

A group of seven diverse elementary school children are standing in a hallway lined with red lockers. They are smiling and looking towards the camera. The children are of various ethnicities and are dressed in casual clothing. A semi-transparent blue banner is overlaid on the image, containing the title and event information.

Highly Mobile and At-Risk Student Programs Division

ESC and LEA Leaders

Thursday, November 5th 1:00PM-3:00PM

Webinar Objectives and Outline

Provide relevant program information and updates, and take a deeper dive on division resources available to ESC and LEA leaders who support highly mobile and at-risk students.

1. Mental Health and Behavioral Health
2. Transition Assistance
3. Utilizing Student Data and Engagement
4. Highly Mobile Engagement
5. Program Updates
6. Upcoming events and trainings
7. Resources
8. Questions



Highly Mobile and At-Risk Student Programs Division

Purpose:

To increase awareness, build capacity, and improve TEA supports, resources and tools available for schools to address the unique needs and statutory requirements of highly mobile and at-risk students.

We are committed to improving the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.



Military Connected Students



Pregnancy Related Services



Foster Care and Student Success



Texas Education for Homeless Children and Youth Program

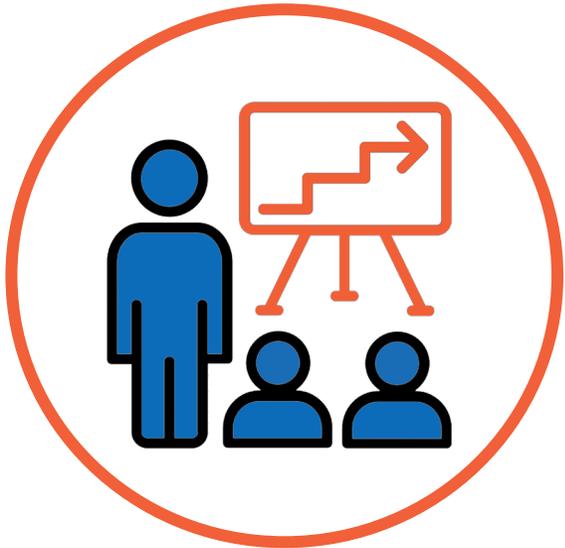


Child Abuse and Neglect Awareness (including mandatory reporting and human trafficking prevention)



Mental and Behavioral Health

Technical Support & Engagement



- 1) Please submit any questions during the presentation to the Padlet <https://bit.ly/3hU5Ej1> (closes at 5pm).
- 2) Technical difficulties will also be addressed in the Padlet.
**Zoom and YouTube chat will not be used.
- 3) This presentation will be recorded and available on HMAR website.
- 4) PDF of presentation will be sent to registration list.



Use Padlet for Questions

padlet

TEA Highly Mobile and At-Risk · 28m

HM&AR Webinar Questions

Please add your question under the corresponding column. This page will remain open until 5pm today. Link to YouTube Live: https://youtube.com/channel/UCKN8VDjUIAbERqi5MH_5dPw

Mental Health Updates +

Transition Assistance +

Utilizing Student Data and Engagement +

Highly Mobile Engagement +

Program Updates +

Resources / Other +

Technical Difficulties

TEA Highly Mobile and At-Risk 1mo

General

If you experience technical difficulties (including audio issues) please try leaving the meeting, refreshing your page, and then rejoining the meeting.

Try joining the YouTube live stream instead.

0

Add comment

TEA Highly Mobile and At-Risk 1mo

Volume

If you have any trouble with sound. Make sure that your volume is turned up and that you accept select 'join with computer audio' when logging on.

0

Add comment

TEA Highly Mobile and At-Risk 1mo



<https://bit.ly/3hU5Ej1>

Highly Mobile and At-Risk Student Programs Division



Kelly Kravitz, MPSA
Director
Highly Mobile and At-Risk
Student Programs Division



Natalie Fikac, Ed.D.
AWARE Texas State Coordinator
Mental and Behavioral Health Team



Julie Wayman, MSW
Mental and Behavioral Health Team Lead
Interagency Liaison



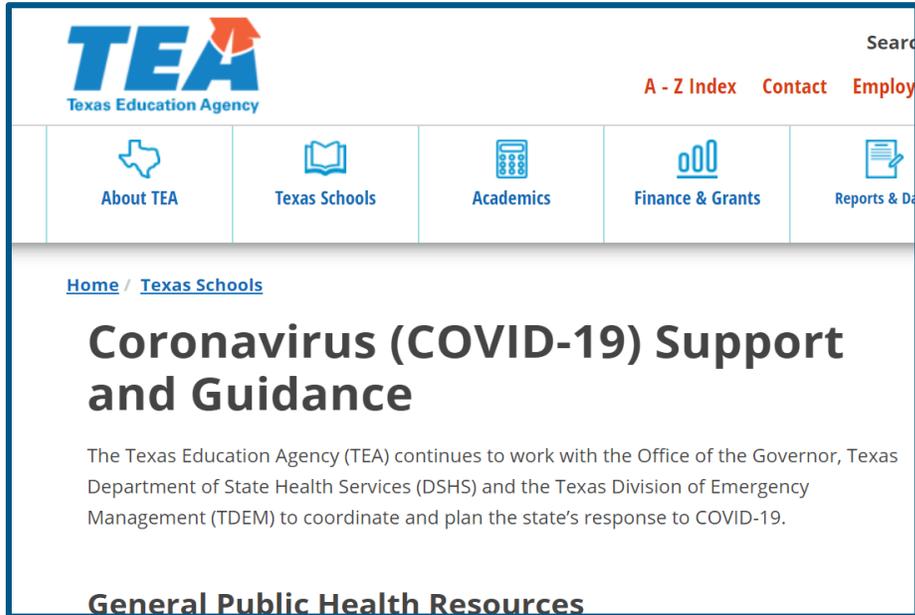
Cal Lopez
State Coordinator
Texas Education for Homeless Children
and Youth (TEHCY) Program



