Section	Change	20	05-2006		2006-2007
Section III General Requirements	Revision	(2-1)	Local district policy should include measures to verify, upon enrollment, that the student is entitled to enroll in the district under TEC §25.001. If the student's entitlement is contingent on the residency of a person, examples of methods of verifying residency include requiring utility bill receipts, checking tax records, or verifying with responsible district personnel that the applicable residence is within the boundaries of the district. TEC §25.001 [See (2-7) relating to homeless students.]	(2-1)	Local district policy should include measures to verify, upon enrollment, that the student is entitled to enroll in the district under TEC §25.001. If the student's entitlement is contingent on the residency of a person, examples of methods of verifying residency include requiring utility bill receipts, checking tax records, or verifying with responsible district personnel that the applicable residence is within the boundaries of the district. A student who does not reside in Texas is not entitled to enroll in a Texas public school under TEC §25.001 on the basis of another person's residency, including the residency of the student's parent or grandparent. TEC §25.001 [See (2-7) relating to homeless students.]
Section III General Requirements	Revision	(3-4)	The withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, should be decided according to applicable local policies. Once withdrawn, a student in grades 7-12 must be reported as a school leaver on a 203 Record and will possibly be considered a dropout according to Section 2 of the PEIMS <i>Data Standards</i> .	(3-4)	The withdrawal date for a student who never officially withdrew from school, but whose whereabouts can no longer be determined, should be decided according to applicable local policies. For example, local policy may state that a student is withdrawn 10 days after he or she last attended if his or her whereabouts are unknown. Once withdrawn, a student in grades 7-12 must be reported as a school leaver on a 203 Record and will possibly be considered a dropout according to Section 2 of the PEIMS Data Standards.
Section III General Requirements	Revision	(5-4)	All students who are at least 5 years old on September 1 of the current school year, but are less than 21 years old by the same date, are eligible for free attendance for either full-day or half-day attendance for the entire school year in the district in which they or their parent(s) reside or are otherwise entitled to attend for FSP benefits, provided they have not previously graduated from high school. For eligibility based solely on the residence of a parent, please see TEC §25.001(b)(2), TEC §25.001, and §42.003.  Students with disabilities become eligible for either half-day or full-day attendance on their third birthday if other special education eligibility requirements are met (Section IV). Children with serious visual and/or hearing impairments are eligible from date of birth through age two if other special education eligibility requirements are met (Section IV). These students	(5-4)	All students who are at least 5 years old on September 1 of the current school year, but are less than 21 years old by the same date, are eligible for free attendance for either full-day or half-day attendance for the entire school year in the district in which they or their parent(s) reside or are otherwise entitled to attend for FSP benefits, provided they have not previously graduated from high school. For eligibility based solely on the residence of a parent, please see TEC §25.001(b)(2), TEC §25.001, and §42.003. A student who does not reside in Texas is not entitled to enroll in a Texas public school under TEC §25.001 on the basis of another person's residency, including the residency of the student's parent or grandparent.  Students with disabilities become eligible for either half-day or full-day attendance on their <b>third birthday</b> if

Section	Change	2005-2006	2006-2007
		must be served by certified special education personnel for their full school day;, and the two-four hour rule applies.	other special education eligibility requirements are met (Section IV). Children with serious visual and/or hearing impairments are eligible from date of birth through age two if other special education eligibility requirements are met (Section IV). These students must be served by certified special education personnel for their full school day. The two-four hour rule applies.
Section III General Requirements	Revision	(8-2) Districts operating year-round programs will submit attendance records for all students by June 20, 2002, regardless of which track they are attending. Upon completion of all tracks, all records for each student must be resubmitted. In no case will any resubmission occur after September 12, 2002.	(8-2) Districts operating year-round programs will submit attendance records for all students by June 21, 2007, regardless of which track they are attending. Upon completion of all tracks, all records for each student must be resubmitted. In no case will any resubmission occur after September 3, 2007.
Section IV Special Education	Addition	None.	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 NCLB must meet the NCLB highly qualified teacher requirements.  Special Education teachers who deliver 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 they are teaching in addition to meeting the same standard for subject matter competency to meet highly qualified. 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 the students with disabilities receive their instruction in the core academic subject area from a 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 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

Section	Change	2005-2006		-2007		
Section IV Special Education	Deletion	For more information related to special coding situations for students residing in residential care and treatment facilities, refer to the Agency letter dated February 14, 2001 (Subject: Instructional Arrangement Coding).	Deleted			
Section IV	Addition	None.	3. Hospit	al Class - Code	e 02	
Special Education			residential of committee is which service circumstant or students preclude the settings on Given the reenvironment of the ARD of determination clarification disabilities in	eare and treates limited in its ces can be process such as a with substance ir inclusion it a regular school (LRE) and fut committee to ons for students provided in residing in residing specifications	ment facility to covided. This ovided. This djudicated ce abuse trand exposol campus elated to le unding systemake appronts with dis relation to sidential ca	control the location in s is true in or incarcerated youth eatment plans that sure to educational
			ARD	Parents	Students	Appropriate
			Control	Reside within	Served at	Instructional
			Over	LEA	Local LEA	Arrangement Code
			Location of Services*	Boundaries	Campus**	
			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
			situations ir students with preclude the	volving adjud th substance	dicated or i abuse treat n and expo	n of services except in ncarcerated youth, ment plans that sure to educational s, or other

Section	Change	2005-2006	2006-2007
			circumstances in which legal, medical, or governmental authorities document the inability of the student to leave the facility site.
			**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/Residence of a student at the facility for care/treatment does not automatically qualify the student for special education. Students must meet special education eligibility requirements in order to assign this code.
Section IV Special Education	Deletion	For more information related to special coding situations for students residing in residential care and treatment facilities, refer to the Agency letter dated February 14, 2001 (Subject: Instructional Arrangement Coding).	Deleted.
Section IV Special Education	Addition	None.	9. Residential Care and Treatment Facility (Not school district resident)  : In the case of some students with disabilities residing in residential care and treatment facilities, the ARD committee is limited in its ability to control the location in which services can be provided. This is true in circumstances such as adjudicated or incarcerated youth or students with substance abuse treatment plans that preclude their inclusion in and exposure to educational settings on a regular school campus.  Given the requirements related to least restrictive environment (LRE) and funding systems and the obligation of the ARD committee to make appropriate placement determinations for students with disabilities, the following clarification is provided in relation to coding students with disabilities residing in residential care and treatment facilities and receiving special education services from impacted LEAs.

Section	Change	2005-2006		-2007		
			ARD Control Over Location of Services*	Parents Reside within LEA Boundaries	Students 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
Section IV	Revision	(4-6)Toyas School for the Blind and Visually Impaired: This	situations in students wi preclude the settings on circumstand authorities of the facility s  **Local LEA number is a and instructional residential authorities of the facility s  the facility s  **Local LEA number is a and instructional authorities of the facility s  the facility s  and instructional authorities of the facility s  the facility s  the facility s	th substance it inclusion a regular sces in which document the ite.  campus indessigned, a campus indessigned, a campus indestinational progradistreatment face to demons, in full compacts.	idicated or a abuse treat in and exponent of the control of the co	cal, or governmental f the student to leave unty/district/campus ministrative structure ee, and the location of om the location of dilities to the Residential tional arrangement the LEA is, to the extent all LRE requirements
Section IV Special Education	Revision	(4-6)Texas School for the Blind and Visually Impaired: This setting is for those students who are provided special education and related services at the Texas School for the Blind and Visually Impaired (TSBVI). This setting does not generate ADA or contact hours. Students served by the Texas School for the Blind and Visually Impaired should be reported by the TSBVI with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional	setting i education Blind ar generat Texas S be repo	s for those ston and relate on and relate on Visually Ime ADA or corectors of the or t	udents who d services at paired (TSB tact hours. Blind and V SBVI with an	isually Impaired: This are provided special the Texas School for the VI). This setting does not Students served by the isually Impaired should a ADA eligibility code of <b>0</b> and an instructional

Section	Change	2005-2006	2006-2007
		setting code of <b>70</b> , <b>Texas School for the Blind and Visually Impaired</b> . Local school districts will <b>not</b> report students who are served by the TSBVI. Districts should follow student enrollment and withdrawal procedures as applicable under Sections III and IV of the Student Attendance Accounting Handbook. <b>THIS IS A CHANGED FOR 2004-2005</b> .	setting code of <b>70</b> , <b>Texas School for the Blind and Visually Impaired</b> . Local school districts will <b>not</b> report students who are served by the TSBVI. Districts should follow student enrollment and withdrawal procedures as applicable under Sections III and IV of the Student Attendance Accounting Handbook.
Section IV Special Education	Revision	(4-7) Texas School for the Deaf: This setting is for those students who are provided special education and related services at the Texas School for the Deaf (TSD). This setting does not generate ADA or contact hours. Students served by the Texas School for the Deaf should be reported by the TSD with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 71, Texas School for the Deaf. TSD will report students who are referred to the school by their parents/guardians with the student attribution code of "10" (on the PEIMS 101 Student Data – Demographic record). Local school districts will not report students who are served by the TSD. Districts should follow student enrollment and withdrawal procedures as applicable under Sections III and IV of the Student Attendance Accounting Handbook. THIS IS A CHANGE FOR 2004-2005.	(4-7) Texas School for the Deaf: This setting is for those students who are provided special education and related services at the Texas School for the Deaf (TSD). This setting does not generate ADA or contact hours. Students served by the Texas School for the Deaf should be reported by the TSD with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 71, Texas School for the Deaf. TSD will report students who are referred to the school by their parents/guardians with the student attribution code of "10" (on the PEIMS 101 Student Data – Demographic record). Local school districts will not report students who are served by the TSD. Districts should follow student enrollment and withdrawal procedures as applicable under Sections III and IV of the Student Attendance Accounting Handbook.
Section IV Special Education	Revision	<ul> <li>(4-10) Extended School Year (ESY) Services: Districts will be funded for ESY services for special education students for the summer of 2004. Each student must be recommended for ESY services by the ARD committee (as documented in the student's IEP) based on the justification that, without participation in ESY services, the student may regress over the summer months. TEC §42.151(k), 19 TAC §89.1065</li> <li>1. The student must be reported in the same instructional arrangement/setting in which the student was served during the 2003-2004 school year.</li> </ul>	<ul> <li>(4-10) Extended School Year (ESY) Services: Districts will be funded for ESY services for special education students for the summer of 2006. Each student must be recommended for ESY services by the ARD committee (as documented in the student's IEP) based on the justification that, without participation in ESY services, the student may regress over the summer months. TEC §42.151(k), 19 TAC §89.1065</li> <li>1. The student must be reported in the same instructional arrangement/setting in which the student was served during the 2006-2007 school year.</li> </ul>
Section IV Special Education	Revision	(5-11) : Outlined in the Provision of Services for Students Placed by their Parents in Private Schools or Facilities (19 TAC §89.1096), the amount and type, if any, of special education and related services made available to students with disabilities	(5-11) : Outlined in the Provision of Services for Students Placed by their Parents in Private Schools or Facilities (19 TAC §89.1096), the amount and type, if any, of special education and related services made available to students with disabilities

