual/ESL indicator code recorded in the attendance accounting system as soon as all eligibility requirements have been met. All documentation must be on file before the indicator is recorded. The sooner documentation is on file, the sooner funds may be earned for serving the student.

- (8-2) As soon as a student withdraws from school or the LPAC classifies a student as English proficient according to appropriate tests and recommends the student's exit from the bilingual education or ESL program, the student should no longer have a bilingual/ESL indicator code. The effective date of this change should be recorded in the attendance accounting system.
- (8-3) At the beginning of each semester, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that initial coding is correct.
- (8-4) At the end of each six-week reporting period, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that coding is correct.
- (8-5) Students in grades PK through eight who are counted for funding in the bilingual/ESL program must be served by bilingual/ESL certified staff. Students in grades nine through twelve may be counted for funding in a bilingual/ESL program even if they are served by staff that are not bilingual/ESL certified. However, English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL endorsed teachers. LPAC's recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception or a Waiver.
- (8-6) Students who are counted for funding in the bilingual/ESL program must have all documentation on file.
- (8-7) When a student is exited from the bilingual/ESL program, the indicator code in the attendance accounting system must be removed. Not removing the indicator code will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served.

(9) Examples

- (9-1) A student's home language survey indicates that Spanish is spoken in the student's home most of the time. The student's test scores on an approved OLPT are below the cut-off score, and the LPAC recommends placement in the bilingual education program. However, the student's parent has denied placing the student in the bilingual education program or the ESL only program.

The school district cannot serve the student in either program and cannot claim the student for bilingual/ESL state funds.

- (9-2) A student's home language survey indicates "English" to all questions asked on the survey. The student's test scores on an approved OLPT are below the cut-off score, and the LPAC recommends placement in the ESL program.

Upon parental approval, the student may be served in the program. However, the district cannot claim the student for bilingual/ESL state funds because the home language survey does not indicate a language other than English.

- (9-3) A student in third grade has a home language survey on file that indicates Spanish is spoken in the student's home most of the time. The student's test

scores on the standardized achievement test are in the 42nd percentile in Reading and in the 45th percentile in Language Arts. The LPAC has recommended placement in the ESL program.

If the student's parent approves, the district can now serve the student in the ESL program; however, the district cannot claim the student for bilingual/ESL state funds. Funds cannot be collected even though the LPAC recommended placement in the program and the home language survey indicates a language other than English because the student has scored above the cut-off score.

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Section VII

Prekindergarten

(1) Responsibility

- (1-1) List in the space provided below the name and phone number of the district personnel to whom all prekindergarten (PK) coding questions should be directed:

Name: _____

Phone Number: _____

- (1-2) PK staff and/or teachers should provide attendance personnel with names and coding information of students who are being served in the PK program. **In no case should attendance personnel be responsible for determining whether a student is eligible for PK.** PK staff are also responsible for ensuring that attendance personnel are aware of changes in a student's services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, PK staff should verify the Student Detail Report for any coding errors.
- (1-3) Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.

(2) Enrollment Procedure

- (2-1) Obtain proof that the student enrolling is three or four years old as of September 1 of the current school year. Documents acceptable for proof of identification and age are outlined in (7-4).
- (2-2) A student is eligible for PK by meeting the following criteria in 1, 2, or 3.
1. Appropriate PK staff determines eligibility for students who do not speak and comprehend the English language, by:
 - a. administering the home language survey (if a language other than English is indicated on any portion of the survey, then the student must be tested for English proficiency); and

- b. screening students using informal oral inventories, adaptations of oral proficiency instruments approved by the commissioner of education, or other appropriate commercially-developed instruments; or
2. Appropriate PK staff determines eligibility for students who are educationally disadvantaged. Educationally disadvantaged students are eligible to participate in the National Free or Reduced-Price Lunch Program; or
 3. Appropriate PK staff determines eligibility for students who are homeless, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.

