



"Student outcomes don't change until adult
behaviors change. This starts with me."
Lone Star Governance

Operating Guidelines Manual

Teen Parent Related Services (TPRS)
PO Box 3912 Odessa, Texas 79762

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Making a Difference

Overview

Welcome! We are excited to service our teens parents. Our district and teen parent staff are dedicated to the success of all students. When servicing our pregnant teens, and engaging our teen **fathers or** teen parents we will do all we can to ensure the support needed to reach graduation and beyond.

TPRS Mission Statement

Through individualized education, advocacy, and support services, Teen Parent Related Services (TPRS) will support and empower teen parents to be confident, academically successful, and responsible individuals.

TPRS Vision Statement (The Proven Road to Success)

Teen Parent Related Services (TPRS) will provide an exemplary program that supports, empowers, and prepares teen parents for the future.

Organizational Chart

Rose Valderaz - Coordinator
– Administrative Assistant
Kimberly Bryer – Homebound Teacher
Hortencia Del Bosque – Homebound Teacher

Servicing: Odessa High School and Feeder Schools

Erica Dangerfield – Teen Reach Advocacy Counselor (TRAC)
Marisela Gonzalez – Specialist
Connie Flores - Caseworker

Servicing: Permian High School and Feeder Schools

Valerie Grado – Teen Reach Advocacy Counselor (TRAC)
Michelle Dominguez – Specialist
Ronda Mitchell – Caseworker

Children Center at Zavala Elementary

Sylvia Rodriguez – Supervisor

Please check out our Teen Parent Website for additional information:

<https://www.ectorcountysd.org/Domain/189>



Core Values

- Climate of Accountability
- Holistic Education

We believe that....

- To be fully prepared for the future and post-secondary education, teen parents need individualized education, intense support services, and other academically enriched opportunities.
- With caring support and resources, teen parents can be effective and successful adults who positively contribute to their community.
- Accountability begins with strong leadership, continuous professional development, and a climate for employee excellence.

Support Services

The following support services are provided by the TPRS staff. We advocate for all participating students (**female/male**) by collaborating with campus principals, counselors, teachers, other professional staff and community.

Academic/Counselor Services

- Schedule modifications (Acceleration/Credit Recovery)
- Assessment Monitoring (STAAR)
- Graduation and Goal Setting
- Homebound Coordination
- Attendance and Grade Monitoring/Credit Appeal

Life Skills

- Pregnancy/Parenting Information
- Child Development Information
- Self Esteem/Self-Empowerment Information
- Social Emotional Development and Counseling

Post High School Planning and Career

- College Readiness/College Career Military Readiness (CCMR)/TSI/SAT/ACT/College Enrollment
- FAFSA/TAFSA, Scholarships
- Interest Inventory
- Collaborate with Campus College Counselor/TPRS Counselor/College Bound Support
- College Campus Trips/Virtual Tour

Community Outreach

- Community Agency and Health Information Services
- Transportation / Childcare Services to Parents

Other Support Services

- Workshops addressing Teen Parent Concerns and Issues
- Case Management and Service Coordination
- Home visits
- Online learning, home access, computer, Internet (WIFI) check out
- Tutoring
- Mentors
- Brief ARD ---ASAP upon SPED PRS Identification
- End of Each Cycle Audit Balancing
- Work with our teen parents from initial referral to graduation
- Weekly meetings-student reviews
- Staff Development
- Community Partnerships and ECISD Partnerships
- General School Supplies
- Early Literacy Jumpstart Program

Enrollment Procedures

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

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

- a campus official or
- a medical practitioner¹ licensedⁱ to practice in the United States.

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

It is important to identify pregnant students as soon as possible so that the intake process can begin and the student can begin receiving the PRS services. Identification at each campus can be made with school nurse, teacher, counselor, principal, parent, or self-referral. Once the student is identified, contact Rose Valderaz, TPRS Coordinator at 432-456-8552 to begin the process. [More information on page 21.](#)

Eligibility for Services

Any school-age student who is in the prenatal or postpartum period of pregnancy is eligible for **services** under the PRS program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby; suffer a miscarriage or death of a newborn; or place a baby up for adoption.

Pregnancy Related Services (PRS)

Pregnancy Related Services (PRS) are support services, including Compensatory Education Home Instruction (CEHI) that a student receives during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, physically and stay in school. These services are delivered to a student when —

- the student is pregnant and attending classes on a district campus,
- a valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a district campus, or

- a valid medical necessity for confinement during the pregnancy postpartum period prevents the student from attending classes on a district campus.

