

WEATHERFORD ISD

HOMEBOUND SERVICES MANUAL

2008-2009

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Homebound Overview

Students who are chronically ill, or who have other medical conditions which result in the student being confined to their home or hospital bed for at least four consecutive or cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home.

Students in both special education and the general student population may be eligible for homebound services. Special education homebound instruction is provided for IDEA (Individuals with Disabilities Act) eligible students who the ARD (Admission, Review, and Dismissal) committee determines should be served at home. Accommodations for students who are in general education and have qualifying medical conditions should be made under General Education Homebound (GEH) guidelines.

***Incarcerated students are not served through the homebound program.**

Homebound Services Basics:

1. Students are not eligible without a physician's statement explaining that student will need to be confined to their home for a minimum of four weeks and the specific reason the student cannot attend school for this length of time. Absences accumulated before the placement meetings are not considered as part of the four week confinement time. This is not the final determination for Homebound Services. (*Homebound Services Eligibility Form*)
2. Homebound is intended to be a temporary placement and is not an alternative placement for students who are habitually absent or simply refuse to attend school.
3. Determination for Homebound Services is done either by the ARD or GEH Committee and must be documented.
4. The student's campus teacher(s) will remain the teacher(s) of record, will provide lesson plans, materials, student books and tests in a timely manner, and will assign grades.
5. Courses to be continued during homebound instruction for GEH students are determined by the GEH committee. A Highly Qualified Teacher under the No Child Left Behind (NCLB) guidelines must provide instruction for high school students.
6. For Homebound Services, one hour of instruction is equivalent to one full day present.
7. Dismissal from Homebound Services requires documentation from a physician.

POLICY EEH(LOCAL)

Weatherford ISD Board Policy EEH(Local) controls homebound services in the school district. The policy is as follows:

General Education Consistent with TEA’s Student Attendance Accounting Handbook (SAAH), a student to be confined for a minimum of four weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the United States may be eligible for general education homebound services. A parent/guardian’s request for services shall be made through the principal in accordance with TEA’s SAAH and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

Special Education For special education students, the ARD committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

Documentation of Services The District shall maintain, in accordance with administrative procedures, full documentation about students receiving homebound services.

GENERAL EDUCATION HOMEBOUND (GEH) GUIDELINES

In-home/bedside educational services for general education students in Weatherford ISD are provided in accordance with Weatherford ISD policies, procedures, and the guidelines in this manual. It is the responsibility of each campus principal to designate personnel responsible for processing requests for homebound services in a timely fashion.

Eligibility

Under Weatherford ISD policy EEH(Local), a student to be confined for a minimum of four weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the U.S. may be eligible for general education homebound services. If appropriate, every attempt should be made to accommodate and serve the student on campus when practically possible. The parent/guardian should continue picking up all assignments and should remain current with all class work pending a determination of eligibility for homebound services.

Referral Process

According to Weatherford ISD policy, the parent/guardian's request for services shall be made through the principal in accordance with TEA's Student Attendance Accounting Handbook and administrative procedures. See TEA Student Accounting Handbook (Excerpts on p. 26).

Each campus principal or designee will ensure the following:

1. The parent/guardian is given the *Physician's Condition of Eligibility* form to be completed by the student's physician and returned to the campus designee.
2. The parent/guardian is given and completes the *Homebound Statements to Parent/Guardian* and the *Release/Request for Medical Information*.
3. Once the GEH referral packet is complete, the packet will be forwarded to the campus counselor for a 504 referral and the campus PEIMS clerk for prompt processing.

GEH Committee

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, the parent/guardian of the student and the homebound teacher (when possible) to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

More specifically, the GEH Committee is responsible for the following:

1. Determining whether there is a medical need for providing GEH services evidenced by the *Physician's Condition of Eligibility Form*. If the *Physician's Condition of Eligibility Form* is not **completely** filled out and signed by the student's physician, the GEH Committee must adjourn and reconvene once the form is complete.
2. Determining how long the student will be out of the traditional classroom setting (minimum of four weeks). **The committee should meet again to re-evaluate a NEW physician's form and the need for HB services after 8 weeks of services.**
3. Determining the subject areas that will be covered through the GEH services (see *GEH Committee Meeting* form).
4. Ensuring that each teacher whose content will be taught through GEH completes and provides weekly lessons and all materials needed for lessons.
5. Review and ensure that teachers of record (classroom teachers) understand assignments, testing and grading responsibilities.
6. Determining how much GEH service (consideration of the student's health and current ability) is required each week (in hours).
7. Determining the procedure for the homebound teacher to contact the regular education teacher(s).
8. Coordinate with parent/guardian to ensure that there will be a responsible adult at home at all times services are to be provided.
9. Ensuring that the parent/guardian has received and has a completed *Physician's Statement –Homebound Services Release* form when the student is ready to return to school.
10. Ensuring that all parties, including parent/guardian, understand that as long as the student is receiving GEH services and not attending any classes, that student is not permitted to attend any extracurricular activities involving Weatherford ISD without first obtaining written approval from the campus principal.
11. Ensuring the student's return to the classroom as soon as practical. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. In unusual cases where a student's medical condition is in doubt, Weatherford ISD may request a second doctor's opinion at its own expense and call another GEH committee meeting to consider dismissing the student from GEH services, depending on the results of the examination.
12. Ensuring that all documentation is properly completed and maintained.

Please note that the homebound forms will help guide the GEH committee in making these decisions.

Courses Continued During GEH

The following are guidelines for determining which *elementary and middle school* courses to continue during GEH placement:

1. Any course or subject may be continued.
2. In courses where lab experience or classroom participation make up the majority of the grade, written assignments may be given in lieu of those activities. If the participatory course is an elective, it may be dropped.

The following are guidelines for determining which *high school* courses to continue during GEH placement. Decisions for course during GEH will be decided on a case by case basis, as No Child Left Behind criteria for highly qualified teachers must be followed for all high school courses:

1. If the injury or illness occurs during a semester and the student is expected to return by the end of the semester, the student should be given the opportunity to continue any of his/her subjects. In this case, the student should be given written assignments in lieu of classroom-based activities.
2. If the injury or illness occurs during the first semester and will still require home confinement past the first 6 weeks of the second semester, consideration should be given to dropping a course if more than half of the grade for that course is based on any of the following:
 - a. Hands-on experience or lab work, e.g., physical education or chemistry lab;
 - b. Classroom participation, e.g., foreign languages and speech courses;
 - c. Clock hours, e.g., cosmetology.
3. If the student is enrolled in vocational courses at the time the student is to go on homebound, a schedule change is needed to put the student in a different course that does not generate contact hours.

Staff Obligations to GEH Students

1. The homebound teacher will follow-up with teacher contacts as discussed and agreed to at the GEH committee meeting.
2. The counselor will act as liaison between the homebound teacher and the campus administration. The student's principal will be responsible for program supervision and ensuring the campus teachers provide all necessary information at the campus level.

Attendance Requirements for GEH Students

1. Attendance will be awarded following the guidelines of the current year's Student Attendance Accounting Handbook.
2. The campus designee or counselor will notify the campus PEIMS clerk, and campus attendance clerk, when a student begins homebound services.
3. The campus designee or counselor will notify the campus teachers when the student begins homebound services.
4. The homebound teacher will complete the *General Education Homebound Instruction Log* and email or fax the log on a weekly basis to the Special Programs Coordinator's secretary. The Special Programs Coordinator's secretary will then forward copies of the homebound instruction log to the campus attendance clerk and the campus PEIMS clerk.
5. The *Homebound Instruction Log* will reflect the school calendar week by week so that available instructional days are easily identifiable.
6. Total weekly instructional time and total weekly days in attendance are summarized at the end of each instructional week.
7. If absences are reported for any given day, a notation as to the reason should be made in the Notes/Other section of the log.
8. In order for funding to be generated for general education homebound, services must be provided as follows:
9. The *Homebound Instruction Log*, along with the *Homebound Time and Travel* report, is submitted on a monthly basis to the Special Programs Coordinator's secretary for payroll processing.
10. On a six weeks basis, the Special Programs Coordinator's secretary sends a copy of the attendance logs to the PEIMS coordinator.
11. While parents/guardians are asked to arrange medical appointments around the homebound teacher's schedule, absences are often incurred because the student is too ill to attend to instruction. The homebound teacher may be able to rearrange instruction for that week but if unable to do so, absences will be recorded according to the instructional hours delivered. Instructional hours must be delivered within each week to accrue attendance for that week.
12. The GEH Committee should convene after 12 weeks to re-evaluate a NEW *Physician's Statement of Eligibility* form and the need for homebound services if the student is still being served on homebound.
13. GEH students served at home will earn eligible days present based the Student Attendance

Accounting Handbook. Generally, attendance is based on the following chart:

Amount of Time Served Per Week:	Eligible Days Present Earned per Week:
one hour	one day present
two hours	two days present
three hours	three days present
four <u>or more</u> hours	four days present (4-day week) five days present (5-day week)

Dismissal for Homebound Students

1. If there is not a specific documented return date from the physician, the physician must first complete the *Physician's Statement--Homebound Services Release* form.
2. The homebound teacher will notify the counselor or campus designee when a student is being released from homebound for entry back into school.
3. No homebound instruction may occur after the dismissal date.
4. The counselor or campus designee will notify the teacher(s) and the campus attendance clerk when the student has been dismissed and will return to the regular classroom setting. (*Homebound Service Dismissal Notification* form).
5. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. It is imperative that students return to the classroom as soon as practical. This is usually dictated by the student's doctor. However, in unusual cases where the student's medical condition is in doubt, the Weatherford ISD may request a second doctor's opinion at its own expense and call another GEH committee meeting to consider dismissing the student from GEH services depending on the results of that examination.
6. Upon a student's dismissal from GEH or at the end of the school year, whichever comes first, the counselor or campus designee will forward a copy of the student's completed GEH file to the Special Programs Coordinator's secretary and the 504 Specialist.

SPECIAL EDUCATION HOMEBOUND GUIDELINES

In-home/bedside educational services for special education students in Weatherford ISD are provided in accordance with Weatherford ISD policies, procedures, and these guidelines. It is the responsibility of each campus principal to designate personnel who are responsible for processing requests for homebound services in a timely fashion.

Eligibility

To qualify for homebound/hospital service the student must meet eligibility requirements as documented in the current Student Attendance Accounting Handbook. Under Weatherford ISD policy EEH(Local), a student to be confined for a minimum of four consecutive weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the U.S. may be eligible for homebound services. Parents/students should continue picking up all assignments and remain current with all the work pending a determination of eligibility for Special Education Homebound Services.

Referral Process

According to Weatherford ISD policy, the parent's request for services shall be made through the principal in accordance with TEA's Student Attendance Accounting Handbook and administrative procedures. A homebound referral does not automatically mean that the ARD committee will recommend homebound services. In making eligibility and placement decisions the ARD committee must consider the *Physician's Condition of Eligibility* report; however, the *Physician's Condition of Eligibility* form/report is not the sole determining factor in the ARD committee's decision-making process. The school needs to make appropriate efforts to accommodate the student at school depending on the student's medical need and doctor's information. The school nurse should also be consulted.

