

Birdville Independent School District
Birdville High School
2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Suburban High School in northeast Tarrant County
- Student Population = 2,010
 - 63.2% White
 - 25.2% Hispanic
 - 7.1% African American
 - 3.5% Asian
 - 0.6% American Indian
 - 0.4% Pacific Islander
 - 2.2% Two or more races
 - 34.6% of students economically disadvantaged
 - 6.8% of students English language learners
 - 9.6% of students served in special education
 - 2.9% of students served disciplinary placements off campus
 - 100% staff meets federal highly qualified requirements

Demographics Strengths

Demographics Needs

Student Achievement

Student Achievement Summary

- BHS earned highest accountability rating under 2013 TEA Accountability System
- BHS did not meet system safeguards in the areas of Special Education and English Language Learners under the category of Writing Performance
- BHS test scores exceeded the state average in every area of the STAAR End-of-Course (EOC) exams
- SAT scores for BHS were higher than the state and national average
- ACT scores for BHS were higher than the state average
- AP scores decreased from 2012 to 2013. In 2012 we had 49% of students scoring a 3 or higher; in 2013 we had 46% of our students scoring a 3 or higher

Student Achievement Strengths

BHS test scores exceeded the state average in every area of the STAAR End-of-Course (EOC) exams:

- 6% above state average in Algebra 1 (TX=78, BHS=84)
- 7% above state average in Geometry (TX=86, BHS=93)
- 3% above state average in Algebra 2 (TX=97, BHS=100)
- 16% above state average in Reading 1 (TX=65, BHS=81)
- 11% above state average in Reading 2 (TX=78, BHS=89)
- 17% above state average in Writing 1 (TX=48, BHS=65)
- 13% above state average in Writing 2 (TX=52, BHS=65)
- 11% above state average in Biology (TX=85, BHS=96)
- 14% above state average in Chemistry (TX=84, BHS=98)
- 14% above state average in World Geography (TX=75, BHS=89)
- 17% above state average in World History (TX=70, BHS=87)

SAT score summary: BHS's composite score of 1017 for critical reading and, mathematics is higher than the state average of 976 & national average of

ACT score summary: BHS's average score of 22.1 was higher than the state average of 20.9

Student Achievement Needs

Based upon campus data analysis and information on the STAAR exam, these needs are listed in priority order:

- Writing performance, specifically within the area of Special Education and English Language Learners
- AP performance... the number of students scoring 3 or higher is inadequate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- AEIS data - current
- AYP data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Tobacco, alcohol, and other drug-use data
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility

- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- Campus committee meeting discussions
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Completion Rates / Graduation Rates
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Parent Involvement Rate
- ISIP Data

Goals

Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 1: Ninety percent of students will exceed local, state and national standards in the content areas by 2016 and be college and career ready as measured by performance on STAAR and college placement exams (SAT, ACT, AP).

- Summative Evaluation:**
- a) By 2014, our students will achieve the following score at the Level II (final) on the Algebra 1 EOC assessment: 46%.
 - b) By 2014, our students will achieve the following score at the Level II (final) on the Biology EOC assessment: 75%.
 - c) By 2014, our students will achieve above the state average on the English 1, English 2, and US History EOC assessments.
 - d) By 2014, we will have 16% of our students achieve Advanced Performance on the Algebra 1 EOC assessment.
 - e) By 2014, we will have 26% of our students achieve Advanced Performance on the Biology EOC assessment.
 - f) By 2014, our students will achieve above the state average of students reaching Advanced Performance on the English 1, English 2, and US History EOC assessments.
 - g) By 2014, our campus will achieve a score of at least 88 on Index 1 according to the STAAR accountability rating system.
 - h) By 2014, at least 55% of our students will achieve a score of 3, 4, or 5 on their Advanced Placement exams.
 - i) By 2014, at least 77% of our students will graduate under the Recommended / DAP graduation plans.
 - j) By 2014, at least 2% of our graduates will receive National Merit recognition.
 - k) By 2014, the average SAT scores of our graduating seniors will exceed the national average.
 - l) By 2014, the average ACT scores of our graduating seniors will be at least 22.1.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase teacher collaboration by expanding our Professional Learning Communities that meet during the school day to the English department and US History.	Campus Administration	PLC reports submitted through Eduphoria; PLC visits by campus administration				
2) Attending Margaret Kilgo training by Science, ELAR, and Social Studies staff members	Campus Administration	Attendance at training in November 2013				
3) Participating in the ASCD Curriculum Leadership Academy by our Dean of Instruction	Campus Administration	Attendance at curriculum leadership academy meetings				
4) Continuing uniform daily warm-ups related to EOC tested subjects in math & science classes	Campus Administration	Observe warm-ups being utilized through informal classroom walkthroughs				
5) Continuing bi-weekly quizzes based on uniform daily warm-ups in all EOC tested subjects in math & science classes	Campus Administration	Observe bi-weekly quizzes being utilized through informal classroom walkthroughs				
6) Providing peer tutoring through our 3H Club (Hawks Helping Hawks)	Campus Administration	Sign-in sheets from the tutoring sessions				