Jordan Brown
Special Projects Coordinator
Highly Mobile and At-Risk
Student Programs

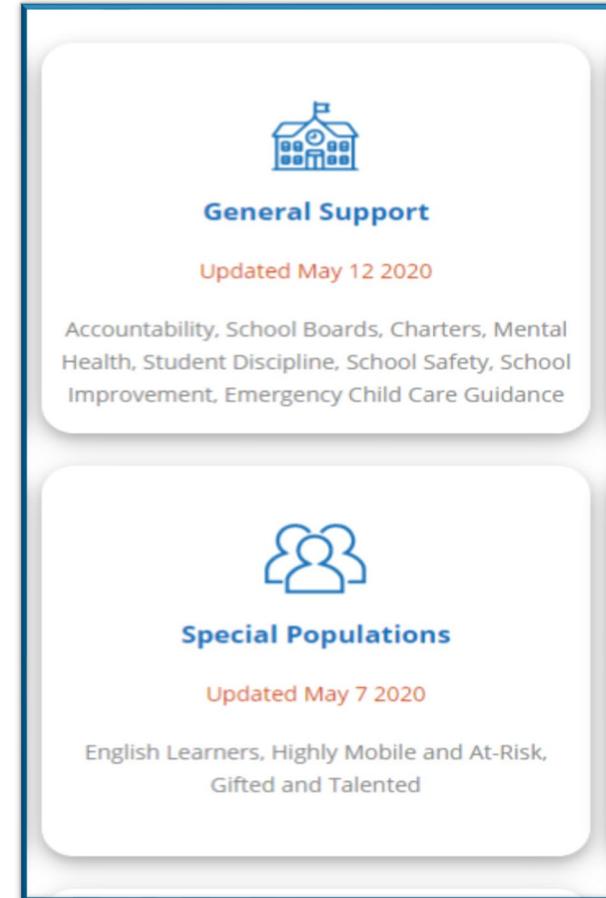
Accessing TEA COVID-19 Resources

Resources provided by year | 19-20 and 20-21



The screenshot shows the TEA website header with the logo and navigation links: Search, A - Z Index, Contact, and Employ. Below the header is a navigation bar with icons and labels for About TEA, Texas Schools, Academics, Finance & Grants, and Reports & Data. The main content area shows the breadcrumb 'Home / Texas Schools' and the title 'Coronavirus (COVID-19) Support and Guidance'. The introductory text states: 'The Texas Education Agency (TEA) continues to work with the Office of the Governor, Texas Department of State Health Services (DSHS) and the Texas Division of Emergency Management (TDEM) to coordinate and plan the state's response to COVID-19.' At the bottom of the screenshot, the heading 'General Public Health Resources' is visible.

Tabs provided by topic:



The image displays two topic-specific resource cards. The first card, titled 'General Support', features a schoolhouse icon, is updated as of May 12, 2020, and lists resources for Accountability, School Boards, Charters, Mental Health, Student Discipline, School Safety, School Improvement, and Emergency Child Care Guidance. The second card, titled 'Special Populations', features an icon of two people, is updated as of May 7, 2020, and lists resources for English Learners, Highly Mobile and At-Risk, and Gifted and Talented students.

[TEA COVID Webpage](#)

[TEA COVID Special Populations](#)

[TEA COVID Mental Health Resources](#)

TEA Highly Mobile and At-Risk Student Programs Division Webpage:

[Home](#) / [Academics](#) / [Special Student Populations](#)

Highly Mobile and At Risk, and Mental Health Supports



Purpose

To increase awareness, build capacity, and improve TEA supports, resources and tools available for Texas schools to address the unique needs and statutory requirements of highly mobile and at-risk students. Ultimately, the Division exists to improve the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.



Division Webinars and Trainings



[Link to HM&AR Webpage](#)

Please direct questions that arise
to: disasterinfo@tea.texas.gov
inbox or the appropriate
program office.