A district receives 2.41 PRS weighted funding while Pregnancy Related Services are being provided to the student. Documentation by campus officials, licensed medical practitioners, and certified teachers is required to claim PRS eligible days present for funding (*SAAH Section 9*).

Withdrawal Procedures

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

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

Compensatory Education Homebound (CEHI)

CEHI is the mandatory 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 prevents the student from attending classes on a district campus. CEHI must consist of face-to-face instruction by a certified teacher of the district. Substitute teachers can be used to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The CEHI teacher must maintain a log to document the actual amount of prenatal and postpartum CEHI each student receives.

When students are provided CEHI, your district will receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI and/or special education homebound services **must** be counted absent. (*SAAH Section 9*)

¹ The term "medical practitioner" includes a physician, an advanced nurse practitioner, and a midwife licensed under the Texas Occupations Code, Chapter 203.

¹ Throughout Section 9, "licensed" means licensed to practice in the United States. You can access the Texas Medical Board's searchable database of licensed physicians at [OnlineVerif/Phys_SearchVerif.asp](https://www.tmb.state.tx.us/OnlineVerif/Phys_SearchVerif.asp).

Four Types of Homebound Services (CEHI)

CEHI during Prenatal Confinement

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

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

There is no limit to the length of time or number of times CEHI may be provided to a student during the prenatal period. The length of time and number of times the student is provided CEHI services is dependent on the licensed medical practitioner's documentation. (SAAH 9)

CEHI during Postpartum Confinement (TPRS Counts 42 days (6 wks) post-partum starting from date baby born)

If your district offers a PRS program and an eligible student has not refused program services, your district must provide the student with postpartum CEHI either until the student chooses to return to school or until the end of the sixth week from the beginning date, whichever comes first. The student is not required to provide a medical note indicating a need for confinement to be eligible for or receive postpartum CEHI through the sixth week from the beginning date. Provision of CEHI during postpartum confinement may be extended for 4 additional weeks subject to the documentation requirement. However, under no circumstances will a student remain eligible for PRS funding after the tenth week of postpartum confinement ends. (SAAH 9)

CEHI during Extended Confinement

Eligibility for CEHI during postpartum confinement may be extended for an additional 4 consecutive weeks if there are complications with the student's or infant's health. Eligibility for CEHI during extended postpartum confinement starts on the first day of the seventh week after the beginning date and ends on the first day of the eleventh week after the beginning date. (SAAH 9)

CEHI during Break-in-Service Confinement

Your district may allow a student to divide up to 10 weeks of postpartum confinement CEHI into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service CEHI. It allows the student to receive CEHI during an initial period of postpartum confinement while recovering from delivery (student recovery period), returns to school until the baby is released from the hospital, and then receive CEHI during the remainder of the eligible postpartum confinement time while caring for the baby (baby recovery period). (If the baby is hospitalized again, the student may receive an additional period of CEHI when the baby is released if the student has not already received 10 weeks of postpartum confinement CEHI.) (SAAH 9)

A student who requires break-in-service confinement remains eligible to receive CEHI until she has been confined for a total of 10 weeks or the school year ends, whichever comes first. For a baby's recovery period, a note from a medical practitioner stating the infant's need for hospital confinement **is required**. (SAAH 9)

Attendance for Traditional and Non-Tradition Students (OFSDP Attendance)

9.10 Confinement and Earning Eligible Days Present

A student who receives CEHI while on prenatal or postpartum confinement earns eligible days present based on the number of hours she is served at home or hospital bedside by a certified teacher. Use the following chart located on page 9 to determine a student's eligible days present. Information on the PRS waiver can be found at <https://tea.texas.gov/StateWaivers/>. For a teacher other than a special education or bilingual/ESL teacher, the requirement that a teacher is certified does not apply to an open-enrollment charter school unless the school's charter requires that courses be taught by certified teachers. (SAAH 9)

One exception to the prohibition on changing the type of record used during a reporting period would be for a student's initial enrollment in the OFSDP. Another would be for an OFSDP student who begins receiving PRS CEHI services in the middle of a six-week reporting period. The student's attendance would be reported with a 42400 record (according to the CEHI funding chart in 9.10 Confinement and Earning Eligible Days Present) and with an ADA eligibility code of 1 at the time the student began receiving CEHI services, even if that date occurred within the six-week reporting period. Once the student stopped receiving CEHI services and returned to school to participate in the OFSDP, the student's attendance would be reported with a 42401 record and with an ADA eligibility code of 7, even if the transition occurred in the middle of a six-week reporting period. (SAAH 11.6.3)

Student Detail Reports

Student Detail Reports must contain a PRS indicator code for all students who are being served in the PRS program and who are eligible for state funding. (SAAH 9)

Attendance Balancing – Caseworker balance every six weeks with the campus attendance clerk at each campus. Report reviewed with the supervisor before submitting to campus principal.