Section	Change	2005-2006	2006-2007
		placed in private schools or facilities is determined based on consultation with representatives of the private school students with disabilities and a proportionate share calculation. (34 CFR 300.450-300.462) Since the obligation of the LEA to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, students receiving services under a services plan should be entered into PEIMS with an ADA eligibility code of 0 - Enrolled, Not in Membership and counted on the October 29, 2006, child count snapshot for data reporting purposes.	placed in private schools or facilities is determined based on consultation with representatives of the private school students with disabilities and a proportionate share calculation. (34 CFR 300.450-300.462) Since the obligation of the LEA to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, students receiving services under a services plan should be entered into PEIMS with an ADA eligibility code of 0 - Enrolled, Not in Membership and counted on the last Friday of October for the Fall PEIMS submission, child count snapshot for data reporting purposes.
Section IV Special Education	Revision	Students with Disabilities – PEIMS Coding Chart Subtitle: A student eligible for special education AND PK services Row Description:served in a self-contained special education classroom by a special education teacher all day (Students in this setting receive only special education and related services. Column Heading: PPCD Ind Cell Value: 0	Students with Disabilities – PEIMS Coding Chart Subtitle: A student eligible for special education AND PK services Row Description:served in a self-contained special education classroom by a special education teacher all day (Students in this setting receive only special education and related services. Column Heading: PPCD Ind Cell Value: 1
Section V Career and Technology	Revision	<ul> <li>(1-4) Districts are responsible for ensuring that CTE contact hour funding eligibility is determined by meeting the following four criteria:</li> <li>1. CTE courses must have a qualified/certified CTE teacher.</li> <li>a. "A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B." (TEC Chapter 21.003 Certification Required)</li> <li>b. The teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.</li> <li>2. CTE courses must have a course calendar documenting the number of average minutes per day in the CTE class, [see (4-</li> </ul>	(1-4) Districts are responsible for ensuring that CTE contact hour funding eligibility is determined by meeting the following four criteria:  1. CTE courses must have a qualified/certified CTE teacher.  a. "A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B." (TEC § 21.003 Certification Required)  b. The teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.  2. CTE courses must have a course calendar documenting the number of average minutes per day in the CTE class, [see (4-
Section V Career and Technology	Revision	4) and (5-7) of this section].  (1-5) Local school districts may contract with other schools for CTE classes. (TEC Chapter 29.184)  a. The board of trustees of a school district may contract with another school district or with a public or private postsecondary educational institution or trade or technical	4) and (6-0) of this section].  (1-5) Local school districts may contract with other schools for CTE classes. (TEC § 29.184)  a. The board of trustees of a school district may contract with another school district or with a public or private postsecondary educational institution or trade or technical

Section	Change	2005-2006	2006-2007
		school that is regulated by this state, as designated in the state plan for career and technology education required under Section 29.182, to provide career and technology classes for students in the district	school that is regulated by this state, as designated in the state plan for career and technology education required under TEC § 29.182, to provide career and technology classes for students in the district
Section V Career and Technology	Revision	(4-1) Each CTE course taught for contact hours must be included in the approved list of courses in Section 4, Code Table C022 of the PEIMS Data Standards. Courses with two or five asterisk service ID notations have <u>not</u> been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.  CTE courses not approved for weighted funding are reported	(4-1) Each CTE course taught for contact hours must be included in the approved list of courses in Section 4, Code Table C022 of the PEIMS Data Standards. Courses with two or five asterisk service ID notations have <u>not</u> been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.  CTE courses not approved for state weighted funding are
		as PEIMS Program Intent Code 11. (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.) 90% of a districts CTE allotment funding must be spent in support of courses with Program Intent Code 22; CTE courses with Program Intent Code 11 may receive support from the remaining 10% of a district's CTE allotment as well as other funding sources.	reported as PEIMS Program Intent Code 11. (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.) 90% of a districts CTE allotment funding must be spent in support of courses with Program Intent Code 22; CTE courses with Program Intent Code 11 may receive support from the remaining 10% of a district's CTE allotment as well as other funding sources.
Section V Career and Technology	Revision	(4-2) School districts may receive weighted funding for all approved CTE innovative courses for students in grades 9-12. To receive weighted funding, the district must have applied and received written approval from TEA or other authorized approval entity to offer the innovative course.	(4-2) School districts may receive state weighted funding for all approved CTE innovative courses for students in grades 9-12. To receive weighted funding, the district must have applied and received written approval from TEA or other authorized approval entity to offer the innovative course (TAC §74.27).
Section V Career and Technology	Revision	(4-4) Students who are enrolled in CTE courses approved for weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as either V1, V2, V3, V4, V5, or V6.	(4-4) Students who are enrolled in CTE courses approved for state weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as either V1, V2, V3, V4, V5, or V6.
Section V Career and Technology	Revision	(4-7) "Career preparation" work-based learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See (5-7) for instructions on coding students enrolled in career preparation programs.  Work-based instruction opportunities must be planned and supervised cooperatively by the local education agency and the	(4-7) "Career preparation" work-based learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See (5-7) for instructions on coding students enrolled in career preparation programs.  Work-based instruction opportunities must be planned and supervised cooperatively by the local education agency and the
		training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences. See (5-8 and 5-9) for contact hour eligibility.	training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences. See (5-8 and 5-9) for contact hour eligibility.
		All CTE courses that include a <u>paid</u> or <u>unpaid</u> WBL experience (out-of-school environment) <u>must</u> be coded with the ***	All CTE courses that include a <u>paid</u> or <u>unpaid</u> WBL experience (out-of-school environment) <u>must</u> be coded with the *** (teacher) Career Preparation code and **** (student) WBL

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		(teacher) for Career Preparation and **** (student) WBL	training station code.
		training station.	Written training agreements
		Written training agreements must be on file for students	(www.tea.state.tx.us/cte/curriculum) must be on file for
		participating in either paid or unpaid work-based learning	students participating in either paid or unpaid work-based
		opportunities. A student in paid work-based instruction may be	learning opportunities. A student in paid work-based
		counted for contact hours on the first day of enrollment,	instruction may be counted for contact hours on the first day of
		provided a training plan for the student is on file within 15 instructional days of the student's employment date. A student	enrollment, provided a training plan for the student is on file within 15 instructional days of the student's employment date.
		participating in unpaid work-based experiences may be	A student participating in <u>unpaid</u> work-based experiences may
		counted for contact hours on the first day of enrollment; a	be counted for contact hours on the first day of enrollment; a
		written training agreement must be completed and filed before	written training agreement must be completed and filed before
		the student begins participating in training at the work-based	the student begins participating in training at the work-based
		learning site.	learning site.
		For a student participating in paid work-based learning	For a student participating in paid work-based learning
		experiences, employment must begin within 15 instructional	experiences, employment must begin within 15 instructional
		days of the student's enrollment date. If a student's employment at an approved work site does not begin by the	days of the student's enrollment date. If a student's employment at an approved work site does not begin by the
		16th instructional day after enrollment, the student may be	16th instructional day after enrollment, the student may be
		placed at an unpaid work site. If a student's employment ends	placed at an unpaid work site. If a student's employment ends
		prior to the end of the school year, contact hours may be	prior to the end of the school year, contact hours may be
		counted without interruption provided the student's paid work- based training resumes within 15 instructional days and a	counted without interruption provided the student's <u>paid</u> work- based training resumes within 15 instructional days and a
		written training agreement is on file within 15 instructional days	written training agreement is on file within 15 instructional days
		of employment.	of employment.
		Teachers assigned to career preparation work-based learning	Teachers assigned to career preparation work-based learning
		experiences must visit each student training site at least six	experiences must visit each student training site at least six
		times each school year. Teachers must be provided time	times each school year. Teachers must be provided time
		within their schedules to visit the training sites. Whether the	within their schedules to visit the training sites. Whether the district has 6-week or 9-week grading periods, at least one
		district has 6-week or 9-week grading periods, at least one training site visit during each student grading period is required	training site visit during each student grading period is required
		in order to earn contact hours for that reporting period. Districts	in order to earn contact hours for that reporting period. Districts
		with four 9-week grading periods are required to provide a	with four 9-week grading periods are required to provide a
		minimum of 2 training site visits scheduled as needed in	minimum of 2 training site visits scheduled as needed in addition to the required visit each grading period.
		addition to the required visit each grading period.	addition to the required visit each grading period.
		Time spent at the training site is instructionally engaged time.	Time spent at the training site is instructionally engaged time.
		Up to 120 minutes per day required time at the training station	Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance
		counts toward meeting full-time and half-time attendance	requirements. See Section III (5-2) [19 TAC §129.21(h)].
		requirements. See (5-2) Section III Subsection TAC	( ) [ ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (
		19.129.21(h)	