Mental & Behavioral Health

TEA's Safe and Supportive School Program

Integrated School Mental Health Supports



Making it safe to learn:

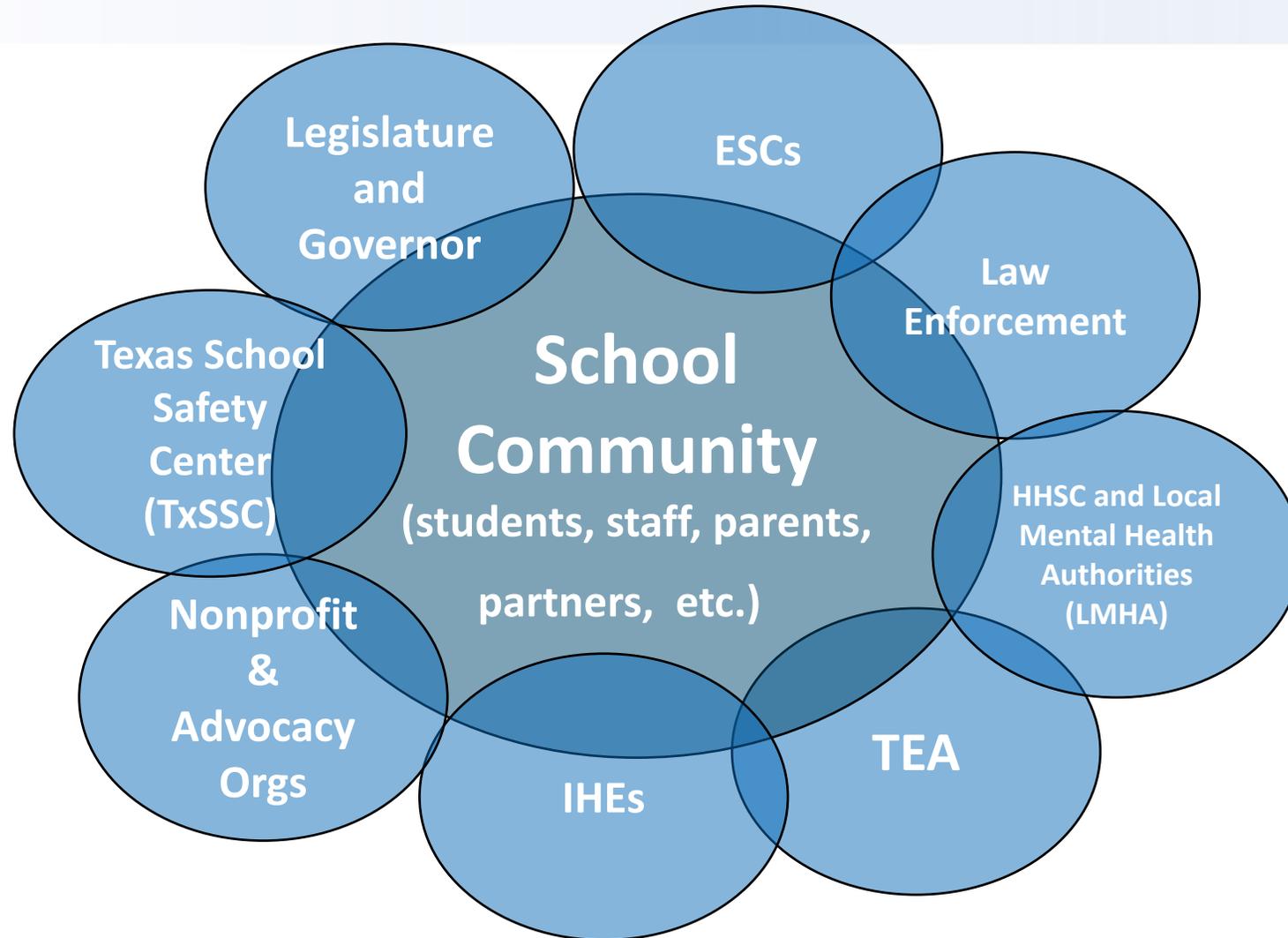
- Positive School Climates
- Behavioral Threat Assessments
- Systems of Support
- Staff Training
- Continuous Improvement
- Emergency Management

Improving School Safety in Texas



Governor Greg Abbott
August 27, 2019

The School Safety Ecosystem: A whole community approach to school safety



The 86th Legislature's Charge for School Safety



**Strengthen Safety and
Emergency Protocols**



**Expand Mental Health
Initiatives**



**Increase Safety and Security on
Campus**



SB 11 affects all of the 5.6 million students in the state, and has the potential to dramatically improve:

Psychological Safety
for All Texas Students

Physical Safety
for All Texas Students

Safe and Supportive Schools Program (SSSP) Physical and Psychological Safety



Physical Safety



Psychological Safety

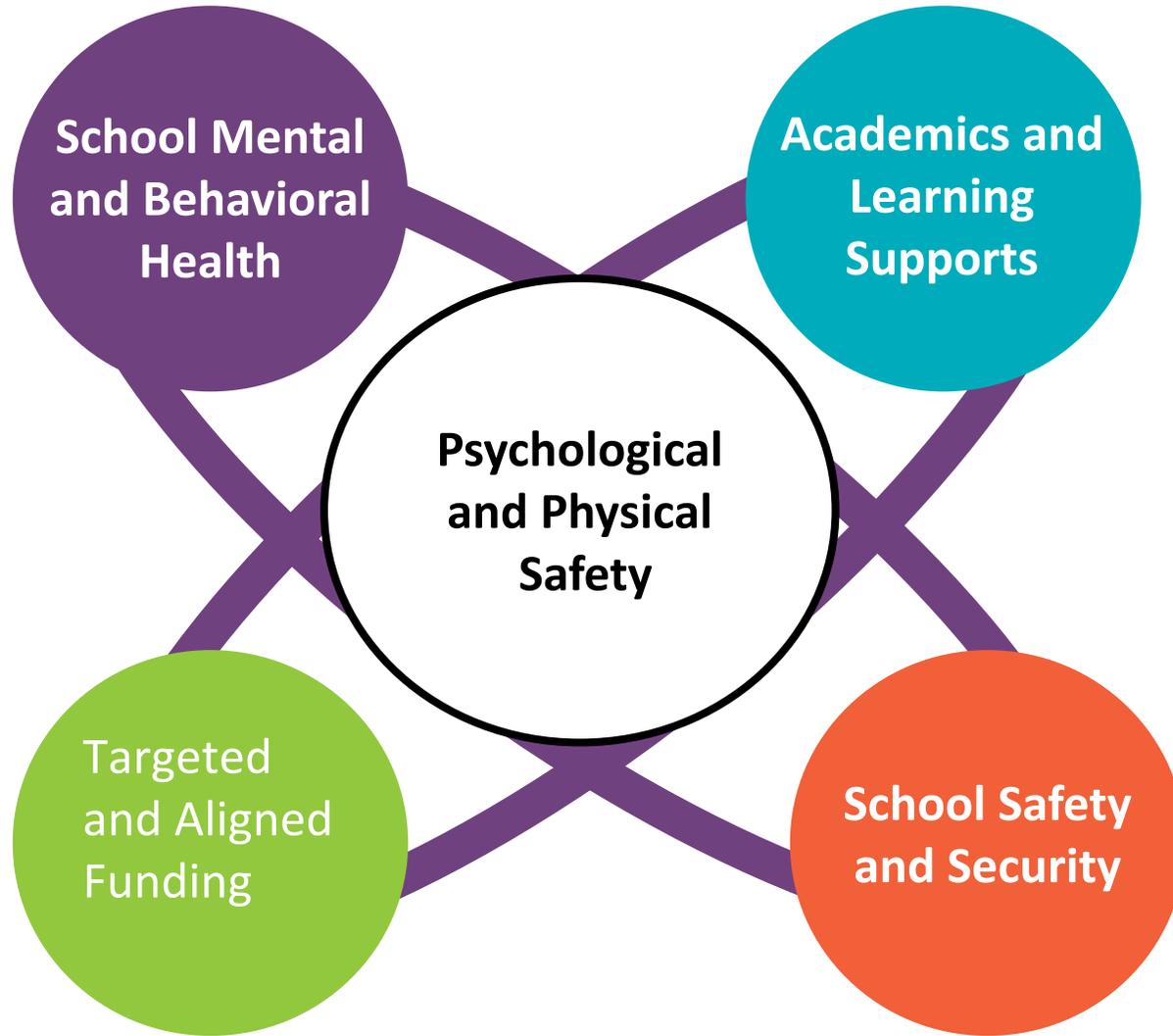
Before SB 11 – Disconnected Efforts and Different Levels of Focus

**School
Mental and
Behavioral
Health**

**School Safety
and Security**

**Academics and
Learning
Supports**

After SB 11 – Interconnected Responsibilities and Alignment Towards a Shared Statewide Goal



Increased coordination amongst school safety stakeholders



Increased data collection to drive continuous improvement



Increased support for and coordination within campuses resulting from the Safe and Supportive School Program



The Safe and Supportive School Program:
A comprehensive approach to school safety driven by six
primary responsibilities