Absences

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

A student may be recorded absent on the effective date of a program change (date of enrollment in or withdrawal from the PRS program). However, as with all other students, PRS students cannot earn eligible days present on days they are absent. (SAAH 9)

Attendance Coding During Homebound (CEHI Confinement) - Regular Ed Students

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

Attendance Coding During Homebound (CEHI Confinement) - Special Ed Students

SPED Student PRS Confinement Service Requirements

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

Eligible days present are determined each week, and a week is from Sunday through Saturday. Service hours may not be accumulated and carried forward from one week to the next, nor can service hours be applied to a previous week.

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

If a student is not provided special education homebound services during a week, the student must be counted absent for the entire week even if she was provided PRS during the week. If a student is provided special education homebound services during a week but not PRS, the student may be counted present according to the requirements of the chart in, but the student is not eligible to generate PRS weighted funding for the week.

Brief ARD request upon identification of new students. Special Education Homebound Contingency Plan (SHCP)

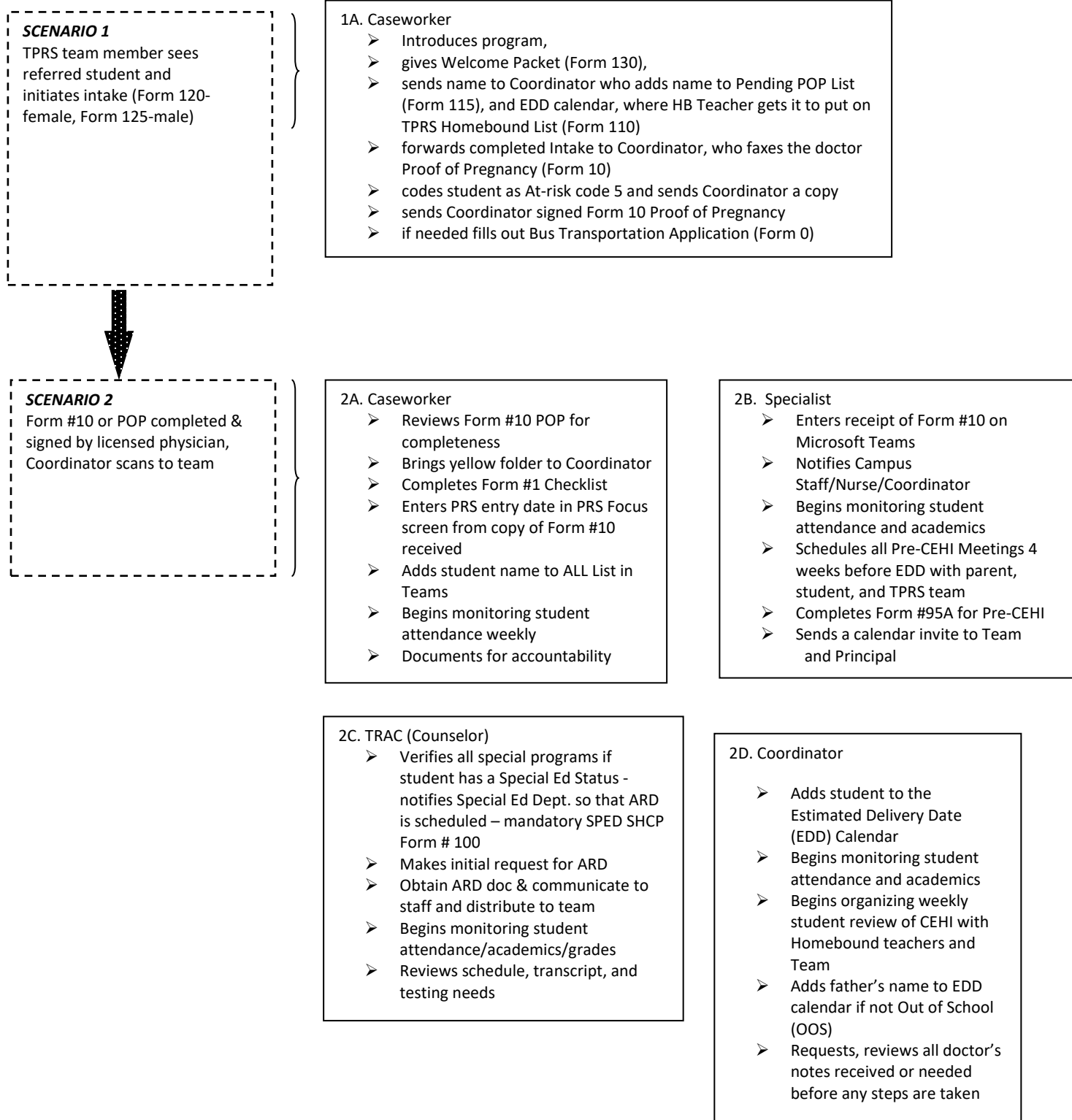
TPRS Form Legend

00 TEA Pregnancy Related Services Documentation End of Year Checklist
0 Bus Transportation Application
1 TEA PRS Student Data Record
2 Audit Folder Checklist
2A Spot Check Audit Form
5B OHS/PHS Request for Assignments
10 Proof of Pregnancy
15 Attendance Verification of PRS/CEHI
20 Prenatal/Extended CEHI Request Form
25 TPRS Break-in-Service Confinement CEHI
30A New Arrival (POP on file)
30B New Arrival (No POP on file)
40 Back to School Release
50A CEHI Regular Ed Visitation Log
50B CEHI SPED Visitation Log
60 Doctor Release to Campus Form
80 Student Information
95A Pre-CEHI Meeting Checklist
95B Transition Meeting Checklist (Specialists)
100 ECISD Special Ed HB Contingency Plan (SHCP Form)
105 CEHI Counselor Visit Checklist
110 TPRS Homebound List (Homebound Teacher)
110A Weekly Report of Numbers
115 Pending Proof of Pregnancy (POP) List (Maintained Weekly)
120 Female Intake
125 Male Intake
130 Welcome Packet

Acronyms

ARD- Annual Review Meeting for SPED students
BTSR- Back to School Release
CCMR – College Career Military Readiness
