

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: Deanna Burt

Phone Number: 855-467-0030

9.2 Eligibility and Eligible Days Present

Eligibility for Services: Any school-age 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 students who deliver a live, aborted, or stillborn baby; suffer a miscarriage or death of a newborn; or place a baby up for adoption.

Eligibility for Funding: Students who are eligible for average daily attendance (ADA) and who are eligible for PRS program services are eligible for **funding** under the PRS program beginning on the date services begin.

End of Eligibility: Eligibility for PRS ends when the student returns from postpartum confinement to resume her regular classes at a school campus or the first day of the seventh week, whichever comes first. For a student requiring extended confinement, eligibility for PRS ends when the student returns from postpartum confinement to resume her regular classes or the first day of the 11th week, whichever comes first (see [9.9.3 CEHI during Break-in-Service Confinement](#) for a limited exception).

9.2.1 Absences

During the prenatal period, a student is absent if she does not come to school or, if the student is receiving CEHI, if CEHI is not provided. During the postpartum period, a student is absent if CEHI is not provided.

A student may be recorded absent on the effective date of a program change (date of enrollment in or withdrawal from the PRS program). 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 or ESL education), 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 services at home as designated by the individual program requirements. (See [9.10 Confinement and Earning Eligible Days Present](#) and [9.17.4 Example 4](#).)

9.2.3 PRS and the Life Skills Program for Student Parents

The Life Skills Program for Student Parents (previously called the Pregnancy Education and Parenting [PEP] Program) will not be funded for the 2017–2018 school year.

9.2.4 Eligibility Timeline

The following chart illustrates a student’s eligibility for PRS and PRS funding during the prenatal and postpartum periods of pregnancy.

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 PRS support services are initiated at this time.	No, only PRS support services.
11/10	Licensed medical practitioner (LMP) recommends 2-week confinement at home.	Yes.	Yes.
11/24	Student returns to school and continues PRS.	Yes.	No, only PRS support services.
1/3	LMP recommends 5-week confinement at home due to complications.	Yes.	Yes.
2/1	Student returns to school and continues PRS.	Yes.	No, only PRS support services.
3/1	Student delivers baby; 6-week postpartum confinement period begins. Week 3 is the district’s spring break.	Yes.	Yes, but only for weeks 1 and 2 and weeks 4–6. CEHI is not required for week 3 because it is a district holiday. However, week 3 counts as 1 week of postpartum confinement for the student.
4/15	LMP recommends additional 2-week confinement at home.	Yes.	Yes.

Date	Activity	Is student eligible for PRS funding?	Should student be provided CEHI?
5/1 to Last Day of School Year	LMP recommends that student remain at home until end of school (5 additional weeks).	<p>Yes, but only for the first 2 weeks.</p> <p>After 10 weeks of postpartum confinement, the student is no longer eligible for funding and must be counted absent if she does not return to school.</p>	<p>Yes, but only for the first 2 weeks.</p> <p>After 10 weeks of postpartum confinement, the student is no longer eligible for CEHI.</p> <p>For options after PRS eligibility ends, see 3.7 General Education Homebound (GEH) Program.</p>

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 (see 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 in the Student Detail Report.

At the end of each 6-week reporting period, a campus must generate a Campus Summary Report (see 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 PRS eligible 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 PRS eligible days present for each grade level in your district, total PRS eligible days present for all grades, and district PRS ADA.

For additional information on eligible days present, see [9.10 Confinement and Earning Eligible Days Present](#) and [9.12.2 SPED, PRS, and Earning Eligible Days Present](#).

9.3 Enrollment Procedures

Any school-age student may be enrolled in the PRS program if she is eligible for ADA and in the prenatal or postpartum period of pregnancy.

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

- a campus official or
- a medical practitioner²⁰⁸ licensed²⁰⁹ to practice in the United States.

The date the student begins receiving PRS is considered the date of enrollment in the PRS program.

