

Hallsville Independent School District

For the Consideration of the Board of Trustees

Date of Board Meeting: December 16, 2024

Topic: Homebound Waiver

Background and Rationale:

From the Accounting Handbook: "If your school district provides instruction through remote conferencing to a regular education student, your district may, with the approval of a waiver request, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met:

- The student is unable to attend school because of a temporary medical or psychological condition.
- The student's temporary medical or psychological condition is documented by a physician licensed to practice in the United States"

HHS has a student in a residential treatment facility in the Houston area that meets the two criteria above. Board approval is needed to apply for a waiver from T.E.A.

Attached are the following documents:

- Proposed T.E.A. waiver that would be submitted after approval
- Information from the Pathlight facility indicating why HISD would need to provide a teacher
- Section 12.3.1 of the 2024-2025 Student Attendance Accounting Handbook

Relationship to Strategic Plan:

Personnel Affected:

Budget Implications:

- Include in this year's budget
- Amendment of this year's budget required
- Increase in this year's budget required
- Expenditures required for next year's budget
- N/A

Recommendation:

Board approval to submit the T.E.A. waiver for the 2024-2025 school year.



Presented by Jill Buchanan

Signature

(Person Bringing Information to the Board)



Superintendent's Signature



Waivers

2024-2025 Application for Other Waiver

Waiver ID: 80105

Application Information

Category: General

Creator: Amy Whittle, District Editor

Status: Draft

Creation Date: 11/22/2024

Approving Superintendent:

Assigned To: Amy Whittle

LEA Contact

Full Name: Amy Whittle

Phone: (903) 668-5990 Ext: 5028

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LEA Information

LEA: HALLSVILLE ISD (102904)

Address: P O BOX 810, HALLSVILLE, TX 75650-0810

Phone: (903) 668-5990 Ext: 5032

Date of LEA Board of Trustees Approval

Date:

Special Instructions

This waiver allows districts and charter schools to request a waiver of a requirement, restriction, or prohibition imposed by the Texas Education Code (TEC) or rule of the board or commissioner, except as prohibited by TEC § 7.056 (e).

Waiver Description

Enter a brief waiver description:

Remote Gen. Ed. Homebound to a student in a Houston Treatment Facility

General Questions

1. Give a brief narrative description of the requested waiver.

Student is a Junior at Hallsville High School. Student is currently admitted into a treatment facility in the Houston area. The student has a diagnosis of "major depressive disorder, recurrent, severe". This treatment facility has a teacher that oversees assignments provided by each patient's home campus, but don't not provide the needed instruction. HISD would request that we serve the student virtually through Google Meet and assist with core curriculum as required by PEIMS (4 hours per week).

2. Does the district or campus plan reflect the need for this waiver? If yes, what is the specific objective impacted by the waiver?

Goal 1, Object 3: Provide services for those students that meet At-Risk criteria

3. Cite the section(s) of the Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.

Student Accounting Handbook 3.7.3 GEH Funding - to grant FSP funding

4. Describe the plan to be implemented, if the waiver is granted.

The student will meet virtually with the certified general education teacher no less than the required 4 hours weekly. During this time, the teacher and student will focus on mathematics and English 3, as that is what the student indicated would be most beneficial. If there is time left together, they can look over any other assignments the student would require. The general education teacher would also serve as a liaison between the school and the educational staff at the facility.

5. How will granting this waiver help achieve the district's or campus' objective?

The student will receive the needed academic support and be prepared to transition back into the general education setting once released from the in patient treatment facility.

6. Please explain how the school district or campus will evaluate the impact of the waiver towards meeting the district's or campus' goal.

The student will transition effectively, gain the needed credits, and graduate on time.

Requested Years

2024-2025

LEA Attachments (2)

Title	Type	Size	Date Added	Added By
Accounting Handbook	PDF	168.3 kb	2024-12-02	Amy.Whittle
Facility Educational Plan	PDF	162.8 kb	2024-12-02	Amy.Whittle



Eating
Recovery
Center



Pathlight
Mood &
Anxiety
Center

Hello!

My name is Stacy Kovar, and I am the Education Coordinator for Eating Recovery Center and Pathlight of The Woodlands. I have provided information below that may be helpful in creating an educational plan for students receiving our services.

Students enrolled in the **Pathlight program** will have school from 9:30 a.m. to 11:30 a.m., Monday to Friday.

Students enrolled in the **Eating Recovery Center (ERC) program** will have school from 1:00 p.m. to 3:00 p.m., Monday to Friday.

We have Chromebooks available for use; however, students may bring their personal laptops from home. We have a limited set of headphones available; again, students are permitted to bring their own from home.

Students can access their schoolwork from ERCPATHLIGHT in the following ways.

