Promoting Student Well-Being and Academic Success for Highly Mobile and At-Risk Students

For school nurses and health professionals working in K–12 settings

Region 20 Nurse Roundup Conference | February 16, 2026

Texas Education Agency

Today's Presenter

Dr. Ann H. Lê

Manager

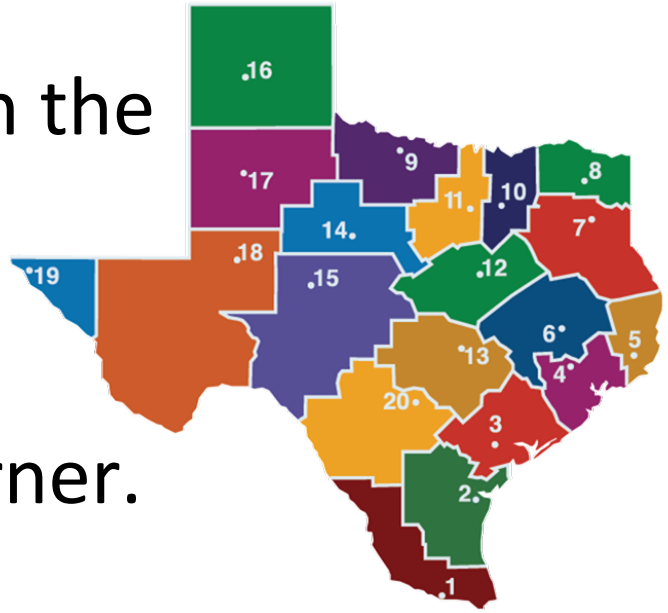
Highly Mobile and At-Risk (HMAR) Student Programs

Texas Education Agency (TEA)

HMAR's Purpose

The HMAR team is committed to increasing awareness, building capacity, and enhancing TEA supports, resources, and tools to help schools effectively meet the unique needs and legal requirements of highly mobile and at-risk students.

At its core, the team exists to transform the educational experience and improve outcomes for these students across Texas public schools—ensuring access, stability, and opportunity for every learner.



OFFICE OF SPECIAL POPULATIONS & STUDENT SUPPORTS

TEXAS EDUCATION AGENCY

Highly Mobile and At-Risk (HMAR) Student Programs

Texas Education for Homeless Children & Youth (TEHCY)

At-Risk Programs

Foster Care (FC), Pregnancy-Related Services (PRS), & Dropout Prevention

Military Connected Students (MCS)

Texas Education Agency

High-Level Agenda for Today's Presentation

Introductions (10 minutes)	• Welcome and Purpose • Pre-presentation Knowledge Check
Understanding HMAR Populations (10 minutes)	• Highly Mobile & At-Risk Students Definition • Unique Needs, Challenges, and Strengths
Program Specific Considerations (20 minutes)	• Understanding Health Impacts by Program • What's in Place by Program
Tools & Resources (15 minutes)	• Provisional Enrollment • Transition Assistance Toolkit
Wrapping Up (5 minute)	• Save the Date • Reflection Question

Learning Objectives

By the end of this session, participants will be able to:

- Analyze **common systemic and situational barriers** that impact the health and academic outcomes of HMAR students.
- Navigate **key enrollment and health-related policies**—including provisional enrollment, immunization requirements, school of origin protections—to support timely access to education and services.
- Utilize practical tools for care coordination, accurate documentation, and effective communication with families and school-based teams to **ensure continuity of services when school transitions occur**.

Understanding HMAR Populations

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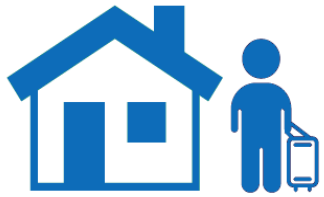
High-level Overview of HMAR Students

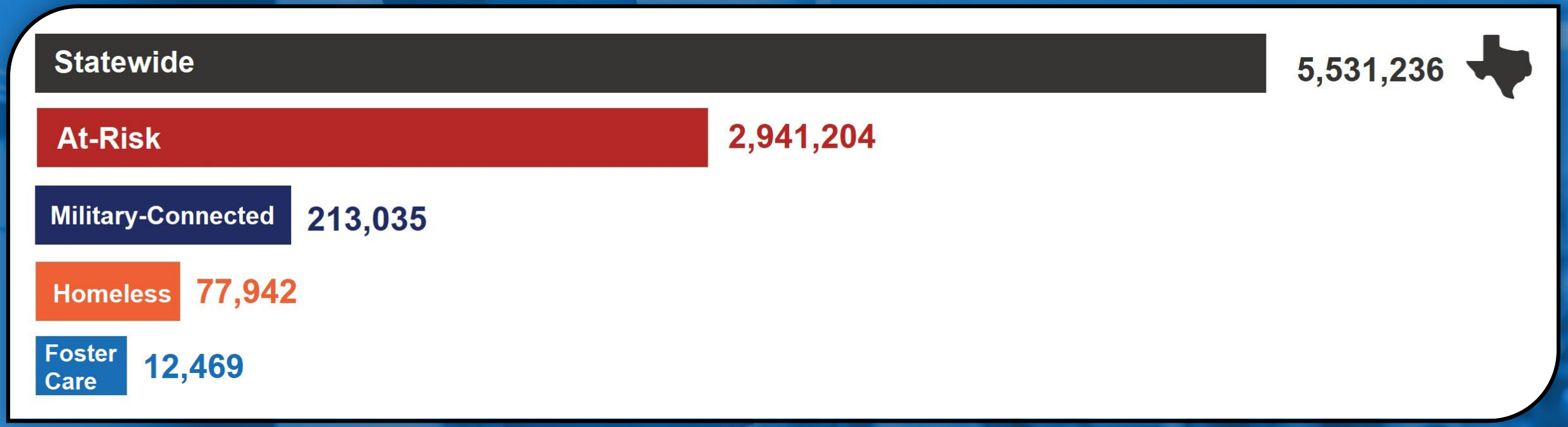
Foster Care: Students placed in DFPS Managing Conservatorship due to abuse, neglect, or abandonment, often living in foster or group homes.



Homeless: Students who lack a fixed, regular, and adequate nighttime residence, including those doubled up or living in shelters.

Military Connected: Students with a parent or guardian serving in the U.S. military, including active duty, National Guard, or Reserves.

Understanding Our Reach: HMAR Student Counts at a Glance



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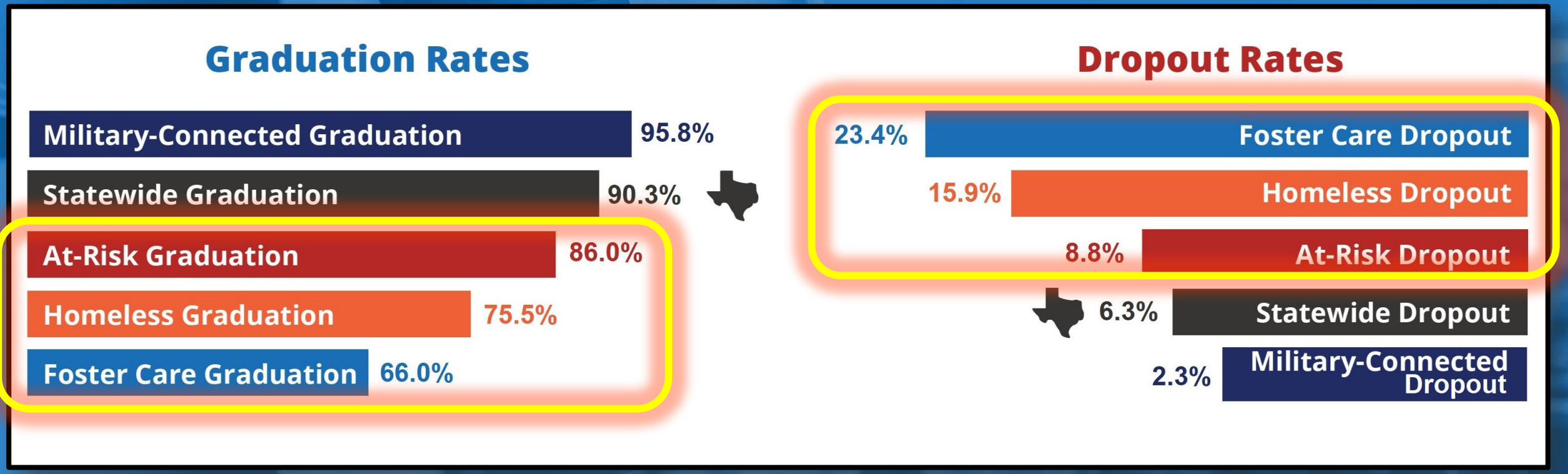
Source: PEIMS Enrollment Data 2023-24

Understanding Gaps: Graduation & Dropout Rates for HMAR Students (%)



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Source: Secondary School Completion & Dropouts in Texas Public Schools, 2022-23

HMAR students often experience **frequent transitions**, **trauma**, or **disruptions** that impact their ability to succeed in school.