Section	Change	2005-2006	2006-2007
Section V Career and Technology	Revision	(4-9) School districts may contract with other entities to provide CTE instruction for students enrolled in district to receive high school credit. These contracts may be with another entity, such as a school district, a community college, the Texas State Technical College System, or a proprietary school. Proprietary school teachers must have a Texas teaching certificate for the teaching assignment. In all cases the home (sending) district must report the student's attendance when it is a high school only course. See (8-1) for quality control instructions.	(4-9) School districts may contract with other entities to provide CTE instruction for students enrolled in district to receive high school credit. These contracts may be with another entity, such as a school district, a community college, the Texas State Technical College System, or a proprietary school. Proprietary school teachers must have a Texas teaching certificate for the teaching assignment. In all cases the home (sending) district must report the student's attendance when it is a high school only course. See 8-1 to 8-7 for quality control instructions.
Section V Career and Technology	Deletion	(4-11) TAC Chapter 74.26(d)	None.
Section V Career and Technology	Revision	(4-13) Only students in grades 9-12 are eligible for contact hours, except for CTED courses [see (4-9)]. Students in grades below 9 are not eligible for contact hours even if they take a high school course.	(4-13) Only students in grades 9-12 are eligible for contact hours, except for CTED courses [see (4-10)]. Students in grades below 9 are not eligible for contact hours even if they take a high school course.
Section V Career and Technology	Revision	(5-1) CTE is designed to serve students in grades 6-12. Students in grades 7-8 can be reported only for contact hours in CTED courses [see (4-9) earlier in this section]. No other students in grades 7-8 may earn contact hours, even if they are enrolled in a grade 9-12 CTE course.	(5-1) CTE is designed to serve students in grades 6-12. Students in grades 7-8 can be reported only for contact hours in CTED courses [see (4-10) earlier in this section]. No other students in grades 7-8 may earn contact hours, even if they are enrolled in a grade 9-12 CTE course.
Section V Career and Technology	Revision	(5-2) State approved CTE courses are listed in Section 4, Code Table C022 of the PEIMS Data Standards. Courses with two or five asterisk service ID notations have not been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.  Districts that offer instruction in CTE courses that are not approved for the additional state CTE funding weight do not report students served in these courses on the 410 Record (CTE- Student). However, these courses will be reported on the student's PEIMS 170 record on the Fall Snapshot date. Students enrolled in grade 9-12 courses that are not approved for weighted funding must be reported on the 415 Record in Submission 3. See the PEIMS Data Standards.	(5-2) State approved CTE courses are listed in Section 4, Code Table C022 of the PEIMS <i>Data Standards</i> . Courses with two or five asterisk service ID notations have <u>not</u> been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.  Districts that offer instruction in CTE courses that are not approved for the additional state CTE funding weight do not report students served in these courses on the 410 Record (CTE- Student). However, these courses are reported on the student's PEIMS 170 record on the Fall Snapshot date. Students enrolled in grade 9-12 courses that are not approved for weighted funding must be reported on the 415 Record in Submission 3. See the PEIMS <i>Data Standards</i> .
Section V Career and Technology	Revision	(5-7) CTE Career Preparation eligibility requirements are below. Refer to (4-6) for General Rules and to the Glossary for definitions.	(5-7) CTE Career Preparation eligibility requirements are below. Refer to (4-7) for General Rules and to the Glossary for definitions.
Section V Career and Technology	Revision	(9-1) A student is enrolled in Preparation for Parenting for the first semester and in Individual and Family Life for the second semester.	(9-1) A student is enrolled in Architectural graphics for the first semester and in Engineering graphics for the second semester.

Section	Change	2005-2006	2006-2007
Section V Career and Technology	Revision	(9-6) A student wants to take Business Computer Information Systems I. However, this class is not offered at the student's home district. The student's home district contracts with a nearby district for the student to attend the nearby district's Business Computer Information Systems I class, which is taught for two one-hour class periods.  The home district should enter this student's CTE code as V2 in the attendance accounting system [acc. (4.8)]	(9-7) A student wants to take Business Computer Information Systems I. However, this class is not offered at the student's home district. The student's home district contracts with a nearby district for the student to attend the nearby district's Business Computer Information Systems I class, which is taught for a one-hour class period. The home district should enter this student's CTE code as V1 in the attendance accounting system [see (1-5)].
Section V Career and Technology	Revision	<ul> <li>the attendance accounting system [see (4-8)].</li> <li>(9-8) A student enrolled in Interior Design on the first day of school. After two weeks in this class the student decided to take Automotive Technician I, a two-hour CTE course, instead of Interior Design and a regular education elective.</li> <li>The CTE code for this student would be entered as V1 for the first two weeks of school and V2 for the remainder of the semester in the attendance accounting system. The student is coded as V1 for the first two weeks because the student is enrolled in one one-hour CTE class period (one 1/2-credit class). The student is coded as V2 for the remainder of the semester because the student is enrolled in one CTE class that is taught for two one-hour class periods (one one-credit class). Documentation of the student's schedule change should be maintained.</li> </ul>	<ul> <li>(9-9) A student enrolled in Interior Design on the first day of school. After two weeks in this class the student decided to take Automotive Technician I, a two-hour CTE course, instead of Interior Design.</li> <li>The CTE code for this student would be entered as V1 for the first two weeks of school and V2 for the remainder of the semester in the attendance accounting system. The student is coded as V1 for the first two weeks because the student is enrolled in one one-hour CTE class period (one 1/2-credit class). The student is coded as V2 for the remainder of the semester because the student is enrolled in one CTE class that is taught for two one-hour class periods (a two-credit class). Documentation of the student's schedule change should be maintained.</li> </ul>
Section VI Bilingual/ESL	Addition	None.	4. the student performs satisfactorily on the reading assessment instrument under TEC §39.023 (a) or an English language arts assessment instrument under TEC §39.023 (c), as applicable, with the assessment instrument administered in English. TEC §29.056 (g)
Section VI Bilingual/ESL	Revision	(3-4) Bilingual education or ESL program contact hours may not be claimed when students receiving bilingual education or ESL program services are placed in disciplinary settings [(i.e., In-School Suspension (ISS) or Disciplinary Alternative Education Program (DAEP)] for more than 5 consecutive days if the same amount and type of bilingual education or ESL program services are not provided by a bilingual education or ESL program teacher.	(3-4) Bilingual education or ESL program eligible days present may not be claimed when students receiving bilingual education or ESL program services are placed in disciplinary settings [(i.e., In-School Suspension (ISS) or Disciplinary Alternative Education Program (DAEP)] for more than 5 consecutive days if the same amount and type of bilingual education or ESL program services are not provided by a bilingual education or ESL program teacher.
Section VII Prekindergarten	Revision	(2-2) A student is eligible for PK by meeting the following criteria in 1, 2, or 3.	(2-2) A student is eligible for PK by meeting the following criteria in 1, 2, 3, 4 or 5.
Section VII	Addition	None.	(2) Enrollment Procedure

Section	Change	2005-2006	2006-2007
Prekindergarten	Change	2003-2000	4. Appropriate PK staff determines eligibility for a child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority.  The term "member of the armed forces includes:  a. active duty uniformed members (parents or official guardians) of the Army, Navy, Marine Corps, Air Force, or Coast Guard who are assigned to duty stations in Texas or who are Texans who have eligible children residing in Texas.  b. Activated/mobilized uniformed members of the Texas National Guard (Army or Air Guard), or activated/mobilized members of the Reserve components of the Army, Navy, Marine Corps, Air Force, or Coast Guard who are Texas residents
Section VII	Addition	None.	c. Uniformed service members who are Missing in Action (MIA).  (2) Enrollment Procedure
Prekindergarten	, identify		2. Appropriate PK staff determines eligibility for a child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
Section VII Prekindergarten	Addition	None.	(5) Eligibility  4. the child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority; or
Section VII Prekindergarten	Addition	None.	(5) Eligibility : : 5. the child of a member of the armed forces of the

Section	Change	2005-2006	2006-2007		
			United States, including the state military forces or a		
			reserved component of the armed forces, who was injured		
			or killed while serving on active duty.		

Section	Change	2005-2006	CHANGE DOCUMENT		2006-2007
Section VII Prekindergarten	Addition	None.		(7-4)	If the student is eligible for PK because the student is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, the following documentation must be on file.  1. Department of Defense (DoD) photo identification for children of active duty service members.  2. A "Statement of Service" from the Installation Adjutant General (AG) Director of Human Resources for children of active members or mobilized Reservists or members of the Texas National Guard. This office would use the military personnel systems and documentation to verify that the Service member is in fact on active duty in Texas or a Texas mobilized Reservist. For Texas National Guard members (Army or Air Guard), the Texas National Guard's office of the Adjutant General (TAG) may provide documentation or an official letter from a commander (at or above the Lieutenant Colonel or, for the Navy at the Commander level) confirming active/mobilized status may be accepted.  3. A copy of the Death Certificate using the Service appropriate Department of Defense form, or a Department of Defense form that indicates death as the reason for the separation from service for children of Service members who died or were killed. If the Department of Defense form is not available, the family would ask the Casualty Assistance Office of the closest Casualty Assistance Office of the closest Casualty Area Command (in Texas) to provide a memorandum signed by the Casualty Office stating the Service member was killed in action or died while serving.

