

Local Education Agencies (LEAs) throughout Texas offer Pregnancy Related Services (PRS) supports, including Compensatory Education Home Instruction (CEHI), for eligible students during pregnancy and postpartum periods. These programs help pregnant students stay in school by providing the necessary academic, mental, and physical supports.

In light of the new requirements of Senate Bill 15 regarding remote instruction, this FAQ provides information to equip educators with determining how to navigate PRS and CEHI services during remote (asynchronous or synchronous) instruction for the 2021-2022 school year.

PRS Remote Instruction Eligibility

1. Can a student be eligible for remote instruction and still claim PRS/CEHI funding?

Yes. If a student meets the remote instruction eligibility requirements in [Senate Bill \(SB\) 15](#) and [Section 12.6 of the Student Attendance Accounting Handbook \(SAAH\)](#), then the student may generate PRS funding while receiving daily remote instruction through the LEA's remote synchronous or asynchronous instructional methods.

2. What are the requirements to earn full-day funding for remote instruction through SB 15 for PRS/CEHI students and how should attendance be reported?

Students that are eligible to generate ADA funding under SB 15 and are served through a remote synchronous or asynchronous method should be reported in accordance with the rules for each method described in [Section 12.6 of the SAAH](#). PRS students who receive CEHI services through a remote synchronous or asynchronous method can continue to earn career and technical education (CTE) contact hours, as long as CTE instruction continues while remote instruction is provided.

More information on SB 15:

- [SB 15 FAQ](#)
- [SB 15 TAA](#) (includes certain details for PEIMS coding)

3. Does the LEA need to submit a waiver if CEHI services will be provided through a remote synchronous or asynchronous method?

No. If SB 15 requirements are met, the LEA does not need to submit a waiver if CEHI services will be provided through a remote synchronous or asynchronous method. LEAs should document and address how they are going to serve their special student populations via remote instruction in their learning plan (asynchronous). Regardless of delivered remote synchronous or asynchronous method of instruction, all instruction must address the required curriculum per TEC § 28.002 and meet the needs of students in special population/intervention groups.

4. **The new proposed 12.6 of the SAAH states, “The student may no longer be counted for virtual ADA funding once the student has 10 or more unexcused absences in a six-month period in the current school year while enrolled in remote instruction. Once this threshold is reached, the student may continue to receive instruction remotely but will not generate ADA funding. Should the student return to on-campus instruction, the student will continue to be eligible to generate ADA funding.”**

If a PRS student who was receiving remote instruction through one of the approved methods receives 10 absences and is no longer eligible for ADA funding, would they stop receiving PRS funding as well?

Yes. The student would no longer be eligible for any ADA and should be coded as ADA Code 9 - Enrolled, Not in Membership Due to Virtual Learning (from that point forward) until the student returns to on-campus instruction.

For more information on ADA funding for students who are not eligible for virtual instruction, see [Remote Instruction \(VSN and non-VSN\)](#). See also [12.6 of the SAAH](#).

5. **Can a PRS student generate ADA funding for virtual instruction if they do not meet the eligibility requirements under 12.6 of the SAAH?**

No. However, a PRS student may qualify for remote conferencing or remote homebound instruction regardless of their eligibility for virtual instruction (see section below).

- For more information on ADA funding for students who are not eligible for virtual instruction, see [Remote Instruction \(VSN and non-VSN\)](#).

CEHI and Remote Instruction

6. **If the LEA provides CEHI services through a remote synchronous or asynchronous method, are teachers required to provide an additional 4 hours of CEHI services?**

No. A PRS student receiving full-time remote instruction must attend the full day of instruction and therefore does not need to receive an additional 4 hours of weekly CEHI services from a PRS teacher. LEAs must ensure the remote instruction being provided meets the requirements in [12.6 of the SAAH](#) for asynchronous or synchronous attendance.

LEAs must continue to provide additional PRS program support to students, as needed. LEAs must retain all required PRS documentation and ensure the PRS indicator is removed at the conclusion of the six-week postpartum period (or ten weeks with a doctor’s note).

If a student returns to in-person instruction, the 4 hours of weekly CEHI services must be provided face-to-face in order to generate full-day funding.

7. If the PRS student is receiving daily instruction remotely from their regular teachers, does the CEHI teacher need to provide additional services?

If an LEA chooses to offer a PRS program, the district must offer CEHI services as part of that program. The assigned CEHI teacher must still provide any additional pregnancy support the student may need in addition to the student’s regular instruction. This instruction or support may look different in a remote environment and may be different for each student depending on their individual needs (see Question 18 of this FAQ).

8. Can the LEA provide PRS/CEHI through remote homebound instruction? (4 hours of instruction per week, see Section 12.3.3 of the [SAAH](#).)

The school must submit an “Other” Waiver to provide remote homebound instruction to a student.

In order to qualify for remote homebound instruction, the student must:

- be experiencing prenatal or postpartum complications and receive a doctor’s note for remote PRS (see Question 9 for doctor’s note requirements), or
- meet the eligibility criteria in Section 12.3.3 of the [SAAH](#) (qualify as “[medically fragile](#)”). Note: this eligibility can be extended to the student if their newborn qualifies as medically fragile (see Question 11 of this FAQ).

For more information on submitting a waiver for remote homebound instruction, see the [State Waivers Guidebook](#), page 28.

9. What must the doctor’s note include in order for a student who is experiencing prenatal or postpartum complications to be eligible for remote homebound instruction?