Safe and Supportive School Program: DRAFT Pillars

Promotes a
positive
school
climate

Builds
Multi-
Tiered
Systems of
Support

Conducts
Behavior
Threat
Assessments

Ensures
staff is well-
trained

Collects data
to
continuously
improve

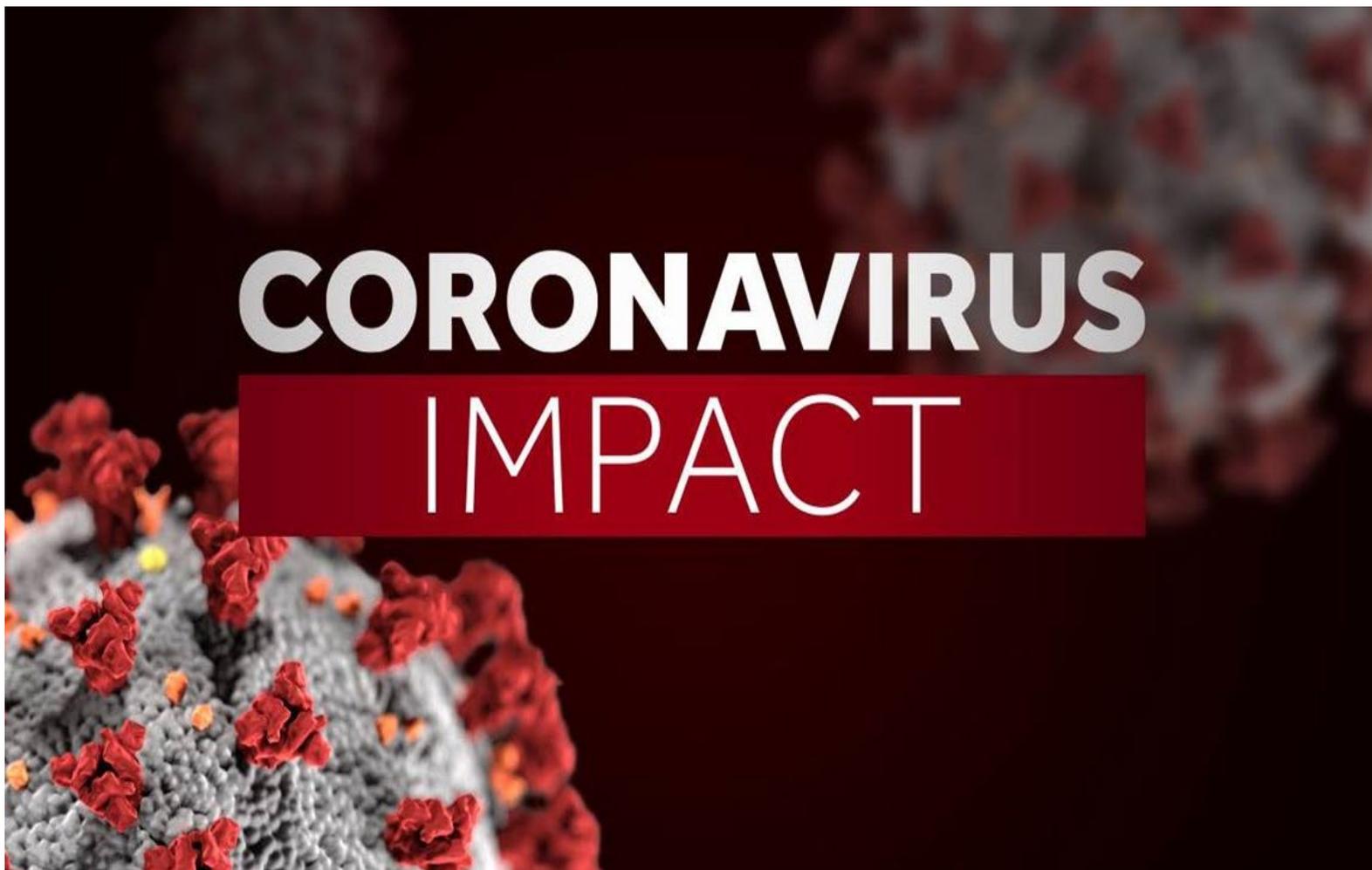
Supports
emergency
planning
and
execution

19 TAC § 103.1401 – § 103.1407.

Proposed Rules for adoption are pending TEA response to public comment:

[https://texreg.sos.state.tx.us/public/regviewctx\\$.startup](https://texreg.sos.state.tx.us/public/regviewctx$.startup)

COVID's Impact on School Safety



What impact are you seeing in your school or organization?

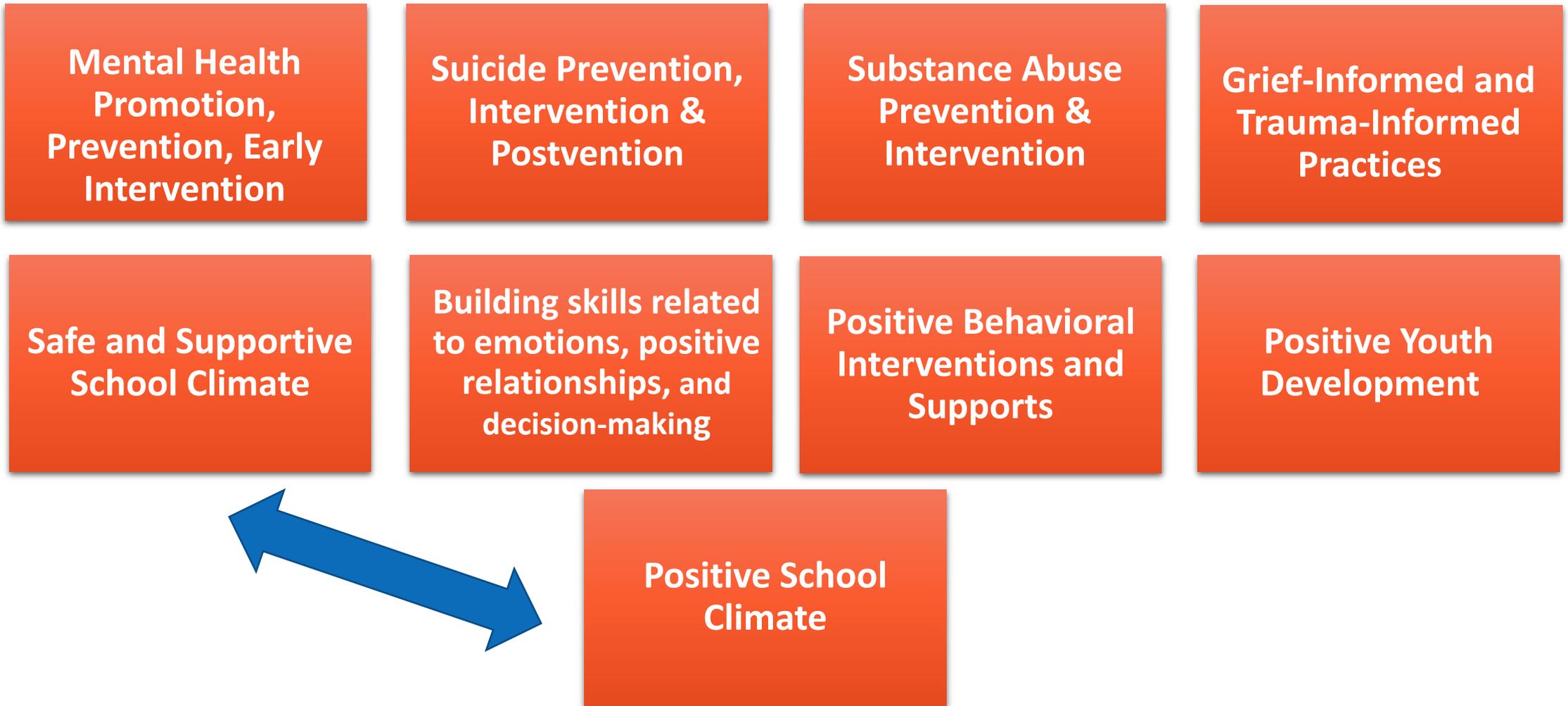
Next Steps: SSSP Implementation for LEAs