For the purpose of this section, the term "homeless" includes [42 USC §11302]:

- a. an individual who lacks a regular, fixed, or adequate nighttime residence; and
- b. an individual who has a primary nighttime residence that is:
 1. a supervised public or private shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 2. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(3) Withdrawal Procedure

- (3-1) A student should be withdrawn from the attendance accounting system on the date the district becomes aware the student is no longer a member of the district. With proof of enrollment in a different district/campus, retroactive withdrawals will be permitted to the day the student enrolled in the other school. All attendance accounting records affected by this change must be updated.
- (3-2) A student who is temporarily absent (i.e., illness, suspension, etc.) but is still a member of the district may not be withdrawn.
- (3-3) The withdrawal date for a student who never officially withdrew from school but whose whereabouts can no longer be determined should be decided according to applicable local policies.

- (3-4) If the student withdraws before official attendance is taken, the withdrawal date is that day. If the student withdraws after official attendance is taken, the withdrawal date is the next school day.

(4) General Rules

- (4-1) Any school district may offer PK classes, but a district must offer PK classes if the district identifies 15 or more eligible children who are at least 4 years of age on or before September 1 of the current school year. TEC §29.153(a) The commissioner of education may exempt a district from this requirement if the district would be required to construct classroom facilities in order to provide PK classes. TEC §29.153(d)

Students of both ages (three and four years old) can be served in the same class.

(5) Eligibility

- (5-1) 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 be [TEC §29.153(b)]:

1. unable to speak and comprehend the English language; or
2. educationally disadvantaged (eligible to participate in the National Free or Reduced-Price Lunch Program); or
3. homeless.

A child who is three years old is eligible for PK only if the district operates a three-year-old PK program. A child who is five years of age on September 1 of the current school year is **not** eligible for enrollment in a PK class.

It is the agency's position that children who reach age five 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 five. In that context, if a district enrolls a five-year-old student in the PK program, the student must be reported as ineligible for ADA (ADA eligibility code 4 or 5).

- (5-2) PK classes shall operate on a half-day basis. TEC §29.153(c) Students who meet eligibility requirements for the PK program should be coded eligible half-day (ADA eligibility code 2). Students in PK are also eligible for special programs such as special education and bilingual/ESL, provided they meet the requirements for these programs. Program requirements are in Sections IV and VI.

NOTE: School districts/campuses who apply and are approved for the PK Expansion Grant Program may report PK eligible students as ADA Eligibility Code 1-Full Day if the students are scheduled for at least six hours (360 minutes) of instruction each day.

- (5-3) Students who do not meet eligibility requirements but are still served in the PK program should be coded ineligible half-day (ADA eligibility code

5). Districts should ensure that serving students who are not eligible for the program does not interfere with serving students who are eligible for the program.

- (5-4) Once a student is determined to be eligible for PK, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to attend for Foundation School Program benefits.

For example, a student who qualifies for PK because the student is eligible to participate in the National Free or Reduced-Price Lunch Program (educationally disadvantaged) is eligible for PK the entire school year even if the family's annual income increases above the subsistence level during the school year.

In order for a student to qualify for the National Free or Reduced-Price Lunch Program, the student's family is required to provide the school district with current income level information. Many districts pre-register PK students in an attempt to plan for and to determine the size of the following school year's PK program. Since income level information must be current to qualify for the National Free or Reduced-Price Lunch Program, districts will verify income level information again once the new school year approaches or actually begins. Upon re-verification of income, if the family's income level has changed and they are not educationally disadvantaged (eligible for the National Free or Reduced-Price Lunch Program), then the student is not eligible for PK funding.

- (5-5) If a student qualifies for PK on the basis of being educationally disadvantaged (eligible to participate in the National Free or Reduced-Price Lunch Program), and then moves out of the district, the student would have to requalify for the PK program in the new district.

If a student qualifies for PK on the basis of being limited English proficient (LEP) 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.