Strengths Commonly Exhibited by HMAR Students

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- Resiliency
- Adaptability
- Independence
- Empathy
- Resourcefulness
- Self-Advocacy
- Leadership Potential

Barriers At-Risk Groups Served by HMAR Face

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High mobility, Frequent school changes and lack of educational continuity

Limited access to basic needs like housing, transportation, or healthcare

Emotional and behavioral challenges due to trauma or instability

Gaps in support systems and inconsistent access to services

Stigma or isolation that affects engagement and belonging

Counteracting Barriers: Educator Actions That Make a Difference

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Addressing High Mobility & Educational Disruption

- Create portable academic records to ensure smooth transitions between schools.
- Implement Transition Assistance Toolkit to support students during school changes.

Supporting Access to Basic Needs

- Partner with community organizations to provide housing, food, clothing, and transportation.
- Offer hygiene kits and laundry access on campus.
- Provide transportation assistance for school and extracurricular activities.

Responding to Emotional & Behavioral Challenges

- Train staff in trauma-informed practices and de-escalation techniques.
- Increase access to school counselors, social workers, and mental health professionals.

Bridging Gaps in Support Systems

- Use case management models to track and support individual student needs.
- Facilitate family engagement through flexible meeting times and multilingual communication.

Combating Stigma & Isolation

- Strengthen school culture through peer mentoring and student-led initiatives.
- Educate staff and students about the challenges HMAR students face.

Federal & State Law Supporting Education Access At-A-Glance

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Every Student Succeeds Act (ESSA)

- U.S. federal law passed in 2015 that governs K–12 public education policy
- **Homeless**: Protected under McKinney-Vento provisions. (42 U.S.C. §11431)
- **Foster care**: Receive school stability and coordinated support. (Title I, Part A)
- **Military-connected**: Tracked via a Military Student Identifier to ensure visibility and support.

Admission & Requirements for Enrollment

- **(TEC §25.001)** Outlines who is entitled to admission to public schools in Texas free of tuition
- **(TEC §25.002)** Enrollment Requirements & Documentation
- **(TEC §29.153)** Free Prekindergarten Eligibility for Certain Children

Transition Assistance

- **(TEC §25.006)** Requires school districts and open-enrollment charter schools to assist with the transition of military-connected students when they move from one school to another.
- **(TEC §25.007)** Requires districts to support smooth transitions between schools, including timely records transfer, etc.

For **Additional** Federal & State Law Considerations

Key Components of McKinney-Vento Act for supporting students experiencing homelessness: MV 101 Training

Legal Foundations for Foster Care and Student Success: Aligning Policy and Practice Webpage

Texas Law and Policy Requirements to Support Military-Connected Students: Texas Law & Policy Resource

Required Local Homeless and Foster Care Liaisons

AskTED (Texas Education Directory)

All School Systems must designate a Homeless and Foster Care Liaison to carry out the duties listed in the federal McKinney-Vento Act, Texas Education Code, and ESSA.

School systems must ensure their designated Liaison's contact information in AskTED is **up to date throughout** the school year.

Districts submit their liaison information to TEA through the **district's AskTED administrator**.

Charter schools submit their liaison information using the **All-In-One Update Form**

Need Technical Assistance Support?

TEA Texas Education Agency

Highly Mobile and At-Risk (HMAR) Student Programs

TEA Texas Education Agency

2025-26 ESC Liaisons/Champions

Introduction

This document serves as a comprehensive contact guide for identifying key HMAR program representatives at each Regional Education Service Center (ESC). Stakeholders can use this resource to quickly locate their ESC's designated Homeless Liaison, Foster Care Champion, and Military Champion. These individuals serve as primary points of contact and support for stakeholders who support students in highly mobile and at-risk situations.

Homeless/McKinney-Vento

Texas Education for Homeless Children and Youth (TEHCY)

The TEHCY Program provides direction and leadership on the implementation of state and federal guidance regarding program services for McKinney-Vento eligible students.

- TEHCY Webpage
- Contact: John Dobbins
- Email: HomelessEducation@tea.texas.gov

Foster Care

Foster Care & Student Success

Foster Care & Student Success maintains resources and information to advance the education of students impacted by foster care.

- Foster Care Webpage
- Contact: Dr. Ann H. Lê and John Dobbins
- Email: FosterCareLiaison@tea.texas.gov

Military-Connected

Military-Connected Students (MCS)

The MCS Program provides information and resources to students, parents, and educators to assist with navigating transitions to new schools, communities, and repeated cycles of separation and reunion.

- Military-Connected Webpage
- Contact: Dr. Ann H. Lê
- Email: MilitaryConnectedStudents@tea.texas.gov

Support is available locally, regionally, and statewide!

- 🏫 **Local Support**: Your local liaisons are your first line of help, ready to assist with immediate needs and context-specific guidance.
- 🌐 **Regional Support**: ESC liaisons/champions offer specialized expertise, training, and resources tailored to your area.
- 🏛️ **State-Level Support**: Our state team provides policy guidance, program updates, and strategic support to ensure alignment and impact across Texas.

AskTED Navigation & Locating School System (MV/FC) Liaisons

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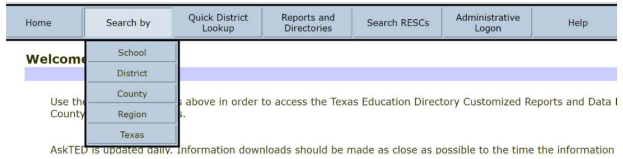
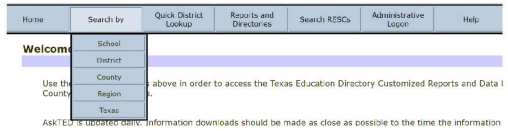


For further assistance, users may find the resource useful: AskTED Quick Reference Guide.

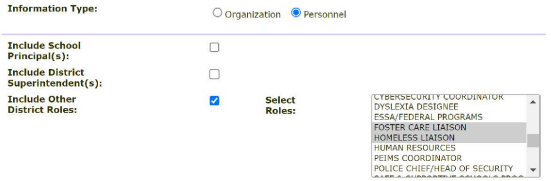
Searching Directory for Liaisons

Below are instructions with pictures to view and download liaison contact information from TEA's AskTED database.

1. Go to AskTED Webpage.
2. Select "**Search by**" and choose how you would like to sort the list:
   A. School → Enter School name or School number
   B. District → Enter District name or District number
   C. County → Enter County name or County number
   D. Region → Select Region from drawdown list
   E. Texas



3. For each of the above guidance from Step 2 (i.e., A-E), you will then need to select:
   a. Information Type: Select "**Personnel**"
   b. Check boxes: Select "**Include Other District Roles**"
   c. Then select the role you are searching for: "**Homeless Liaison**" or "**Foster Care Liaison**" from the drawdown menu.



Highly Mobile and At-Risk (HMAR) Programs | TEA's AskTED Database System

Introduction

AskTED is an online directory of Texas school information, including charter schools. The directory is primarily used by people seeking contact information for schools, districts, and education service centers. AskTED is a real-time database that is updated regularly by Texas LEAs.

To that end, Texas School Districts and Open-Enrollment Charter Schools are required to have both Homeless and Foster Care Liaisons as individual designated roles for all LEAs. The information must be maintained and stored in AskTED. It is important for LEAs to keep this information regularly updated, so that McKinney-Vento and Foster Care Liaison information is publicly available, and these points of contacts are available to support students and remove barriers related to school transitions and mobility.

Submitting or Updating Liaison Information

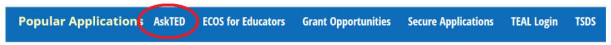
Each LEA needs to ensure the contact information for their designated liaison is current and up to date throughout the school year. When information needs to be updated (e.g., change of designated staff, phone number, or email address), these changes need to be submitted to the AskTED database.

- For school districts, changes and/or submissions will be completed to TEA through each school district's AskTED administrator.
- For charter schools, AskTED updates are to be emailed directly to the Charter School Division at TEA at CharterSchools@tea.state.tx.us. More information can be found here for Charter Schools.

Steps to Search for Liaison Information

There are two (2) ways to access AskTED.

1. Go to TEA Webpage → Select AskTED from Popular Applications in the dark blue menu at the top.



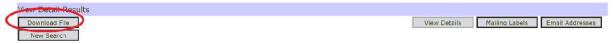
2. Navigate directly to AskTED Webpage.

When on AskTED homepage, users can use the drop-down menus at the top of the page to access the Texas Education Directory Customized Reports and Data Files. Under the 'Search by' menu, you will find searches for School, District, County, Region, and Texas.

Highly Mobile and At-Risk (HMAR) Programs | TEA's AskTED Database System

4. Select "**Search**" at the bottom of the page.
5. To download the list (or desired information), click on the "**Select All**" purple button (or portion of information that you would like), then select "**View Details**".

6. Choose "**Download File**" to export the information into Excel (.csv file)



LEAs are required to keep Homeless and Foster Care Liaisons' information regularly updated in AskTED. Please **review** and **update** this information **regularly**.

