

Waiver – Onsite PRS CEHI

1. Give a brief narrative description of the requested waiver.
 - a. Provide more detail – to be offered on campus, at home, etc. during prenatal and post-partum terms of pregnancy.

Requesting waiver to provide Pregnancy Related Services On-Campus for CEHI. Our students have a history of dropping out and they benefit greatly from continued on-campus engagement with school staff. On-campus CEHI allows the student to remain engaged with the campus during their prenatal, postpartum, and extended postpartum time. They are engaged academically and receive wraparound support as they bond with their baby & transition into our free, on-site childcare center.

2. Does the district or campus plan reflect the need for this waiver? If yes, what is the specific objective impacted by the waiver?
 - a. Developing strategies or support students for students who are considered at-risk.

Our objective of decreasing the dropout rate through providing transitional support to students.

3. Cite the section(s) of the Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.

TAC 129.1025

4. Describe the plan to be implemented, if the waiver is granted.
 - a. Provide more of a description of our program – describe the classroom; counselor available; nursing room; teacher ratio of 4 to 1; are we using computer based program along with face-to-face instruction.

The on-campus PRS CEHI waiver will allow the district and all campuses to provide a greater depth of holistic student support to our students who have recently delivered a baby. Our students have historically dropped out due to a wide variety of reasons, including pregnancy and parenthood. Onsite CEHI allows us to keep these students engaged in campus life through academics, access to services, regular meetings with the Director of Family Services/PRS Coordinator, and their Life Coach/Counselor. When students maintain that connection to the campus, they are less likely to drop out. Additionally, it allows for a highly supported transition period for the student to receive instruction while bonding with their baby and beginning the transition to move their baby into our onsite, free, licensed childcare facility. The program will adhere to all requirements. Onsite services include counseling, individualized instructional support, childcare, schedule flexibility, and case management.

Additionally, the following conditions will be adhered to: Transportation must be provided as needed. Students must be instructed at home if indicated by a medical professional, or when home instruction is necessary to meet student needs in alignment with the PRS program goals. The requirement of face-to-face individual instruction must be maintained. The student-to-teacher ratio for on-campus CEHI instruction may not exceed a 4:1 ratio. Students who were previously working on self-paced computer programs must be provided individual teacher instruction in addition to the computer lessons during the CEHI portion of PRS. Doctor's notes for prenatal, postpartum, and extended postpartum student's CEHI must be obtained as prescribed in Section 9 of the Student Attendance Accounting Handbook.

5. How will granting this waiver help achieve the district's or campus' objective?
 - a. The waiver will help continue their academic supports and transition the student back to the full-time campus when finished. Addressing specific instructional needs & ensuring the student has the opportunity to remain in school.

Keeping the student engaged by physically being on campus reduces the likelihood the student will dropout. Students have greater access to supports and services on-campus and higher rates of success.

6. Please explain how the school district or campus will evaluate the impact of the waiver towards meeting the district's or campus' goal.
 - a. What does progress monitoring mean – Course completion? Attendance?

An annual evaluation will be conducted on the all Family Services, including PRS and the on-site CEHI program. This evaluation will review student academic progress prior to, during, and after their participation in the program. It will also include the types of support the student received, such as counseling, and the amount of academic progress the student was able to maintain on coursework. It will also review enrollment history of students served to determine the impact on dropout rates.

2022-2023
2023-2024
2024-2025