CEHI- Compensatory Educational Homebound Instruction
DOB - Date of Birth
EDD – Estimate Due Date
HB - Homebound
MC- Miscarriage
OFSDP – Optional/Flexible School Day Program (OFSDP)
OOS – Out of School
Other –Support Student with Special Circumstance (SO-Support Only)
POP-Proof of Pregnancy
PRE-CEHI Meeting- Student meeting conducted prior to going into homebound instruction
SAAH 9 – Texas Education Agency Student Attendance Accountability Handbook Section 9
SHCP- Special Education Homebound Contingency Plan
SPED- Special Education

Campus Flowchart for PRS and CEHI General Operating Guidelines



Compensatory Education Homebound (CEHI)

SCENARIO 3

Student notifies TPRS team member of need for CEHI

Follow these steps for all:

- CEHI Scenarios
- Pre CEHI (before due date)
- Post CEHI (after delivery)
- Extended CEHI (medical need up to 10 weeks total)

Prenatal and Extended CEHI must have a doctor's note with begin and end date.

If student is SPED, see SPED Form #100. Counselor requests ARD for each period of CEHI.

3A. TPRS Specialist

- Notifies Coordinator to fax form #20 to the doctor to confirm need of CEHI (for Pre CEHI or Extended CEHI approval required for other than normal pregnancy ICD-10 code)
- Once CEHI is approved, notify TPRS HB Teachers so that CEHI services can be coordinated,
- E-mails student's principal, attendance, teachers, and TPRS staff.
- Requests work from teachers – for initial request of first assignment per teacher (Example 5B)
- Monitors incoming student work and outgoing student work using Focus
- Continue to monitor the student's attendance and grades
- At the end of all CEHI, schedules Transition Meeting, completes Form # 95B
- Send Team Calendar invite
- Sends an e-mail with the updates from Transition Meeting and lets campus teachers know the date the student will return.

3B. Coordinator

- Scans or faxes Form #20 to the licensed physician to sign the paperwork stating the ICD-10 code.
- Once approved sends notice to team to begin CEHI services
- If student is SPED, notifies Special Ed Dept. to assign SPED teacher to coordinate with TPRS HB
- Brief ARD required prior to status change

3C. Case Worker

- Reviews Form #20 for completeness,
- Enters receipt of form to Teams
- Notifies Attendance Clerk for attendance code of "H" for homebound, and record keeping of logs (Form #50A, 50B)
- Enters CEHI date in PRS Focus
- Collects homebound Visitation Log Weekly and verifies information with HB Teacher
- Turns in the homebound log to the attendance clerk
- Reconciles weekly with attendance clerk