300.114 LRE (Least Restrictive Environment) Requirements:

- (2) Each public agency must ensure that--
 - (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs *only* if the nature of severity or the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**** Homebound is the most restrictive educational placement for students. Documentation should support all effort made to accommodate and support the student with non-disabled peers and in the regular educational environment.**

Parents/guardians need to know that an ARD committee cannot consider homebound services until all necessary forms are completed and returned to the campus assessment person.

ARD Committee

For students already in special education who require homebound services, the assessment staff gathers information from school records, parent/guardian, and the student's FIE (Full Individual Evaluation) in order to determine the student's current functioning level and educational needs. The ARD committee reviews written input from the student's physician on the *Physician's Condition of Eligibility* form and determines if homebound services are appropriate.

When the student's placement is determined to be homebound, the homebound teacher's responsibilities during the ARD include:

1. provide input for necessary accommodations
2. give the parent/guardian a copy of the *Homebound Services Statement to Parents/Guardians* and discuss relevant information (days of instruction, times and assignment and grading responsibilities)
3. verify telephone numbers and the directions to the student's home

Staff Obligations to Special Education Homebound Students

1. Diagnostician or administration personal is responsible for notifying the attendance clerk on the student's home campus that the student will be receiving homebound services and should no longer be counted absent. (*Homebound Services Attendance Notification* form)
2. Campus staff should ensure that a box for homebound teacher(s) is in the student's campus mailroom.
3. Diagnostician or administration personal should notify the assigned classroom teacher(s) of the student's placement.
4. ARD committee should confirm that the student has textbooks and supplies at home, if not make arrangements for books to be checked out in the student's name.
5. Homebound teacher is responsible for the pick-up and delivery of assignments from the campus teachers.
6. Homebound teacher will provide instruction in the homebound setting for the time determined by the ARD committee.
7. Homebound teacher will keep a log of all contact hours.
8. Homebound teacher will return completed assignments to the appropriate teacher's box.
9. Homebound teacher will keep a log of assignments completed and turned in.
10. Homebound teacher will file a weekly attendance log with the student's home campus attendance clerk.

11. When visiting a campus, the homebound teacher should sign in and out.
12. The ARD committee should convene after 12 weeks to re-evaluate the need for homebound services and to re-evaluate a NEW *Physician's Statement of Eligibility*.

Attendance Requirements

The homebound teacher will notify the attendance clerk of student absences at the end of each week. Special Education homebound students served at home will earn eligible days present based the Student Attendance Accounting Handbook. Generally, attendance is based on the following chart:

Amount of Time Served Per Week:	Eligible Days Present Earned per Week:
one hour	one day present
two hours	two days present
three hours	three days present
four <u>or more</u> hours	four days present (4-day week) five days present (5-day week)

When absences are related to the medical diagnosis, homebound services will be offered as per the Student Attendance Accounting Handbook.

Dismissal From Special Education Homebound Services

1. There must be an ARD at the end of the homebound request period to either:
 - a. Dismiss the student at the end of the projected time; or
 - b. To continue the services. In this case, the ARD Committee must review a new statement from the physician.

If dismissal occurs:

2. The diagnostician or campus designee will notify the campus attendance clerk of the students return to campus;
3. The diagnostician or campus designee will notify the campus teacher(s) of the students return to campus.
4. The homebound teacher will turn in all completed work and borrowed materials;
5. The homebound teacher will maintain student folder

If the student is to return to school before the date stated on the *Physician's Condition of Eligibility* form a *Physician's Statement- Homebound Services Release* form should be completed by the doctor.

If services are to continue, the ARD committee must review a new statement or request from the doctor.

FREQUENTLY ASKED QUESTIONS

Who makes decisions regarding homebound services?

If a student is a general education student and the school receives a request for Homebound Services, the GEH Committee should meet to consider the student for General Education Homebound and to determine what services are appropriate while the student is at home (i.e., assignments sent home and returned to be graded by general education teacher, access to a homework helpline, etc.)

If the student is eligible under IDEA and is receiving special education and related services, the ARD Committee should convene to discuss whether the student meets the eligibility criteria of Other Health Impaired, whether a change of placement is needed, and what services are appropriate for the student to receive if homebound is recommended.

How sick does a student have to be to get homebound services?

Students served on a homebound or hospital basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. For special education students, the ARD Committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules and regulations.

What if the homebound teacher is absent?

The WISD will ensure that a substitute teacher or make-up classes are provided to homebound students when homebound teachers are absent. Classes missed due to student inability to receive homebound instruction will not be rescheduled; however, other provisions for "making-up" work will be offered when possible in order to minimize the lapse in provision of services.

What if the student qualifies for special education and is also pregnant?

Students who are eligible for special education and related services who also receive Pregnancy Related Services (PRS) must be served collaboratively through both programs.

How do homebound students count towards eligible days present?

Students served in the homebound instructional/setting must be served two to four hours each week in order to generate eligible days present. Homebound or hospital bedside instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling four weeks throughout the school year, as documented by a physician licensed to practice in the United States. Chronically ill students should only be coded with the 01 instructional arrangement/setting code on the days the student is absent from school but counted present because the student received homebound services. Students with a reoccurring condition generally do not require a transition period.

In order to document the changing instructional arrangements/setting for students with a recurring condition for attendance reporting purposes, it is recommended that attendance clerks accumulate the attendance information for the entire six-week reporting period and summarize the information for the eligible days of attendance and contact hours served. The eligible days present should be recorded in the district's student attendance accounting system. Any time not accounted for should be reported as absences. At the end of each week the homebound teacher will inform the attendance clerk the amount of time the homebound student received services from the certified special education teacher and the number of absences that should be recorded in the attendance accounting system.

How do we handle mental health disorders?

The category of "mental health disorders" is not included as impairments to be considered for OHI eligibility. Mental health impairments are identified by completing a psychological evaluation. Students with mental health disorders that meet eligibility criteria would be eligible for services under the disability category of Emotionally Disturbed, not Other Health Impaired.

If the campus receives a homebound recommendation from a physician for a student with mental health impairment, the ARD or GEH Committee should consider a referral for psychological evaluation. Staff can consider appropriate services available on the campus to be provided under GEH while the evaluation is in process. Once complete, the ARD Committee should be convened to determine whether or not the student meets eligibility criteria for Emotionally Disturbed and, if so, determine the appropriate educational services available in the district to meet the student's educational needs.

Can students earn career and technology contact hours on homebound?

In order for a homebound or hospital bedside student to earn career and technology contact hours, the student must continue to receive the same amount and type of career and technology service that he or she was receiving before being placed in the homebound instructional setting. Career and technology education teachers must maintain a log to verify all contact hours with homebound/hospital bedside students.

Can homebound be a discipline placement?

A student cannot be expelled into the homebound instructional arrangement/setting.

HOMEBOUND SERVICES STATEMENT TO PARENT/GUARDIAN

Student's Name: _____	Student's ID: _____
Campus: _____	Grade: _____ Age: _____
Days of Service: _____	Time: _____

Homebound Teacher: _____ Telephone: _____

Homebound services have been requested for the above named student. I agree to cooperate as follows:

1. Provide a place in the home that is quiet, free from distractions (away from other people and television), sanitary, well lit, safe, and properly ventilated and heated.
2. Ensure the student is prepared for instruction when the teacher arrives. Please arrange other activities, including doctor appointments, around scheduled instruction.
3. Be aware that changes in the home schedule may be necessary.
4. Ensure a responsible adult will always be in the home during instruction time. (The homebound teacher will leave the home and the student will be counted absent if there is not an adult in the home).
5. Notify the homebound teacher as soon as possible if the student is unable to receive instruction or if anyone in the home develops a contagious condition.
6. The student must do 90% of the assigned work between the teacher's visits. The student must be willing to work independently and accept the responsibility of homework with the guidance of the homebound teacher. The student should have uninterrupted study time.
7. Parents and students must be aware that all tests, grades and assignments come directly from the campus teachers.
8. Household pets should not be allowed to interrupt home instruction. If pets are usually kept indoors, they should be confined to a room other than the one in which class is being held.
9. A student can be dismissed from the homebound program due to excessive unexcused absences. If scheduled instructional times are cancelled, absences will be reported.
10. Homebound services cannot begin until the above conditions have been met and homebound services will be discontinued if these conditions are not maintained.
11. The student's educational program will be planned and carried out on the basis of the limitations of the student and the homebound services program, which cannot provide the same experiences of regular classroom instruction.

I UNDERSTAND AND AGREE TO THE ABOVE RULES.

Parent/Guardian Signature

Date

Student Signature

Date

PHYSICIAN'S CONDITION OF ELIGIBILITY

Student's Name: _____	Student's ID: _____
Date of Birth: _____	Grade: _____ Campus: _____

PROFESSIONAL EVALUATORS: The multidisciplinary team that collects and reviews evaluation data in connection with the determination of a student's eligibility for homebound placement must include a licensed physician. To be eligible for homebound services, the district requires a statement from his/her physician regarding the specific medical condition and the projected time that the student will be absent from school. This placement is considered temporary and is the most restrictive environment for the student.

•Please be advised that the student will receive only 2-4 hours of home instruction per week. Therefore, returning to his/her home campus at the earliest date possible is imperative for peer interaction and educational success.

1. Date of physical exam: _____
2. YES NO Have you recommended a follow-up exam? If YES, when: _____
3. YES NO Has this student been/will be confined to his/her home *for a minimum of four weeks* (except for doctor's visits). The period of confinement is expected to last from: _____ to _____
4. Type of impairment (i.e., diagnosis): _____
5. Describe the nature of the condition(s) resulting in the need for homebound services:

6. Is this a communicable disease? YES or NO
7. Is the student confined to the home? YES NO If not, is the student able to receive any instructional services on his/her campus (shortened school day, alternate school days, attend special events)?
 YES NO Explain: _____
8. Are there any accommodations that would enable the student to receive instruction on his/her campus?
If yes, explain: _____
9. Is the student now physically able to perform school work with a homebound teacher? Yes No
If not, please explain: _____

10. The period of time the student is expected to receive homebound services is approximately _____ weeks.

11. **ANTICIPATED START DATE:** _____ **ANTICIPATED END DATE:** _____

12. I recognize that homebound placement is a very restrictive educational placement that prevents the student from interacting with his/her peer. YES NO

13. My recommendation concerning educational placement is based on my professional medical assessment of this student's health condition. YES NO

14. Additional comments to aid the staff in serving this student: _____

Signature of Licensed Physician

Date

Physician's Printed or Typed Name

Phone Number

Physician's Address

City, State and Zip Code

NOTE: Homebound is intended to be a temporary school placement to provide instructional services when the student is unable to attend regular classes due to medical conditions. It is not an alternative placement for students who are habitually truant or simply refuse to attend school.

Weatherford Independent School District
 602 W. Water Street, Weatherford, Texas 76086
 Phone 817/598-2844 • Fax 817/598-2957

**GENERAL EDUCATION HOMEBOUND (GEH)
 COMMITTEE MEETING**

DATE OF MEETING: _____

Student's Name: _____	Student's ID: _____
Date of Birth: _____	Grade: _____ Campus: _____

Participants of the GEH Committee Meeting:

Participants' Signature	Relationship to child
	Parent
	Administrator
	Teacher
	GEH Campus Coordinator

The most recent and all appropriate TAKS scores, benchmarks, report cards, progress reports, and any other appropriate documents should be attached to this form.