Students Experiencing Homelessness

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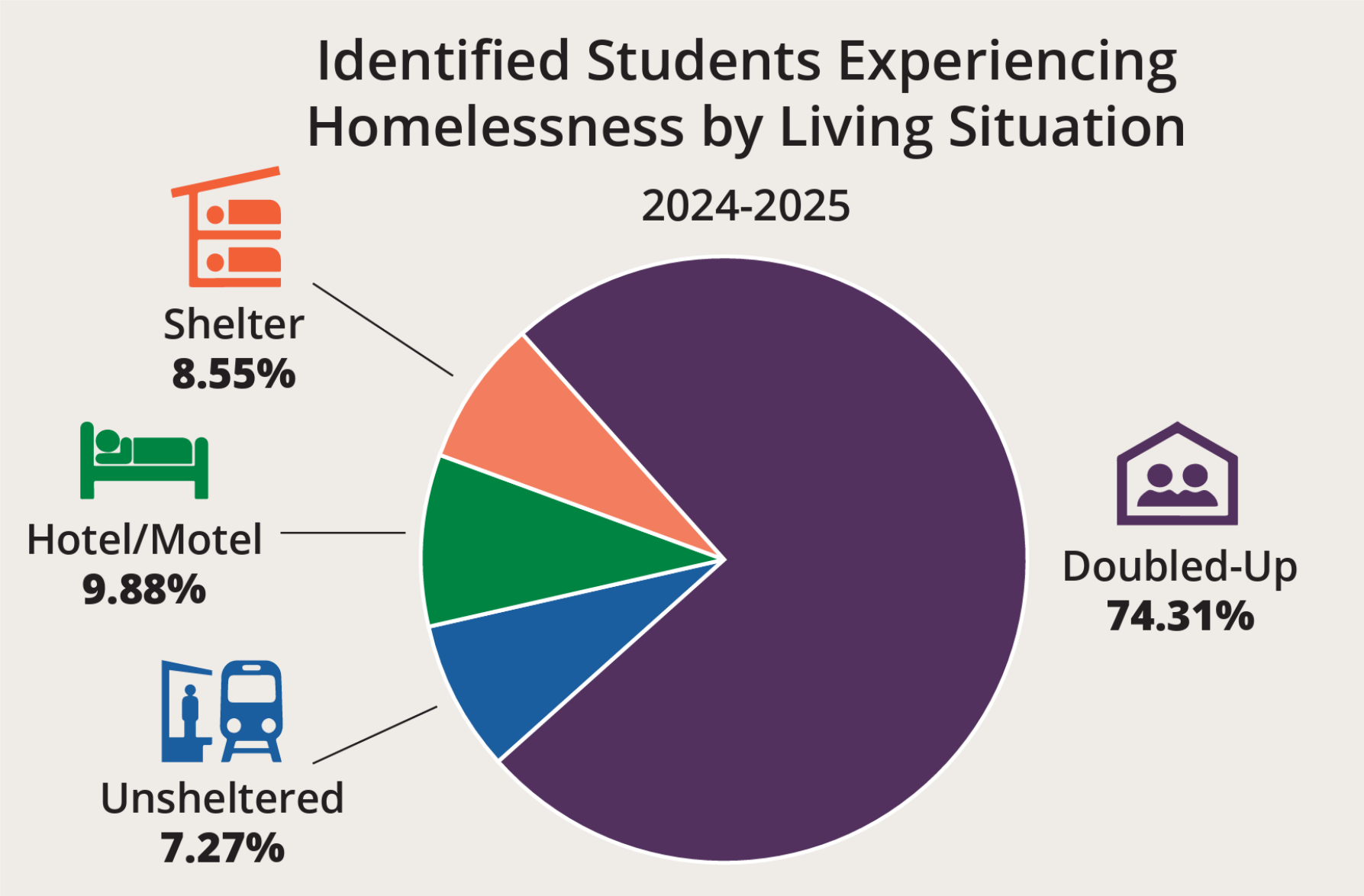
Living Situations for Students experiencing homelessness

Doubled-up with other people

Homeless Shelter

Hotel/Motel

Car, park, empty building, bus, or train station



Understanding Health Impacts for **Students Experiencing Homelessness**

Texas Education Agency

Provisional Enrollment: Lack of documentation (e.g., immunizations, health records) should not delay enrollment.

Housing instability: Interrupted access to care, increased exposure to health risks, etc.

Access to Basic Health Services: Include barriers to accessing routine care (e.g., dental, vision, chronic conditions).

Trauma Symptoms: Mental health strains; somatic complaints (e.g., stomachaches, headaches) linked to stress.

What's in Place: Students Experiencing Homelessness

Texas Education Agency

McKinney-Vento Act: Ensures immediate enrollment without health records or immunization documentation.

School of Origin Protections: Allow students to remain in their original school despite housing changes.

District Homeless Liaisons: Coordinate access to health services, transportation, and trauma-informed supports.

Provisional Enrollment: Enables access to school while documentation is gathered.

District liaison **facilitates access to services** (e.g., medical, mental health, housing, food, etc.) through referrals.

Students in Foster Care

Texas Education Agency

Students in Foster Care

- **Foster care** – refers to children & youth who are in custody of the State of Texas due to abuse/neglect, regardless of their living arrangements.

- A court grants legal custody of the student to Department of Family and Protective Services (DFPS) if it is determined the student **cannot safely remain** with a parent or legal guardian.
  - DFPS secures a relative, foster home, or other setting to ensure the student's safety and well-being.

Department of Family & Protective Services (DFPS)

Conservatorship: used in the Texas Education Code and by DFPS to describe the status of a child who is placed in DFPS legal custody by a court order.

Two terms used to define whether a child is in a short or long-term conservatorship:

1. **Temporary Managing Conservatorship (TMC)**
2. **Permanent Managing Conservatorship (PMC)**

Foster Care Placements

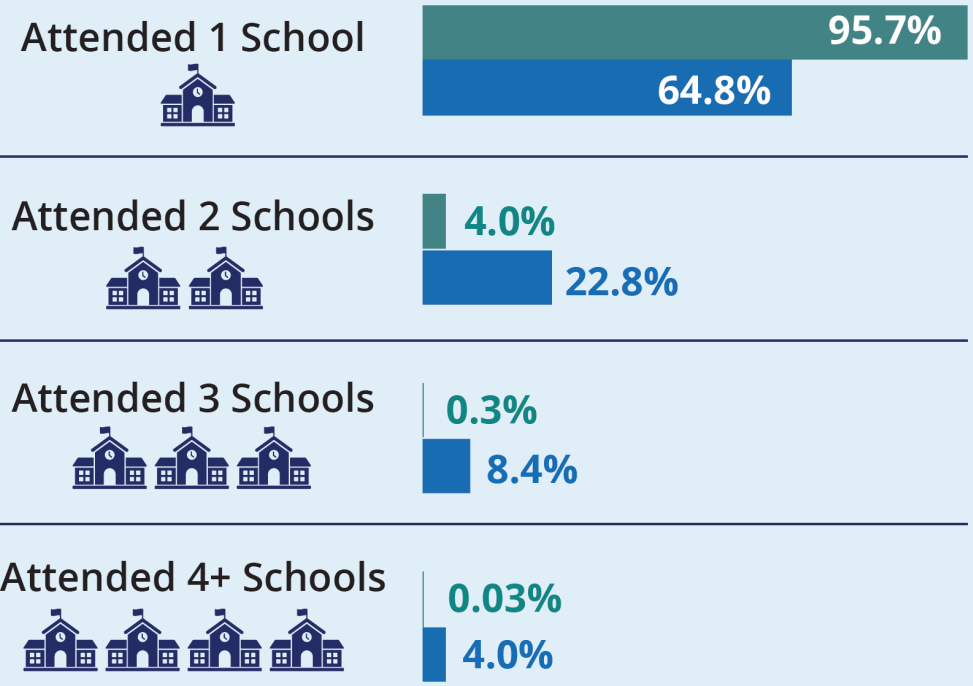
While a child is in foster care, DFPS may place the child in several different types of living arrangements, such as:

- With a relative/kinship caregiver or ‘fictive kin’ (a close family friend)
- With a foster family
- With an adoptive family
- Cottage homes
- Residential treatment centers and emergency shelters
- Facilities overseen by another state agency
- Supervised Independent Living (SIL) arrangement (college dorm or apartment)

Mobility Considerations & 2085E Form

Number of Schools Students Attended
During the 2023-2024 School Year

Over a third of all foster care students attended two or more schools in one school year, compared to less than 5% of all students in Texas.



Form K-908-2085-E
Revised September 2015

DESIGNATION OF EDUCATION DECISION-MAKER
CHILD PROTECTIVE SERVICES (CPS) - PERMANENCY

Purpose: DFPS must ensure that this form is provided to the court and the child's school under Texas Family Code §263.004 within five days of the Adversary Hearing. DFPS must inform the court of any changes in the Education Decision-Maker or Surrogate Parent, if applicable, in the next permanency hearing report. DFPS must provide the updated information to the school no later than five days after any changes in the Education Decision-Maker or Surrogate Parent, if applicable.

Directions: To complete this form, fill in all applicable fields. For additional questions, contact your Regional Education Specialist. DFPS staff may not appoint a surrogate parent. DFPS staff may only list the name of the surrogate parent appointed by the court or the school.

SECTION 1: AUTHORITY TO MAKE EDUCATION DECISIONS

The Texas Department of Family and Protective Services (DFPS) is authorized by court order as provided in the Texas Family Code §153.371 to make education decisions on behalf of the following child currently in the conservatorship of DFPS.