3D. TPRS Homebound Teachers and SPED Homebound Teacher if applicable

- During CEHI homebound – collects all work from teachers and delivers assignments to students
- Returns completed work to the campus, documenting it
- Coordinates plan for home visits with student
- Reviews & follows special pop accommodations and modifications
- Completes CEHI Teacher Visitation Log Form #50A weekly
- Scans log to TPRS Team each Monday
- Verifies grades in Focus
- Reviews grades and missing work
- Attends transition meeting at the end of homebound Form #95B
- Gives a TPRS Homebound List to team (Form #110)
- Verifies transportation/childcare/ breastfeeding

NOTE: SPED students will have 2 logs (Form #50A, #50B)

3E. TPRS Counselor

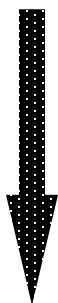
- If student is served by SPED, notifies Special Ed Dept. and TPRS team

(Note: PRS needs ARD to serve SPED student and completes Form #100)

- Collects SHCP (Form #100) for yellow folder
- Schedules 2nd week CEHI Counselor Visit Checklist (Form #105)

3F. Attendance Clerk

- Enters appropriate attendance code in Focus as reflected on log
- Reconciles with Caseworker, makes corrections as needed.



Released From CEHI

Revised 8-12-26

SCENARIO 4

Student returns from CEHI
Repeat steps for Pre CEHI, Post, Extended CEHI, and Break-in-Service

Campus must already have received the BTSR Form 40 with doctor's signature, **BEFORE** the student returns to school

Note: a student returning to take the EOC/STAAR must return to CEHI and follow procedures once testing is complete. Must have Form #60 completed and signed by doctor.

For Break-in-Service, review Form #25

4A Coordinator

- Faxes request for BTSR (Form #40) to doctor
- Emails the TPRS staff when received

4C. TPRS Specialist

- Reviews Form #40 for completeness
- Enters receipt of form on Teams
- Notifies the home campus teachers and campus staff of return
- Holds Transition Meeting 2 weeks before the return date to campus, invites TPRS team, HB teacher, parent, student (Form #95B)
- Visits with the student upon return to campus to follow up on plan laid out in Transition Meeting

4B Case Worker

- Withdraws student from CEHI services in PRS Focus
- NOTE: A new row in PRS Focus must be made for each transition
- Notifies Attendance Clerk
- Starts to close yellow folder (Form #00)

4D Attendance Clerk

- Ensures that homebound attendance code is no longer used
- Reconciles with Caseworker at the end of each cycle using form #15

4E. TRAC (Counselor)/Homebound Teacher

- Continue to monitor the student's academics and grades



Post-Partum

SCENARIO 5

The student notifies TPRS staff baby has been born; miscarried or adopted

The first contact completes the New Arrival form #30A or #30B and emails copy to team/upload in TEAMS

Postpartum CEHI (weeks 1-6) begins

5A. TPRS Specialist

- Reviews/Completes the New Arrival Form (#30A) or (#30B),
- Enters birth date, MC or adoption on Microsoft Teams,
- Notifies TPRS /Campus Staff of HB Services
- **Begins the homebound process- followed on (3A Specialist Above)**

NOTE: The collection of documentation for postpartum CEHI is optional (see section 9.10.4 of SAAH); ECISD has elected to not collect this documentation.

5B. TRAC (Counselor)