Train your
Teams

Develop &
Implement SSSP
Policy and
Program

Gather &
Report your
Data

School Mental Health Components - TEC §38.351



Mental Health Key Point: Keep At-A-Glance List with Crisis and Resource Numbers on your Desktop



General Support

Updated September 10 2020

Accountability, School Boards, Charters, Mental Health, Student Discipline, School Safety, School Improvement, Emergency Child Care Guidance

[General Support Webpage](#)

[PDF](#)





COVID-19 Mental & Behavioral Health Grief & Trauma
Informed Virtual Support and Statewide Resources List
April 3, 2020

(512) 463-9000
disasterinfo@tea.texas.gov
tea.texas.gov/coronavirus

As Texas schools continue to deal with the COVID-19 outbreak, it is important for Local Education Agencies (LEAs) to recognize students and families may be struggling with stress, anxiety, grief, and loss. Schools can support the mental health, wellness, and resiliency of students through trauma informed approaches. Below is a list of statewide resources that can help schools connect families with specific resources as needs are identified.

Resource	Purpose	Contact Info
Telephone and Text Support Lines		
National Suicide Prevention Lifeline (24/7)	Provides crisis support for people thinking about suicide. (All Ages)	1-800-273-TALK (8255) Spanish Line: 1-888-628-9454 TTY: 1-800-799-4889 deaf and hard of hearing
COVID-19 Mental Health Support Line (24/7) Texas Health and Human Services Commission (HHSC)	Provides mental health support for during COVID-19. (All Ages)	1-833-986-1919. Translation available for Spanish
Counseling Line (24/7) Substance Abuse and Mental Health Services Administration (SAMHSA)	Provides a trained counselor to talk with during COVID-19. (All Ages)	1-800-985-5990; or Text "TalkWithUs" to 66746 For SAMHSA's Coping Resource Guides: Virtual Recovery Resources and Disaster Distress Helpline .

Access Now: Project Restore



Trauma-Informed Training Series

- Understanding Trauma & Its Impact
- Understanding Your Experience & Building Resilience
- Understanding Your Student's Experiences
- Building Secure Relationships
- Developing a Positive Classroom Culture
- Building Strong Partnerships with Students' Families