Section	Change	2005-2006	2006-2007		
			4. A copy of Purple Heart orders or citation for children of Service members or mobilized Reservists/guardsmen who were wounded or injured in combat.		
			A copy of the Line of Duty Determination documentation for children of Service members or mobilized Reservists/guardsmen who were injured while serving active duty but were NOT wounded or injured in combat. If such is not available, a copy of an official letter from a commander (at or above the Lieutenant Colonel or, for the Navy at the Commander level) that stated the Service member was wounded or injured while on active duty is acceptable.		
			5. "Missing in Action" (MIA) appropriate documentation for children of Service members who are MIA.		
Section VII Prekindergarten	Revision	(7-4) The documents considered acceptable for proof of identification and age are:	(7-5) The documents considered acceptable for proof of identification and age are:		
Section VII Prekindergarten	Revision	(7-5) The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.	(7-6) The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.		
Section VIII Gifted and Talented	Revision	(3-2) The gifted and talented indicator code is removed from the attendance accounting system by attendance personnel. Effective date of dismissal should be recorded.	(3-2) The gifted and talented indicator code is removed from the attendance accounting system by attendance personnel. Effective date of withdrawal should be recorded.		
Section IX	Revision	Introduction	Introduction		
Pregnancy Related Services		Pregnancy Related Services (PRS) are support services including Compensatory Education Home Instruction (CEHI) a pregnant student receives during the pregnancy prenatal and postpartum periods to help her adjust and stay in school. These services are delivered to the student when:	Pregnancy Related Services (PRS) are Support Services including Compensatory Education Home Instruction (CEHI) 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 the student when:		
		<ul> <li>the student is pregnant and attending classes on a district campus;</li> <li>the pregnancy prenatal period prevents the student from attending classes on a district campus; and</li> <li>the pregnancy postpartum period prevents the student from attending classes on a district campus.</li> </ul>	<ul> <li>the student is pregnant and attending classes on a district campus;</li> <li>the pregnancy prenatal period prevents the student from attending classes on a district campus; and</li> <li>the pregnancy postpartum period prevents the student from</li> </ul>		

#### **CHANGE DOCUMENT**

Change Section 2005-2006 The district may choose to offer both support services and CEHI services or only the CEHI services in a PRS Program. Districts 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. The district receives 2.41 PRS weighted funding while support services are being provided to the student during the prenatal and/or postpartum periods. A description of the PRS program, as well as the services offered under the program, must be included in the campus and district improvement plans. 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 prevent the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI must be counted absent. Districts 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 services provided by the district's PRS program. (for exceptions, see 9-12, 9-13) **Support Services** are optional components of a PRS program. 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:

attending classes on a district campus.

2006-2007

The district may choose to offer both Support Services components and the CEHI component or only the CEHI component in a PRS Program. However, a 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.

The 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 prevent 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 utilized 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, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while 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 chapter.

Districts may not code students as PRS in the

Section	Change		2005-2006	2006-	2007
		1.	counseling services;		dance accounting system in order to receive 2.41
					weighted funding unless CEHI is included as one
		2.	health services;		e service components provided by the district's
				PRS	program. (for exceptions, see 9-12, 9-13)
		3.	transportation for the student and/or the student's		
			child(ren) to school, child care facility, community service	Supp	ort Services are the optional components of a
			agencies, etc.;		program that may be provided to the student
					g the prenatal period of the pregnancy while
		4.	instruction related to parenting knowledge and skills,		tudent is pregnant and attending school. In
			including child development, home and family living, and		ion, Support Services may be provided during
			appropriate job readiness training;	-	renatal or postpartum periods of pregnancy
				while	the student is confined at home or hospital
		5.	child care for the student's child(ren); and	beds	ide for a valid medical necessity or recovering
					delivery and being served with PRS CEHI. In
		6.	case management and service coordination (assistance		ses, Support Services are provided to support
			in obtaining services from government agencies and		tudent and should not interfere with the
			community service organizations).		emic services while she is on the school
					ous or receiving CEHI at home or hospital
					ide. Districts offering support services with CEHI
				•	code students as PRS in the attendance
					unting system in order to receive the 2.41 PRS
				•	nted funding beginning on the date support
					ces are provided to pregnant students. Examples
				of Su	pport 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;
					sons of hars o and coronic a annotic 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)
				٦.	related to parenting knowledge and skills,
					including child development, home and family
					living, and appropriate job readiness training;
					iring, and appropriate job readiness training,

Section	Change	2005-2006		200	06-2007
				5.	child care for the student's child(ren);
				6.	schedule modifications (See 8-6); and
				7.	case management and service coordination (assistance in obtaining services from government agencies and community service organizations).
Section IX	Revision	(2) Enrollment	Procedure	(2) Enroll	ment Procedure
Pregnancy Related Services	reviolen	(2-1)	Any school age female student may be enrolled in the PRS program if they are eligible for Average Daily Attendance (ADA) and in the prenatal or postpartum periods of pregnancy. (see 4-3, 4-4)	(2-	
		(2-2)	The student's eligibility to receive PRS is verified by either:	(2-	The student's eligibility to receive PRS is verified by either:
			1. a responsible campus official;		a responsible campus official or
			<ol> <li>a medical practitioner or nurse midwife licensed to practice in the United States;</li> <li>or</li> </ol>		<ol> <li>a medical or nurse practitioner or nurse midwife licensed to practice in the United States.</li> </ol>
			3. an advanced nurse practitioner.	(2-	-3) The date the student begins receiving PRS services is considered the entrance date
		(2-3)	The date the student begins receiving services is considered the entrance date (enrollment) into the PRS program.		(enrollment) into the PRS program.
Section IX	Revision	(4) General Ru		` '	eneral Rules
Pregnancy Related Services		(4-1)	A description of the district's PRS program and the specific services available to the student must be included in the district and campus improvement plans. The use of the compensatory education allotment for PRS	(4-	<ul> <li>District and Campus Improvement Plans must:</li> <li>include a description of the district's PRS program;</li> <li>describe the specific services</li> </ul>
			must be described in the strategies that are listed in the district and campus improvement plans.		available to the student; and 3. summarize the use of the compensatory education allotment for PRS in the strategies when the PRS
		(4-2)	Student Detail Reports must contain a PRS Indicator Code for all students who are being		Program is utilized to serve prenatal and postpartum students.

Section	Change	2005-2006	CHANGE DOCOMENT	2006-2007
			served in the PRS program and who are eligible for state funding [see (5) Eligibility later in this section].	(4-2) Student Detail Reports must contain a PRS Indicator Code for all students who are being
		(4-3)	<u>Prenatal CEHI:</u> When a student is unable to attend classes and is required to be at home or in the hospital during the pregnancy <b>prenatal</b> period:	served in the PRS program and who are eligible for state funding [see (5) <i>Eligibility</i> later in this section].
			1. documentation from a medical practitioner licensed to practice in the United States must be obtained. The medical practitioner's recommendation must include both the medical necessity for confinement and the period of confinement. Districts may define a medical necessity for confinement as either a "medical diagnosis" or "a valid	(4-3) 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.
			medical reason" when requesting documentation from a medical practitioner licensed to practice in the United States.; and  1. the district must provide CEHI during the confinement period.	(4-4) 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
			2. There is no limit for CEHI services during the prenatal period. The amount of time the student receives services is dependent on the medical practitioner's note.	pregnant including the need to hold ARD meeting(s) attended by both PRS and special education staff to address the collaborative service. (See 4-14)  (4-5) On Campus PRS Services: A student that is
			3. Regular education students should not be referred to special education for instructional services, but should be provided CEHI through the PRS program.	pregnant may be served with PRS Support Service while she is pregnant and attending classes. Districts that serve prenatal students on campus with PRS Support Services receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system
		(4-4)	Postpartum CEHI: During the postpartum period, CEHI must be offered. The student may be served six calendar weeks after delivery.	as receiving PRS while being served on campus). (See Introduction)  1. A responsible campus official must

Section	Change	2005-2006	CHANGE DOCOMENT	2006-20	07
			CEHI Beginning Date: The district may begin the six-week postpartum period on the day of delivery or the day after delivery. Districts must select one beginning date for the district		record the date of the initial contact with the pregnant student and document that On Campus services are being provided.
			(day of delivery or the day after delivery), must consistently use the same beginning date for all students through out the school year, and cannot alternate between the beginning date options.		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 the district for PRS funding.
			Extending CEHI: If there are complications from the pregnancy and/or delivery, documentation stating the <i>medical necessity</i> for confinement from a medical practitioner licensed to practice in the United States may extend the postpartum period beyond the sixweek period for an additional period of up to		<ol> <li>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.</li> </ol>
			four calendar weeks. This postpartum extension may be for complications with the student mother's health or with her newborn infant's health. Districts may define a medical necessity for confinement as either a "medical diagnosis" or "a valid medical reason" when requesting documentation from a medical practitioner licensed to practice in the United States.	(4-6)	Prenatal Confinement: A student that is pregnant can be served at home or the hospital bedside when the pregnancy prenatal period prevents the student from attending classes. Districts that serve students during a prenatal confinement with PRS CEHI receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while
			Under no circumstances will a student remain eligible for PRS beginning on the first day of the eleventh week after the delivery date.		being served at home).  1. In all instances, the CEHI component of the PRS Program must be provided to the student
			A student in the postpartum period of pregnancy and receiving CEHI may receive limited services at a school campus to supplement CEHI or other services and to help		during the prenatal confinement to receive the funding. (See Introduction)  2. Providing the PRS support services
			with the transition from home back to school.  The student may not return and attend a class or classes on a regular, routine basis until she is withdrawn from PRS. If the student attends school for limited services, for example testing		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.