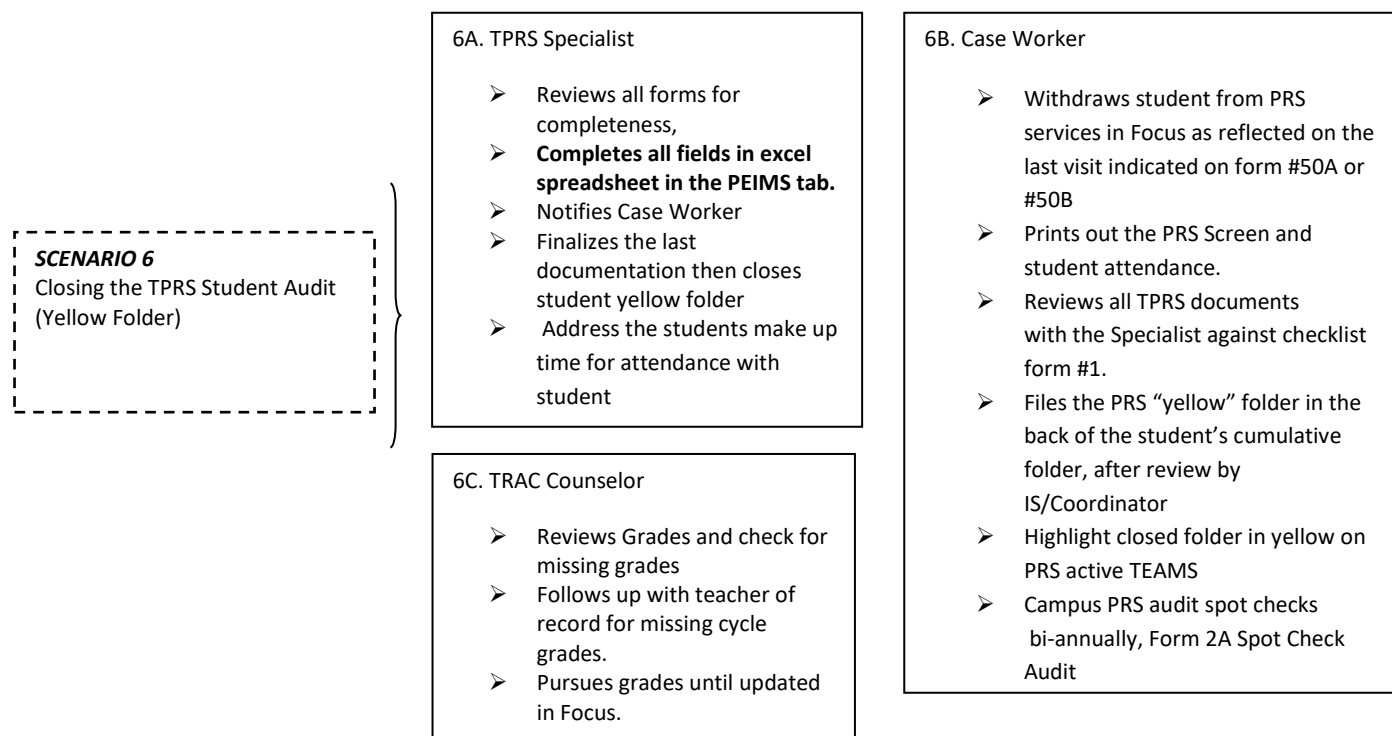
- Reviews/Completes the New Arrival Form #30A or #30B,
- Follow scenario 3E Instruction

5C. Casework

- Reviews/Completes the New Arrival Form #30A or #30B,
- Follow scenario 3C Instruction

5D. TPRS Homebound Teacher and SPED Homebound Teacher if applicable
Follow Scenario

Closed Folders



Once yellow folder has been reviewed by Specialist, Caseworker, and Coordinator, it is taken to Brenda Rangel at Information Systems for review and initials.

*For TPRS programmatic concerns contact Ms. Valderaz at 456-8552

*For campus-based concerns at PHS contact Mr. Ontiveroz

*For campus-based concerns at OHS contact Mr. Moreno

*For campus-based concerns at EAA contact Beth Webster

*For campus-based concerns at COC contact Leticia Bernal

Know Your Rights:

Pregnant or Parenting? Title IX Protects You From Discrimination At School

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities.

All public and private schools, school districts, colleges, and universities receiving any Federal funds ("schools") must comply with Title IX.*

Here are some things you should know about your rights:

Classes and School Activities – your school MUST:

- Allow you to continue participating in classes and extracurricular activities even though you are pregnant. This means that you can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school.
 - Allow you to choose whether you want to participate in special instructional programs or classes for pregnant students. You can participate if you want to, but your school cannot pressure you to do so. The alternative program must provide the same types of academic, extracurricular and enrichment opportunities as your school's regular program.
- Allow you to participate in classes and extracurricular activities even though you are pregnant and not require you to submit a doctor's note unless your school requires a doctor's note from all students who have a physical or emotional condition requiring treatment by a doctor. Your school also must not require a doctor's note from you after you have been hospitalized for childbirth unless it requires a doctor's note from all students who have been hospitalized for other conditions.
- Provide you with reasonable adjustments, like a larger desk, elevator access, or allowing you to make frequent trips to the restroom, when necessary because of your pregnancy.

Excused Absences and Medical Leave – your school MUST:

- Excuse absences due to pregnancy or childbirth for as long as your doctor says it is necessary.
- Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.
- Ensure that teachers understand the Title IX requirements related to excused absences/medical leave. Your teacher may not refuse to allow you to submit work after a deadline you missed because of pregnancy or childbirth. If your teacher's grading is based in part on class participation or attendance and you missed class because of pregnancy or childbirth, you should be allowed to make up the participation or attendance credits you didn't have the chance to earn.
- Provide pregnant students with the same special services it provides to students with temporary medical conditions. This includes homebound instruction/at-home tutoring/independent study.