Child's Full Name:	Child's DFPS IMPACT Person ID:	Child's Medicaid Number:

Date of Birth:	County:	Court Number:	Cause Number:

DFPS delegates to the following individual(s) (hereinafter referred to as the Education Decision-Maker) the education decision-making responsibilities on behalf of the child as described in this form. **Note: A representative of DFPS may be named as a primary and and/or backup Education Decision-Maker.**

Designated primary Education Decision-Maker (and spouse, if applicable):	Date of designation:
Email:	Telephone Number(s):
Backup Education Decision-Maker:	Date of designation:

Surrogate Education Decision-Maker for special education decisions:	Date of designation:	Designated by: ☐ Court ☐ ISD
Email:	Telephone Number(s):	

Understanding Health Impacts for **Students in Foster Care**

Texas Education Agency

Provisional Enrollment: Lack of documentation (e.g., immunizations, health records) and frequent care plan changes should not delay enrollment.

Working with appropriate parties for educational decision-making: caregiver, caseworker, etc. (Wheel of Support)

Adverse Childhood Experiences (ACEs) & Trauma: Trauma history can affect health and learning and students could exhibit somatic complaints (e.g., stomachaches, headaches).

Medication Considerations: Use and frequency may impact student's academic and non-academic functioning.

What's in Place: Health Impacts for Students in Foster Care

Texas Education Agency

Fostering Connections to Success and Increasing Adoptions Act: Requires state child welfare agencies to collaborate closely with state and school systems to promote educational continuity and improve academic outcomes for students in foster care.

School of Origin Protections: Allow students to remain in their original school despite housing changes.

District Foster Care Liaisons: Coordinate access to health services, transportation, and trauma-informed supports.

Provisional Enrollment: Enables access to school while documentation is gathered.

District liaison **facilitates access to services** (e.g., medical, mental health, housing, food, etc.) through referrals.

KEY PEOPLE INVOLVED IN THE LIFE OF A STUDENT IN FOSTER CARE (Wheel of Support)

When a child is placed in foster care, there are many adults and service providers who play a critical role in meeting their physical and emotional needs.

It is helpful for education professionals to understand the various people and systems that may work with a student in foster care.

Pregnant and/or Parenting Students

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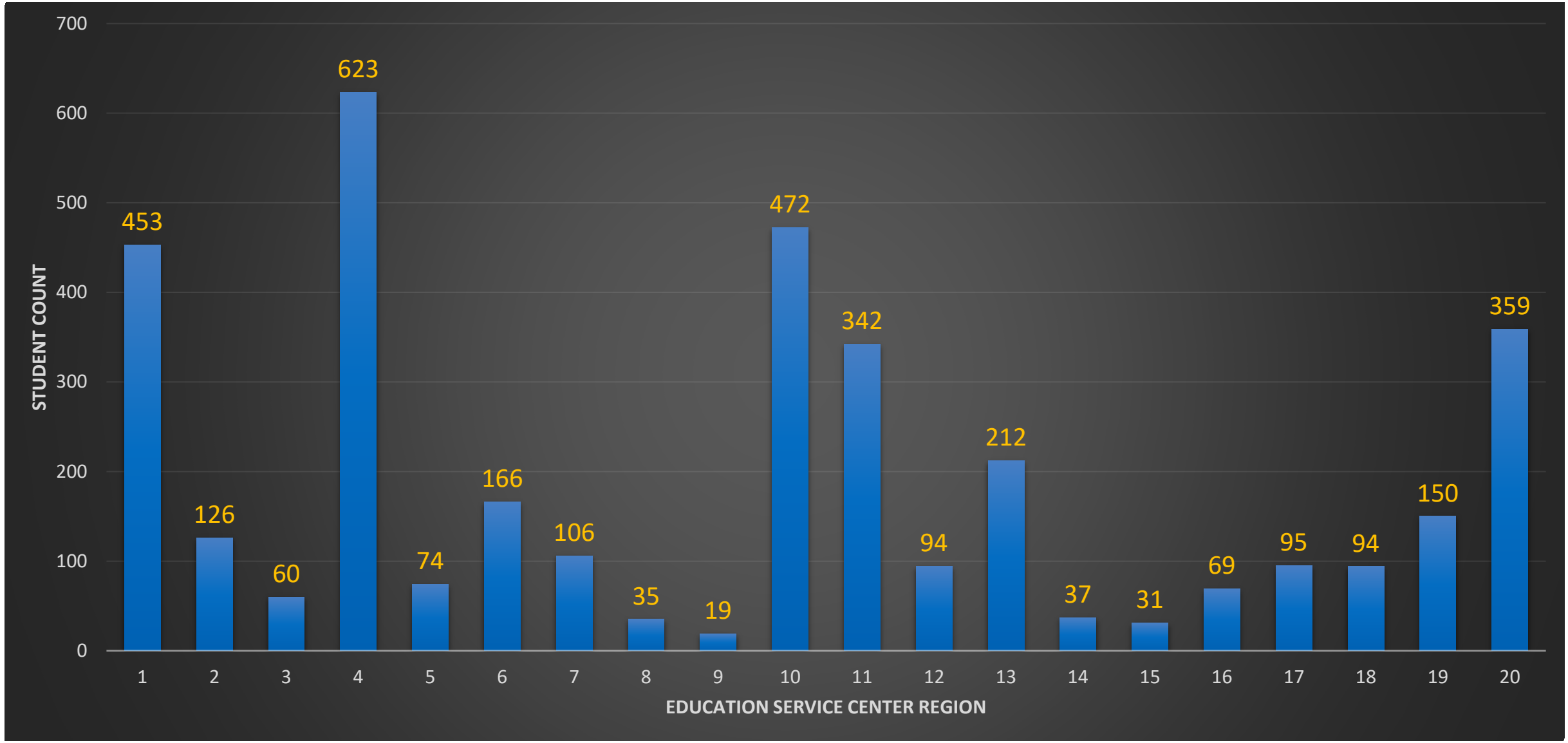
Reflection Question

How many are in districts with Pregnancy-Related Services (PRS) programs?

If you don’t have PRS program, how do you support pregnant or parenting students?

Pregnant-Related Services (Summer 2025 PEIMS)



What's in Place: Health Impacts for Pregnant & Parenting

Texas Education Agency

Title IX Protections: Safeguard against discrimination and support flexible attendance and academic accommodations.

School-Based Health Support and/or Pregnancy-Related Services Program: Provide prenatal and postpartum care, mental health services, and parenting support.

Caregiver Coordination: Engage young parents' support systems in care planning and service access.

Understanding Health Impacts for **Pregnant or Parenting Students**

Texas Education Agency

Prenatal Care Access: barriers to timely and consistent prenatal care due to lack of transportation, insurance, or supportive adults.

Postpartum Return & Mental Health Considerations: postpartum depression, anxiety, and trauma-related stress.

Caregiver Coordination & Support Systems: young parent's support system.

Absence Navigation & Mandatory Reporting: frequent absences for medical appointments, childcare emergencies, or postpartum recovery.

Military-Connected Students

Texas Education Agency

Reflection Question

How many are on campuses that are Purple Star Campus Designated (PSCD)?

If not, what supports are in place for Military-Connected Students?

Challenges for Military-Connected Students

MILITARY-CONNECTED
CHILDREN
MOVE 6-9X
DURING THEIR K-12 EDUCATION

Military-connected children move and change schools 3 TIMES more often than their civilian peers.

- Transitions (Academic & Social/Emotional Challenges)
- Permanent Change of Station (PCS)/Moves
- Deployments/Separations
- Unpredictability
- Uniqueness of each family's situation

Understanding Health Impacts for **Military-Connected Students**

Texas Education Agency

Continuity of Care Across Moves: Challenges with transferring health records and services.

Access to Services Outside Department of Defense Education Activity (DODEA): Gaps in mental health support in non-military schools.

Peer Connection & Belonging: Consider social-emotional health due to frequent transitions.

Grief and deployment stress: Anxiety, depression, sleep disturbances, and academic disengagement.

What's in Place: Health Impacts for Military-Connected

Purple Star Campus Designation (PSCD): Includes campus-based military liaisons, military webpage, campus transition programs, and participation in military initiatives

TEA's Military Family Resources: Centralized access to guidance, professional development opportunities, and tools for families, educators, and administrators.

Texas is a member of Military Interstate Children's Compact (MIC3): addresses transitional challenges such as enrollment, placement, and attendance.

Tools & Resources

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Why **Schools May Be the One Stable Place** for Highly Mobile and At-Risk Students

Texas Education Agency

Consistency Amid Instability: For students experiencing homelessness, foster care, or other mobility challenges, school may be the only consistent environment in their lives.

Access to Supportive Adults: Schools provide access to caring adults—teachers, counselors, and staff—who can offer emotional support and guidance.

Basic Needs and Services: Schools often serve as access points for meals, health care, counseling, and other essential services.

Social Connection and Belonging: School offers opportunities to build friendships and feel part of a community, which is critical for emotional well-being.

Academic Continuity: Despite frequent moves, school can help maintain educational progress and reduce learning gaps.

Importance of Being in School from **Day One**

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Early Attendance Predicts Success: Students who miss even a few days early in the school year are more likely to be chronically absent later, which correlates with lower academic achievement.

Foundation for Learning: The beginning of the school year sets the tone for routines, expectations, and relationships that support learning.

Preventing Dropout Risk: Chronic absenteeism is a strong predictor of dropping out, especially for students in grades 6–12.

Maximizing Instructional Time: Every day in school matters; students who attend regularly perform better academically and socially.