9.4 Withdrawal Procedures

A student is no longer eligible for PRS and must be withdrawn from the program on the date one of the following occurs:

- the student no longer receives services through the PRS program;
- the student returns early from postpartum confinement to attend her regular classes on a school campus;
- the student reaches the first day of the seventh week after her pregnancy ended and a licensed medical practitioner has not authorized an extension of postpartum confinement;
- if the student's postpartum confinement was extended, the student reaches the first day of the 11th week after her pregnancy ended; or
- if the student has been allowed to use the break-in-service option, the student reaches the first day of the school week that follows 10 weeks of postpartum confinement.

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

9.5 PRS and District and Campus Improvement Plans

District and campus improvement plans must do the following:

1. include a description of your district's PRS program;
2. describe the specific services available to a student through the PRS program; 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.

²⁰⁸ The term "medical practitioner" includes a physician, an advanced nurse practitioner, and a midwife licensed under the Texas Occupations Code, [Chapter 203](#).

²⁰⁹ Throughout Section 9, "licensed" means licensed to practice in the United States. You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

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 Eligibility and Eligible Days Present](#)).

9.7 On-Campus PRS Support Services

A student may be served with PRS support services while she is pregnant and attending classes on a district campus. If your district serves prenatal students with on-campus support services, it will receive the 2.41 PRS weighted funding (your district should code students in the attendance accounting system as receiving PRS while they are being served on campus) (see the Section 9 introduction). Though on-campus support services are optional, they may be necessary for the academic, mental, or physical health of the student to ensure that she does not drop out of school.

A campus official must record the date of the initial contact with the pregnant student and document that on-campus services are being provided.

The services must address the needs of the student with regular, routine support services. Infrequent or sporadic occurrences of support services do not qualify your district for PRS funding.

9.8 CEHI during Prenatal Confinement

If your district serves students with CEHI during a prenatal confinement, it will receive the 2.41 PRS weighted funding. Though providing support services to a student who is receiving CEHI during prenatal confinement is optional, these services may be necessary for the academic, mental, or physical health of the student to ensure that she does not drop out of school.

Documentation for each event of prenatal confinement must be obtained from a licensed medical practitioner to verify that a medical necessity for confinement has been determined to exist.

There is no limit to the length of time or number of times CEHI may be provided to a student during the prenatal period. The length of time and number of times the student is provided CEHI services is dependent on the licensed medical practitioner's documentation.

9.9 CEHI during Postpartum Confinement

If your district offers a PRS program and an eligible student has not refused program services, your district must provide the student with postpartum CEHI either until the student chooses to return to school or until the end of the sixth week from the beginning date, whichever comes first. The student is not required to provide a medical note indicating a need for confinement to be eligible for or receive postpartum CEHI through the sixth week from the beginning date. Provision of CEHI during postpartum confinement may be extended for 4 additional weeks subject to the documentation requirement in [9.15 Documentation](#). However, under no circumstances will a student remain eligible for PRS funding after the 10th week of postpartum confinement ends.

A student is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular classes at a school campus, with the exception of a student who is dividing the postpartum confinement into two periods under the break-in-service option (see [9.9.3 CEHI during Break-in-Service Confinement](#)).

9.9.1 Beginning and Ending of CEHI during Postpartum Confinement

The district must:

1. select one type of beginning date for the district (the day pregnancy ends or the day after pregnancy ends) and
2. consistently use the same type of beginning date for all students throughout the school year.

A campus official must record the date a student's pregnancy ended.

Eligibility for CEHI during the postpartum confinement period starts on the district beginning date (day pregnancy ends or day after) and ends on the last day of the sixth week after the beginning date. However, if the postpartum confinement period is extended, eligibility for CEHI ends on the last day of the 10th week after the beginning date (see [9.9.2 CEHI during Extended Confinement](#); see [9.9.3 CEHI during Break-in-Service Confinement](#) for a limited exception).