* A school that is controlled by a religious organization is exempt from Title IX when the law's requirements would conflict with the organization's religious tenets.

Harassment – your school MUST:

- Protect you from harassment based on sex, including harassment because of pregnancy or related conditions. Comments that could constitute prohibited harassment include making sexual comments or jokes about your pregnancy, calling you sexually charged names, spreading rumors about your sexual activity, and making sexual propositions or gestures, if the comments are sufficiently serious that it interferes with your ability to benefit from or participate in your school's program.

Policies and Procedures – your school MUST:

- Have and distribute a policy against sex discrimination. It is recommended that the policy make clear that prohibited sex discrimination covers discrimination against pregnant and parenting students.
- Adopt and publish grievance procedures for students to file complaints of sex discrimination, including discrimination related to pregnancy or parental status.
- Identify at least one employee in the school or school district to carry out its responsibilities under Title IX (sometimes called a "Title IX Coordinator") and notify all students and employees of the name, title, and contact information of its Title IX Coordinator. These responsibilities include overseeing complaints of discrimination against pregnant and parenting students.

Helpful Tips for Pregnant and Parenting Students:

- Ask your school for help—meet with your school's Title IX Coordinator or counselor regarding what your school can do to support you in continuing your education.
- Keep notes about your pregnancy-related absences, any instances of harassment and your interactions with school officials about your pregnancy, and immediately report problems to your school's Title IX Coordinator, counselor, or other staff.
- If you feel your school is discriminating against you because you are pregnant or parenting you may file a complaint:
 - Using your school's internal Title IX grievance procedures.
 - With the U.S. Department of Education, Office for Civil Rights (OCR), even if you have not filed a complaint with your school. If you file with OCR, make sure you do so within 180 days of when the discrimination took place.
 - In court, even if you have not filed a complaint with your school or with OCR.
- Contact OCR if you have any questions. We are here to help make sure all students, including pregnant and parenting students, have equal educational opportunities!

If you want to learn more about your rights, or if you believe that a school district, college, or university is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: <http://www.ed.gov/ocr/complaintintro.html>.



As of July 31, 2024, pursuant to Federal court orders, the Department is currently enjoined from enforcing the 2024 Final Rule in the states of Alabama, Alaska, Arkansas, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, and Wyoming; the Department is also currently enjoined from enforcing the 2024 Final Rule at the schools on the list located at <https://www2.ed.gov/about/offices/list/ocr/docs/list-of-schools-enjoined-from-2024-25-rule.pdf>. Per Court order, this list of schools may be supplemented in the future. The Final Rule and this resource do not currently apply in those states and schools. Pending further court orders, the Department's Title IX Regulations, as amended in 2020 (2020 Title IX Final Rule) remain in effect in those states and schools.

Brief Overview of Key Provisions of the Department of Education's 2024 Title IX Final Rule*

2024 Final Rule	
Provision	
Definitions (§ 106.2)	Adds and revises definitions, including complainant, complainant, respondent, and party; confidential employee; disciplinary sanctions; pregnancy or related conditions; relevant; remedies; retaliation and peer retaliation; sex-based harassment; and supportive measures.
Effect of other requirements (§ 106.6)	Clarifies that a recipient must comply with Title IX and the final regulations in the event of a conflict with State law or FERPA, and that Title IX and the final regulations do not override any legal right of a parent, guardian, or other authorized legal representative to act on behalf of a complainant, respondent, or other person.
Administrative requirements (§ 106.8)	Clarifies requirements for designating a Title IX Coordinator, adopting and publishing nondiscrimination policies and grievance procedures, and providing a notice of nondiscrimination. (§ 106.8(a)–(c)). Clarifies which individuals a recipient must train on Title IX and provides requirements for such training, which vary based on an individual's role. (§ 106.8(d)). Requires a recipient to protect the rights of parties who are students with disabilities. (§ 106.8(e)). Clarifies which records a recipient must maintain for at least seven years. (§ 106.8(f)).
Scope of sex discrimination (§§ 106.2, 106.10)	Clarifies that sex discrimination includes discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. (§ 106.10). Also clarifies that sex-based harassment includes harassment on these bases and further clarifies when sex-based harassment creates a hostile environment. (§ 106.2).
Application of Title IX (§ 106.11)	Clarifies that Title IX applies to all sex discrimination occurring under a recipient's education program or activity in the United States and provides additional detail about what conduct is covered. Also clarifies that a recipient has an obligation to address a sex-based hostile environment under its education program or activity even when some conduct alleged to be contributing to the hostile environment occurred outside the recipient's education program or activity or outside the United States.
Sex separation and different treatment (§ 106.31(a)(2))	Clarifies that a recipient must not separate or treat any person differently based on sex in a manner that subjects them to more than de minimis harm, except in the limited specified circumstances permitted by Title IX. Recognizes that preventing a person from participating in a recipient's education program or activity consistent with their gender identity subjects that person to more than de minimis harm.
Parental, family, or marital status; pregnancy or related conditions (§§ 106.21(c), 106.40, 106.57)	Prohibits a recipient from treating students, employees, or applicants differently based on sex in connection with parental, family, or marital status. (§§ 106.21(c), 106.40, 106.57). Prohibits discrimination against students, employees, or applicants, based on pregnancy or related conditions, and requires recipients to take actions to prevent sex discrimination and ensure equal access to the recipient's education program or activity, such as by providing reasonable modifications for students, reasonable break time for lactation for employees, and lactation space for students and employees. (§§ 106.40(b)(3) and 106.57(e)). Prohibits schools from requiring documentation from students to obtain reasonable modifications or other actions unless such documentation is necessary and reasonable.