- The school's online platform (Schoology, Canvas, Google Classroom, etc.)
- Teachers/counselors can email the work directly to the Education Coordinator. The Education Coordinator will email the completed work directly to the teachers/counselors.
- Students are allowed to email teachers directly (per district policies) **regarding schoolwork only.**
- The Education Coordinator for The Woodlands location is an SBEC-certified teacher who can proctor exams or quizzes. If students have any IEP or 504 accommodations for testing, reading, or other assistance needs, please inform the Education Coordinator so that the needed assistance can be provided.
- Homebound Services - Students are allowed to have virtual instruction during the time allocated for school time within the programming.
- **We are unable to utilize the Lock-Down Browser at our facility due to IT security locks. Any exam on Lock-Down Browser will need to be enabled or sent directly to the Education Coordinator for printing and proctoring. Once the test is complete, the Education Coordinator will scan and send the completed exam to the teacher and shred the original.**



The Education Coordinator can provide the following documentation when needed.

- Medical letters for school absences
- Medical letters with a diagnosis for 504 coordination
- Weekly attendance letters (if requested by the school) – these will be sent on Fridays to the school counselor or attendance office.
- If there are questions related to school absences, please refer to the Texas House Bill 699, "Riley's Rule."

Please note that the Education Coordinator does not teach any type of curriculum. The coordinator is a liaison between ERC, the student's school, and the student's parents and aids students in managing their schoolwork while in treatment. Due to the range of grade levels and academic needs of students entering our program, our coordinator is not knowledgeable in all subjects at all grade levels but will help students with any work they have when they are able to.

Please feel free to reach out with any other questions or concerns you may have.

Sincerely,

Stacy Kovar

Stacy Kovar – Education Coordinator

Stacy.kovar@ercpathlight.com

832-942-8889

for possible implementation of remote instruction. Changing the instructional program would be a substantive amendment request in accordance with [19 TAC §100.1033\(c\)](#).

For the purposes of this subsection, remote instruction means instruction provided through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing, live audio/video streaming, or a robot that allows for virtual interaction between student and teacher. The technology must allow for both real-time, two-way audio and real-time, two-way video interaction.

12.3.1 Remote Conferencing—Regular Education Students

In this subsection, remote conferencing means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided by a teacher on the student's campus.

If your school district provides instruction through remote conferencing to a regular education student, your district may, **with the approval of a waiver request**, count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met:

- The student is unable to attend school because of a temporary medical or psychological condition.²²⁵
- The student's temporary medical or psychological condition is documented by a physician licensed to practice in the United States.

Note: A student who has an infant (0-6 months) considered medically fragile and who meets the criteria in the bullets listed above may also be considered for the GEH program.

Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. Supporting documentation submitted with the waiver must also be submitted for each student on a case-by-case basis but must not contain identifiable information. This documentation must be retained by the LEA locally for audit purposes. If a waiver is granted, the affected student will generate attendance according to the two-through-four hour rule and based on if the student is virtually "present" at the official attendance-taking time.

Remote conferencing students will **not** be considered to be receiving homebound program instruction and will not be eligible to generate eligible days present through the GEH program. If a student is eligible to be served through the GEH program, your district should evaluate whether it is more appropriate to serve the student through that program or through remote conferencing. If your district opts to serve the student through the GEH program, then the student would generate attendance (eligible days

²²⁵ Pregnancy, in and of itself, is not considered a medical condition. See [12.3.3 Remote Homebound Instruction—Regular Education Students](#) for information on remote PRS compensatory education home instruction.

present) according to the GEH funding method. A student must not generate attendance through both remote conferencing and the GEH program simultaneously. See [3.7 General Education Homebound \(GEH\) Program](#) for GEH requirements. See [12.3.3 Remote Homebound Instruction—Regular Education Students](#) for requirements specific to remote GEH instruction.

Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) [19 TAC §129.1025](#) and 2) face-to-face instruction policy. Note that only [19 TAC §129.1025](#) needs to be cited if the student is scheduled to be off campus at the official attendance-taking time.

A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. In submitting a waiver request, explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding. Funding may be claimed beginning on the date the waiver is approved.

12.3.2 Remote Conferencing—Students Receiving Special Education and Related Services

In this subsection, remote conferencing means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided by a teacher on the student’s campus or 2) in which a student at an on- or off-campus location receives instruction or special education and related services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote instruction from an appropriately credentialed individual who is not on the student’s campus.

If your school district provides instruction through remote conferencing to a student who is eligible for special education and related services for all or part of the school day, your district may, **with the approval of a waiver request**, count that instruction as classroom time for FSP funding purposes, including in the calculation of contact hours. To do so, the following conditions must be met:

- The student’s ARD committee must have determined, in a manner consistent with state and federal law,²²⁶ that the remote instruction to be provided is required for the provision of a FAPE.
- The ARD committee must have documented that determination in the student’s individualized education program.

Note: If a student’s ARD committee determines that instruction through remote conferencing is required for the provision of FAPE, that determination does not necessarily mean that the student’s instructional setting code will change with the provision of the instruction through remote conferencing. The student’s instructional setting code may stay the same if the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional setting code to use for the student,

²²⁶ including provisions related to LRE and FAPE requirements