Immediate Enrollment Considerations

For Homeless & Foster Care

Immediate Enrollment [42 U.S.C §11432(g)(3)(C)(i)]

TEA Texas Education Agency

The right to immediate school enrollment:

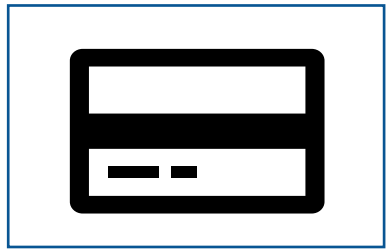
- Even if lacking paperwork normally required for enrollment
- Provisional enrollment without:
  - Immunizations
  - Birth Certificates
- Even if having missed application or enrollment deadlines during any period of homelessness

Provisional Enrollment with Incomplete School Records

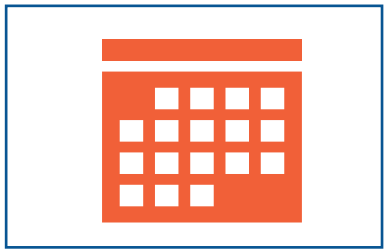
When a student moves from one Texas public school district or charter school to another:

- Student records must be transferred using the Texas Records Exchange (TREx) system **within 10 working days** of receiving the request.

- Some examples of records that are included in this request are:



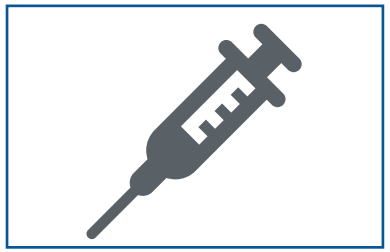
Texas Unique ID



Date of birth

Current grade level

Social Security number



Immunization information

Provisional Enrollment with Incomplete Immunizations

...shall be admitted provisionally for **30 business days** if acceptable evidence of immunizations is not available.

To obtain required immunizations, school systems must **refer the parent or guardian** to:

local health authority,	community health providers, or	other community resources.

Texas Department of State Health Services, Immunization Unit
Provisional Enrollment for Students (Non-Higher Education; Non-Veterinary Students)

The following charts are intended to aid school nurses, office staff, private practitioners and the general public in understanding the eligibility of students enrolling in Texas schools in accordance with Title 25, Rules §97.66 and §97.69 of the Texas Administrative Code. Please consult §97.65 and §97.68 of the Texas Administrative Code for guidance on verification of immunity/history of illness and acceptable evidence of vaccination(s).

NOTE: This resource does not apply to child-care facilities. Please refer to §97.66 for provisional enrollment criteria that apply to child-care facilities.

Students without an Immunization Record

A student is a dependent of a person who is on active duty with the Armed Forces of the United States.	A student is transferring from another school within Texas.	A student is homeless or is in foster care.	A student has never attended school before, or is transferring from out of state.
The student can be enrolled provisionally for no more than 30 days if transferring from one school to another and waiting on the transfer of the immunization record.	The student may be enrolled provisionally for 30 days while awaiting the transfer of the immunization record.	The student shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to the appropriate health provider to obtain the required vaccines.	**The student cannot be enrolled until an immunization record is provided.** Once received, if the immunization record indicates that the student has received at least one dose of each specified age-appropriate vaccine required and is on schedule to receive subsequent doses as rapidly as medically feasible, the student may be enrolled provisionally.

Supporting Transitions

Transition Assistance Toolkit

Texas Education Agency

Nutrition Benefits
TAC § 89.1605(a)(3)

All students who are identified as homeless or in foster care are eligible for the US Depa of Agriculture Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an expedited process in place fo students who qualify to receive nutrition benefits upon enrollment. The process must e communication with the LEA nutrition coordinator to ensure that eligible students are r charged in error or experience delays in receiving these benefits.

Best Practices

- Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.
- Verify student coding is in alignment with effective date.
- Ensure student confidentiality.
- Collaborate with your Nutrition Coordinator to establish processes, such as sending an approval notification via email.
- LEAs shou annual tr new and staff on r eligibil application

REMINDER: Applications must be expedited when the student qualifies for SNAP benefits. Ensure systems and supports are student and family-centered!

Enrollment Conferences
TAC § 89.1605(b)

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the within the first two weeks, or as soon as feasible, after a student who is homeless or in substitute care enrolls at a new school. The studen participation in the meeting should be addressed on a case-by-case basis. The convening cannot delay or impede enrollment.

The enrollment conference may be used in conjunction with an existing meeting th designed for a similar purpose for newly enrolled students.

An **Enrollment Conference** is a student-centered meeting for a newly enrolled student designed

- Identify academic and extracurricular interests.
- Introduce school processes and opportunities for engagement.
- Develop course and instructional strategies.
- Review credits and assessment information.
- Determine social-emotional support.
- Communicate confidential information that r impact a student's success, if needed.

Key People to Consider Including:

- School Administrators
- McKinney-Vento Liaisons
- Foster Care Liaisons
- School Counselors

Others to Include*:

LEA AND CAMPUS STAFF
- Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.)
- Teachers
- Social Workers
- Dropout Prevention Specialist
- Attendance/Truancy Officer

COMMUNITY SUPPORT
- Parent or Guardian
- Relative or Foster Placement Caregiver
- Texas DFPS Caseworker
- DFPS Educational Decision Maker
- CASA Volunteer

*Additional people may be invited, as needed.
**Discussion topics are required in TAC § 89.1605(b)(3) and should be adapted to meet the unique needs of each student.

Key Discussi Topics**:

- Student's interests, strengths, and previou successes.
- Student's attendance, grades, credits, etc.
- Social, emotional, and behavioral supports.
- LEA policies to support enrollment and withdrawal processes.
- Communication preferences of parent/guardians or unaccompanied youth.
- Post-secondary readiness.

Student Welcome Packet Requirements and Best Practices
TAC § 89.1605(a)(1)

Local Educational Agencies (LEAs) must provide welcome packets to students who are homeless or in foster care within the first two weeks of enrollment. LEAs may include required welcome packet contents with any existing items being provided to new stu

Welcome Packet Required Items:

- Extracurricular activities (e.g., fine arts, athletics, etc.)
- Club activities
- Information on fee waivers
- Tutoring opportunities
- Student code of conduct
- Available student supports
- Contact information for pertinent school staff

- Contact information for key school members:
  - School counselors
  - Nurses
  - Social workers
  - Foster Care Liaison
  - McKinney-Vento Liaison
  - Principal & Assistant Principals
  - Registrars
  - Nutrition coordinators
  - Transportation specialists
  - Additional support staff (e.g., Special Educ Emergent Bilingual, Gifted and Talented, programs, Pregnancy Related Services)

Additional Foster Care and McKinney-Vento Items:

- Student clubs
- After school programs
- Enrichment programs
- Mentor programs
- Family engagement opportunities
- Student ambassador programs
- Post-secondary planning acti
- Summer and holiday resourc
- Other community resources in your area (e.g., FindHelp.or

School Introductions to Ease Transitions
TAC § 89.1605(a)(2)

School introductions are welcoming activities provided by the school to new students. Staff can introduce students to the school in a variety of ways, such as giving tours of the campus, hosting welcome events, and providing one-on-one student support. These activities can help students acclimate to their new environment, adjust academically, meet new friends, and participate in extracurricular activities. While LEAs are required to provide introductions to students who are homeless or in foster care, these supports are beneficial for easing the transitions of all newly enrolled students.

Strategies to Ease Transitions

- Provide introductions (e.g., staff introductions, campus tours, activities, welcome events, etc.) within two weeks of enrollment.
- Implement mentoring programs in which staff or community mentors can facilitate introductions, have lunch with students, and check-in with students throughout the day.
- Provide information on peer-to-peer programs, such as student-led activities, clubs, programs, extracurriculars, etc.
- Designate a staff member to whom the student can reach out for support and services. This person provides a safe space for the student to share any concerns, needs, or life changes.

Key Contacts

- Campus staff members.
- Staff members who have been designated as student mentors.
- Community mentor sponsor. Student-led groups.
- Student ambassadors and faculty sponsors.

Student Ambassadors

Student ambassadors are students who represent the school and introduce new students to the campus and its culture. Student ambassadors are familiar with the campus environment and have a positive attitude, great communication skills, leadership qualities, and are accepting of others.

Student ambassadors can organize and/or participate in the following activities:

- Newcomer social events throughout the school year.
- Tours of the campus library, nurse's office, counseling office, gym, and cafeteria.
- Accompanying new students to lunch during the first week of school.