9.9.2 CEHI during Extended Confinement

Eligibility for CEHI during postpartum confinement may be extended for an additional 4 consecutive weeks if there are complications with the student's or infant's health. Eligibility for CEHI during extended postpartum confinement starts on the first day of the seventh week after the beginning date and ends on the first day of the 11th week after the beginning date.

9.9.3 CEHI during Break-in-Service Confinement

Your district may allow a student to divide up to 10 weeks of postpartum confinement CEHI into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service CEHI. It allows the student to receive CEHI during an initial period of postpartum confinement while recovering from delivery (student recovery period), return to school until the baby is released from the hospital, and then receive CEHI during the remainder of the eligible postpartum confinement time while caring for the baby (baby recovery period). (If the baby is hospitalized again, the student may receive an additional period of CEHI when the baby is released if the student has not already received 10 weeks of postpartum confinement CEHI.)

A student who requires break-in-service confinement remains eligible to receive CEHI until she has been confined for a total of 10 weeks or the school year ends, whichever comes first. For a baby recovery period, the student is not required to provide a medical note indicating a need for extended postpartum confinement to be eligible for or receive break-in-service CEHI beyond the sixth week of postpartum confinement.

The following chart shows the beginning and ending dates for CEHI eligibility for a student who requires break-in-service confinement.

	Begins On	Ends On
Eligibility for CEHI During Student Recovery Period (first period of confinement)	your district’s beginning date (day pregnancy ends or day after)	the date the student returns full time to school to await the baby’s release from the hospital or the last day of the sixth week (or 10th week if extended confinement is required) after the beginning date, whichever comes first
Eligibility for CEHI During Baby Recovery Period (second period of confinement)	the date the infant is released from the hospital*	the date on which the student has been confined for a total of 10 weeks (including the student recovery and baby recovery periods) during the postpartum period or the end of the school year, whichever comes first (a student who has received 10 weeks of CEHI during the student recovery period is not eligible to receive any more CEHI)

* A campus official must record the date the infant is released from the hospital.

When the student returns to the school between recovery periods, district personnel should not code her as PRS.

9.9.4 Additional Information on CEHI and Confinement

Your district must provide CEHI to a student during the confinement period to receive funding. However, your district is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher work days, etc. Additionally, school breaks, holidays, teacher work days, etc., do not extend the amount of time a student may receive postpartum CEHI. Your district must count these days when determining the amount of time a student is eligible for CEHI (see [9.17 Examples](#) for examples). A district may apply for a waiver to provide CEHI on campus in a small group of four or less students when a student in postpartum recovery is transitioning back to school in accordance with the terms of the approved waiver. See the PRS Waiver Application in the TEAL application for waiver requests.²¹⁰

9.10 Confinement and Earning Eligible Days Present

A student who receives CEHI while on prenatal or postpartum confinement earns eligible days present based on the number of hours she is served at home or hospital bedside by a certified²¹¹ teacher. Use the following chart to determine a student’s eligible days present.

²¹⁰ [Waiver Applications in TEAL](#)

²¹¹ For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher be certified does not apply to an open-enrollment charter school unless the school’s charter requires that courses be taught by certified teachers.

PRS Confinement Service Requirements

Amount of Time Provided CEHI per Week (Week Is Sunday Through Saturday)	PRS Eligible Days Present Earned per Week
0 hours	0 days present PRS
1 hour	1 day present PRS
2 hours	2 days present PRS
3 hours	3 days present PRS
4 hours	4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present PRS, 0 days absent (if the week is a 5-day week)
More than 4 hours	4 days present PRS, 0 days absent (if the week is a 4-day week) 5 days present PRS, 0 days absent (if the week is a 5-day week)

CEHI requirements and eligible days present are determined each week. The week for CEHI purposes is from Sunday through Saturday. CEHI service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

A student who is provided CEHI services retains the same ADA eligibility code she had before receiving CEHI services, regardless of how many hours she will receive CEHI.