Section	Change	2005-2006	CHANGE DOCUMENT	2006-20	007
Section	Change		(six-weeks, final, TAKS, etc.), tutoring, or receiving supplemental instruction, etc.; the amount of time spent taking the test, being tutored, or receiving supplemental instruction, etc.will not count as part of the time required for CEHI.  The 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 campus.  Break-In-Service CEHI: Districts may allow a student to divide the PRS postpartum CEHI period into two periods in instances where the infant remains hospitalized after delivery. This		<ol> <li>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 4-9, Doctor Notes and Releases)</li> <li>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 4-9, Doctor Notes and Releases)</li> <li>There is no limit to the length of</li> </ol>
			allows the student to use the first period of the postpartum CEHI to recover from delivery [Student Recovery Period]. After the student is recovered, the student returns to school and saves the remainder of her eligible CEHI time. When the baby is released from the hospital, the student goes back on CEHI [Baby Recovery Period] utilizing the second period of postpartum CEHI to care for her baby.  • When the student returns to school between the two recovery periods, she will not be coded PRS.  • The maximum CEHI time for the student shall not exceed 10 weeks.  PRS and Special Education Services		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.  6. Students who do not come to school and who do not receive CEHI (and/or SPED Homebound if SPED) must be counted absent in accordance with the Charts provided in this chapter.
			Students who are eligible for special education and related services who also receive PRS must be served collaboratively through both programs.  Special education and related services are provided as documented in the individualized education program (IEP) as decided by the	(4-7)	Postpartum Confinement: A student that delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed the baby up for adoption can be served, beginning on the day of or day after delivery, for up to six consecutive weeks (Weeks 1-6) at home or

Section	Change	2005-2006	CHANGE DOCOMENT	2006-2007
Section	Change	2003-2006	Admission, Review and Dismissal (ARD) committee. Special education eligibility and services do not change solely due to the student becoming pregnant.  During the periods of confinement to the home or hospital bedside, either prenatal or postnatal, special education and related services should be provided in the homebound instructional setting (see Section IV: Homebound and PRS Notes for more detailed information)  In addition to the instructional services provided to the student through the special education program, PRS must provide at least two hours (120 minutes) a week of support services. The additional two hours provided through the PRS program may include support services such as counseling, instructional services for elective courses, parenting instruction, etc. The additional two hours of other services may be provided by a certified teacher, nurse, counselor, or social worker.  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 (9-9) later in this section.	the hospital bedside with Six-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).  i. Beginning and Ending Postpartum Confinement.  a. The district must: i. select one beginning date for the district (day of delivery or the day after delivery); ii. consistently use the same beginning date for all students throughout the school year; and iii. not alternate between the beginning date options.  b. Six-Week Postpartum Confinement is six consecutive weeks in length, beginning on the district beginning date (day of or day after delivery) and ending on the last day of week six from the beginning date for the district (day of delivery or the day after delivery).  c. Extended Postpartum Confinement is four consecutive weeks in length, beginning on the first day of week seven and ending on the last day of week ten from the beginning date for the district (day of delivery or the days after delivery).  ii. Break-in-Service Confinement. Districts may allow a student to divide the ten
				weeks of PRS postpartum confinement into two periods in instances where the infant remains hospitalized after

Section Ch	ange	2005-2006	2006-2007	
Section Cn	ange	2005-2006	C C C S T C C T	delivery. This allows the students 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] utilizing the second period of postpartum
				a. Break-in-Service Confinement is 10 weeks in length, divided into two periods of consecutive confinement [Student Recovery Period and Baby Recovery Period].  i. The Student Recovery Period of consecutive period of confinement, begins on the district's beginning date (day of or day after delivery) and ending the date the student returns full time to school to await the baby's release from the hospital or the first day of week eleven which ever comes first.  ii. The Baby Recovery Period is the second consecutive period of confinement beginning the day the infant is released from the hospital and ending on the first day of week eleven of service if any service time is remaining after the Student Recovery Period is completed.

Section	Change	2005-2006	20	06-2007	
					b. When the student returns to the school between the two recovery periods, she will not be coded PRS.
					c. The number of days a student returns to school between the two recovery periods is dependent on the medical or nurse practitioner's documentation for confinement and when the infant is released from the hospital.
					d. The maximum postpartum confinement (Student Recovery and Baby Recovery shall not exceed 10 weeks.
					e. All provisions for Postpartum Confinement and Extended Postpartum Confinement requirements must be met when utilizing the Break-in-Service Postpartum Confinement option.
					f. The date the infant was released from the hospital must be documented at the district by a responsible campus official.
					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.
					Districts that serve postpartum students with PRS CEHI at home of the hospital bedside receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served at home).
					In all instances, the CEHI component of the PRS Program must be provided to

Section	Change	2005-2006	2006-2007	
				the student during the confinement period to receive the funding.
			vi.	The date the pregnancy ended (e.g. date of delivery) must be recorded at the district by a responsible campus official.
			vii.	Documentation obtained from a medical or nurse practitioner licensed to practice in the United States to place a student on postpartum confinement for Weeks 1 – 6 is optional. (See 4-9, Doctor Notes and Releases)
			viii.	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 document that a medical necessity to extend confinement has been determined to exist. (See 4-9, Doctor Notes and Releases)
			ix.	Districts that require documentation obtained from a medical or nurse practitioner licensed to practice in the United States to place a student on postpartum confinement for Weeks 1 -6 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 4-9, Doctor Notes and Releases)
			x.	Districts 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

Section	Change	2005-2006	2006-2007	
				to campus from postpartum confinement for any reason before the first day of the fourth week after the day of the infant's birth (Week 1-3). (See 4-9, Doctor Notes and Releases)
			xi.	Districts 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 during the extended postpartum period (Weeks 7-10). (See 4-9, Doctor Notes and Releases)
			xii.	Students who do not come to school and who do not receive CEHI (and/or SPED Homebound if SPED) must be counted absent in accordance with the Charts provided in this chapter.
			xiii.	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).
			xiv.	The student in the postpartum period of pregnancy is not 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: Breakin-Service Postpartum Option)
			xv.	Districts are 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

Section	Change	2005-2006	2006-2007	
			breaks, etc. incl extend to be serve These of when do student services the cou of time postpar	holidays, teacher work days, uding the summer break do not the amount of time a student can ed with postpartum services. lays are included in the count etermining the amount of time a can be served with postpartum s. These days are included in int when determining the amount a student is eligible for tum confinement services. (See 9 for examples).
			the pregnancy that must be of bedside and so PRS CEHI will based on the served at hon the following days present.  1. Use the	ole Days Present. Students in a prenatal or postpartum period confined to home or hospital served by the district through I earn eligible days present number of hours a student is ne by a certified teacher. Use chart to determine the eligible the following chart to determine the gible days present
				nncy Related Services IT SERVICE REQUIREMENTS
			AMOUNT OF TIME SERVED PER WEEK Week is Sunday through Saturday	ELIGIBLE DAYS PRESENT EARNED PER WEEK
			PRS CEHI	PRS
			Zero hours	Zero days present PRS
			One hour	One day present PRS
			Two hours	Two days present PRS
			Three hours	Three days present PRS
			Four hours	Four days present (4-day week) PRS, zero days absent.
				Five days present (5-day week) PRS, zero days absent

Section	Change	2005-2006	2006-2007
			<ol> <li>Students who are enrolled in the district on a half-time basis will earn two and one half days attendance when two hours of CEHI are provided.</li> <li>Students who do not come to school and who do not receive CEHI and/or SPED Homebound must be counted absent if accordance with the Charts provided in this chapter.</li> </ol>
			(4-8) Doctors Notes and Releases. Required documentation for events of prenatal and postpartum confinement and medical release must be obtained from a medical or nurse practitioner licensed to practice in the United States to document that a medical necessity for confinement in accordance to the current International Classification of Diseases has been determined to exist and to determine that the student is medically ready to return to campus.
			<ol> <li>The required information can be obtained in one or multiple notes from one or more medical practitioners.</li> <li>Discharge papers and other official forms completed and issued by hospital, clinic, practitioner's office, etc. can be copied and utilized to support doctor notes.</li> </ol>
			3. Doctor notes that do not provide a medical necessity for confinement in accordance to the current International Classification of Diseases and meet the requirements herein may not be accepted. Further, even if the district served the student, PRS funding may be required to be refunded for inadequate documentation.  4. Doctor's notes must include the:
			a. statement of the <i>medical necessity</i> for prenatal confinement (medical

Section	Change	2005-2006	2006	2007	
				accor Class b. lengtl postp c. Medic the st and d. A stat be be ameli in CE e. An ex risk(s	rosis an conditions in redance to the International sification of Diseases (ICD); hof prenatal or extended partum confinement; cal Release including the date rudent is to return to school; tement of how the student can exter served or the condition orated by placing the student HI and/or explanation of the medical so that attending school ents to the student and/or
				undel 5. A medical r	release must include: pecific date(s), number of days
				per we day the and be determined by the according to school according to according to a state are no mother according to the according to a state are no mother according to the	eek, and number of hours per he student can return to school he on campus and if the limitations, restrictions, mmodations, etc. placed on the ent mother's temporary, limited for placed on her full time return hool including the date the ations, restrictions, mmodations, etc. end; or tement that no limitations, etc. hecessary for the student her's safe return to campus for forary, limited or full time
			(4-9)	prenatal or pos that is confined bedside and re- medical release	ampus: A student in the stpartum periods of pregnancy to the home or hospital ceiving PRS CEHI with a from a medical or nurse licating that no medical

 Change	2005-2006	2006-2007
		condition exists that would prevent her from being on campus, may be allowed to return to
		campus under the following conditions:
		4. The prepared on prestrement on extendent
		The 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 include testing (six-weeks, final, TAKS, etc.), tutoring (during a
		teachers conference period) or to receive
		supplemental instruction, parenting classes, counseling, attend special one
		time events, functions, etc. See Doctor
		Notes and Medical Releases (4-9)
		2. The prenatal student may be allowed to
		return full time, ending confinement, and attend a class or classes on a regular,
		routine basis when the doctor or nurse
		practitioner verifies in a medical release
		that there is no longer a need for confinement.
		2 The master artisms at relative to a mast return full
		3. The 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.
		5. In all cases, the district should consider
		each student mother's health on an
		individual basis before that encourage or
		allow a prenatal or postpartum student to return to campus for temporary, limited or

Section	Change	2005-2006	2006-2007
			full time services.
			(4-10) PRS and Special Education Services (SPED):  A district offering a PRS program to any student 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 as follows:
			1. Special education eligibility and services do not change solely due to the student becoming pregnant. SPED holds the primary role by providing the student academic and SPED services and PRS the secondary role by providing pregnancy related services.  2. 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 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 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

Section	Change	2005-2006	2006-2007
Section	Change	2005-2006	pregnancy and confinement or avoid delays in initiating service. Then as the pregnancy progresses the decisions planned in the Pregnancy Contingency ARD 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. As a minimum, the areas that the Pregnancy Contingency ARD should address include:  a. Changes in On Campus Services related to the pregnancy; b. Change(s) of Placement from on campus to confinement services during the prenatal period of pregnancy; c. Change(s) of Placement from confinement to on campus services during the prenatal period of pregnancy; d. Delivery; e. Postpartum Recovery Period of the mother and baby. (Weeks 1-6); f. Extended Postpartum Recovery Period of the mother and the baby. (Weeks 7-10); g. Mother's return to On Campus Services; and
			f. Extended Postpartum Recovery Period of the mother and the baby. (Weeks 7-10); g. Mother's return to On Campus Services; and h. Parenting Issues. 3. 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 Section IV: Homebound and PRS Notes for more detailed information).  4. The SPED student must be served by