texasprojectrestore.org

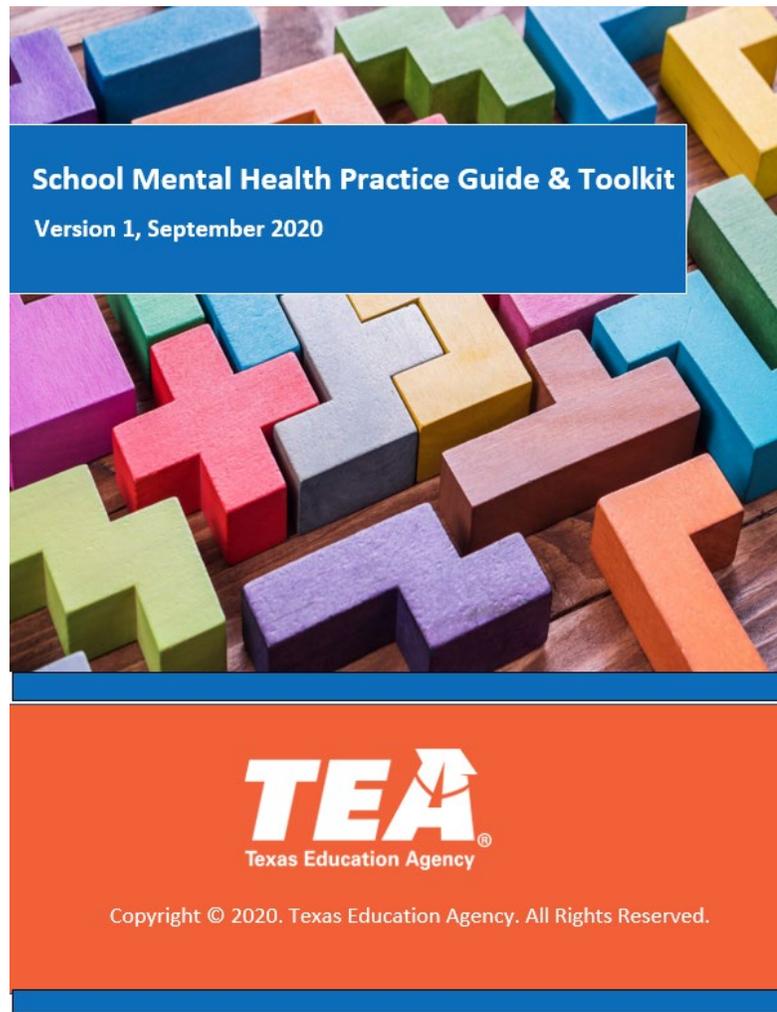
Access Now: Project Restore



- Each video:
 - 25-35 minutes long
 - Include facilitation companion guide
 - Transcripts
 - Earn CEUs
 - Counts toward SB 11 grief and trauma-informed training requirement

www.texasprojectrestore.org

Coming Soon: School Mental Health Practice Guide and Toolkit



- School Mental Health Practice Guidance & Toolkit
- Preview Webinar - Thursday, November 19, 2020
- <https://westat.zoomgov.com/meeting/register/vJl5dOGsqTorGNVjGWTx3horiDPc4PLGiSE>

Educator Wellness



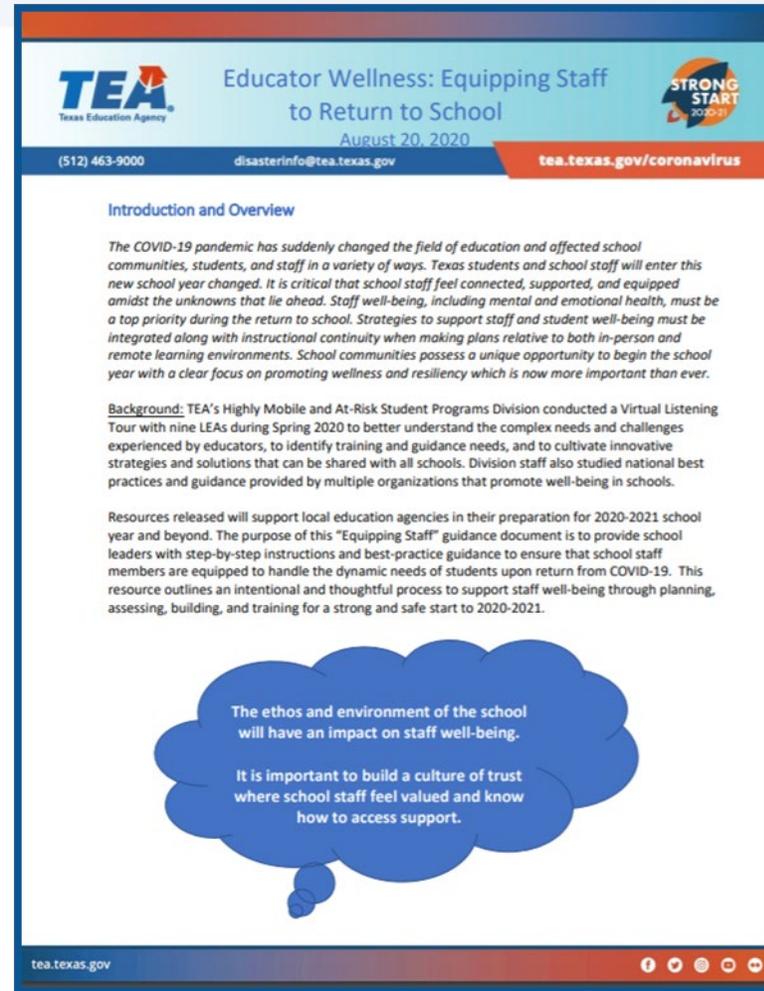
Educator Wellness: Strong Start Guide



General Support

Updated September 3 2020

Accountability, School Boards, Charters,
Mental Health, Student Discipline,
School Safety, School Improvement,
Emergency Child Care Guidance



TEA Texas Education Agency

Educator Wellness: Equipping Staff to Return to School

August 20, 2020

(512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

Introduction and Overview

The COVID-19 pandemic has suddenly changed the field of education and affected school communities, students, and staff in a variety of ways. Texas students and school staff will enter this new school year changed. It is critical that school staff feel connected, supported, and equipped amidst the unknowns that lie ahead. Staff well-being, including mental and emotional health, must be a top priority during the return to school. Strategies to support staff and student well-being must be integrated along with instructional continuity when making plans relative to both in-person and remote learning environments. School communities possess a unique opportunity to begin the school year with a clear focus on promoting wellness and resiliency which is now more important than ever.