7) Serving as administrative liaisons by our assistant principals for each department in order to support the collaborative process, remove barriers, and obtain resources needed by departments.	Campus Administration	PLC reports submitted through Eduphoria; PLC visits by campus administration; administration attendance at department meetings				
8) Developing common assessments within the Math, Science, English, and Social Studies departments	Campus Administration	PLC reports submitted through Eduphoria; Assessment documents				
9) Evaluating lesson plans for content & rigor	Campus Administration & Department Chairs	System for weekly evaluation of lesson plans in Forethought				
10) Providing instructional technology training sessions during teacher lunches (Lunch & Learn sessions)	Campus Administration	Scheduled trainings, handouts from sessions, attendance by staff, observing teachers utilizing instructional technology strategies obtained from sessions in daily instruction during informal walkthroughs				
11) Providing sheltered instructional strategies to our core teachers during their PLC meetings	Campus Administration & Secondary ESL Coach	Secondary ESL Coach attending PLC meetings; PLC reports submitted through Eduphoria				
12) Recognizing students at the Outstanding Students of the 6 Weeks breakfast recognition ceremonies for excellent performance & behavior in and out of the classroom	Campus Administration & Department Chairs	Ceremony each 6 weeks for student recognitions				
13) Conducting a parent and student information night for those planning and preparing for postsecondary education	Campus Administration & Counseling Staff	Postsecondary Education Parent & Student Meeting held after Open House in September 2013				
14) Conducting an AP/PreAP Parent Night informational meeting	Campus Administration & Advanced Academics Specialist	AP/PreAP Parent Night Meeting held in January 2014; handout/agenda from meeting				
15) Conducting a PSAT results interpretation night for parents & students	Campus Administration & Advanced Academics Specialist	PSAT Results Interpretation Meeting held in January 2013; handout/agenda from meeting				
16) Providing campus specific tutoring for SAT & ACT prep	Campus Administration & Advanced Academics Specialist	Tutoring sessions provided; students attending sessions; selected staff members providing tutoring				
17) Providing training for our English teachers to become writing coaches for our Math, Social Studies, and Science teachers. Training provided by the North Star of Texas Writing Project through Carol Wickstrom at UNT.	Campus Administration	Increase in writing scores on state assessments; meet all safeguards (2 safeguards not met during 2012-2013 were in Writing for ELL & SPED)				

Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 2: Students in need of special education services and those in need of exiting the special education program will be identified appropriately.


Summative Evaluation: a) The percentage of students receiving special education services on our campus will not exceed 8.6.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identifying appropriate entry and exit criteria for special education services	Campus Administration & Diagnostician	End of year percentage of students receiving special education services				
2) Increasing the percentage of special education services delivered in general education settings through Co-Teach classrooms and Inclusion classrooms	Campus Administration	Increase the total number of Co-Teach & Inclusion classrooms				
3) Providing Co-Teach training for English, Math, Social Studies, and Science teaching staff	Campus Administration	Staff training taking place in October 2013 by BISD Co-Teach training team				

Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 3: First year 9th grade students will perform satisfactorily on their state assessments and earn enough credits to promote to the 10th grade.