Over the period of her confinement, a student receiving CEHI services must be provided instruction in all core academic subject area courses in which she is enrolled. In addition, over the period of confinement, the student should be provided instruction in all other courses in which she is enrolled, if possible.

9.11 Returning to Campus for Support Services or Testing

A student confined to the home may be allowed to return to campus and remain coded PRS to receive **temporary, limited** support services (see the introduction to Section 9 for a list of examples of support services) or take required state assessments.

The time spent on campus receiving temporary, limited support services or taking required state assessments must not count as any part of the number of hours served as CEHI for eligible days present.

A student receiving CEHI who returns to campus to receive temporary, limited support services or take required state assessments **must have a medical release** from a licensed²¹² medical practitioner to do so.

9.12 PRS and Special Education Services (SPED)

Regular education students must not be referred for special education services just because they become pregnant. Regular education students who must be confined to the home or hospital bedside

²¹² You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

for pregnancy-related issues are to be provided CEHI and other PRS components through a PRS program.

If your district has a PRS program, it must provide special education students who become pregnant with access to the services offered through the PRS program. A pregnant special education student's admission, review, and dismissal (ARD) committee and PRS program staff members must collaboratively address the student's service needs.

9.12.1 ARD Committee Meetings

If your district's PRS program provides on-campus support services to pregnant students, an ARD committee meeting should be held promptly after your district learns of a special education student's pregnancy to determine the appropriate services for the student. A pregnant special education student's ARD committee must meet as necessary to address any changes in the student's needs.

During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting.

A district must serve a special education student with special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement (that is, the student must be served even when the period of confinement is expected to be fewer than 4 consecutive weeks or fewer than 4 weeks total for the school year).

Furthermore, the period of homebound postpartum services for a special education student may exceed 10 weeks if determined necessary by the ARD committee. However, the PRS components are limited to a maximum of 10 weeks of reimbursable service, and the PRS indicator code may no longer be used after the 10th week has ended.

In addition to the homebound instructional services provided to the student through the special education program, the PRS program must provide at least 2 hours a week of PRS support services for 2–5 days attendance credit and at least 1 hour 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 PRS support services for a special education student and must maintain logs documenting the actual amount of services each special education student receives.

9.12.2 SPED, PRS, and Earning Eligible Days Present

Use the following chart to determine eligible days present when a student receives homebound services through both the special education and the PRS programs.

Amount of Time Served per Week (Week Is Sunday Through Saturday)		SPED and PRS Eligible Days Present Earned per Week
SPED Homebound	PRS	
1 hour	1 hour	1 day present SPED and PRS
2 hours	2 hours	2 days present SPED and PRS
3 hours	2 hours	3 days present SPED and PRS
4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)
More than 4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)