* The final regulations make amendments to 34 C.F.R. 106.1 et seq. For a more complete explanation of the final regulations, please see the Department's 2024 Notice of Final Rule on Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, which is available [here](#).

Guidance on PRS Data Entry for TSDS Reporting

Please review the following scenarios and associated actions to ensure accurate data entry for PRS (Pregnancy Related Services) students in TSDS reporting:

Scenario 1: A student is appearing on the TSDS report as receiving PRS services, but they are not currently participating in the program for the current school year.

Action:

Navigate to the *Teen Pregnancy* section in the system and verify that the *Exit Date* field is populated. The exit date is required for accurate state reporting and ensures students are not incorrectly reported as receiving services. If left 'blank', it will assume services are still being provided.

Scenario 2: A student is showing additional PRS service days than expected.

Action:

Check the *Teen Pregnancy* section to confirm that an *Exit Date* has been entered. Missing or incorrect exit dates can result in over-reporting of PRS service days.

Scenario 3: A student is transitioning to CEHI (Compensatory Education Home Instruction) services.

Action:

Go to the *CEHI Services (PEIMS)* section and enter the appropriate *CEHI Start Date* and/or *End Date* to accurately reflect the period during which CEHI services are provided. For state reporting purposes,

N

Link to 9.10-9.17 from 2025-2026 SAAH

<https://tea.texas.gov/finance-and-grants/financial-compliance/saah/2425-saah-propose.d.pdf>

Section 9.11-9.17 page 219-229

Pending POP/New Referrals

1. As soon as you are referred a student---send name with all info available on student.
2. Ms. Valderaz immediately puts name on pending pop list
3. The case reviewed and processed....is student going to be PRS? Parent or both, or kept as other
4. This decided after thorough review of student
5. Intake obtained after conference with student/guardian---very important we speak to a parent/guardian----
6. If student and intake obtained---pop requested from OB
7. Once step 3 decided from team—Ms. Valderaz completes this step and follows up with OB office till received---pop request form 10 completed with fax cover sheet and hand delivered (HD) or faxed or both
8. Once obtained it is put on EDD calendar and calendar invite sent to team (OHS or PHS) and HB teachers.
9. At this point Kimberly Bryer puts name with doctor official due date on TPRS HB List, with date Specialists and counselors have their steps to complete and document steps done with correct forms and sent to their team and HB teachers. Counselors are expected to do a home visit to our HB students and see baby and mother interactions.

10. Operating guideline steps for Attendance:

Caseworkers-Print Attendance report daily after 2nd period (send to team and Supervisor) Quickly follow attendance protocol for those absent (calls, text message (include supervisor, home visit etc....))

R492-Daily after 2nd period

R493-Per Period at end of day (send to your team and Supervisor-be ready to work 1st thing in a.m. (same steps as above---DO NOT FORGET TO INCLUDE PARENT/GUARDIAN IN MESSAGE, CALLS ETC....

R494-% only for weekly report (s% sent to your team weekly with numbers)

Review Parent/PRS reports every 6 weeks. Put on calendar invite caseworkers to supervisor when both of you will come to my office to review.

INPUT YOUR INTERVENTIONS DAILY AS POSSIBLE/BUT NO LATER THAN WEEKLY—IT MUST BE SCHEDULED—WHAT IS NOT MONITORED BECOMES OPTIONAL---THIS IS NOT OPTIONAL. Every intervention should always include attendance/grades.

ANY STUDENT 70% ON THEIR ATTENDANCE ARE REFERRED TO SPECIALISTS TO WORK.