Is there a medical need for providing homebound services? *Please refer to the Homebound Services Condition of Eligibility provided by the physician in making this determination.*

- Yes
- No

How long will the student be out o the traditional classroom setting (minimum of four weeks). *Please refer to the Homebound Services Condition of Eligibility provided by the physician in making this determination.*

- _____ days

Is the student a special education student? If yes, please contact the special education department so an ARD meeting can be scheduled.

- Yes
- No

Student's Strengths:

Areas of Concern:

The subject areas that will be covered through GEH are:

Area of Instruction: _____ Hours per Week: _____

Teacher whose content will be taught: _____

Area of Instruction: _____ Hours per Week: _____

Teacher whose content will be taught: _____

Area of Instruction: _____ Hours per Week: _____

Teacher whose content will be taught: _____

Area of Instruction: _____ Hours per Week: _____

Teacher whose content will be taught: _____

Area of Instruction: _____ Hours per Week: _____

Teacher whose content will be taught: _____

Please note that the teacher whose content will be taught is responsible for assignments, testing, and grading.

The homebound teacher will contact the regular education teacher on a regular basis by:

Telephone

Interoffice Mail

Conference

Other: _____

Additional recommendations of GEH Committee: _____

Weatherford Independent School District
602 W. Water Street, Weatherford, Texas 76086
Phone 817/598-2844 • Fax 817/598-2957

HOMEBOUND SERVICES HOMEBOUND WORK ASSIGNMENT

Student's Name: _____	Student's ID: _____	
Age: _____	Grade: _____	Campus: _____

This assignment is due by _____
Date

Instructions:

Please place in homebound box and include any worksheets, maps, tests, videos, and study sheets for tests.

<i>To be completed by homebound teacher:</i>
Date Received: _____
Date Due: _____
Date Completed: _____
Homebound Teacher: _____

Thank you:

Classroom Teacher

Weatherford Independent School District
 602 W. Water Street, Weatherford, Texas 76086
 Phone 817/598-2844 • Fax 817/598-2957

HOMEBOUND SERVICES INSTRUCTIONAL LOG

Student's Name: _____ **Student's ID:** _____
Date of Birth: _____ **Grade:** _____ **Campus:** _____

Teacher Name: _____ Teacher Signature: _____

Supervisor Name: _____ Supervisor Signature: _____

A copy or fax (817/598-2957) of this instruction log must be sent to the Special Programs Coordinator's secretary on a weekly basis.

The Special Programs Coordinator's secretary will forward a copy to the respective campus attendance clerk and the District PEIMS Coordinator.

Weekly attendance is based on the following instructional hours the student is served:

Amount of Time Served Per Week:	Eligible Days Present Earned per Week:
one hour	one day present
two hours	two days present
three hours	three days present
four <u>or more</u> hours	four days present (4-day week) five days present (5-day week)

Day	Date	Arrival Time	Departure Time	Instructional Time (in min.)	Teacher's initials	Student's initials	Notes/Other
Sun							
Mon							
Tue							
Wed							
Thur							
Fri							
Sat							

Total Weekly Instructional Time: _____ **Total Weekly Days in Attendance:** _____

Weatherford Independent School District
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Phone 817/598-2844 • Fax 817/598-2957

**PHYSICIAN’S STATEMENT-
HOMEBOUND SERVICES RELEASE**

TO WHOM IT MAY CONCERN:

_____ **may return to the regular education program effective**
Student’s Name

_____.
Date

Comments:

Printed Name of Physician:

Signature of Physician:

Date: _____

Weatherford Independent School District
 602 W. Water Street, Weatherford, Texas 76086
 Phone 817/598-2844 • Fax 817/598-2957

HOMEBOUND SERVICES TIME AND TRAVEL

Student's Name: _____ **Student's ID:** _____
Date of Birth: _____ **Grade:** _____ **Campus:** _____

Teacher Name: _____ Teacher Signature: _____

Supervisor Name: _____ Supervisor Signature: _____

This time sheet is to be completed on a monthly basis following the dates of the enclosed payroll processing calendar. Deliver or fax this completed time sheet to the Special Programs Coordinator's secretary.

TRAVEL TIME:

To Student Home

From Student Home

Date	Depart Time	Arrival Time	Depart Time	Arrive Time	Total Travel Time

TOTAL TRAVEL TIME: _____

OTHER TIME (GEH meetings, teacher consults, etc.):

Date	Start Time	End Time	Total Other Time	Purpose

TOTAL OTHER TIME: _____

Total instructional time (from log) + Total Travel time + Total Other Time = _____
 Total Time X _____/hour = Total Pay (\$ _____) Budget Code: _____

Weatherford Independent School District
602 W. Water Street, Weatherford, Texas 76086
Phone 817/598-2844 • Fax 817/598-2957

HOMEBOUND SERVICES ATTENDANCE NOTIFICATION

TO: Campus Attendance Clerks

REF: Homebound Student

Student: _____

Grade: _____

Start Date: _____

This student qualifies for Homebound Services. He/she should no longer be counted absent. The classroom teachers have been informed of this, but may, on occasion, report the student as absent. Please do NOT record these absences. The homebound teacher will notify you if the student misses a homebound session and needs to be counted absent.

Thank you.

Weatherford Independent School District
602 W. Water Street, Weatherford, Texas 76086
Phone 817/598-2844 • Fax 817/598-2957

HOMEBOUND SERVICES DISMISSAL NOTIFICATION

TO: Campus Attendance Clerks & Teachers

REF: Homebound Student

Student: _____

Grade: _____

Dismissal Date: _____

ID #: _____

This student will be returning to school as of the dismissal date listed above. He/she will no longer be enrolled in the Homebound Services Program. As of the dismissal date, the classroom teacher should count him/her absent. You will be notified if the student should need homebound services again. Thank you for your consideration and help. It has been a pleasure working with you.

Sincerely,

Weatherford Independent School District
602 W. Water Street, Weatherford, Texas 76086
Phone 817/598-2844 • Fax 817/598-2957

HOMEBOUND SERVICES TEACHER NOTIFICATION

Teacher: _____

Student: _____

Date: _____

Dear Teacher:

The above student has been placed in the Homebound Services Program. As of the date stated above, he/she should no longer be counted absent from your class. I will contact the attendance clerk if the student is to be reported absent.

Since the student, in most cases, will be returning to your class when his/her condition allows, I will be asking you for weekly assignments and tests. Once completed, I will return these assignments and tests for your grading. Assignment sheets for the following week will be placed in your box. Please list assignments and tests in the space provided and return to the appropriate homebound box as soon as possible. **Prompt return of the assignments and graded work is greatly appreciated. THIS IS ESSENTIAL.**

It is impossible for homebound services to provide curriculum and materials for the numerous programs and subjects offered by WISD. Please provide all worksheets, manipulatives and other materials needed to implement your lessons.

Homebound sessions will typically be scheduled for four hours per week, or as determined by the ARD committee, or as determined by the GEH Committee during which **all** academic areas are covered. Approximately 90% of all assignments have to be completed independently by the student. Any accommodations you can make to help the homebound student be successful in your class are greatly appreciated.

If you have any questions or concerns, I may be reached at _____ .
Thank you for your assistance.

Sincerely,

Homebound Teacher

**EXCERPTS FROM THE 2008-2009 TEA
STUDENT ATTENDANCE ACCOUNTING HANDBOOK**

3.7 General Education Homebound (GEH)

Any student who is served through the general education homebound program must meet the following three criteria:

- The student is expected to be confined at 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.

Students served through GEH at home/hospital bedside must be served by a certified general education teacher.

Note: For guidance in determining GEH instruction for pregnant students who are or are not receiving Pregnancy Related Services please refer to Section 9.

3.7.1 GEH Policy Requirements

To qualify for GEH funding, your school district must have policy and procedures for implementation of general education homebound instruction that have been approved by the local school board.

3.7.2 GEH Committee

A designated campus committee must make decisions regarding GEH placement. Members of the committee should include but are not limited to –

- a campus administrator,
- a teacher of the student, and
- a parent/guardian of the student.

The role of the GEH committee is to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is provided at home/hospital bedside, the GEH committee will determine the type(s) and amount of instruction to be provided.

In making these decisions, the GEH committee must consider information from the student's physician. However, the physician's note/information **is not** the sole determining factor in the committee's decision making process.

3.7.2.1 GEH Committee Documentation Responsibilities

- In qualifying a student for and providing the student GEH services, the following documentation is required:
- a district- developed form that documents GEH committee decisions regarding whether a student is to be served through GEH,

- documentation on the form of the GEH committee’s decision regarding the type(s) and 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 physician stating that the student has a medical condition that requires the student to be confined at home/hospital bedside for a minimum of four weeks,
- documentation of the day(s) homebound instruction started and stopped, and
- the teacher’s homebound instruction log.

3.7.3 GEH Funding Chart:

For GEH services to generate ADA, the services must be provided as follows:

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:
one hour	one day present
two hours	two days present
three hours	three days present
four <u>or more</u> hours	four days present (4-day week) five days present (5-day week)

3.7.4 Transition from GEH to the Classroom

A student transitioning back to a school-based setting may continue to generate ADA based on the GEH funding chart during the transition period. The GEH committee must determine the length of the transition period based on current medical information. ADA eligibility shifts back to the requirements of the 2-through-4 hour rule once the student has completed the transition period as determined by the GEH committee.

3.11.23 Example 23

A general education student develops a medical condition, and the school obtains a physician's statement affirming that the medical condition will prevent him from attending school for at least four weeks.

The General Education Homebound (GEH) committee should convene to review all of the student information (including the physician’s statement) to determine if homebound services are appropriate. If homebound services are determined to be appropriate, the GEH committee must document the following:

- *the committee's decision regarding the type(s) and amount of instruction to be provided to the student (this statement must include the designated amount of time per week that instruction will be provided)*
- *a note from a physician stating the student has a medical condition that requires the student to be confined at home/hospital bedside for a minimum of four weeks*
- *documentation of the day(s) homebound instruction started and stopped*
- *teacher's homebound instruction log*

At the end of the week, designated staff should inform the attendance clerk of the amount of time the student received service from the certified general education teacher and the number of absences that should be recorded in the attendance accounting system.

Example 23A

If the student was served four or more hours that week, the student should be recorded present every day that week.

Example 23B

If the student was served two hours that week, the student should be recorded present for two days and absent for three days of that week.

Example 23C

If the student does not receive any service during the week, absences must be recorded every day of that week, resulting in 0 eligible days present.

The GEH committee should convene to review current student information (including the physician's statement) to determine if a transition period is necessary and to determine the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom, the GEH committee should document the following:

- *the length of time for the transition period*
- *the amount of time the student will be served in both settings (homebound and classroom) during the transition period*
- *the effective date the student returns to the classroom fulltime*

4.6 Instructional Arrangement/Setting Codes

The ARD committee's determination of the appropriate educational placement for implementing a student's IEP must be based on the individual's needs of the student. If the support services are provided to the student in the general education classroom, the instructional setting code is *mainstream*. If, however, the support services are provided outside of the general education classroom, the instructional setting code is based on the amount of time for which or the setting where the services are provided.

Student Detail Reports must contain an instructional arrangement/setting code for any student receiving special education and related services. A student may be funded for only one instructional setting for special education at any given time, except for speech therapy. Speech therapy may be combined with any other instructional setting. Use the following definitions in determining the appropriate instructional arrangement/setting code (Code Table C035, PEIMS *Data Standards*).