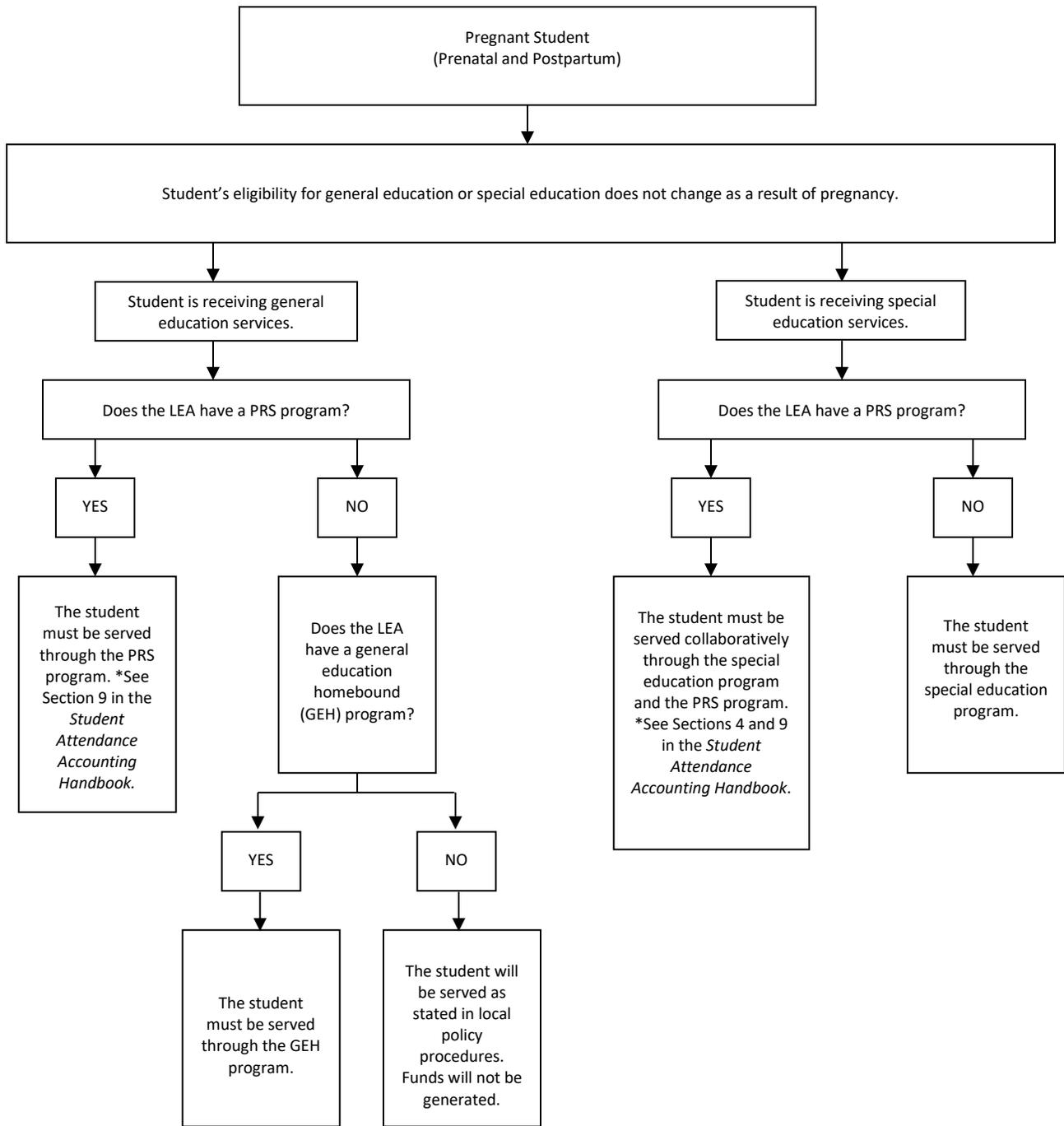
Eligible days present are determined each week, and a week is from Sunday through Saturday. Service hours must not be accumulated and carried forward from one week to the next, and service hours must not be applied to a previous week.

A student who is provided SPED and PRS during confinement retains the same ADA eligibility code she had before receiving the services, regardless of how many hours the student will be provided the services.

If a student is not provided special education homebound services during a week, the student must be counted absent for the entire week even if she was provided PRS during the week. If a student is provided special education homebound services during a week but not PRS, the student may be counted present according to the requirements of the chart in [4.7.2.5 Homebound Funding and Homebound Documentation Requirements](#), but the student is not eligible to generate PRS weighted funding for the week.

(See [9.17.8 Example 8](#) for an example of what must occur when a special education student requires special education homebound services and PRS.)

Determination Chart for Pregnancy-Related Services (PRS)



9.13 PRS and Career and Technical Education (CTE)

For a student to earn CTE contact hours while also being provided CEHI, the student must continue to receive the same amount and type of CTE service that she was receiving before she began receiving CEHI. The CTE instruction that the student receives at home or hospital bedside must be **in addition** to the 4 hours necessary for CEHI. The CEHI teacher providing the additional hours for the CTE courses must maintain a log to verify all contact hours with students. (See [9.17.4 Example 4](#), [5.2.1 Eligibility of Students for Funding](#), and [5.2.4 Earning CTE Contact Hours in a Non-Campus-Based Setting](#).)