Section
Section

Section	Change	2005-2006	2006-2007	7	
				PED & PRS COLI NEMENT SERVIC	LABORATIVE E REQUIREMENTS
			AMOUNT OF TIN WEEK A Week is Satu	IE SERVED PER Sunday through	ELIGIBLE DAYS PRESENT EARNED PER WEEK
			SPED HOMEBOUND	PRS CEHI	SPED & PRS
			One hour	One hour	One day present SPED & PRS
			Two hours	Two hour	Two days present SPED & PRS
			Three hours	Two hours	Three days present SPED & PRS
			Four or more hours	Two hours	Four days present (4-day week) SPED & PRS Five days present (5-day week) SPED & PRS
			8.	student, the scounted absorber if the student the week.  For an exampeligible for sprelated service collaborative education an later in this s	
Section IX Pregnancy Related Services	Revision	TEST ADMINISTRATION DURING CEHI:  ■ Students 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.	confined eligible da PRS CEH or weekly	to the home or ays present as st Il instructors adm classroom exam	<b>DURING CEHI:</b> Students <b>hospital bedside</b> may earn ated in the chart above when ninister routine quizzes, daily as, etc. that are required as quirements of a class.
		Test administration of standardized, six- weeks, semester, final exams, and TAKS is limited to the student earning one day present for a minimum of one hour or more of testing in one calendar day. When it takes the student more than one hour to complete the exam, the	to the minim	s, semester, final student earning num of one hour	ration of standardized, six- I exams, and TAKS is limited one day present for a or more of testing in one t takes the student more than

Section	Change	2005-2006	-	2006-2007
		additional contact hours cannot be credited as attendance.		one hour to complete the exam, the additional
		(See example 9-10) For example, the teacher		contact hours cannot be credited as attendance.
		administers the Math TAKS on a Tuesday. It takes the		(See example 9-15)
		student 2 hours to complete the Math TAKS. The		
		student earns only one eligible day present for Tuesday.		2. If the routine, standardized, six-weeks,
		The teacher returns on Wednesday and administers the		semester, final exams, and TAKS testing requires
		Social Studies TAKS. It takes the student 2 hours to		less than one hour, then the CEHI instructor must
		complete the Social Studies TAKS. The student earns		complete the hour with CEHI instruction to earn the
		only one eligible day present for Wednesday. The CEHI		one day present. For example. The student is
		teacher must schedule two more hours of CEHI		administered a final exam and it takes 30 minutes
		instruction during that week so the student can earn an		to complete. The student must receive 30 minutes
		entire week of attendance credit. The additional CEHI		of CEHI instruction to earn one day present. (See
		may be any day of the same week, Sunday to Saturday,		9-16)
		including the same calendar day that the test was		
		administered. In all cases the CEHI instruction must be	(4-13)	, , , , , , , , , , , , , , , , , , , ,
		in addition to the time the student was tested.		determined each week. The week for CEHI purposes
				is from Sunday through Saturday. CEHI service hours
		<ul> <li>If the routine, standardized, six-weeks,</li> </ul>		may not be accumulated and carried forward from one
		semester, final exams, and TAKS testing		week to the next, nor can service hours be applied to a
		requires less than one hour, then the CEHI		previous week.
		instructor must complete the hour with CEHI		
		instruction to earn the one day present. For	(4-14)	•
		example. The student is administered a		date of a program change. However, as with all other
		final exam and it takes 30 minutes to		students, PRS students cannot earn eligible days
		complete. The student must receive 30		present on days they are absent.
		minutes of CEHI instruction to earn one day	(4.45)	A selection of the FO week to different
		present.	(4-15)	
		- Otodonto no ocivin a OFIII donica a the		calendar, not the 180-day scholastic calendar.
		Students receiving CEHI during the	(4.46)	In ander for a DDC attribut to a sure account of
		postpartum period of pregnancy may	(4-16)	
		return to campus on a limited basis for		technology education contact hours while also being
		testing. However, on-campus testing		served in CEHI, the student must continue to receive
		cannot be credited for eligible days		the same amount and type of career and technology
		present.		service that she was receiving before being placed in
		<ul> <li>Students receiving CEHI during the</li> </ul>		CEHI. The career and technology instruction that a
		prenatal period of pregnancy cannot		PRS student receives at home would be <b>in addition</b> to
		return to campus for testing <i>without a</i>		the four hours necessary for CEHI. The CEHI teacher providing the additional hours for the career and
		doctor's release.		•
		400101 0 10104001		technology courses must maintain a log to verify all contact hours with PRS students [see (9-4) in this
				section and also (4-13) and (5-4) in Section V].
		(4-7) CEHI requirements and eligible days present		Section and also (4-13) and (3-4) in Section vj.
		( ) OZI II TOQUITOTICO UNA ORGANIO UUYO PIODOTIC		

Section	Change	200	05-2006			2006-2007
				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.		
			(4-8)	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.		
			(4-9)	A calendar week refers to the 52-week traditional calendar, not the 180-day scholastic calendar.		
			(4-10)	In order for a PRS student to earn career and technology education contact hours while also being served in CEHI, the student must continue to receive the same amount and type of career and technology service that she was receiving before being placed in CEHI. The career and technology instruction that a PRS student receives at home would be <b>in addition</b> to the four hours necessary for CEHI. The CEHI teacher providing the additional hours for the career and technology courses must maintain a log to verify all contact hours with PRS students [see (9-4) in this section and also (4-13) and (5-4) in Section V].		
Section IX Pregnancy Related Services	Revision	(5-1)	or post	nool age <b>female</b> student who is in the prenatal partum period of pregnancy is eligible for es under the PRS program.	(5-1)	Any school age <b>female</b> student who is in the prenatal or postpartum period of pregnancy is eligible for <b>services</b> under the PRS program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby, suffer a miscarriage, or place the baby up for adoption.
Section IX Pregnancy Related Services	Revision	(5-3)	postpar	ty for PRS ends for the student in the rtum period of pregnancy upon the student's o her regular service at a school campus.	(5-3)	Eligibility for PRS ends for the student in the postpartum period of pregnancy upon the student's return to her regular service at a school campus or the first day of the eleventh week.

Section	Change	20	05-2006		2006-2007
		(5-4)	When a student in the prenatal or postpartum periods of pregnancy is receiving <b>CEHI</b> (a required service of the PRS program), the student will remain eligible and continue to generate the additional 2.41 PRS funding allotment.	(5-4)	When a student in the pregnancy prenatal period is attending regular classes and receiving PRS Support Services, the student is PRS eligible and will generate the additional 2.41 PRS funding allotment.
		(5-5)	During the prenatal and postpartum periods of pregnancy, a student is absent if:  1. <b>CEHI</b> is <b>not</b> provided, or  2. the student does not come to school.	(5-5)	When a student confined to the home in the prenatal or postpartum periods of pregnancy is receiving PRS CEHI (a required service of the PRS program), the student will remain eligible and continue to generate the additional 2.41 PRS funding allotment.
		(5-6)	PRS students may simultaneously participate in other state funded programs [Pregnancy, Education, and Parenting (PEP); special education; career and technology education; bilingual/ESL], provided all eligibility requirements of the other programs are met	(5-6)	During the prenatal and postpartum periods of pregnancy, a student is absent if:  1. <b>CEHI</b> is <b>not</b> provided, or  2. the student does not come to school.
			(Sections IV, V, and VI). During CEHI, a student may remain coded and continue to generate special program funding as long as the student continues to receive, at home, services as designated by the individual program requirements. See (4-9) and (9-4).	(5-7)	PRS students may simultaneously participate in other state funded programs [special education; career and technology education; bilingual/ESL], provided all eligibility requirements of the other programs are met (Sections IV, V, and VI). During CEHI, a student may remain coded and continue to generate special
		(5-7)	Districts which apply for and receive a grant to offer services under the PEP program may simultaneously offer services under the compensatory education PRS program, provided all requirements for both programs		program funding as long as the student continues to receive, at home, services as designated by the individual program requirements. See <b>(4-8)</b> and (9-4).
			are met. Students being served through both PEP and PRS should be coded in the PEIMS attendance accounting system as participating in both programs.	(5-8)	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
		(5-8)	Use the following timeline when determining PRS coding for eligible students.		services under the compensatory education PRS program, provided all requirements for both programs are met. Students being served through both <b>Life Skills Programs</b> and the PRS <b>Program</b> should be coded in the PEIMS attendance accounting system as participating in both programs.
				(5-9)	Use the following timeline when determining PRS coding for eligible students.