The doctor’s note must state a valid reason the student cannot receive in-person instruction. The student must be experiencing pregnancy prenatal or postpartum complications that result in a serious, ongoing illness or a chronic condition that requires daily, ongoing medical treatments and monitoring by appropriately trained personnel, which may include parents or other family members. The doctor’s note must also document that the student is expected to be confined at home or in a hospital bed.

10. If a PRS student is also identified as Special Education, can they qualify for remote homebound services?

A PRS student who is also identified as Special Education may qualify for remote homebound services. An approved waiver is required for remote homebound instruction (see the [SB 15 FAQ](#)).

For more information on Special Education and PRS, please see Section 9.12 of the [SAAH](#).

11. Can the student qualify for remote instruction if their newborn is experiencing medical complications?

Yes, all homebound and remote options will be extended to a student with a newborn if the newborn qualifies for a remote service as outlined in the SAAH (see Questions 8 and 12 for waiver requirements). For example, if the newborn meets this definition of “medically fragile”, then the remote options for medically fragile students would be extended to the student with this medically fragile newborn. See Question 67 of the [SB 15 FAQ](#).

12. Can a PRS student be served through remote conferencing?

In order to qualify for remote conferencing, the student must:

- be experiencing prenatal or postpartum complications and receive documentation from a licensed medical practitioner stating a medical necessity for confinement during the pregnancy prenatal or postpartum period, or
- meet the eligibility criteria in Section 12.3.1 of the [SAAH](#). See the [Remote Conferencing FAQ](#).

Remote conferencing beyond the 20 days requires a waiver from TEA. These waivers will only be granted for students receiving pregnancy related services with documentation from a licensed medical practitioner stating a medical necessity for confinement during the pregnancy prenatal or postpartum period. If approved, the student can continue remote conferencing only for the remainder of allowed CEHI time (see Section 9 of the [SAAH](#)) written in the doctor’s note.

In order to apply for this waiver, the district must submit a board-approved "Other" waiver in the TEAL waiver application. An application must be submitted per individual student for whom the waiver is being sought, and all applications are reviewed on a case-by-case basis. Note: LEAs must omit student information in their waiver language that might identify an individual student. See Question 66 of the [SB 15 FAQ](#).

13. What documentation does the LEA need to retain if the PRS student is receiving their services remotely?

LEAs should retain documentation of each student’s PRS program entry date, pregnancy end date, and PRS exit date. If a student chooses an in-person option, all pre-COVID PRS documentation rules will apply.

- If a PRS student is receiving virtual instruction through a synchronous or asynchronous method, they are receiving daily instruction from each class instructor, therefore contact logs are not required. LEAs should attempt to retain general documentation that instruction is happening.
- If a PRS student obtains a waiver for remote homebound instruction (see Question 8 of this FAQ), then contact logs are required.
- If a student returns to receiving in-person, face-to-face instruction, then contact logs are required.

14. Can a teacher be teaching students in a classroom and also be providing remote instruction for a PRS student?

No, each method requirements are as follows even if the student is PRS/CEHI:

- Remote instruction: The rules for remote instruction method (sync/async) apply. Teachers are not to deliver instruction concurrently (concurrent instruction is instruction delivered to both in-person and remote learners during the same class period, at the same time).
- Remote conferencing: The rules for remote conferencing apply. Teachers are not to deliver instruction concurrently; concurrent instruction is instruction delivered to both in-person and remote learners during the same class period, at the same time.
- CEHI on-campus waiver: This applies to students that physically come to a campus for their CEHI instruction in a 1:4 ratio. This does not apply at all to remote instruction in any way.
- GEH or CEHI remote homebound waiver: If the LEA obtains this waiver, one-on-one instruction is required.

15. How should the LEA document the end of CEHI if the 6-week window post-delivery for PRS if the student is receiving remote instruction?

At the conclusion of the six-week postpartum CEHI period, LEAs should turn off the PRS PEIMS indicator code and document the student’s PRS end date. Once the PEIMS PRS indicator code is turned off, the LEA will not be allowed to turn the indicator back on (see Section 9.4 of the [SAAH](#)).

16. What examples of support services should LEAs consider for students eligible for PRS?

LEAs should provide support services for students participating in pregnancy related services through their online learning programs.

Examples of virtual support services include, but are not limited to the following:

- Virtual wellness checks and regular communication to pregnant and parenting students by a school counselor or school nurse.
- School social worker or at-risk case managers providing social, emotional, and mental health guidance and referring students to social services virtually.
- Virtual instruction related to parenting knowledge and skills, including child development, home, and family living.
- Virtual service coordination and assistance with obtaining services from government agencies and community services organizations, for example: Nurse-Family Partnership; Women, Infants, and Children (WIC) offices.

17. Section 9.11 of the [SAAH](#) states: “The time spent on campus receiving temporary, limited support services or taking required state assessments must not count as any part of the number of hours served as CEHI for eligible days present.”

Based on this guidance, if a student is receiving CEHI through remote instruction, are they still required to go back home and fulfill remote attendance requirements?

No. When a PRS student is at home learning remotely through the LEA’s remote synchronous or asynchronous instructional methods, their attendance should be reported in accordance with the rules for each method described in [12.6 of the SAAH](#). A remote learning PRS student receives instruction like every other student, so they can also return to campus temporarily for testing and be counted for attendance as other students during this time.

However, for any students who are receiving the 4 hour/week, in-person CEHI instruction, the PRS [SAAH](#) rule referenced above will still apply.

Please note: Students who have a doctor’s note to be on bed rest or for any other medical condition that does not permit them to be on campus must receive a doctor’s release to return to campus.