Note: Base the determination of instructional arrangement/setting codes on the percentage of the **instructional day** that the student receives direct, regularly scheduled special education and related services, as required in a student's IEP, **not** on the student's disability. For the purpose of determining a student's instructional arrangement/setting code, the instructional day is defined as that portion of the school day in which instruction takes place (not to include lunch, recess, passing periods, etc.).

4.6.1 Code 00 - No Instructional Arrangement/Setting

This code indicates that although the student receives some special education services (such as speech therapy), an instructional setting is not appropriate. A student receiving speech therapy services must have the speech therapy indicator code recorded on the Student Detail Report.

This instructional arrangement/setting code **always** applies to a student receiving speech therapy.

4.6.2 Code 01 - Homebound

To be placed in the special education homebound instructional arrangement/setting, a student must —

- be eligible for special education and related services as determined by an ARD committee,
- be expected to be confined at home or in a hospital for a minimum of 4 weeks (the weeks need not be consecutive),
- be confined for medical reasons only (unless the child is 0 to 5 years of age), **and**
- have a medical condition that is documented by a physician licensed to practice in the United States.¹

¹ 19 TAC §89.63(c)(2)(A)

4.6.2.1 Homebound Notes

In making eligibility and placement decisions, the ARD committee must consider the physician's information. However, the physician's note/information should not be the sole consideration in the committee's decision-making process.

A student served in the special education homebound instructional arrangement/setting must be served by a highly qualified special education teacher (as defined by the No Child Left Behind Act).

A student cannot be expelled into the homebound instructional arrangement/setting.

A student otherwise eligible for special education services who meets the four criteria above does not need to meet the criteria in the federal definition for other health impairment (OHI) to be eligible for homebound services.

4.6.2.2 Homebound Services for Students with Chronic Illness/Acute Health Problems

The federal definition for OHI found in 34 CFR, §300.8(c)(9)(i)(ii), states, "Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that —

1. is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
2. adversely affects a child's educational performance.

Any student with a chronic illness/acute health problem who is placed in the special education homebound instructional arrangement/setting must —

- meet eligibility for OHI as a result of having a chronic illness or acute health problem(s),
- have a chronic illness or acute health problem that adversely affects the student's educational performance as determined by the ARD committee,
- be expected to be confined for any period of time totaling at least 4 weeks throughout the school year, **and**
- have a medical condition that is documented by a physician licensed to practice in the United States.²

For those students who have a chronic illness/acute health problem and are expected to be confined at home or hospital bedside but do not meet eligibility criteria for special education services, please see GEH eligibility criteria.

4.6.2.3 Homebound Services and Pregnancy Related Services (PRS)

Special education eligibility and services do not change as a result of a student's becoming pregnant.

² 19 TAC §89.63(c)(2)(A)

During the periods the student is confined to the home or hospital bedside, either prenatal or postnatal, special education and related services should be provided in the homebound instructional setting.

4.6.2.4 Homebound Services and PRS Notes

To ensure that there is no break in special education services, the ARD committee should convene as soon as possible on verification of a student's pregnancy to determine how special education and related services will be provided in the homebound instructional arrangement during the period of confinement to the home or hospital bedside. The committee should —

- identify any prenatal medical conditions (such as, but not limited to, gestational diabetes, high blood pressure, preterm labor, etc.);
- identify postpartum periods of pregnancy; and
- document in the IEP the change of placement and in the type/amount of services that should begin on receipt of the physician’s note.

Please see Section 9 of this handbook for detailed information on serving pregnant students through PRS and/or special education.

4.6.2.5 Homebound Services for Infants and Toddlers with AI/VI

Infants and toddlers (children who are 0 to 2 years of age) with auditory impairments or visual impairments or both may receive homebound instruction as determined by the Individualized Family Services Plan (IFSP) team.

4.6.2.6 Preschool Programs for Children with Disabilities (PPCD) and Homebound Services

The ARD Committee may place preschool students (3 to 5 years of age) with disabilities in the homebound instructional arrangement.³

4.6.2.7 Homebound Funding and Documentation Requirements

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

Homebound Funding Chart:

Amount of Time Served per Week:	Eligible Days Present Earned per Week:
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 or more hours	4 days present (4-day week) 5 days present (5-day week)

The certified special education teachers and related service staff providing services must keep a log of the amount of time spent serving the student.

³ 19 TAC §89.63(c)(2)(B)

4.6.2.8 Transition from Homebound to the Classroom

A student transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the requirements shown in the homebound funding chart.

The ARD Committee must determine the length of the transition period based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes due to the fact that funding will be based on instruction in the homebound setting.

ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the ARD committee.

4.6.2.9 Transitioning Students with Chronic Illness Between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the homebound instructional setting for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the Homebound Funding Chart.
- The length of the transition period must be determined by the ARD committee based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes due to the fact that funding will be based on instruction in the homebound setting.

ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student has completed the transition period as determined by the ARD committee.

A student with a chronic illness or acute health problem that is a recurring condition that requires the student to be in the homebound instructional setting for a period of time (which can be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the Homebound Funding Chart.
- Students with a recurring condition generally do not require a transition period.

ADA eligibility shifts back to the requirements of the 2-through-4-hour rule once the student returns to the classroom placement.

For those weeks that the student is served in both the homebound instructional setting and the classroom placement, contact hours can be generated in both settings, subject to the requirements of the 2-through-4-hour rule and the Homebound Funding Chart.

To document the changing instructional arrangements/settings for students with a recurring condition for attendance reporting purposes, it is recommended that attendance clerks accumulate the attendance information for the entire 6-week reporting period and summarize the information for the eligible days of attendance and contact hours served. The eligible days present should be recorded in your district's student attendance accounting system. Any time not accounted for should be reported as absences.

4.6.2.10 Homebound: Career and Technical Education Funding Requirements

For a homebound or hospital bedside student to earn career and technical contact hours, the student must continue to receive the same amount and type of career and technical service that he or she was receiving before being placed in the homebound instructional setting. Career and technical education teachers must maintain a log to verify all contact hours with homebound/hospital bedside students.

4.6.3 Code 02 - Hospital Class

This instructional arrangement/setting code should be used when a student is provided special education instruction in a classroom in a hospital facility or a residential care and treatment facility not operated by your school district. A student with a disability who is served in but not residing in the facility is considered to be in an *off home campus* instructional setting. If the student residing in the facility is provided special education services on a school campus, the student is not considered to be in a hospital class.⁴

4.6.3.1 Hospital Class: Career and Technical Education Funding Requirements

For a hospital class student to earn career and technical contact hours, the student must continue to receive the same amount and type of career and technical service that he or she was receiving before being placed in the hospital class instructional setting. Career and technical education teachers must maintain a log to verify all contact hours with hospital class students.

4.6.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State School

Per 20 United States Code (USC), §1412, "[t]o the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities" must be "educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment" can occur "only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Both federal law and state law require all students with disabilities to receive their instructional and related services in the least restrictive environment (LRE). This

⁴ 19 TAC §89.63(c)(3)

requirement applies to all students with disabilities, including students with disabilities who reside in a hospital, residential facility, or state school. However, in some cases, the ARD committee is limited in its ability to place a student on a local district campus. This is true in the case of an adjudicated or incarcerated youth who is detained in a secure facility and/or when a court order precludes the student's inclusion in and exposure to educational settings on a regular school campus.

The following table is meant to clarify which codes to use for students with disabilities who are residing in a hospital or a residential care and treatment facility and receiving special education services from local education agencies (LEAs).

Student is not incarcerated or is not court ordered to remain at RF*?	Parents reside within LEA boundaries?	Student served at local LEA campus**?	Appropriate Instructional Arrangement Code
Yes	no	yes	81–89, based on services
Yes	no	no	02
Yes	yes	yes	based on services
Yes	yes	no	02
No	no	N/A	81–89, based on services
No	yes	N/A	02

**The answer will be “yes” except in situations involving adjudicated or incarcerated youth who are detained in secure facilities or other circumstances in which a court orders a student to remain at a facility site. In certain limited circumstances, an ARD committee may review official documentation and determine on a student-by-student basis that an individual student’s current legal or medical status precludes removal from the RF. In those individualized and documented cases, codes 81–89 may be used.*

***Local LEA campus indicates a county/district/campus number is assigned, a complete administrative structure and instructional program is in place, and the location of instructional services is separate from the location of residential and treatment services.*

Placement or residence of a student at the facility for care or treatment does not automatically qualify the student for special education. The student must meet special education eligibility requirements for a special education code to be assigned.

4.12 Special Education Documentation

For your district to claim special education contact hours for a student for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating special education eligible days present and for every student with a speech therapy indicator code on the Student Detail Report.

Your district must maintain —

- documentation to support the amount of time teachers served students in the homebound instructional arrangement/setting each week
- documentation to support the ARD committee findings regarding a student and a copy of the student's IEP, in the student's eligibility folder.
- the following statements, if applicable, in the student's eligibility folder:
 - **homebound**—a physician's statement confirming the need for the student to be placed in the homebound instructional arrangement/setting for a minimum of 4 weeks.
 - **hospital class**—documentation from a proper authority confirming the need for the student to reside in the facility
 - **residential care and treatment facility**—documentation from a proper authority confirming the placement for the student to reside in the facility

4.13 Teacher Requirements

Any core academic subject area teacher who is the teacher of record and provides direct instruction to students in any of the core academic subject areas defined by the No Child Left Behind Act (NCLB) must meet the NCLB highly qualified teacher requirements.

A special education teacher who delivers direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the grade level that he or she is teaching in addition to meeting the same standard for subject matter competency for highly qualified

teacher requirements. These requirements apply whether a special education teacher provides direct core academic instruction in a regular classroom, in a resource room, or in another nontraditional setting (e.g., homebound or hospital setting).

If a student with disabilities receives instruction in the core academic subject area from an NCLB highly qualified general education teacher and the special education teacher provides direct assistance (e.g., tutoring, reinforcement of content, etc.), the special education teacher does not have to meet the highly qualified criteria. However, if the special education teacher is responsible for or shares responsibility for providing direct instruction in a core academic subject area, the design and delivery of instruction, and evaluation of student performance, then the special education teacher must meet the highly qualified criteria.

Determination of the amount of services to be provided must be based on the individual needs of the student as determined by the student's ARD committee in accordance with federal and state laws, rules, and regulations.

Examples

4.14.1 Code 01 – Homebound Examples

A special education student (instructional arrangement/setting code 41) develops a medical condition, and the school obtains a physician's statement affirming that the medical condition will prevent him from attending school for at least 4 weeks.

1. The ARD committee should convene to review all of the student information (including the physician's statement) to determine if homebound services are appropriate. If the ARD committee determines homebound services are appropriate, the committee should document the following in the student's IEP:
 - a) *Physician's statement and ARD committee documentation, which must be on file before a student can be coded homebound.*
 - b) *The date that homebound services will begin.*
 - c) *The change of placement from resource room to a homebound setting, which will result in a change in the instructional arrangement/setting code from 41 to 01.*
 - d) *The type and amount of services that will be provided in the homebound setting.*
 - e) *The certified special education and related service providers who will be serving the student in the homebound setting.*

2. *At the end of the week, special education staff should inform the attendance clerk of the amount of time the student received service from the certified special education teacher and the number of absences that should be recorded in the attendance accounting system.*

Example A, if the student was served 4 or more hours that week, the student should be recorded present every day that week.