- (5-6) It is not necessary for the student to participate in the free lunch program in order to qualify for PK.

- (5-7) The only time a PK student may be eligible for a full day of attendance is if the student attends the PK program for half of the day and the Preschool Program for Children with Disabilities (PPCD) for the other half of the day. The student must meet the qualifications of both programs to be coded eligible full-day (ADA eligibility code 1).

- (5-8) Students who attend the PK program for half of the day and a PPCD for the other half of the day and do not qualify for the PK program are coded as eligible students only for the time spent in the PPCD. The two-four hour membership rule applies for the time the student is served through special education.

(6) Eligible Days Present

Students who are being served in the PK program and are eligible for funding, according to (4) *General Rules* and (5) *Eligibility* earlier in this section, will be identified by a Grade Level Code of PK and an ADA Eligibility Code of 2 (eligible for half-day attendance) in the attendance accounting system. The total number of eligible half-days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for the program.

Students who are being served in the PK program but are not eligible for funding will be identified by a Grade Level Code of PK and an ADA Eligibility Code of 5 (ineligible half-day) in the attendance accounting system. Total number of ineligible half-days present must be recorded for each six-week reporting period in the Student Detail Report for every student that is served in the program but did not meet the eligibility requirements.

Students who are being served in the PK program for half of the day and PPCD for the other half of the day will be identified by a Grade Level Code of PK and an ADA Eligibility Code of 1 (eligible for full-day attendance) in the attendance accounting system [see (5-6)]. The total number of eligible days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for both programs.

At the end of each six-week reporting period, a Campus Summary Report (Section II) must be computed. Total eligible days present and ineligible days present for the PK grade level must be summarized on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district, but only those campuses with a PK program will report PK eligible and ineligible days present.

At the end of each six-week reporting period, a District Summary Report (Section II) must be computed. Total eligible days present and ineligible days present for the PK grade level from all Campus Summary Reports for each track in the district must be summarized on this report.

The fields required on the Student Detail Report for students in the PK program are the same as students in all other grade levels. Refer to (3-1) in Section II for a list of all data elements required on the Student Detail Report.

(7) Documentation

In order to claim PK eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible PK days present on the Student Detail Report. The documentation requirements are as follows.

- (7-1) If the student is eligible for PK because the student does not speak and comprehend the English language, the following documentation must be on file.
1. Home language survey. The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions [19 TAC §89.1215(b)]:
 - a. "What language is spoken in your home most of the time?"
 - b. "What language does your child (do you) speak most of the time?"
 2. Proof of a qualifying score on an approved Oral Language Proficiency Test. The official scores must be documented in the student's records. Students in PK may also be determined to be LEP by an Informal Language Inventory.
- (7-2) If the student is eligible for PK because the student is educationally disadvantaged, the district must document and have on file evidence that the student is eligible to participate in the National Free or Reduced-Price Lunch Program.
- (7-3) If the student is eligible for PK because the student is homeless, the student must fit the definition of homeless as defined by 42 USC §11302. [See (2-2), 3. earlier in this section.]
- (7-4) The documents considered acceptable for proof of identification and age are:
1. Birth Certificate;
 2. Passport;
 3. School ID card, records, or report card;
 4. Military ID;
 5. Hospital birth record;
 6. Adoption records;
 7. Church baptismal record; or
 8. Any other legal document that establishes identity.
- (7-5) The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

(8) Quality Control

- (8-1) At the beginning of each semester, the appropriate PK staff should verify the Student Detail Report to ensure that initial coding is correct.

- (8-2) At the end of each six-week reporting period, the appropriate PK staff should verify the Student Detail Report to ensure that coding is correct.
- (8-3) Students who are counted for funding in the PK program must have all documentation on file.
- (8-4) PK is only funded as a half-day program. TEC §29.153(c) Students eligible for the PK program are coded with the ADA eligibility code of 2 (eligible for half-day attendance) and not the ADA eligibility code of 1 (eligible for full-day attendance).
- (8-5) Students who are served in the PK program but who do not meet the eligibility requirements for the PK program and who are also served through the special education program are coded as eligible students only when the student is served through special education for two or more hours a day. These students are subject to the two-four hour membership rule.

