Highly Mobile and At-Risk Student Programs Division Webinar

Question and Answer – Sept 2020

**Below is a list of questions that were submitted during the HM&AR 9/24/20 presentation. The questions and answers have been sorted by topic.

Pregnancy Related Services:

Q1. During remote learning times or for families choosing virtual learning, if teachers of record continue working with students, instead of students being assigned a CEHI teacher, what should be the frequency of interaction between the student and a CEHI teacher or PRS team member? For example, does the student need to continue to receive 4 hours of CEHI to satisfy the PRS requirement, in addition to multiple zooms with teachers of record daily? What if the student does not attend Zoom meetings with a CEHI teacher during the week? Would their PRS coding need to be removed?

A1. If the PRS student is receiving full time virtual instruction and the district is not providing in-home CEHI, the student does not need to receive 4 hours of CEHI services. Campuses, however, must ensure to keep the PRS indicator on until the allowable six weeks (or extended with doctor's note) is over. PRS is still expected to provide some additional support to students as needed. Districts must ensure campuses are following the guidelines set forth in the learning plan (asynchronous) or under the attestation (for synchronous).

If the campus decides it will be providing in-person CEHI services, then the 4 hours a week applies.

Q2. Do districts need to complete the remote instruction waiver to offer CEHI services via Zoom during remote learning periods or for families that opt for virtual learning?

A2. No, districts do not need to submit a waiver if CEHI services will be provided through a remote synchronous or asynchronous method. Districts should document and address how they are going to serve their special populations students via remote instruction, in their learning plan (asynchronous) or under the attestation (synchronous).

Q3. How do we code a CEHI student in e-school that completed the required 4 hours of instruction virtually?

A3. The 4 hours of CEHI does not apply since the student is full virtual, their attendance rules are that of any other student. Campuses must keep their PRS indicator on until the allowed six weeks (or extended with doctor's note) is over.

Military Connected Students:

Q4. For the Military indicators, do we have to do a yearly survey or only once at enrollment time?

A4. Districts and open-enrollment charter schools must include the military student identifier question in their student enrollment packet. This information is collected at the time of enrollment and maintained throughout the school year.

Child Abuse Prevention/Human Trafficking Awareness:

Q5. Where can we find the Child Abuse Prevention Toolkit?

A5. [Link to the child abuse prevention toolkit and required 'No Go Tell' Child Abuse Hotline posters](#).

Q6. Is there a minimum amount of time that should be allotted to child abuse training for districts? Our compliance training for child abuse training was a 10-minute video this year.

A6. The training must cover all of the statutory requirements. Although, there is not a minimum time allotted by law, 1-2 hours would likely be an adequate amount of time.

Foster Care:

Q7. How can I get on the Foster Care Listserv? I would like to be added.

A7. Please sign up [via GovDelivery](#). Enter your email and scroll down to 'Special Student Populations' and select 'Foster Care and Student Success.'

Q8. Do you reach out to LEAs who do not currently have a FC Liaison in AskTed?

A8. Historically, TEA has not reached out to LEAs that do not have a Liaison listed; however, for the 20-21 school year TEA will be reminding all school districts and charter schools that do not have a Liaison listed to provide an update.

Q9. CASA- is there written guidance as to what advocates can have access to (Foster Care students' grades, etc.)

A10. We do have some information available. It is located in [Chapter 4 of the Foster Care and Student Success Resource Guide, page 41](#). If more information is needed, please contact fostercareliaison@tea.texas.gov

Mental and Behavioral Health:

Q11. Where can we find the Educator Wellness Document?

A11. [Link to Educator Wellness: Equipping Staff to Return to School](#)

Q12. Where can we find the hotline numbers?

A12. [Link to Mental & Behavioral Health Grief & Trauma Informed Virtual Support and Statewide Resources List](#)

Q13. Are the Project Restore trainings in Spanish?

A13. No, they are only available in English at this time.

Q14. Where can I find more information on the Trauma Informed Care Policy?

A14. [Link to TEA Grief and Trauma Informed Practices webpage](#)

Other:

Q15. Who can we contact for specific at-risk indicator questions?

A15. Please contact Dahlinda Alaniz at Dahlinda.Alaniz@tea.texas.gov for any questions concerning At-Risk Indicators.

Q16. Is there a list of organizations that can help with home visits?

A16. No, there is not a statewide list available. Please work with your local community partners and campus programs, such as CIS to identify local resources that may be able to support with home visits.

For more information regarding best practices for home visits, see the [Strong Start 20-21 Engaging Highly Mobile and At-Risk Students guide](#).