Example B, if the student was served 2 hours that week, the student should be recorded present for 2 days and absent for 3 days of that week.

Example C, if the student did not receive any service during the week, absences must be recorded for every day of that week, resulting in 0 eligible days present.

3. *The ARD committee should convene to review current student information (including the physician's statement) to determine if a transition period is necessary and the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom setting, the ARD committee should document the following in the student's IEP:*
 - i. *The length of time for the transition period.*
 - ii. *The amount of time the student will be served in both settings (homebound and classroom) during the transition period.*

During the transition period, the student's instructional arrangement/setting code will remain 01 homebound based on the homebound funding chart.

- iii. *The date the transition period is completed and the student returns to the classroom full time, the student's instructional arrangement/setting code will change back to 41.*
- iv. *The effective date of the change should be documented in the IEP.*

A student with a chronic illness/acute health problem (recurring condition) will be absent from school for at least 4 weeks over the entire school year, as documented by a licensed physician. The ARD committee determined and documented in the IEP that during the time of absence, the student will be served through the homebound instructional arrangement/setting.

During the first week of the second 6-week reporting period, the student is present on Monday and receives services following the requirements of the 2-through-4-hour rule. The student is then absent on Tuesday, Wednesday, and Thursday but receives 3 hours of homebound instruction from a certified special education teacher on Thursday following the requirements of the homebound funding chart. The student returns to school on Friday and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present. The student's instructional arrangement/setting code is 42 for 2 days and 01 for 3 days.

During the second week of the second 6-week reporting period, the student is present all 5 days and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present in instructional arrangement/setting code 42.

During the third week of the second 6-week reporting period, the student is present all 5 days and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present in instructional arrangement/setting code 42.

During the fourth week of the second 6-week reporting period, the student is present on Monday, Tuesday, and Wednesday and receives services following the requirements of the 2-through-4-hour rule. The student is then absent on Thursday and Friday but does not receive any homebound instruction because the student is too ill to receive services. The student generates 3 eligible days present in instructional setting code 42. The student is counted absent for 2 days.

During the fifth week of the second 6-week reporting period, the student is absent all 5 days and is served 4 hours at home by a certified special education teacher following the requirements of the homebound funding chart. The student generates 5 eligible days present in instructional setting code 01.

During the sixth week of the second 6-week reporting period, the student is present all 5 days and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present in instructional setting code 42.

To document for attendance reporting purposes the changing instructional arrangements/settings for this student who has a recurring condition, the attendance clerk will accumulate the attendance information for the entire second 6-week reporting period and summarize the information for the eligible days of attendance and contact

hours served. The eligible days present and absent should be recorded in your district's student attendance accounting system at the end of the second 6-week reporting period.

4.14.2 Code 02 – Hospital Class Examples

A student in special education has been confined to a hospital. While at the hospital, the student attends class at the hospital taught by a teacher from your district's high school campus.

The instructional arrangement/setting code for this student should be recorded as 02 in the attendance accounting system. Standard attendance accounting rules apply for recording student absences for students in the hospital class instructional arrangement/setting.

<http://www.tea.state.tx.us/school.finance/handbook/index.html>

**EXCERPTS FROM THE 2007-2008 TEA
STUDENT ATTENDANCE ACCOUNTING HANDBOOK
REGARDING PREGNANCY RELATED SERVICES**

Introduction

Article I. Section 9 Pregnancy Related Services

Pregnancy Related Services (PRS) are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant 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;
- the pregnancy prenatal period prevents the student from attending classes on a district campus; and
- the pregnancy postpartum period prevents the student from attending classes on a district campus.

Your district may choose to offer both support services components and the CEHI component or only the CEHI component in a PRS program. However, your district may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

A district receives 2.41 PRS weighted funding while PRS components are being provided to the student during the prenatal and/or postpartum periods. Documentation by responsible campus officials and medical or nurse practitioners and maintaining certified teacher logs are required to claim PRS eligible days present for funding. (Section 7)

Compensatory Education Home Instruction (CEHI) is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital bedside when a *valid medical necessity for confinement* during the pregnancy prenatal or postpartum periods prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student. Substitutes can be used to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, your district will continue to receive the 2.41 PRS weighted funding (i.e., district personnel should continue to code students in the attendance accounting system as receiving PRS while they are being served at home). Students who do not come to school and who do not receive CEHI and/or SPED homebound **must** be counted absent in accordance with the charts provided in this section.

Your district may not code students as PRS in the attendance accounting system in order to receive 2.41 PRS weighted funding unless CEHI is included as one of the service components provided by the district's PRS program. (For exceptions, see **9.19.12 Example 12** and **9.19.13 Example 13**.)

Support services are the optional components of a PRS program that may be provided to

the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, support services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, support services are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system in order to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students. Examples of support services that a district may choose to offer are:

1. counseling services including the initial session when the student discloses the pregnancy;
2. health services including services from the school nurse and certified athletic trainer;
3. transportation for the student and/or the student's child(ren) to school, child care facility, community service agencies, health services, etc.;
4. instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
5. child care for the student's child(ren);
6. schedule modifications (see **9.18 Quality Control**); and
7. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

Note: The phrase "coded PRS" is used throughout this section. To "code a student as PRS" refers to identifying a female student within the Public Education Information Management System (PEIMS) as meeting eligibility requirements for PRS (student is pregnant or in the postpartum period) and receiving services on the 400 (Student Basic Attendance) record.

A student who is pregnant may be coded with an at-risk indicator code on the 110 record (Student Enrollment Record) because of being pregnant.

Important: See Section 3 for general attendance requirements that apply to all program areas, including PRS.

9.1 Responsibility

List in the space provided below the name and phone number of the district personnel to whom all PRS coding questions should be directed:

Name: _____

Phone Number: _____

9.2 Eligibility/Eligible Days Present

Eligibility for Services: Any school-age **female** student who is in the prenatal or postpartum period of pregnancy is eligible for **services** under the PRS program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby; suffer a miscarriage or death of a newborn; or place their baby up for adoption.

Eligibility for Funding: Students who are eligible for ADA and who are in the prenatal or postpartum period of pregnancy are eligible for **funding** under the PRS program beginning on the date services begin.

End of Eligibility: Eligibility for PRS ends for the student in the postpartum period of pregnancy on the student's return to her regular service at a school campus or the first day of the eleventh week.

A student is PRS eligible and will generate the additional 2.41 PRS funding allotment when a student

- is in the pregnancy prenatal period and is attending regular classes and receiving PRS support services.
- is confined to the home in the prenatal or postpartum periods of pregnancy and is receiving PRS **CEHI** (a required service of the PRS program).

9.2.1 Absences

During the prenatal and postpartum periods of pregnancy, a student is absent if:

1. **CEHI** is **not** provided, or
2. the student does not come to school.

A student may be recorded absent on the effective date of a program change. However, as with all other students, PRS students cannot earn eligible days present on days they are absent.

9.2.2 PRS Eligibility and Participation in Other State-Funded Programs

PRS students may simultaneously participate in other state-funded programs (special education, career and technical education, bilingual/ESL), provided all eligibility requirements of the other programs are met (see Sections 4, 5, and 6). During CEHI, a student may remain coded and continue to generate special program ADA as long as the student continues to receive, at home, services as designated by the individual program requirements. See **9.11 Confinement and Earning Eligible Days Present** and **9.19.4 Example 4**.

9.2.3 PRS and the Life Skills for Student Parents Grant Program

Districts awarded a grant to offer services under the Life Skills for Student Parents Grant Program (previously called the Pregnancy Education and Parenting Program) may simultaneously offer services under the compensatory education PRS program, provided all requirements for both programs are met. Students being served through both Life Skills Programs and the PRS Program should be coded in the PEIMS attendance accounting system as participating in both programs.

9.2.4 Eligibility Timeline

Use the following timeline when determining PRS coding for eligible students.

Date	Activity	Is student eligible for PRS funding?	Should student be provided CEHI?
9/1	District receives notification of pregnancy and completes intake documentation.	Yes, if services are initiated at this time.	No, only PRS support service components
11/10	Doctor recommends two-week confinement at home.	Yes, if receiving CEHI while at home.	Yes
11/24	Student returns to school and continues PRS.	Yes	No, only PRS support service components
1/3	Doctor recommends 5-week confinement at home due to complications.	Yes, if receiving CEHI while at home.	Yes
2/1	Student returns to school and continues PRS.	Yes	No, only PRS support service components
3/1	Student delivers baby; six-week postpartum period begins. Week 3 of 6 is the district's spring break.	Yes, if receiving CEHI while at home.	Yes, weeks 1–2 and weeks 4–6. No, week 3. CEHI for week 3 is not required because it is a district holiday. However, week 3 counts a one week of postpartum confinement for the student.
4/15	Doctor recommends additional 2-week confinement at home.	Yes, if receiving CEHI while at home.	Yes

Date	Activity	Is student eligible for PRS funding?	Should student be provided CEHI?
5/1 to Last Day of School Year	Doctor recommends that student remain at home until end of school (5 weeks).	5/1 – Yes, if receiving CEHI	5/1 – Yes
		5/8 – Yes, if receiving CEHI	5/8 – Yes
		5/15 to last day of school year – No	5/15 to last day of school year – No
		After 10 weeks of PRS components have ended, the student is no longer eligible for services and must be counted absent if she does not return to school.	PRS services end on the first day of the 11 th week. For options, after PRS ends, see General Ed Homebound.

See **9.19.9 Example 9** for an example of serving students who are eligible for special education and related services who also receive PRS.

9.2.5 Eligible Days Present

Students who are being served in the PRS program and who are eligible for funding, according to the requirements of this section, must be identified as PRS in the attendance accounting system. The total number of PRS eligible days present must be recorded for each 6-week reporting period in the Student Detail Report (Section 2) for every student served through the program. Entry dates into and withdrawal dates from the program (if applicable) for each student receiving PRS must also be documented.

At the end of each 6-week reporting period, a campus must compute a Campus Summary Report (Section 2). The report must include a summary of the total PRS eligible days present, for every student in the program, by grade level. Your district must have a separate Campus Summary Report for each instructional track, for each campus in the district. Each campus report must include the total eligible PRS days present for all grades, as well as PRS ADA for the campus.

District personnel then add the information from all Campus Summary Reports for each track in the district to comprise a District Summary Report for each track. This report must include eligible PRS days present for each grade level in your district, total eligible PRS days present for all grades, and district PRS ADA.

For additional information on eligible days present, see **9.11 Confinement and Earning Eligible Days Present** and **9.14.2 SPED, PRS, and Earning Eligible Days Present**.

9.3 Enrollment Procedures

Any school age female student may be enrolled in the PRS program if she is eligible for average daily attendance (ADA) and in the prenatal or postpartum period of pregnancy (see **9.7 Regular Education Students, Special Education Students, and PRS**).

The student's eligibility to receive PRS is verified by either:

1. a responsible campus official or
2. a medical or nurse practitioner or nurse midwife licensed to practice in the United States.

The date the student begins receiving PRS is considered the entrance date (date of enrollment) into the PRS program.