Key Takeaways for School Nurses - Transition

BE PART OF THE WELCOME

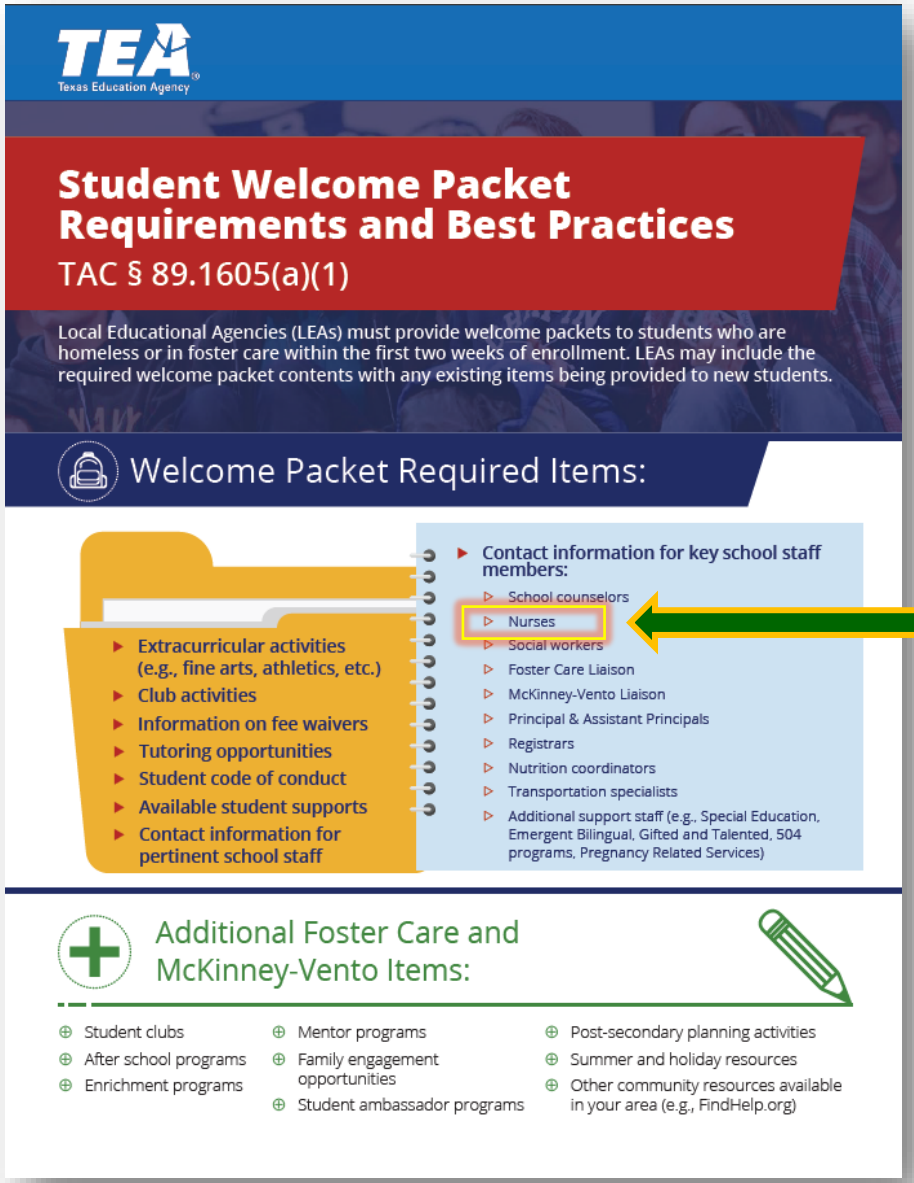
SUPPORT ENROLLMENT CONFERENCES

EASE TRANSITIONS

ENSURE ACCESS TO HEALTH & NUTRITIONAL SERVICES

MAINTAIN CONFIDENTIALITY

Be Part of the Welcome



TEA Texas Education Agency

Student Welcome Packet Requirements and Best Practices

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  - Registrars
  - Nutrition coordinators
  - Transportation specialists
  - Additional support staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, 504 programs, Pregnancy Related Services)

Additional Foster Care and McKinney-Vento Items:

- Student clubs
- After school programs
- Enrichment programs
- Mentor programs
- Family engagement opportunities
- Student ambassador programs
- Post-secondary planning activities
- Summer and holiday resources
- Other community resources available in your area (e.g., FindHelp.org)

Nurses are listed as key contacts in the required **Welcome Packet** for newly enrolled students who are homeless or in foster care.

Ensure your **contact info** is included and that students **know how to access** clinic services.

Support Enrollment Conferences

TEA Texas Education Agency

Enrollment Conferences

TAC § 89.1605(b)

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the within the first two weeks, or as soon as feasible, after a student who is homeless or in substitute care enrolls at a new school. The student's participation in the meeting should be addressed on a case-by-case basis. The convening cannot delay or impede enrollment.

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- Identify academic and extracurricular interests.
- Introduce school processes and opportunities for engagement.
- Develop course and instructional strategies.
- Review credits and assessment information.
- Determine social-emotional support.
- Communicate confidential information that may impact a student's success, if needed.

Key People to Consider Including:

- School Administrators
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- School Counselors

Others to Include*:

LEA AND CAMPUS STAFF

- Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.)
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**Discussion topics are required in TAC § 89.1605(b)(3) and should be adapted to meet the unique needs of each student.

Key Discussion Topics**:

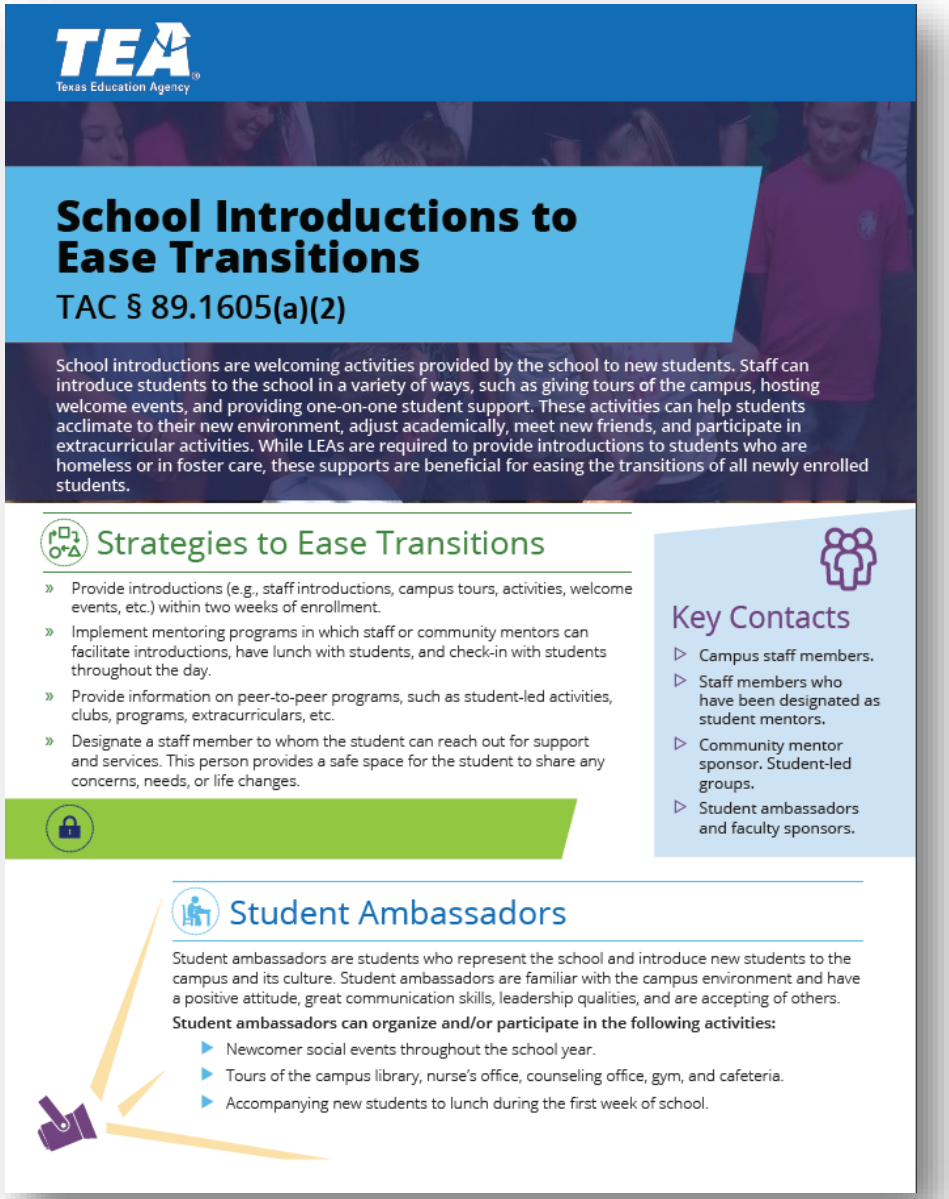
- Student's interests, strengths, and previous successes.
- Student's attendance, grades, credits, etc.
- Social, emotional, and behavioral supports.
- LEA policies to support enrollment and withdrawal processes.
- Communication preferences of parent/guardians or unaccompanied youth.
- Post-secondary readiness.

Nurses may be invited to **Enrollment Conferences** within the first two weeks of a student's enrollment.

Be prepared to **share relevant health information, support needs, or services** that could impact the student's success.

Ease Transitions

Texas Education Agency



Texas Education Agency

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Student ambassadors can organize and/or participate in the following activities:

- Newcomer social events throughout the school year.
- Tours of the campus library, nurse's office, counseling office, gym, and cafeteria.
- Accompanying new students to lunch during the first week of school.

Participate in **school introductions** (e.g., campus tours, welcome events).

Offer to show students the **clinic** and explain how it can be a safe, supportive space.

Ensure Access to Health & Nutritional Benefits

Nutrition Benefits

TAC § 89.1605(a)(3)

All students who are identified as homeless or in foster care are eligible for the US Department of Agriculture Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an expedited process in place for all students who qualify to receive nutrition benefits upon enrollment. The process must expedite communication with the LEA nutrition coordinator to ensure that eligible students are not charged in error or experience delays in receiving these benefits.