Section	Change	2005	5-2006				2006-2007		
		Date	Activity:	Is student eligible for PRS funding?	Should student be provided CEHI?	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	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	11/10	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	11/24	Student returns to school and continues PRS.	Yes	No, only PRS Support Service components
		1/3	Doctor recommends five-week confinement at home due to complications.	Yes, if receiving CEHI while at home.	Yes	1/3	Doctor recommends five-week confinement at home	Yes, if receiving CEHI while at home.	Yes
		2/1	Student returns to school and continues PRS.	Yes	No	2/1	due to complications.  Student returns to school and continues	Yes	No, only PRS Support
		3/1	Student delivers baby; six-week	Yes, if receiving CEHI while at	Yes		PRS.		Service components
			postpartum period begins.	home.		3/1	Student delivers baby; six-week	Yes, if receiving CEHI while at	Yes, Weeks 1 – 2 and Weeks 4
		4/15	Doctor recommends additional two-week confinement at home.	Yes, if receiving CEHI while at home.	Yes		postpartum period begins. Week 3 of 6 is the district's spring break.	home.	- 6. No, Week 3.
		5/1	Doctor recommends that student remain at home until end of school (five weeks).	Yes, if receiving CEHI for the remaining two weeks of her PRS eligibility. After 10 weeks of PRS services have ended, the student is no longer eligible for	Yes, but student must be counted absent and student must be exited from PRS the 10th week after delivery.				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.
				services and must be counted absent if she does not return to school.		4/15	Doctor recommends additional two-week confinement at home.	Yes, if receiving CEHI while at home.	Yes

Section	Change	2005-2006		006-2007		
				Doctor recommends that student remain at home until end of school (five weeks).  See (9-9) for an example of the student remain at home until end of school (five weeks).		
Section IX Pregnancy Related Services	Revision	Gible Days Present  Students who are being served in the PRS program and who are eligible for funding, according to (4)  General Rules and (5) Eligibility earlier in 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 six-week reporting period in the Student Detail Report (Section II) 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 six-week reporting period, a Campus Summary Report (Section II) must be computed. Total PRS eligible days present, for every student in the program, must be summarized by grade level on this report. There will be a separate Campus Summary Report for each instructional track, for each campus in the district. Total Eligible PRS Days Present for all grades, as well as PRS ADA for the campus, must be included on each campus report.	(6-1)	eligible for special en eligible for el	ducation and related and are being served the total number of each structured through the total dates from student receiving and the served through the total dates from student receiving and the total dates from student receiving and the total dates from the total dates from student receiving and the total dates from the t	ed services who ed in the PRS ing, according to arlier in this the attendance of PRS eligible ch six-week Report (Section e program. Entry the program (if PRS must also eporting period, a must be resent, for every narized by grade eparate Campus al track, for each PRS Days Present recampus, port.

Section	Change	20	05-2006		2006-2007
			The information from all Campus Summary Reports for each track in the district is then added to comprise a District Summary Report for each track. This report must include Eligible PRS Days Present for each grade level in that district, Total Eligible PRS Days Present for all grades, and district PRS ADA.		Reports for each track in the district is then added to comprise a District Summary Report for each track. This report must include Eligible PRS Days Present for each grade level in that district, Total Eligible PRS Days Present for all grades, and district PRS ADA.
Section IX Pregnancy Related Services	Revision	(7-3)	Affirmation (by a responsible campus official, a medical practitioner or nurse midwife licensed to practice in the United States, or an advanced nurse practitioner) verifying the student's eligibility to receive PRS.	(7-1)	Affirmation (by a responsible campus official, a medical or nurse practitioner or nurse midwife licensed to practice in the United States, verifying the student's eligibility to receive PRS. (2, Enrollment Procedures)
Section IX Pregnancy Related Services	Revision	(7-1)	Description of the PRS program and the services offered under the program in the district and campus improvement plans.	(7-2)	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. (4-1)
Section IX Pregnancy Related Services	Revision	(7-2)	Intake documentation recording date of initial contact with student regarding pregnancy.	(7-3)	Intake documentation (by a responsible campus official) recording date of initial contact with student regarding pregnancy. (4-5)
Section IX Pregnancy Related Services	Revision	(7-7)	A note from a medical practitioner for each period of confinement must be obtained stating a <i>medical necessity for confinement</i> that requires the pregnant student to remain at home or in the hospital during the prenatal period.	(7-4)	A note from a medical <b>or nurse</b> practitioner for each period of <b>prenatal</b> confinement must be obtained stating a <i>medical necessity for confinement</i> that requires the pregnant student to remain at home or in the hospital during the prenatal period <b>and the length of the prenatal confinement including the release date to return to school. (4-6)</b>
Section IX Pregnancy Related Services	Revision	(7-6)	Documentation of the date when the student's pregnancy ended (e.g., date of delivery).	(7-5)	Documentation (by a responsible campus official) of the date when the student's pregnancy ended (e.g., date of delivery). (4-7)
Section IX Pregnancy Related Services	Revision	(7-8)	If the break-in-service option is used for a student, documentation must be maintained verifying the infant's hospitalization period.	(7-6)	When the Break-in-Service option is utilized, a responsible campus official must document the infant's hospitalization period including the date the infant was released from the hospital. (4-7)
Section IX Pregnancy Related Services	Revision	(7-5)	For each student whose postpartum period was extended [see (4-4)], documentation from a medical practitioner licensed to practice in the United States verifying that the student was anticipated to be confined for an <b>additional</b> period of up to four calendar weeks.	(7-7)	For each student whose postpartum period was extended [see (4-6)], 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 four calendar weeks. (4-7)

Section	Change	200	05-2006	•	2006-2007
Section IX Pregnancy Related Services	Addition	None.		(7-8)	When the prenatal student confined to the home returns to campus for any reason including temporary, limited services, documentation (by a medical or nurse practitioner licensed to practice in the United States) must be obtained to grant permission for the student to be on campus for the temporary, limited services. (4-9)
				(7-9)	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) must be obtained to grant permission for the early return. (4-9)
Section IX Pregnancy Related Services	Addition	None.		(7-10)	When the student returns to campus for any reason during extended postpartum (Weeks 7-10), documentation (by a medical or nurse practitioner licensed to practice in the United States) must be obtained to grant permission for the early return. (4-9)
Section IX Pregnancy Related Services	Addition	None.		(7-11)	When a pregnant special education student is served, both PRS and special education documentation must be provided. (4-10)
Section IX Pregnancy Related Services	Revision	(7-4)	Certified teacher's log of actual amount of home instruction each student received for each week the student received <b>CEHI</b> (applies to both prenatal and postpartum periods).	(7-12)	Certified teacher's log of actual amount of home instruction each student received for each week the student received CEHI (applies to both prenatal and postpartum periods). (Introduction)
Section IX Pregnancy Related Services	Revision	(7-9)	The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.	(7-13)	The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed). (1, Responsibility)
Section IX Pregnancy Related Services	Revision	(7-10)	Discharge papers and other official forms completed and issued by a hospital, clinic, doctor's office, etc. can be copied and utilized to support doctor notes to identify the medical necessity for confinement.	(7-14)	Discharge papers and other official forms completed and issued by a hospital, clinic, doctor's office, etc. can be copied and utilized to support doctor notes to identify the medical necessity for confinement or the infant's hospitalization periods).
Section IX Pregnancy Related Services	Revision	(8-1)	A student should be identified as receiving PRS in the attendance accounting system as soon as services under the PRS program begin. All documentation must be obtained in an expeditious manner and retained for audit purposes so that eligibility requirements will be met.	(8-1)	A student should be identified as receiving PRS in the attendance accounting system as soon as services under the PRS program begin. All documentation must be obtained in an expeditious manner and retained for audit purposes so that eligibility requirements will be met.

Section	Change	2005-2006	2006-2007
			When serving a pregnant SPED student, the district is not required to maintain the SPED and PRS records in the same file; however, districts will be required to provide documentation from both areas (SPED and PRS) for audit purposes.
Section IX Pregnancy Related Services	Revision	(8-7) No student should be coded PRS unless CEHI is one of the services provided by the district. In the event that CEHI is offered but not provided to a student, documentation must be maintained to explain why the student was not provided CEHI.	(8-7) No student can be coded PRS unless CEHI is one of the services provided by the district. In the event that CEHI is offered but not provided to a student, documentation must be maintained to explain why the student was not provided CEHI.
Section X Non-Traditional Schools	Revision	(2-1) Many different situations occur in which students are being educated during non-traditional hours, days of the week, or locations within the district. These settings include but are not limited to: alternative education programs, juvenile justice alternative education programs (JJAEPs), discipline alternative education programs (DAEPs), in-school suspension (ISS) programs, and education programs for incarcerated youth/students. Although it may be determined that a non-traditional education setting is required to better serve the needs of a particular student, for funding purposes that student must meet all the eligibility requirements of the Foundation School Program (FSP). See (5) General Eligibility Requirements in Section III and any requirements contained herein	(2-1) Many different situations occur in which students are being educated during non-traditional hours, days of the week, or locations within the district. These settings include but are not limited to: alternative education programs, juvenile justice alternative education programs (JJAEPs), disciplinary alternative education programs (DAEPs), In-School Suspension (ISS) programs, and education programs for incarcerated youth/students. Although it may be determined that a non-traditional education setting is required to better serve the needs of a particular student, for funding purposes that student must meet all the eligibility requirements of the Foundation School Program (FSP). See (5) General Eligibility Requirements in Section III and any requirements contained herein
Section X Non-Traditional Schools	Revision	(2-4) The attendance of all students is subject to the two-four hour membership rule [see (5-2) in Section III].	(2-4) A student must be enrolled for at least two hours (120 minutes) of daily instruction to be considered in membership for one-half day and for at least four hours (240 minutes) of daily instruction to be considered in membership for one full day (two-four hours). 19 TAC §129.21(h)
Section X Non-Traditional Schools	Addition	None.	(2-6) A student may not be double counted for ADA while attending both a regular school program and a non-traditional education program.
Section X Non-Traditional Schools	Revision	(2-6) Generally, all students reported for FSP funding must be served by school district certified teachers or be served under a contract negotiated by the local district. Additional information on contracting educational services may be obtained by contacting the specific program division(s) at TEA.	(2-7) Generally, all students reported for FSP funding must be served by teachers certified by the State of Texas or be served under a contract negotiated by the local district. Additional information on contracting educational services may be obtained by contacting the specific program division(s) at TEA.