9.4 Withdrawal Procedures

A student is no longer eligible and must be withdrawn from the PRS program on either of the following, whichever comes first:

- the date PRS stops and the student no longer receives services through the PRS program;
- the date during the pregnancy postpartum period when the student returns early after delivery to attend her regular services on a school campus;
- the date during the pregnancy postpartum period when a medical practitioner has authorized no postpartum extension of services and the student reaches the first day of the seventh week after delivery;
- the date during the pregnancy postpartum period when a medical practitioner has authorized postpartum extension of services and the student reaches the first day of the eleventh week after delivery.

If it is determined that a student was never pregnant, your district must remove all PRS coding for the student from the attendance accounting system even if your district provided the student PRS.

9.5 PRS and District and Campus Improvement Plans

District and Campus Improvement Plans **must:**

1. include a description of your district's PRS program;
2. describe the specific services available to a student; and
3. summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students.

9.6 Student Detail Reports

Student Detail Reports must contain a PRS indicator code for all students who are being served in the PRS program and who are eligible for state funding (see 9.2, on eligibility).

9.7 Regular Education Students, Special Education Students, and PRS

Regular education students without a need for special education or related services cannot be referred to special education for instructional services just because they are pregnant. Regular

education students who must be confined to the home or hospital bedside for pregnancy related issues are to be provided CEHI and other PRS components through the PRS program.

Students who are eligible for and receiving **special education and related services** and who are pregnant must be served collaboratively through both special education and the PRS programs. Special education eligibility and services do not change solely due to the student becoming pregnant including the need to hold ARD meeting(s) attended by both PRS and special education staff to address the collaborative service. (See **9.2.1 Absences.**)

9.8 On-Campus PRS Services

A student who is pregnant may be served with PRS support services while she is pregnant and attending classes. If your district serves prenatal students on campus with PRS support services, it will receive the 2.41 PRS weighted funding (i.e., your district should continue to code students in the attendance accounting system as receiving PRS while they are being served on campus) (see the Section 9 introduction).

1. A responsible campus official must record the date of the initial contact with the pregnant student and document that on-campus services are being provided.
2. The services must address the needs of the pregnant student with regular, routine PRS support services. Infrequent or sporadic occurrences of prenatal support services do not qualify your district for PRS funding.
3. On-campus PRS services are optional but may be necessary for the academic, mental, or physical health of the student to ensure that the student does not drop out of school.

9.9 Prenatal Confinement

A student who is pregnant can be served at home or the hospital bedside when the pregnancy prenatal period prevents the student from attending classes. If your district serves students during a prenatal confinement with PRS CEHI, it will receive the 2.41 PRS weighted funding (i.e., your district should continue to code students in the attendance accounting system as receiving PRS while the students are being served at home).

1. In all instances, your district must provide the CEHI component of the PRS program to the student during the prenatal confinement for your district to receive the funding (see the Section 9 introduction).
2. Providing the PRS support services during prenatal confinement is optional but may be necessary for the mental or physical health of the student to ensure that the student does not drop out of school.
3. Documentation for each event of prenatal confinement must be obtained from a medical or nurse practitioner licensed to practice in the United States to document that a *medical necessity for confinement* has been determined to exist. (See **9.12 Doctors Notes and Releases.**)
4. A medical release from a medical or nurse practitioner licensed to practice in the United States must be obtained to allow a prenatal student confined to the home or hospital bedside to return to campus **for any reason.** (See **9.12 Doctors Notes and Releases.**)

5. There is no limit to the length of each event or the number of events a student can be provided when CEHI services are necessary during the pregnancy prenatal period. The length and number of times the student is placed on prenatal confinement CEHI services is dependent on the medical or nurse practitioner's documentation for confinement and release.

9.10 Postpartum Confinement

A student who delivered a live, aborted, or stillborn baby; suffered a miscarriage or death of a newborn; or placed her baby up for adoption can be served, beginning on the day of or day after delivery, for up to 6 consecutive weeks (weeks 1–6) at home or the hospital bedside with **6-week postpartum confinement** or **break-in-service postpartum confinement** services when the pregnancy postpartum period prevents the student from attending classes. Postpartum confinement can be extended for 4 weeks (weeks 7–10). However, under no circumstances will a student remain eligible for PRS postpartum confinement beginning on the first day of the eleventh week from the beginning date for the district (day of delivery or the day after delivery [see **9.10.1 Beginning and Ending Postpartum Confinement**]).

A responsible campus official must record, at the district, the date a student's pregnancy ended (e.g., the date of delivery).

Note that a student in the postpartum period of pregnancy is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular service at a school or campus (exception: break-in-service postpartum confinement option)

9.10.1 Beginning and Ending Postpartum Confinement

The district must:

1. select one type of beginning date for the district (day of delivery or the day after delivery);
2. consistently use the same type of beginning date for all students throughout the school year; and
3. not alternate between the beginning date options.

Six-Week Postpartum Confinement is 6 consecutive weeks in length, beginning on the district beginning date (day of or day after delivery) and ending on the last day of week 6 from the beginning date for the district.

Extended Postpartum Confinement is 4 consecutive weeks in length, beginning on the first day of week 7 and ending on the last day of week 10 from the beginning date for the district (day of or day after delivery).

9.10.2 Break-in-Service Confinement

Your district may allow a student to divide the 10 weeks of PRS postpartum confinement into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service confinement. It allows the student to use the first period of the postpartum confinement to recover from delivery (student recovery period). After the student is recovered, the student returns to school and saves the remainder of her eligible postpartum confinement time. When the baby is released from the hospital, the student goes back on postpartum confinement (baby recovery period) using the second period of postpartum confinement to care for her baby.

Break-in-service confinement is 10 weeks in length, divided into two periods of consecutive confinement (student recovery period and baby recovery period). The maximum postpartum confinement (student recovery and baby recovery periods) must not exceed 10 weeks. All provisions for postpartum confinement and extended postpartum confinement must be met when using the break-in-service postpartum confinement option.

The following chart shows how to determine the beginning and ending dates for the student and baby recovery periods.

	Begins On	Ends On
student recovery period (first consecutive period of confinement)	your district's beginning date (day of or day after delivery)	the date the student returns full time to school to await the baby's release from the hospital or the first day of week 11, whichever comes first
baby recovery period (the second consecutive period of confinement)	the day the infant is released from the hospital*	the first day of week 11 of service if any service time is remaining after the student recovery period is completed

**The date the infant was released from the hospital must be documented at the district by a responsible campus official.*

When the student returns to the school between the two recovery periods, district personnel should not code her as PRS. The number of days the student returns to school between the two recovery periods depends on the medical or nurse practitioner's documentation for confinement and when the infant is released from the hospital.

9.10.3 Extended Confinement

Postpartum confinement can be extended for an additional 4 weeks (Weeks 7–10) if there are related complications of the student mother's health or with her newborn infant's health.

9.10.4 Documentation Related to Postpartum Confinement

Your district has the option of requiring documentation from a medical or nurse practitioner licensed to practice in the United States to place a student on postpartum confinement for weeks 1–6 (see 4-9, Doctor Notes and Releases).

However, documentation must be obtained from a medical or nurse practitioner licensed to practice in the United States to place a student on extended postpartum confinement (weeks 7–10) to show that a medical necessity to extend confinement exists (see **9.12 Doctors Notes and Releases**).

If your district requires documentation from a medical or nurse practitioner licensed to practice in the United States to place a student on postpartum confinement for weeks 1–6, your district must obtain a medical release from a medical or nurse practitioner licensed to practice in the United States to allow a postpartum student to return to campus from postpartum confinement **for any reason** (see **9.12 Doctors Notes and Releases**).

Also, your district must obtain a medical release from a medical or nurse practitioner licensed to practice in the United States to —

- allow a postpartum student to return to campus from postpartum confinement **for any reason** before the first day of the fourth week after the day of the infant's birth (weeks 1–3) (see **9.12 Doctors Notes and Releases**), or
- allow a postpartum student to return to campus from postpartum confinement **for any reason** during the extended postpartum period (Weeks 7-10). (See **9.12 Doctors Notes and Releases**.)

9.10.5 Additional Information on CEHI and Confinement

In all instances, your district must provide the CEHI component of the PRS program to a student during the confinement period to receive funding.

Your district is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher work days, etc., including the summer break. Additionally, school breaks, holidays, teacher work days, etc., including the summer break, do not extend the amount of time a student can be served with postpartum services. Your district must include these days in the count when determining the amount of time a student is eligible for postpartum confinement services (see **9.19 Examples** for examples).

9.11 Confinement and Earning Eligible Days Present

A student in the pregnancy prenatal or postpartum period who must be confined to home or hospital bedside and served by the district through PRS CEHI earns eligible days present based on the number of hours the student is served at home by a certified teacher. Use the following chart to determine the student's eligible days present.

**Pregnancy Related Services
Confinement Service Requirements**

Amount of Time Served per Week (Week Is Sunday Through Saturday)	Eligible Days Present Earned per Week
<u>PRS CEHI</u>	PRS
0 hours	0 days present PRS
1 hour	1 day present PRS
2 hours	2 days present PRS
3 hours	3 days present PRS
4hours	4 days present (4-day week) PRS, 0 days absent. 5 days present (5-day week) PRS, 0 days absent

Students who are enrolled in the district on a half-time basis will earn 2.5 days attendance when 2 hours of CEHI are provided.

CEHI requirements and eligible days present are determined each week. The week for CEHI purposes is from Sunday through Saturday. CEHI service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.

A calendar refers to the 52-week traditional calendar, not the 180-day scholastic calendar.

9.12 Doctors Notes and Releases

Your district must obtain required documentation for events of prenatal and postpartum confinement and medical release from a medical or nurse practitioner licensed to practice in the United States to —

- document that a medical necessity for confinement in accordance with the current International Classification of Diseases (ICD) exists, and
- determine that a student is medically ready to return to campus.

The required information can be obtained in one or multiple notes from one or more medical practitioners. Discharge papers and other official forms completed and issued by a hospital, clinic, practitioner's office, etc., can be copied and used to support doctor notes.

Doctor notes that do not provide a *medical necessity for confinement* in accordance with the current ICD and meet the requirements herein may not be accepted. Further, even if your district served a student who had such a note, PRS funding may be required to be refunded for inadequate documentation.

9.12.1 Doctor's Note Requirements

Doctor's notes must include the following:

1. a statement of the *medical necessity for prenatal confinement* (medical diagnosis and conditions in accordance with the ICD);
2. the length of prenatal or extended postpartum confinement;
3. a medical release including the date the student is to return to school; and
4. the following:
 - a. a statement of how the student can be better served or the condition ameliorated by placing the student in CEHI; and/or
 - b. an explanation of the medical risk(s) that attending school presents to the student and/or undelivered baby.

9.12.2 Medical Release Requirements

A medical release must include:

1. the specific date(s), number of days per week, and number of hours per day the student can return to school and be on campus; and
2. the following:
 - a. either the limitations, restrictions, accommodations, etc., placed on a) the student mother's temporary, limited visit or on b) her full-time return to school; including the date the limitations, restrictions, accommodations, etc., end; or
 - b. a statement that no limitations, etc., are necessary for the student mother's safe return to campus for temporary, limited or full-time services.