Summative Evaluation: a) The percentage of students passing all of their EOC assessments in the 9th grade will be at least 73%.
 b) The percentage of first year 9th grade students earning enough credits to promote to the 10th grade will be at least 97%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Creating initial RtI team that focuses solely on the 9th grade	Campus Administration & Student Assistance Counselor	Participation from core 9th grade teachers, 9th grade assistant principal, Dean of Instruction, and Student Assistance Counselor in regularly scheduled RtI meetings for 9th grade students that are in need of intervention - meetings include parents & student; notes from meeting and action plan created for student at each meeting.				
						

Goal 2: All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

Performance Objective 1: Ninety-five percent of staff and students will report that classrooms and schools are safe, secure, and nurturing places for increased learning and productivity.

Summative Evaluation: a) By 2014 the average student daily attendance will be 95.6%. b) By 2014 the average staff attendance will be 95.9%. c) By 2014 the number of disciplinary referrals our students receive will not exceed 3951.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilizing the Tardy Calculator system to track student tardies	Campus Administration	Appropriate discipline (after school detention & Saturday School) assigned to students according to the number of tardies they have received; total number of campus tardies reduced				
2) Providing the staff incentives for perfect attendance during each 6 weeks	Campus Administration	Increase in staff attendance at the end of the school year.				
3) Completing SafeSchools on-line training provided by the district by all of our staff members	Campus Administration	100% completion of SafeSchool training modules by all staff members				
4) Participating in the district's car giveaway program for students	Campus Administration	Students receive tickets based on grades, attendance, and discipline. Tickets will be drawn and 4 students from each high school will have a chance to win a car provided by 5 Star Ford. Increase in student attendance at the end of the school year.				
5) Utilizing the School Messenger system to contact parents when students are absent	Campus Administration	Increase in student attendance at the end of the school year.				
6) Implementing the Rachel's Challenge program to increase awareness of bullying and promote acts of kindness	Campus Administration & Student Assistance Counselor	Student participation in program; feedback collected from student survey; decrease in number of student disciplinary referrals.				
7) Recognizing students exhibiting CORE values at the Outstanding Students of the 6 Weeks ceremonies	Campus Administration	Increase in the number of students being recognized by our staff that are exhibiting the CORE values identified by our district				
8) Continuing the Principal's Advisory Council (PAC)	Campus Administration	8 students selected from each grade level are chosen to serve on PAC; provide principal with feedback throughout the school year at monthly meetings; provide community service by adopting a spot for trash clean up within the City of North Reihland Hills.				
9) Conducting an Incoming Hawk Night for all 8th grade students & parents who will attend BHS	Campus Administration	Event held in spring; agenda; campus calendar; parents & students informed of what to expect when attending high school				
10) Creating a Community Newsletter to inform various stakeholders of important high school news & announcements	Campus Administration	Hawk Community Newsletter sent out twice a month; can be found on school website; informed community; feedback received through parent survey				

11) Communicating to all BHS stakeholders through various electronic/media/social networking outlets in addition to campus website	Campus Administration	Posts, communication, messages on school Facebook, Twitter, YouTube, and Instagram pages; informed community; feedback received through parent survey				
12) Conducting routine disaster drills (fire, weather, AED, lockdown, building evacuation procedures)	Campus Administration	Regularly scheduled drills; efficiency of campus performing each drill				
13) Conducting practice/mock emergency situations with the campus emergency response team	Campus Administration	Notes from meetings; staff informed and prepared in the event of an emergency situation				
14) Creating the Birdville Buddies program promote and build relationships between special needs and general education students	Campus Administration	Regularly scheduled events for Birdville Buddies program throughout school year				
15) Inviting all 9th grade students to attend the annual "Fish Camp" and New Student Orientation in August	Campus Administration & Student Assistance Counselor	Attendance of students at Fish Camp event held in August 2013; new students attending BHS more familiar with campus and the expectations before the start of school				
16) Utilizing the Crimestoppers program to provide an anonymous method for students to report drug use, bullying, harassment, and other violations of the Student Code of Conduct	Campus Administration, School Resource Office (NRHPD), & Safe Schools Commission of Tarrant County	Increase in number of Crimestoppers reports resulting in a decrease in the number of disciplinary referrals				
17) Attending all campus & council PTSA meetings by the principal	Campus Administration	Building positive relationships between campus & paren/community organization through attendance of PTSA meetings				

Goal 3: Staff will implement systemic and systematic improvement practices in all departments and on all campuses.

Performance Objective 1: Ninety-five percent of all methods/actions delineated in the district and campus plans will be completed.