Section	Change	200	5-2006		2006-2007
		(2-7)	A student may not be counted for more than one ADA by attending both the regular school program and a non-traditional education program. However, the total amount of time a student is served each day in the district should be taken into consideration when determining a student's ADA eligibility code.	(2-8)	A student may not be counted for more than one ADA by attending both the regular school program and a non-traditional education program. However, the total amount of time a student is served each day in the district should be taken into consideration when determining a student's ADA eligibility code.
		(2-8)	The rules and regulations of the FSP, documented in this <i>Handbook</i> , apply regardless of the non-traditional education program that is implemented.	(2-9)	The rules and regulations of the FSP, documented in this <i>Handbook</i> , apply regardless of the non-traditional education program that is implemented.
		(2-9)	Basic attendance accounting records for students served in an alternative education setting must meet the same standards established in this <i>Handbook</i> for the regular school program.	(2-10)	Basic attendance accounting records for students served in an alternative education setting must meet the same standards established in this <i>Handbook</i> for the regular school program.
		(2-10)	Some types of alternative education campuses are described in the <i>Accountability Manual</i> . Others, such as Chapter 37 discipline programs, are described in this publication.	(2-11)	Some types of alternative education campuses are described in the alternative education accountability procedures <i>Accountability Manual</i> . Others, such as Chapter 37 discipline programs, are described in this publication.
		(2-11)	Students who are being served in non-traditional education programs are eligible for special program (special education, career and technology education, bilingual/ESL, etc.) funding provided all requirements of the special programs are met, including service by certified special program teachers.	(2-12)	Students who are being served in non-traditional education programs are eligible for special program (special education, career and technology education, bilingual/ESL, etc.) funding provided all requirements of the special programs are met, including service by certified special program teachers.
Section X Non-Traditional Schools	Revision	education applying reportin	Many times, waiving certain laws/rules associated with on indirectly affect other areas of education. Before g for a waiver, the district should investigate how the g of attendance and/or the funding of students will be d if the waiver is received.	applyir reportii	Many times, waiving certain laws/rules associated with ion indirectly affect other areas of education. Before a g for a waiver, the district should investigate how the ng of attendance and/or the funding of students will be d if a waiver is granted.
Section X Non-Traditional Schools	Revision	` ,	AEA procedures are described in Part 2 of the tability Manual.	Accour	AEA procedures are described in Part 2 of the ntability Manual published annually by the Division of mance Reporting.
Section X Non-Traditional Schools	Revision	treatme such as facilities abuse.	The programs covered under this category include, but it limited to: juvenile detention centers, residential and facilities operated under contract to a public agency is Texas Youth Commission, and residential treatment is operated for purposes such as substance and alcohol. The services made available to students under this in may include those services identified in the above	treatme such a facilitie abuse.	The programs covered under this category include, but of limited to: juvenile detention centers, residential ent facilities operated under contract to a public agency as Texas Youth Commission, and residential treatment is operated for purposes such as substance and alcohol. The services made available to students under this im may include those services identified in (5)

Section Chan	ge	2005-2006	2006-2007
		ategory Compensatory and Accelerated Instruction for Atisk Students.	Compensatory and Accelerated Instruction for At-Risk Students in this chapter.
Section X Non-Traditional Schools Revis	àc	7-3) These kinds of programs are subject to all attendance ecounting rules contained in this publication.	(7-3) These types of programs are subject to the rules and regulations of the FSP documented in this Handbook and apply regardless of the non-traditional education program that is implemented.
Section X Revis Non-Traditional Schools	sion (8)	Discipline Alternative Education Programs (DAEPs)	(8) Disciplinary Alternative Education Programs (DAEPs)
Section X Non-Traditional Schools  Revis	ion (8-	<ol> <li>Each school district shall provide for a DAEP that:         <ol> <li>is provided in a setting other than a student's regular classroom;</li> <li>is located on or off of a regular school campus;</li> <li>provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP;</li> <li>focuses on English, math, science, history, and self-discipline;</li> <li>provides for students' educational and behavioral needs;</li> <li>provides supervision and counseling;</li> <li>requires that to teach in an off-campus disciplinary alternative education program, each teacher meet all certification requirements established under Subchapter B, Chapter 21;</li> </ol> </li> <li>notwithstanding Subdivision (7), requires that to teach in a disciplinary alternative education program of any kind, each teacher employed by a school district during the 2003-2004 school year or an earlier school year meet, not later than the beginning of the 2005-2006 school year, all certification requirements established under Subchapter B, Chapter 21, [TEC §37.008(a)];</li> <li>and separates elementary students from non-elementary students.</li></ol>	<ol> <li>(8-1) Each school district shall provide for a DAEP that:         <ol> <li>is provided in a setting other than a student's regular classroom;</li> <li>is located on or off of a regular school campus;</li> <li>provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP;</li> <li>focuses on English language arts, mathematics, science, history, and self-discipline;</li> <li>provides for students' educational and behavioral needs;</li> <li>provides supervision and counseling;</li> <li>requires that to teach in an off-campus disciplinary alternative education program, each teacher meet all certification requirements established under Subchapter B, Chapter 21;</li> <li>notwithstanding Subdivision (7), requires that to teach in a disciplinary alternative education program of any kind, each teacher employed by a school district during the 2003-2004 school year or an earlier school year meet, not later than the beginning of the 2005-2006 school year, all certification requirements established under Subchapter B, Chapter 21, [TEC §37.008(a)];</li> <li>a student who is younger than 10 years of age shall be removed from class and placed in a DAEP under Section 37.008 if the student engages in conduct describe by Section 37.007. An elementary school student may not be placed in a DAEP with any other student who is not an elementary student.</li> </ol> </li> </ol>

Section	Change	2005-2006	2006-2007
			TEC §37.007(f).
Section X Non-Traditional Schools	Revision	(8-2) An <b>off-campus</b> DAEP under TEC §37.008(a)	(8-2) An off-campus DAEP under TEC §37.008(a)(2)
Section X Non-Traditional Schools	Revision	(8-3) An <b>on-campus</b> DAEP under TEC §37.008(a)	(8-3) An on-campus DAEP under TEC §37.008(a)(2)
Section X Non-Traditional Schools	Addition	None	[Note: (a)(2) is located on or off of a regular school campus]
Section X Non-Traditional Schools	Revision	(9-1) Each school district must adopt, in accordance with TEC §37.001, a Student Code of Conduct that outlines the conditions under which a student will be expelled and must be in compliance with TEC §37.007	(9-1) Each school district must adopt, in accordance with TEC §37.001, a Student Code of Conduct that outlines the conditions under which a student will be expelled and must be in compliance with Expulsion for Serious Offenses. TEC §37.007
Section X Non-Traditional Schools	Revision	(9-3) If a student commits a <b>mandatory expellable offense</b> in one of the 26 Mandatory JJAEP counties, after the due process hearing the student must be referred to the juvenile court for adjudication. At that time the juvenile court must order the student to immediately attend (on the next school day;) the JJAEP.	(9-3) If a student commits a mandatory expellable offense in one of the 26 Mandatory JJAEP counties, after the due process hearing the student must be referred to the juvenile court. At that time the juvenile court must order the student to immediately attend (on the next school day;) the JJAEP.
Section X Non-Traditional Schools	Revision	(9-8) Expulsions Related to Special Education Students  Students receiving special education and related services may be expelled from school (for expellable offenses under TEC 37.007) in instances where the behavior is not a manifestation of the student's disability.  A student cannot be expelled into the Homebound Instructional Arrangement/Setting.  When expelling students who are receiving special education and related services, the district may consider one of the following three option when conducting the change of placement ARD:	(9-8) Expulsions Related to Special Education Students  Students receiving special education and related services may be expelled from school (for expellable offenses under TEC 37.007) in instances where the behavior is not a manifestation of the student's disability.  A student cannot be expelled into the Homebound Instructional Arrangement/Setting.  When expelling students who are receiving special education and related services, the district may consider one of the following three options when conducting the change of ARD placement:
Section X Non-Traditional Schools	Revision	(10-6) Students with disabilities expelled from school must continue to be provided a free, appropriate public education (FAPE) by the local education agency (LEA). 34 CFR 300.121(d) LEAs providing FAPE to expelled students may claim ADA on the students based on the two-four hour rule	(10-6) A student enrolled in a JJAEP is reported as if the student were enrolled at the student's assigned campus in the student's regularly assigned education program, including a special education program. TEC §37.011(h) The public agency must provide services to the extent

Section	Change	2005-2006	2006-2007
		related to daily instruction. (For information regarding funding and expulsion to a JJAEP, see the chart on the previous page).	necessary to enable the child to appropriately progress in the general curriculum an appropriately advance toward achieving the goals in the child's IEP in these two instances.
			1. when a child with a disability has been removed from his or her current educational placement for more than 10 school days is subjected to a subsequent removal for not more than 10 school days at a time; and 2. when a child with a disability is suspended or expelled for behavior that is not a manifestation of the child's disability.
Section X Non-Traditional Schools	Revision	(10-6) Students with disabilities expelled from school must continue to be provided a free, appropriate public education (FAPE) by the local education agency (LEA). 34 CFR 300.121(d) LEAs providing FAPE to expelled students may claim ADA on the students based on the two-four hour rule related to daily instruction. (For information regarding funding and expulsion to a JJAEP, see the chart on the previous page).	(10-7) Students with disabilities expelled from school must continue to be provided a free, appropriate public education (FAPE) by the local education agency (LEA). 34 CFR 300.121(d) LEAs providing FAPE to expelled students may claim ADA on the students based on the two-four hour rule related to daily instruction. (For information regarding funding and expulsion to a JJAEP, see the chart on the previous page). IDEA Final Regulations, 34 CFR 300.121(d) Free appropriate public education (FAPE)
Section X Non-Traditional Schools	Revision	(13-2) The year-round track of the middle school was not completed as of the date the attendance data for the district was due at the education service center. The students met for 21 days, yet ten days remained at the time the district extracted the attendance data for these students. The district submitted the data to meet the due date.	(13-2) The year-round track of the middle school was not complete on the date the district attendance data for the district was due at the education service center. The students met for 21 days, yet ten days remained at the time the district extracted the attendance data for these students. The district submitted the data to meet the due date.
Section X Non-Traditional Schools	Revision	(13-6) A student is suspended for three days because the student violated the district's Student Code of Conduct.  While at home, the student should be coded absent. If this student had been expelled, the school district should still not claim ADA for this student since the district is not serving the	(13-6) A student is suspended for three days because the student violated the district's Student Code of Conduct.  The student should be coded as absent while suspended for three days. If this student had been expelled, the school district should still not claim ADA for this student since the
		student. See (8) Expulsion earlier in this section for additional information.	district is not serving the student. Refer to (9) Expulsion in this section for additional information.