9.13 Returning to Campus

A student in the prenatal or postpartum periods of pregnancy who is confined to the home or hospital bedside and receiving PRS CEHI with a medical release from a medical or nurse practitioner indicating that no medical condition exists that would prevent her from being on campus may be allowed to return to campus under the following conditions:

1. A prenatal or postpartum student confined to the home may be allowed to return to campus and remain coded PRS to receive **temporary, limited** services at a school campus to supplement CEHI or other PRS components and to help with the transition from home back to school. Examples of temporary, limited services include receiving testing (6-weeks, final, TAKS, etc.); receiving tutoring (during a teacher's conference period); receiving supplemental instruction, parenting classes, or counseling; or attending special one-time events, functions, etc. See **9.12 Doctors Notes and Releases**.

2. A prenatal student may be allowed to return **full time**, ending confinement, and attend a class or classes on a regular, routine basis when a doctor or nurse practitioner verifies in a medical release that there is no longer a need for confinement.
3. A postpartum student cannot return full time and/or attend a class or classes on a regular, routine basis until she is withdrawn from PRS.
4. The time spent receiving temporary, limited services on campus cannot count as any part of the number of hours served as PRS CEHI for eligible days present with the exception of time spent in TAKS testing.

Students who return to campus on a temporary, limited basis to take the TAKS test can be credited with receiving a maximum of 1 hour of PRS CEHI for each day they are on campus and involved in actual TAKS testing. If the time spent on campus is less than 1 hour, only the actual time spent in TAKS testing can be credited.

Students who are provided a TAKS test in the home can be credited with receiving a maximum of 1 hour of CEHI for each day they are tested at home.

TAKS tutoring, practice test, etc., cannot be credited for CEHI. Medical releases must be secured to ensure a student's doctor approves of her being on campus and involved in TAKS testing.

5. In all cases, your district should consider each student mother's health on an individual basis before encouraging or allowing a prenatal or postpartum student to return to campus for temporary, limited or full-time services.

9.14 PRS and Special Education Services (SPED)

If your district offers a PRS program to any student, it must provide PRS services to students who are eligible for and receiving special education and related services. The services are provided collaboratively through both special education and the PRS programs. Collaborative services are to be provided as follows:

Special education eligibility and services do not change solely because a student becomes pregnant. SPED holds the primary role in providing services by providing the student academic and SPED services and PRS the secondary role by providing pregnancy related services.

9.14.1 "Pregnancy Contingency" ARD Meetings

Special education and related services are provided as documented in the individualized education program (IEP) as decided by the admission, review, and dismissal (ARD) committee. The ARD committee can hold a "pregnancy contingency" ARD meeting during the student's pregnancy prenatal period or regular ARD meetings at any time, to develop or update an IEP and address the pregnant and/or parenting SPED student's needs. A "pregnancy contingency" ARD meeting is not different from any ARD meeting. It is so named herein to define a well-planned and specialized ARD in the fact that it allows the district to address and plan for all possible prenatal and postpartum pregnancy issues in advance of them occurring to ensure that the student is continuously served. Holding a contingency ARD may avoid the need for multiple ARD meetings to address the student's pregnancy and confinement or avoid delays in initiating service. Then as the pregnancy progresses the decisions planned in the pregnancy contingency ARD meeting and documented in the contingency IEP can be implemented, as needed, without a need to call more ARD meetings, preventing any breaks in service to the pregnant SPED student. At a minimum, the areas that the pregnancy contingency ARD meeting should address include —

1. Changes in on-campus services related to the pregnancy;
2. Change(s) of placement from on campus to confinement services during the prenatal period of pregnancy;
3. Change(s) of placement from confinement to on campus services during the prenatal period of pregnancy;
4. Delivery;
5. Postpartum recovery period of the mother and baby. (Weeks 1-6);
6. Extended postpartum recovery period of the mother and the baby. (Weeks 7-10);
7. Mother's return to on-campus services; and
8. Parenting issues.

During the periods of confinement to the home or hospital bedside, either prenatal or postpartum, special education and related services must be provided in the homebound instructional setting (see Error! Reference source not found. for more detailed information).

The SPED student in the prenatal or postpartum periods of pregnancy must be served by the district with SPED homebound services and PRS services during confinement no matter the anticipated or actual period of confinement even when the student is anticipated to be confined for fewer than 4 consecutive weeks or fewer than 4 weeks total for the school year.

The period of homebound postpartum services for a postpartum SPED student may exceed 10 weeks, if required as a condition of service by the ARD committee. However, the PRS components are limited to a maximum of 10 weeks of reimbursable service, and the PRS indicator must be turned off on the first day of the eleventh week.

In addition to the homebound instructional services provided to the student through the special education program, PRS must provide at least 2 hours (120 minutes) a week of PRS support services for 2–5 days attendance credit and at least 1 hour (60 minutes) for 1 day attendance credit. The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, parenting instruction, etc.

A certified teacher, nurse, counselor, or social worker must provide the additional hours of other PRS components for a SPED student and must maintain the teacher logs to document the actual amount of home instruction each SPED student receives.

9.14.2 SPED, PRS, and Earning Eligible Days Present

Use the following chart to determine eligible days present.

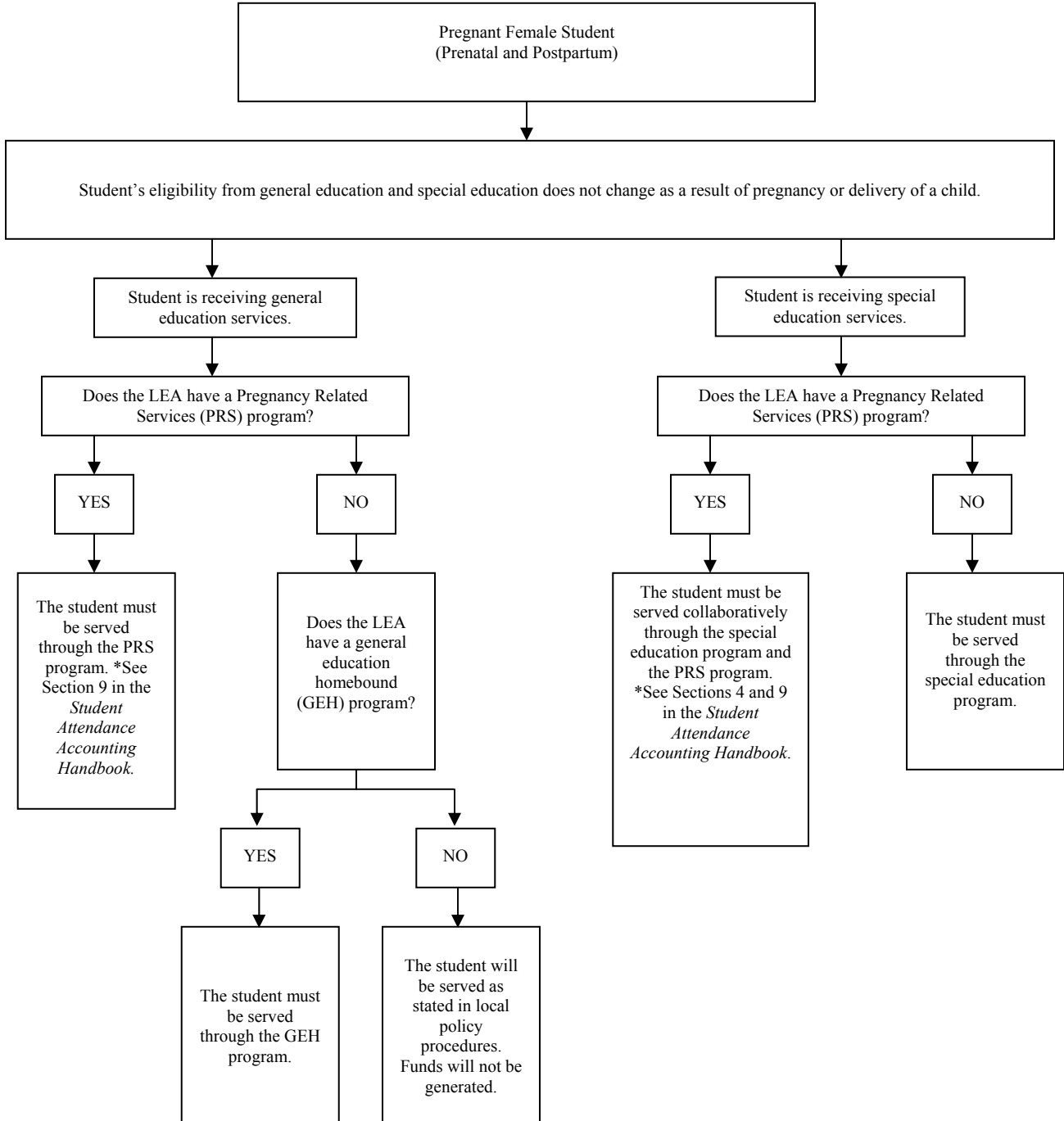
**SPED & PRS Collaborative
Confinement Service Requirements**

Amount of Time Served per Week (Week Is Sunday Through Saturday)		Eligible Days Present Earned per Week
SPED Homebound	PRS CEHI	SPED & PRS
1 hour	1 hour	1 day present SPED & PRS
2 hours	2 hour	2 days present SPED & PRS
3 hours	2 hours	3 days present SPED & PRS
4 or more hours	2 hours	4 days present (4-day week) SPED & PRS 5 days present (5-day week) SPED & PRS

If SPED homebound does not serve the student, the SPED student must be counted absent for the entire week even if the student was served by PRS during the week.

For an example of students who are eligible for special education and related services and who are served collaboratively through the special education and PRS programs, see **9.19.9 Example 9**.

Pregnancy Services Determination Chart



9.15 PRS and Career and Technical Education

For a PRS student to earn career and technical education contact hours while also being served in CEHI, the student must continue to receive the same amount and type of career and technical education service that she was receiving before being placed in CEHI. The career and technical instruction that a PRS student receives at home must be **in addition** to the 4 hours necessary for CEHI. The CEHI teacher providing the additional hours for the career and technical courses must maintain a log to verify all contact hours with PRS students [see **9.19.4 Example 4** and also Error! Reference source not found. and Error! Reference source not found. in Section 5].

9.16 Test Administration During CEHI

Students confined to the home or hospital bedside may earn eligible days present as stated in the chart above when PRS CEHI instructors administer routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, and final exams and TAKS is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours cannot be credited as attendance. (See **9.19.15 Example 15**.)

If the routine, standardized, six-weeks, semester, or final exam administration or TAKS testing requires less than one hour, then the CEHI instructor must complete the hour with CEHI instruction for the student to earn the 1 day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive 30 minutes of CEHI instruction to earn 1 day present. (See **9.19.16 Example 16**.)

9.17 Documentation

For your district to claim PRS eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible PRS days present in the Student Detail Report. Documentation requirements are as follows:

1. Affirmation (by a responsible campus official or by a medical or nurse practitioner or nurse midwife licensed to practice in the United States) verifying the student's eligibility to receive PRS (see **9.3 Enrollment Procedures**).
2. Description of the PRS program, specific services under the program available to the student, and the use of the compensatory education allotment included in the district and campus improvement plans (see **9.5 PRS and District and Campus Improvement Plans**)
3. Intake documentation (by a responsible campus official) recording the date of initial contact with a student regarding the student's pregnancy (see **9.8 On-Campus PRS Services**)
4. For each period of prenatal confinement, a note from a medical or nurse practitioner stating a *medical necessity for confinement* that requires the pregnant student to remain at home or in the hospital during the prenatal period and the length of the prenatal confinement, including the release date to return to school (see **9.9 Prenatal Confinement**).
5. Documentation (by a responsible campus official) of the date when the student's pregnancy ended (e.g., date of delivery) (see **9.10 Postpartum Confinement**).