9.14 Test Administration during CEHI

Students confined to the home or hospital bedside may earn eligible days present as stated in the chart above when 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, or final exams or required state assessments 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 must not be credited as attendance. (See [9.17.14 Example 14](#).)

If the administration of tests requires less than 1 hour, then the CEHI instructor must complete the hour with instruction for the student to earn the 1 day present. For example, if a student is administered a final exam and it takes her 30 minutes to complete the exam, the student must receive an additional 30 minutes of CEHI to earn 1 day present.

A student receiving CEHI who returns to her campus to take required state assessments must have a medical release from a licensed medical practitioner to do so.

9.15 Documentation

For your district to claim PRS eligible days present for funding, all required documentation supporting a student's eligibility must be on file. Documentation requirements are as follows:

1. Affirmation by a campus official or by a licensed medical practitioner verifying the student's eligibility to receive PRS (see [9.3 Enrollment Procedures](#))
2. Intake documentation by a campus official recording the date of initial contact with a student regarding the student's pregnancy (see [9.7 On-Campus PRS Support Services](#))
3. For each period of prenatal confinement, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the prenatal confinement (see [9.8 CEHI during Prenatal Confinement](#))
4. Documentation by a campus official of the date when the student's pregnancy ended (see [9.9 CEHI during Postpartum Confinement](#))

5. When the break-in-service option is used, documentation by a campus official of the infant's hospitalization period(s), including the date(s) the infant was released from the hospital (see [9.9 CEHI during Postpartum Confinement](#))
6. For each student whose postpartum period was extended, documentation from a licensed medical practitioner stating a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the extended confinement (see [9.9 CEHI during Postpartum Confinement](#))
7. When the prenatal student confined to the home or hospital returns to campus to receive temporary, limited support services or take required state assessments, documentation by a licensed medical practitioner granting permission for the student to be on campus for the temporary, limited services (see [9.11 Returning to Campus for Support Services or Testing](#))
8. When a special education student is served through the PRS program, **both** PRS and special education documentation (see [9.12 PRS and Special Education Services \(SPED\)](#))
9. The teacher's log of the actual amount of CEHI each student received for each week the student received CEHI (applies to both prenatal and postpartum periods)

The minimum documentation required in the logs maintained by a CEHI teacher is the following:

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

Additional documentation may be maintained as part of this record at the discretion of the district. This additional documentation may include, but is not limited to, mileage records for the homebound teacher and information on subjects that were taught as part of the homebound instruction.

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

9.16 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 special education student, your district is not required to maintain the special education and PRS records in the same file; however, your district will be required to provide documentation from both programs 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 classes 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 members 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 students to remain eligible for ADA ([Section 3 General Attendance Requirements](#)). 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 may be coded PRS unless CEHI is one of the services provided by your district. If CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.

When a student is enrolled in the PRS program, districts should inform the student of the services that are offered and the options that are available, such as the CEHI break in service option, in order to support quality district and student service planning.

9.17 Examples

9.17.1 Example 1

A 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 services while she is attending her regular classes on her campus. When she delivers on February 15, the district begins providing CEHI. The first day the CEHI teacher sees the student is on Monday, February 19. CEHI continues for the student's 6-week postpartum period, and the student returns to school on March 30.

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

9.17.2 Example 2

On August 16, the first day of school, a 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 is coded with a PRS indicator in the Student Detail Report when PRS begins, August 23. This is the date she begins accumulating PRS eligible days present.

9.17.3 Example 3

A student begins experiencing difficulties associated with her pregnancy 3 weeks after beginning service under the PRS program. The licensed medical practitioner expects her to be confined to her home for 2 consecutive weeks. The CEHI teacher 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.