Best Practices

- Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.
- Verify student coding is in alignment with effective date.
- Ensure student confidentiality.
- Collaborate with your Nutrition Coordinator to establish processes, such as sending an approval notification via email.
- LEAs should provide annual training to new and returning staff on nutrition eligibility and application processes.

REMINDER: Applications must be expedited when the student qualifies for SNAP benefits. Ensure systems and supports are student and family-centered!

Collaborate with registrars and liaisons to ensure health needs are identified early.

Help ensure students are **connected** to nutrition benefits and other health-related supports **without delay**.

Maintain Confidentiality

Avoid labeling students as homeless or in foster care.

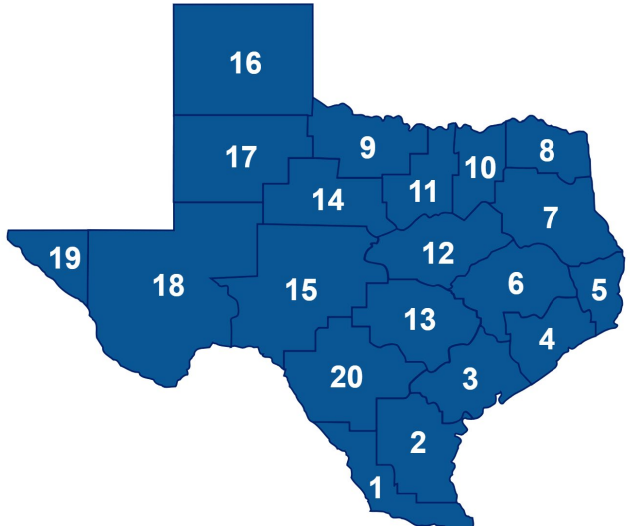
Use trauma-informed, student-centered practices when discussing or documenting **sensitive information**.

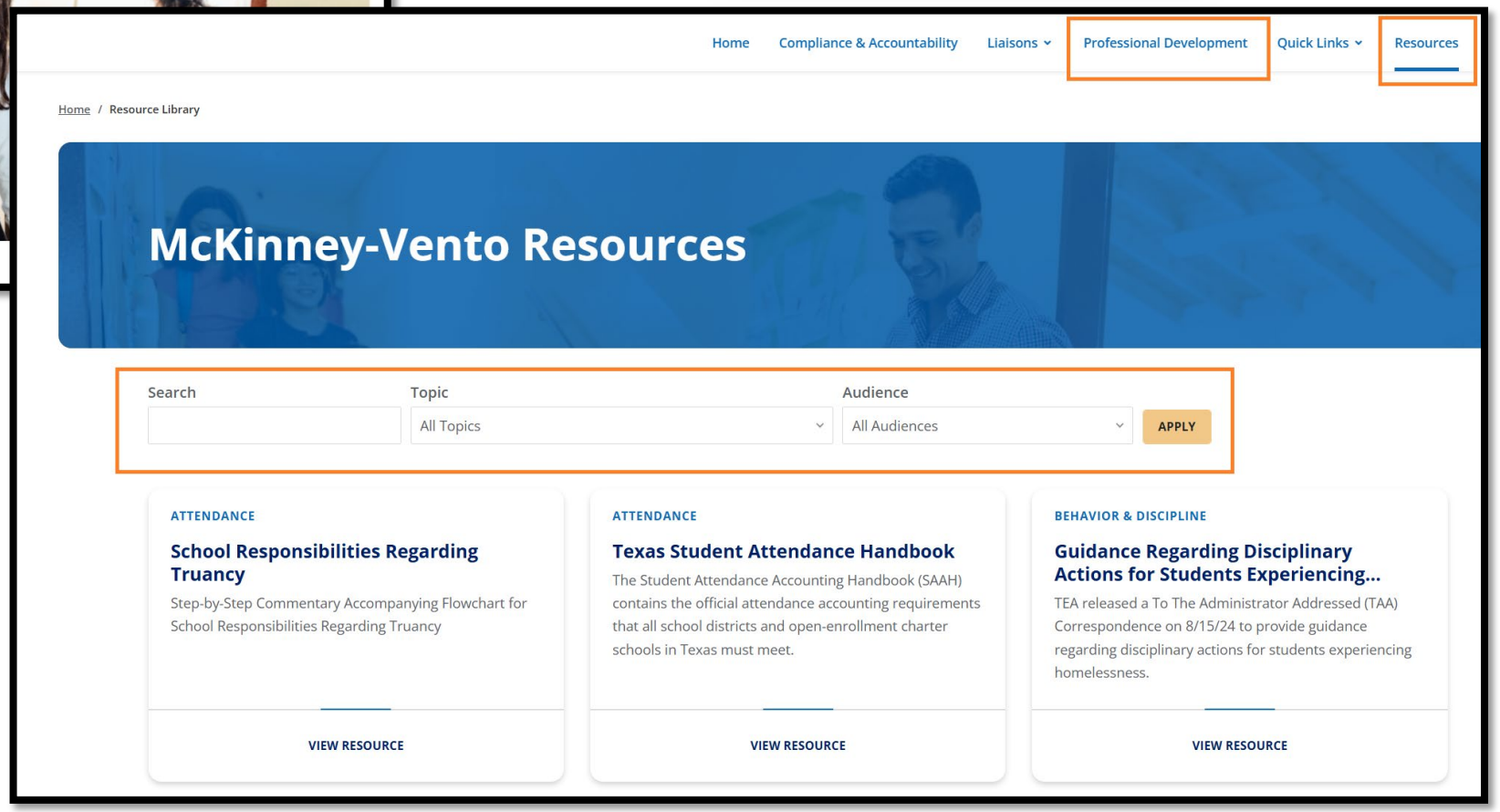
Additional Resources

TEHCY Web Portal – Trainings, Resources, & more

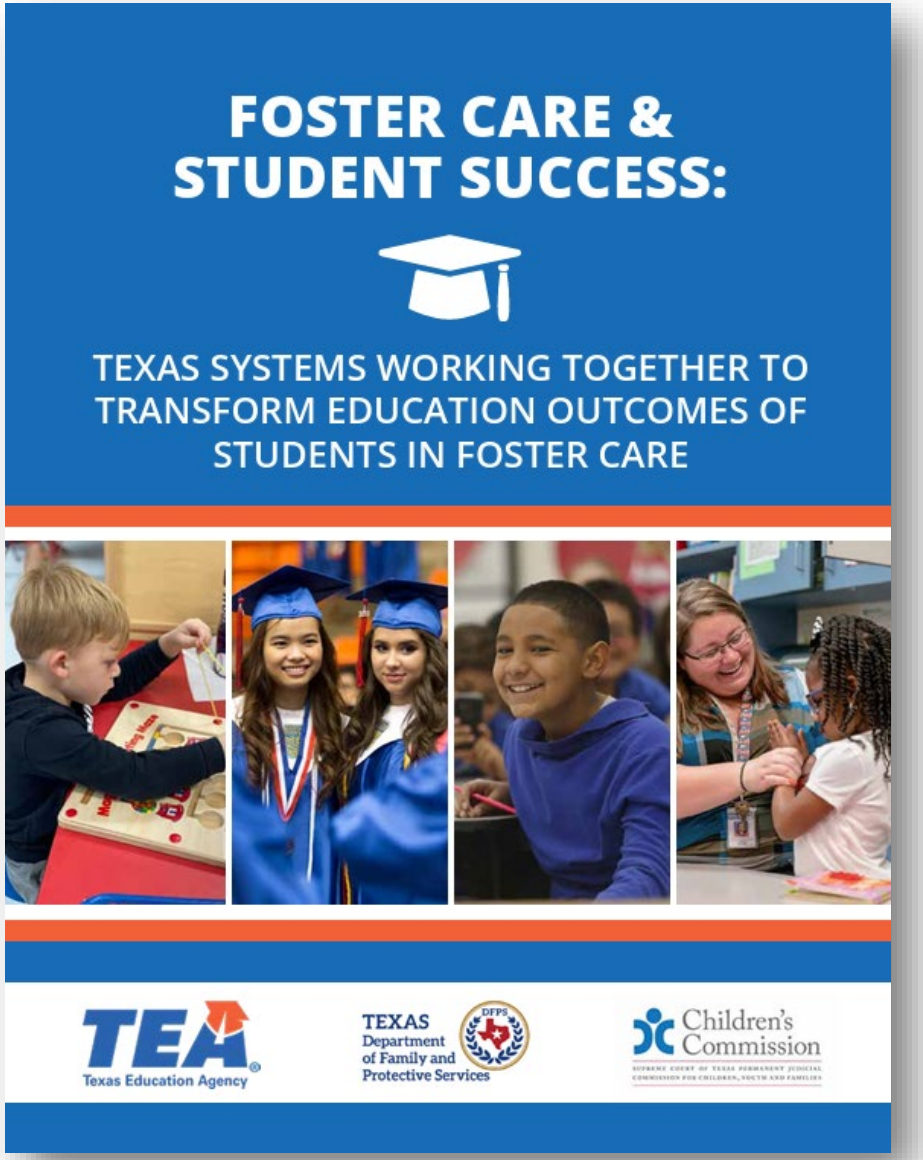
Texas Education Agency

TEHCY SUPPORT





How School Nurses Can Use the Foster Care & Student Success Guide



✅ **Understand Foster Youth Needs:** Learn how trauma, mobility, and health disparities affect students in foster care. [Chapter 1]

✅ **Support Health & Wellness:** Use Chapter 6 to guide screenings, immunizations, and Medicaid access. Coordinate care with foster families and caseworkers.