6. When the break-in-service option is used, documentation by a responsible campus official of the infant's hospitalization period, including the date the infant was released from the hospital (see **9.10 Postpartum Confinement**).
7. For each student whose postpartum period was extended [see **9.9 Prenatal Confinement**], documentation from a medical or nurse practitioner licensed to practice in the United States verifying the actual period of confinement or that the student was anticipated to be confined for an additional period of up to 4 calendar weeks (see **9.10 Postpartum Confinement**).
8. When the prenatal student confined to the home returns to campus for any reason, including for temporary, limited services, documentation (by a medical or nurse practitioner licensed to practice in the United States) granting permission for the student to be on campus for the temporary, limited services (see **9.12 Doctors Notes and Releases**).
9. When the student returns to campus before the first day of the fourth week (weeks 1–3), documentation (by a medical or nurse practitioner licensed to practice in the United States) granting permission for the early return (see **9.12 Doctors Notes and Releases**).
10. When the student returns to campus for any reason during the extended postpartum period (weeks 7–10), documentation (by a medical or nurse practitioner licensed to practice in the United States) granting permission for the early return (see **9.12 Doctors Notes and Releases**).
11. When a pregnant special education student is served, **both** PRS and special education documentation (see **9.13 Returning to Campus**).
12. The certified teacher's log of the actual amount of home instruction each student received for each week the student received CEHI (applies to both prenatal and postpartum periods).

Discharge papers and other official forms completed and issued by a hospital, clinic, doctor's office, etc., can be copied and used to support doctor notes to identify the medical necessity for confinement or an infant's hospitalization period.

9.18 Quality Control

District personnel should identify a student as receiving PRS in the attendance accounting system as soon as services under the PRS program begin. All documentation must be obtained expeditiously and retained for audit purposes so that eligibility requirements are met.

When serving a pregnant SPED student, your district is not required to maintain the SPED and PRS records in the same file; however, your district will be required to provide documentation from both areas (SPED and PRS) for audit purposes.

During the prenatal period, a student should no longer be identified as receiving PRS if, for any reason, the services stop.

During the postpartum period, a student should no longer be identified as receiving PRS when the student returns to her regular service at her campus or at the end of the allowable postpartum period, whichever comes first.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate PRS program staff should verify the Student Detail Report to ensure that initial coding of PRS students is correct.

Schedule modifications are an eligible service under the PRS program. However, these modifications must adhere to general attendance rules in order for PRS students to remain eligible for ADA (Error! Reference source not found.). These requirements include attendance for at least 2 hours but fewer than 4 hours each day to be eligible for half-day ADA or at least 4 hours each day to be eligible for full-day ADA.

No student can be coded PRS unless CEHI is one of the services provided by your district. In the event that CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.

9.19 Examples

9.19.1 Example 1

A school district decides to implement a PRS program, but will offer only CEHI. A student informs the counselor that she is pregnant on October 1. The student receives no additional services while she is attending her regular classes on her campus. When she delivers on February 15, the district begins CEHI. The first day the CEHI teacher sees the student is on Monday, February 19. CEHI continues for her 6-week postpartum period, and the student returns to school on March 30.

The student should be coded with a PRS indicator on February 19. This date would be her entrance date into the PRS program. Her exit date would be March 30.

9.19.2 Example 2

On August 16, the first day of school, an ADA-eligible student who was preregistered for Grade 11 informs the high school counselor that she is pregnant. The district completes all the required documentation and begins providing PRS on August 23.

The student should be coded with a PRS indicator in the Student Detail Report when PRS began, August 23. This is the date she will begin accumulating eligible PRS days present.

9.19.3 Example 3

An ADA-eligible PRS student begins experiencing difficulties associated with her pregnancy 3 weeks after beginning service under the PRS program. The doctor expects her to be confined to her home for 2 consecutive weeks. The certified teacher who is assigned to administer CEHI sees the student 3 hours the first week and 5 hours the second week. As expected, the student returns to school full-time after the end of the second week and resumes PRS at school.

Since the student receives CEHI, she should remain coded PRS during the entire confinement period. The student may only accumulate 3 days present for the first week. For the second week, however, the student will accumulate 5 days present since the teacher saw her at least 4 hours that week.

9.19.4 Example 4

An ADA-eligible PRS student, during the prenatal period, is simultaneously taking a 1-hour career and technical education course (code V1). She begins CEHI, since she is expected to be confined for 5 consecutive weeks. Your district provides the 4 hours of CEHI instruction, but chooses not to provide the additional career and technical education hours while the student is on CEHI.

The student may generate career and technical education contact hours if a certified teacher provides the same amount and type of career and technical instruction the student received at

school. This career and technical education instruction is in addition to the 4-hour requirement for CEHI. Since the student receives CEHI, she should remain coded PRS during the entire confinement period. Since the district is not providing the additional hours for career and technical education, the career and technical education indicator should be removed. The student, however, should not be withdrawn from the career and technical education class. She remains enrolled in the class and is assisted in her class assignments by the CEHI teacher. During this period of time, the student would not be reported eligible for career and technical education contact hours on the 410 PEIMS record; however, the student would be reported on the 169 and 170 PEIMS records if the time period falls during the fall snapshot.

9.19.5 Example 5

An ADA-eligible PRS student receives CEHI for the entire 6-week postpartum period. Before the end of the 6-week postpartum period, the student's medical or nurse practitioner determines that an additional 2 weeks of confinement are required.

The student will remain coded PRS for all 8 weeks of the postpartum period, and she will accumulate eligible days present each week based on the amount of instruction she receives at home from the certified teacher. Your district must continue to provide CEHI during the entire confinement period and, for audit purposes, must obtain an additional written statement from the physician that prescribes the extended postpartum period.

9.19.6 Example 6

An ADA-eligible PRS student is scheduled to receive CEHI for the entire 6-week postpartum period. However, she returns to her regular service on her campus on the first day of the third week.

Since the student receives CEHI while at home, she should remain coded PRS during the entire confinement period. The student will accumulate eligible days present each week based on the amount of instruction she receives at home from the certified teacher. On the first day of the third week, your district must withdraw her from the PRS program since she returned to school early. Regular attendance rules now apply (Error! Reference source not found.).

9.19.7 Example 7

An ADA-eligible PRS student receives CEHI for the entire 6-week postpartum period. She receives at least 4 hours of instruction at home from a certified teacher during each of the first 5 weeks. Each of these 5 weeks contains 5 days of instruction. During the sixth week, which only contains 4 days of instruction because it contains a holiday, the student receives 2 hours of instruction at home.

Since the student receives CEHI while at home, she should remain coded PRS during the entire 6-week postpartum period. The student will accumulate 5 eligible days present each week for the first 5 weeks because the teacher provided at least 4 hours of instruction each week. During the sixth week, which only consists of 4 days of instruction, the student sees the teacher for only 2 hours. Therefore, she will only accumulate 2 eligible days present.

9.19.8 Example 8

On August 21, the first day of school, an ADA-eligible student informs the high school counselor that she is pregnant. Your district completes all the required documentation and begins serving the student on August 28. Your district has both a PRS program and a Pregnancy, Education, and Parenting (PEP) program. Your district also serves the student in the PEP program. On January 4, the first day of the second semester, the student delivers her baby. On February 16, after 6 calendar weeks of CEHI, the student returns to school and continues to receive instruction through the PEP program.

The student should be coded with both a PRS indicator in the Student Detail Report and a PEP indicator code. The PRS entry date (effective date of program change) of August 28 is the date she

will begin accumulating eligible PRS days present. Your district must withdraw the student from the PRS program on February 16, the first day that she returns to school. Although she continues to receive services through the PEP program, she is no longer eligible to receive PRS funding.

9.19.9 Example 9

A student who is receiving special education and related services becomes pregnant and is eligible for PRS. During her prenatal period, the student is confined to bed rest as a result of a valid medical condition. On your district's obtaining the physician's note confirming the need for bed rest the following should occur:

1. district personnel change the student's instructional setting code to 01 (homebound);
2. the certified special education teacher and PRS staff work collaboratively to implement the services documented in the student's IEP (see Error! Reference source not found.);
3. district personnel document special education attendance based on the Homebound Funding Chart (see Error! Reference source not found.);
4. an additional 120 minutes of support services are provided through the PRS program.

The student delivers the baby during the period of confinement to bed rest, and services are continued until the 6-weeks postpartum period is completed.

On completion of the postpartum period, the ARD committee must convene to conduct the change of placement ARD.

9.19.10 Example 10

A student delivers her baby on August 2. Your school district's first day of school is August 15.

While schools are not obligated to provide PRS components to students outside of the normal school year, the student's 6-week postpartum eligibility for CEHI extends into the school year. Therefore, the student would be eligible for PRS/CEHI through September 14. Her first day of school enrollment and attendance would be the date of the initial visit to the student's home by the CEHI teacher.

9.19.11 Example 11

CEHI is one of the PRS services provided by you district. However, one of the students does not receive CEHI during her postpartum period as a result of an extenuating circumstance (for example, the student or baby is in a hospital in a different town, the parents refuse the service).

Since PRS rules require that CEHI be provided, your district must maintain documentation explaining the reasons for not providing CEHI to the student.

9.19.12 Example 12

CEHI is one of the PRS provided by your district. One of the prenatal pregnant students is coded PRS during the school year and provided support services while she is attending her regular classes, but she delivers in June after the end of the school year. Therefore, CEHI is never provided to this student.

Although the PRS rules require a district that implements a PRS program to provide CEHI, districts are not required to provide services outside the regular school year. Therefore, this student may remain coded PRS, but there is not a requirement to provide her PRS CEHI services during the summer months.

9.19.13 Example 13

A student delivers her baby on March 1. The 6-week postpartum period begins the day after delivery and continues 6 consecutive calendar weeks. If a 1-week spring break holiday falls within

the student's 6-week postpartum period, then a maximum of 5 weeks would be funded for PRS since one of the postpartum weeks was not a scholastic calendar week.

9.19.14 Example 14

Test administration to a student on CEHI: The PRS CEHI teacher administers a 6-weeks exam that takes the student 30 minutes to complete.

The teacher must provide an additional 30 minutes of instruction in to complete the 1 hour of CEHI.

9.19.15 Example 15

The PRS CEHI teacher administers the math TAKS to a student confined to the home on a Tuesday. It takes the student 2 hours to complete the math TAKS. The student earns only 1 eligible day present for Tuesday. The teacher returns on Wednesday and administers the social studies TAKS. It takes the student 2 hours to complete the social studies TAKS.

The student earns only 1 eligible day present for Wednesday. The CEHI teacher must schedule 2 more hours of CEHI instruction during the week so the student can earn an entire week of attendance credit. The additional

CEHI may be any day of the same week, Sunday to Saturday, including the same calendar day that the test was administered. In all cases, the CEHI instruction must be in addition to the time the student was tested.

9.19.16 Example 16

The PRS CEHI teacher administered a final exam to a student confined to the home, and it takes the student 30 minutes to complete the exam. The student must receive 30 minutes of CEHI instruction to earn 1 day present.

<http://www.tea.state.tx.us/school.finance/handbook/index.html>