Summative Evaluation: At the end of the 2013-14 school year, 90% of actions listed our campus improvement plans will be completed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implementing a protocol for monitoring progress of campus plan throughout the school year	Campus Administration	Weekly administrator meetings conducted between principal & assistant principals where the campus plan and it's progress is reviewed continually throughout the school year; Formative Reviews in November, January, March, and June.				

2013-2014 Site-Based Decision Making Committee

Committee Role	Name	Position	Signature
Administrator	Phyllis Scott	Associate Principal	
Administrator	Alan Wallace	Dean of Instruction	
Administrator	Jason Wells	Principal	
Business Representative	Chris White	Local Business Owner	
Classroom Teacher	Andrea Anderson	Career & Technology Education Department	
Classroom Teacher	Michael Dix	Mathematics Department	
Classroom Teacher	Stacey Gannon	Special Education Department	
Classroom Teacher	Sherri Holt	English Department	
Classroom Teacher	Allie Hudak	Fine Arts Department	
Classroom Teacher	Kathy Mitchell	Science Department	
Classroom Teacher	Rosie Rojas	Social Studies Department	
Classroom Teacher	Traci Weast	Language Other Than English Department	
District-level Professional	Margaret Sanders	Secondary Special Education Consultant	
Parent	Amy Painter	PTA Representative	

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with Migrant Education Program MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2013-2014	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

2013-2014 Priority for Service (PFS) Action Plan
ESC REGION XI MIGRANT EDUCATION PROGRAM SSA DISTRICTS

<p>Goal(s): Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migrant students who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. • Use data to plan the Priority for Services Action Plan (PFS) for 2013-2014 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.
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Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly	15 th day of every month for 2013-2014	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of every month for 2013-2014	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 12, 2013	MEP Consultant	Copy of sent email(s)
The PFS Action Plan must include the following:			
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			

Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of each month in 2013-2014	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20 th day of each month in 2013-2014	MEP Consultant, NGS Specialist	Copies of letter sent
Collaborate with counselors each reporting period in developing a personal graduation plan for PFS students	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan
2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2013 – May 2014	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS students are identified and what services are available for these students	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
➤			
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant students designed to help students develop effective learning and study skills	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS students and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	Sept. 2013 – May 2014	MEP consultant, School Liaison Consultant, School Planning Group	
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	
Monitor NGS course completion for PFS students with late entry and early withdrawal	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, NGS Specialist	Student transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	Sept. 2013 – May 2014	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service students.			
Meet (or communicate) with district staff to ensure students participate in school services offered	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant	Telephone log, mileage reimbursement, time and effort

		Consultant	reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Budget records, tutor time logs
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	Sept. 2013 – May 2014	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log

Addendum to 2013-2014 Campus Improvement Plan

Subject: Pregnancy Related Services (PRS) Program

- A. Identification, intake documentation, and needs assessment of pregnant/postpartum students will be completed, verified, and filed by authorized personnel of the district's Assistance for School-Aged Parents program.
- B. The following services will be made available to each student eligible for PRS services:
 - 1. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, and additional PRS contact hours for the special education homebound student provided by a certified teacher, counselor, nurse, or social worker
 - 2. Individual counseling, peer counseling/support group, and self-help programs
 - 3. Career counseling and job-readiness training
 - 4. Instruction related to child development, parenting, and home and family living
 - 5. Assistance in obtaining available services from government agencies or community service organizations, including but not limited to prenatal and postnatal health and nutrition programs, childcare services, establishment of paternity and child support
- C. The certified teacher, serving as the CEHI instructor, will maintain a log of home instruction during the period the student receives CEHI. The certified teacher, nurse, counselor, or social worker providing the additional hours of PRS services to the special education homebound student will maintain a log of PRS contact hours.
- D. Documentation of each student's participation in the PRS program will be on file with the Facilitator for School-Aged Parents. This documentation will include:
 - 1. Verification of pregnancy
 - 2. CEHI teachers' logs and PRS providers' logs
 - 3. PRS entry date
 - 4. Date of delivery
 - 5. Doctor's orders requiring either prenatal confinement or extension of the six weeks postpartum recovery
 - 6. Infant discharge papers to support break-in-service qualifications
 - 7. PRS exit date