✅ **Ensure Continuity of Care:** Help transfer health records quickly during school or placement changes.

✅ **Collaborate on Campus:** Partner with the Foster Care Liaison and counselors to support whole-child wellness. [Appendix C]

✅ **Practice Trauma-Informed Care:** Create a safe, supportive clinic environment that respects student voice and privacy.

Pregnancy and Parenting Education Resources

Texas Education Agency

Pregnancy Related Services

Welcome to Pregnancy Related Services (PRS)

The Texas Education Agency's Pregnancy Related Services (PRS) program is dedicated to supporting the aca-
demic success and well-being of pregnant and parenting students ac
the Highly Mobile and At-Risk (HMAR) Student Programs Unit under t
Student Support (OSPSS), PRS provides guidance, resources, and sup
rolled, engaged, and on track to graduate.

PRS includes both **Compensatory Education Home Instruction (CE**
ble students during prenatal and postpartum periods—and a range o
seling, health services, transportation, and parenting education. Thes
unique challenges faced by pregnant and parenting students, ensurin
tion and the resources needed to thrive.

By empowering districts to implement comprehensive PRS programs
mote student resilience, and foster long-term academic and persona

Pregnancy and Parenting Education Resources

The following external links are from local, state, and federal resource sites that provide information on programs of education and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills.

Nurse-Family Partnership is an evidence-based program that empowers vulnerable moms to transform their lives and create better futures for themselves and their babies. Nurse-Family Partnership works by having specially trained nurses regularly visit first-time moms-to-be, starting early in pregnancy, and continuing through the child's second birthday. The expectant moms benefit by getting the care and support they need to have a healthy pregnancy. At the same time, new moms develop a close relationship with a nurse who becomes a trusted resource they can rely on for advice on everything from

School Supports Learning Modules for School Nurses

Helping Military-Connected Students Thrive

Texas Education Agency

Purpose:

- Empower **school nurses** to support the **health, wellness, and emotional needs** of military-connected students through evidence-informed, self-paced learning.
- These modules offer **practical strategies** and **printable tools** for daily use.

Nurse-Relevant Modules:

- Understanding Military Culture in Schools
- Supporting Students with ADHD
- Recognizing and Responding to Depression
- Helping Students Cope with Deployment & Transitions
- Building Resilience through Health Services

Access the Modules:

- https://schoolresources.militaryfamilies.psu.edu/modules/series/school-supports/

Wrapping Up

Texas Education Agency

Reflection Question

How could a better understanding of the unique needs of HMAR students assist school nurses with **improving coordination** and **support** for students in these circumstances?

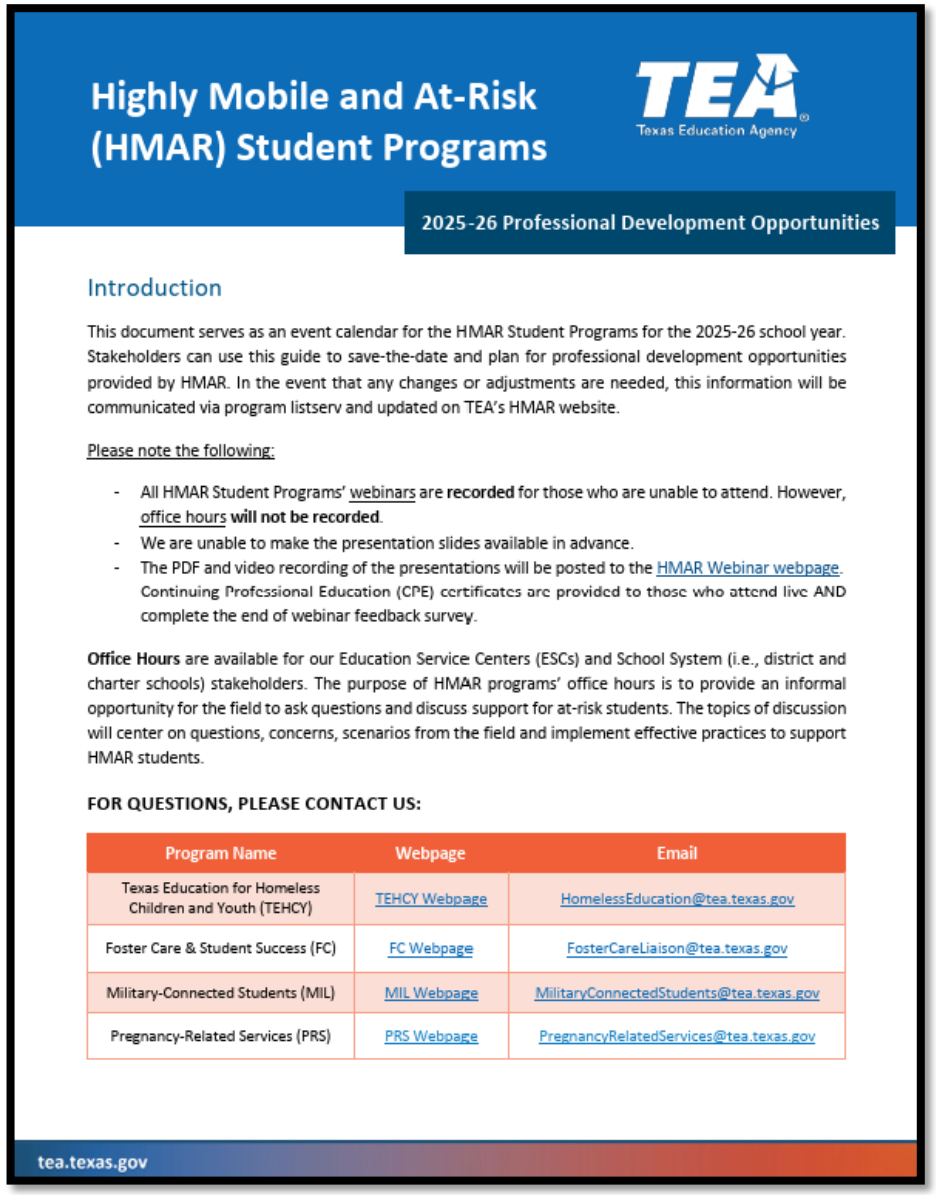
25-26 HMAR Programs' Events Calendar

Texas Education Agency

HMAR Quarterly Webinars

(1:00 – 2:30 PM CST)

- *Webinar #1: September 18, 2025*
- *Webinar #2: November 13, 2025*
- *Webinar #3: February 5, 2026*
- Webinar #4: May 7, 2026 | Registration Link



Highly Mobile and At-Risk (HMAR) Student Programs

Texas Education Agency

2025-26 Professional Development Opportunities

Introduction

This document serves as an event calendar for the HMAR Student Programs for the 2025-26 school year. Stakeholders can use this guide to save-the-date and plan for professional development opportunities provided by HMAR. In the event that any changes or adjustments are needed, this information will be communicated via program listserv and updated on TEA's HMAR website.

Please note the following:

- All HMAR Student Programs' webinars are **recorded** for those who are unable to attend. However, office hours **will not be recorded**.
- We are unable to make the presentation slides available in advance.
- The PDF and video recording of the presentations will be posted to the HMAR Webinar webpage. Continuing Professional Education (CPE) certificates are provided to those who attend live AND complete the end of webinar feedback survey.

Office Hours are available for our Education Service Centers (ESCs) and School System (i.e., district and charter schools) stakeholders. The purpose of HMAR programs' office hours is to provide an informal opportunity for the field to ask questions and discuss support for at-risk students. The topics of discussion will center on questions, concerns, scenarios from the field and implement effective practices to support HMAR students.

FOR QUESTIONS, PLEASE CONTACT US:

Program Name	Webpage	Email
Texas Education for Homeless Children and Youth (TEHCY)	TEHCY Webpage	HomelessEducation@tea.texas.gov
Foster Care & Student Success (FC)	FC Webpage	FosterCareLiaison@tea.texas.gov
Military-Connected Students (MIL)	MIL Webpage	MilitaryConnectedStudents@tea.texas.gov
Pregnancy-Related Services (PRS)	PRS Webpage	PregnancyRelatedServices@tea.texas.gov

tea.texas.gov

HMAR Programs' Email Contact

HMAR Website

Texas Education for Homeless Children and Youth (TEHCY) Program
HomelessEducation@tea.texas.gov

Foster Care and Student Success (FC)
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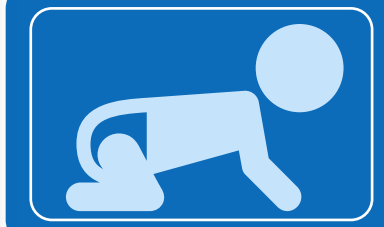

Pregnancy Related Services (PRS)
PregnancyRelatedServices@tea.texas.gov

Military Connected Students (MCS)
MilitaryConnectedStudents@tea.texas.gov

We would love your feedback!

Texas Education Agency