(9) Examples

- (9-1) A student is served in the PK program but is not considered LEP, is not eligible to participate in the National Free or Reduced-Price Lunch Program, and is not homeless.

*The ADA eligibility code for this student would be **5-Ineligible Half-Day**, and the grade level should be entered as PK in the attendance accounting system.*

- (9-2) The school district has two PK classes. One class is held in the morning and the other class is held in the afternoon. A student is served in both classes for the entire day. The student meets the eligibility requirements for the PK program.

*The ADA eligibility code for this student would be **2-Eligible for Half-Day Attendance**, and the grade level should be entered as PK in the attendance accounting system. The maximum attendance a student can receive in the PK program is half-day.*

- (9-3) A student is served in PPCD for half of the day and in PK for the other half of the day. The student meets the eligibility requirements for the PK program.

*The ADA eligibility code for this student would be **1-Eligible for Full-Day Attendance**, and the grade level should be entered as PK in the attendance accounting system. The instructional setting code for this student should be entered as 43 (self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%). See Section IV for instructional setting coding guidelines.*

- (9-4) A student is served in PPCD for half of the day and in PK for the other half of the day. The student **does not** meet the eligibility requirements for the PK program.

*The ADA eligibility code for this student would be **2-Eligible for Half-Day Attendance**, and the grade level should be entered as EE in the attendance accounting system. The instructional setting code for this student should be entered as 43 (self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%). See Section IV for instructional setting coding guidelines.*

- (9-5) A student is served in the PK program for half of the day. The student meets the eligibility requirements for the PK program. The student is also served by a speech therapist for one hour a week.

*The ADA eligibility code for this student would be **2-Eligible for Half-Day Attendance**, and the grade level should be entered as PK in the attendance accounting system. The instructional setting code for this student should be recorded as 00, and the speech therapy indicator code should be recorded as 1. See Section IV for instructional setting coding guidelines.*

- (9-6) A student is served in the PK program for half of the day. The student **does not** meet the eligibility requirements for the PK program. The student is also served by a speech therapist for one hour a week.

*The ADA eligibility code for this student would be **5-Ineligible Half-Day**, and the grade level should be entered as PK in the attendance accounting system. The instructional setting code for this student should be recorded as 00, and the speech therapy indicator code should be recorded as 1, even though the student will not earn eligible days present for special education. If the same student is served by a speech therapist for one hour a day, the coding would be the same. See Section IV for instructional setting coding guidelines.*

- (9-7) A student is served in the PK program for half of the day and the federal Head Start program for the other half of the day. The student meets the eligibility requirements for the PK program.

*The ADA eligibility code for this student would be **2-Eligible for Half-Day Attendance**, and the grade level should be entered as PK in the attendance accounting system.*

- (9-8) A student is served in the PK program for half of the day. The student is eligible for the PK program because she is LEP. The district in which the student attends PK does not have a PK teacher certified or on permit to teach bilingual education or ESL. The district does not have a bilingual/ESL program under an exception or waiver.

*The ADA eligibility code for this student would be **2-Eligible for Half-Day Attendance** in the attendance accounting system. Even though this student is classified as LEP, she is not eligible for bilingual/ESL eligible days present because she is not served by staff certified or on permit to teach bilingual education or ESL.*

- (9-9) A student is served in the PK program for half of the day. The student is eligible for the PK program because he is limited English proficient. The district in which the student attends PK has a certified bilingual teacher teaching the PK class.

*The ADA eligibility code for this student would be **2-Eligible for Half-Day Attendance**, and the bilingual/ESL indicator should be entered as 1 in the attendance accounting system. This student should accumulate bilingual/ESL days present, as well as half-day eligible days present.*