The student remains coded PRS during the entire confinement period. The student may accumulate only 3 days present for the first week. For the second week, however, the student accumulates 5 days present since the teacher sees her at least 4 hours that week.

9.17.4 Example 4

A student who is receiving PRS is taking a 1-hour CTE course (code V1). She begins CEHI and 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 CTE hours while the student is confined.

Since the student receives CEHI, she remains coded PRS during the entire confinement period. Since the district is not providing the additional hours for CTE, the CTE indicator is removed. The student, however, is not withdrawn from the CTE class. She remains enrolled in the class and is assisted in her class assignments by the CEHI teacher. During this time period, the student is not reported eligible for CTE contact hours on the 42401 TSDS PEIMS record; however, the student is reported on the 41169 and 40170 TSDS PEIMS records if the time period falls during the fall snapshot.

9.17.5 Example 5

A student receives CEHI for the entire 6-week postpartum period. Before the end of the 6-week postpartum period, the student's licensed medical practitioner determines that an additional 2 weeks of confinement are required.

The student remains coded PRS for all 8 weeks of the postpartum confinement period and accumulates eligible days present each week based on the amount of instruction she receives at home from the CEHI teacher. Your district must continue to provide CEHI during the entire confinement period and, for audit purposes, must obtain a written statement from the licensed medical practitioner that prescribes the extended postpartum confinement period.

9.17.6 Example 6

A student is scheduled to receive CEHI for the entire 6-week postpartum period. However, she returns to her regular classes on her campus on the first day of the fourth week.

Since the student receives CEHI while at home, she remains coded PRS during the entire confinement period and accumulates eligible days present each week based on the amount of instruction she receives at home from the CEHI teacher. On the first day of the fourth week, your district must withdraw the student from the PRS program since she has returned to school.

9.17.7 Example 7

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

Since the student receives CEHI while at home, she remains coded PRS during the entire 6-week postpartum period. The student accumulates 5 eligible days present each week for the first 5 weeks because the teacher provides at least 4 hours of instruction each week. During the sixth week, the student accumulates 2 eligible days present because she receives only 2 hours of instruction.

9.17.8 Example 8

A special education student becomes pregnant. During her prenatal period, the student is confined to bed rest as a result of a valid medical condition. The student delivers the baby during the period of confinement to bed rest, and services are continued until the 6-week postpartum period is completed.

On your district's obtaining the medical 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 special education staff and the PRS staff work collaboratively to implement the services specified in the student's individualized education program (IEP);
3. district personnel document special education attendance based on the Homebound Funding Chart (see [4.7.2.5 Homebound Funding and Homebound Documentation Requirements](#)); and
4. in addition to the homebound services provided through the special education program, the PRS program must provide at least 2 hours a week of PRS for 2–5 days' attendance credit and at least 1 hour a week for 1 day's attendance credit.

During the prenatal and postpartum periods, the student's ARD committee must meet as appropriate to review and revise the student's IEP to address the student's needs.

9.17.9 Example 9

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

While districts are not obligated to provide PRS to students outside the normal school year, the student's 6-week postpartum eligibility for CEHI extends into the school year. Therefore, the student is eligible for CEHI through September 13. Her first day of school enrollment and attendance is the date of the initial visit to the student's home by the CEHI teacher.

9.17.10 Example 10

Your district has a PRS program. However, a student does not receive CEHI during her postpartum period because of an extenuating circumstance (for example, the student or baby is in a hospital in a different town or the parents refuse services).

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

9.17.11 Example 11

A pregnant student is coded PRS during the school year and provided support services while she is attending her regular classes. She delivers in June after the end of the school year. CEHI is never provided to this student.

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 CEHI during the summer break.

9.17.12 Example 12

A student delivers her baby on March 1, and a 1-week spring break holiday falls within the student's 6-week postpartum period.

Districts are not required to provide services during school breaks. The 1-week school break does not extend the amount of time that the student may be provided CEHI. A maximum of 5 weeks is funded for PRS since the district is closed for one of the weeks in the student's 6-week postpartum period.

9.17.13 Example 13

The CEHI teacher administers a 6-weeks exam that takes the student 30 minutes to complete.

The teacher must provide an additional 30 minutes of CEHI for the student to earn 1 eligible day present.

9.17.14 Example 14

A CEHI teacher administers a required state math assessment to a student on a Tuesday. It takes the student 2 hours to complete the math assessment. The teacher returns on Wednesday and administers a required state social studies assessment. It also takes the student 2 hours to complete this assessment.

The student earns only 1 eligible day present for Tuesday and only 1 eligible day present for Wednesday. The CEHI teacher must schedule 2 more hours of CEHI during the week for the student to earn an entire week of attendance credit. The additional CEHI may be provided on any day of the same week, Sunday to Saturday, including the same calendar day that an assessment is administered. In all cases, the CEHI must be in addition to the time the student is tested.

9.17.15 Example 15

A student who has been receiving PRS support services delivers her baby on October 31 and returns home from the hospital while the baby remains hospitalized. The student asks to use the break-in-service option. The student receives postpartum CEHI for 3 weeks after delivery (student recovery period) and then returns to school. At the beginning of the 14th week after delivery (February 7), the baby is released from the hospital, and the student returns to confinement to use her 7 remaining consecutive weeks of CEHI eligibility to care for the baby (baby recovery period). Because the district's 1-week spring break falls within the 7-week period, the student receives only 6 weeks of CEHI before returning to school.

The student remains coded PRS during the entire first confinement period (student recovery period) and earns PRS eligible days present according to the number of hours of CEHI she is provided. While the student attends school between the two confinement periods, she is no longer coded PRS. The student is coded PRS again beginning on the date she is first provided CEHI during the second confinement period and remains coded PRS until she returns to school. During the second confinement period, the student again earns PRS eligible days present according to the number of hours of CEHI she is provided.

The 1-week school break does not extend the amount of time that the student may be provided CEHI. A maximum of 6 weeks is funded for PRS during the second period of confinement since the district is closed for one of the weeks in the student's 7-week period of confinement.

Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals

Students are sometimes educated during nontraditional hours or days of the week or in alternative settings within the district, such as in AEPs, juvenile justice alternative education programs (JJAEPs), disciplinary alternative education programs (DAEPs), in-school suspension programs, and education programs for incarcerated youth. This section addresses attendance accounting matters related to students in these types of programs.

Important: Although your district may determine that an AEP is required to better serve the needs of a particular student, for that student to be eligible for funding, he or she must meet all the eligibility requirements of the Foundation School Program (FSP) (see [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#)) and the AEP.

Also, regardless of the setting in which a student is served, that student's attendance must be reported according to the traditional rules of the standardized attendance accounting system required by the Texas Student Data System *Public Education Information Management System (TSDS PEIMS) Data Standards*.²¹³ The rules and regulations of the FSP documented in this handbook apply regardless of the AEP that is implemented.

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

Important for open-enrollment charter schools: Many of Section 10's requirements are based on statutory requirements in the Texas Education Code (TEC), [Chapter 37](#). Open-enrollment charter schools are not subject to the provisions of the TEC, Chapter 37, with the exception of the TEC, [§37.0021](#), related to discipline management practices or behavior management techniques²¹⁴, and any provision establishing a criminal offense. Please consult Section 10's footnotes and the applicable sections of the TEC to determine whether a particular requirement applies to open-enrollment charter schools. Also, note that per the TEC, [§12.131](#), each charter school is required to adopt a student code of conduct for the charter school or for each charter school campus.

²¹³ Texas Education Code (TEC), [§42.006](#)

²¹⁴ See 19 Texas Administrative Code [§89.1053](#).