Background: TEA's Highly Mobile and At-Risk Student Programs Division conducted a Virtual Listening Tour with nine LEAs during Spring 2020 to better understand the complex needs and challenges experienced by educators, to identify training and guidance needs, and to cultivate innovative strategies and solutions that can be shared with all schools. Division staff also studied national best practices and guidance provided by multiple organizations that promote well-being in schools.

Resources released will support local education agencies in their preparation for 2020-2021 school year and beyond. The purpose of this "Equipping Staff" guidance document is to provide school leaders with step-by-step instructions and best-practice guidance to ensure that school staff members are equipped to handle the dynamic needs of students upon return from COVID-19. This resource outlines an intentional and thoughtful process to support staff well-being through planning, assessing, building, and training for a strong and safe start to 2020-2021.



The ethos and environment of the school will have an impact on staff well-being.

It is important to build a culture of trust where school staff feel valued and know how to access support.

tea.texas.gov



[PDF Web Link](#)

[COVID 19 General Support Link](#)

Educator Wellness Document



Advancing Wellness and
Resiliency in Education





Assessing the Well-being of Staff

- ✓ Conduct a landscape analysis on assessing mental health needs and social service needs of staff.
- ✓ Provide a time and space for frequent processing and reflection for all staff.
- ✓ Ensure ongoing wellness touchpoints to continually assess and support all staff throughout the year.

Assessing the Well-being of Staff



- ✓ Consider hosting a remote resource fair for school staff.
- ✓ Share the TEA State Mental & Behavioral Health Resource List.
- ✓ Communicate plans, activities, and reentry practices.



Assessing the Well-being of Staff

- ✓ Establish systemwide approaches to address secondary traumatic stress.
 - ✓ STAT
 - ✓ Buddy Classrooms
 - ✓ Tap in/tap out
 - ✓ Staff calming room – remote or in person
 - ✓ Wellness Wednesdays
 - ✓ Remote check ins
 - ✓ Self-care activities

Assessing the Well-being of Staff



- ✓ Coordinate with district human resource department to ensure needed supports are in place.
- ✓ Be patient, model empathy, and give grace.
- ✓ Continually reassess needs.



Assess - ProQOL



Advancing Wellness and Resiliency in Education

Professional Quality of Life Scale (ProQOL)

*Compassion Satisfaction and Compassion Fatigue
(ProQOL) Version 5 (2009)*

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never 2=Rarely 3=Sometimes 4=Often 5=Very Often

- _____ 1. I am happy.
- _____ 2. I am preoccupied with more than one person I [help].
- _____ 3. I get satisfaction from being able to [help] people.
- _____ 4. I feel connected to others.
- _____ 5. I jump or am startled by unexpected sounds.
- _____ 6. I feel invigorated after working with those I [help].
- _____ 7. I find it difficult to separate my personal life from my life as a [helper].
- _____ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
- _____ 9. I think that I might have been affected by the traumatic stress of those I [help].
- _____ 10. I feel trapped by my job as a [helper].
- _____ 11. Because of my [helping], I have felt "on edge" about various things.
- _____ 12. I like my work as a [helper].
- _____ 13. I feel depressed because of the traumatic experiences of the people I [help].
- _____ 14. I feel as though I am experiencing the trauma of someone I have [helped].
- _____ 15. I have beliefs that sustain me.

Professional Quality of Life Measure

ProQOL.org

HOME

THEORY

PROQOL MEASURE & TOOLS

POCKET CARD & HANDOUTS

USE THE PROQOL

PROQOL DATABANK

RESOURCE LINKS

FAQ

ABOUT US

CONTACT US



Professional Quality of Life: Elements, Theory, and Measurement

*Compassion Satisfaction and Compassion Fatigue, Burnout,
Secondary Traumatic Stress, Vicarious Traumatization, and Vicarious Transformation*

www.proQOL.org



**New Commissioner Rules for
The Implementation of TEC § 25.007**

Rule Requirements § 89.1603

Transfer of Student Records and Transcripts



Districts and open-enrollment charter schools must ensure:



Copies of student records are made available to schools to which students who are homeless or in substitute care transfer.



Transfer student records within 10 working days of a request from the enrolling school of a student who is homeless or in substitute care



Records of a homeless or foster care student cannot be withheld, if they have not returned or paid for instructional materials or technological equipment.

Rule Requirements § 89.1603

Transfer of Student Records and Transcripts



Districts and open-enrollment charter schools must ensure:



Proof of enrollment in the new school district or open-enrollment charter school permits retroactive withdrawal from the previous district or charter school.



Student records must be requested, sent, and received using the Texas Records Exchange (TREx) system.



If a school district or an open-enrollment charter school does not receive the required information within 10 working days, they may report the noncompliant district or charter school to the division responsible for TREx Support at the TEA.



Student Attendance Accounting Handbook

When a student moves from one Texas public school district or charter school to another, records must be transferred via TRES with 10 working days of received request.

**Immunization
Information**

**Course
Completion**

Final Grades

**Assessment
Scores**

Student Attendance Accounting Handbook

A parent or guardian has up to 30 days from the date of enrollment to provide proof of the student's identity.

Birth Certificate

Drivers License

Military ID

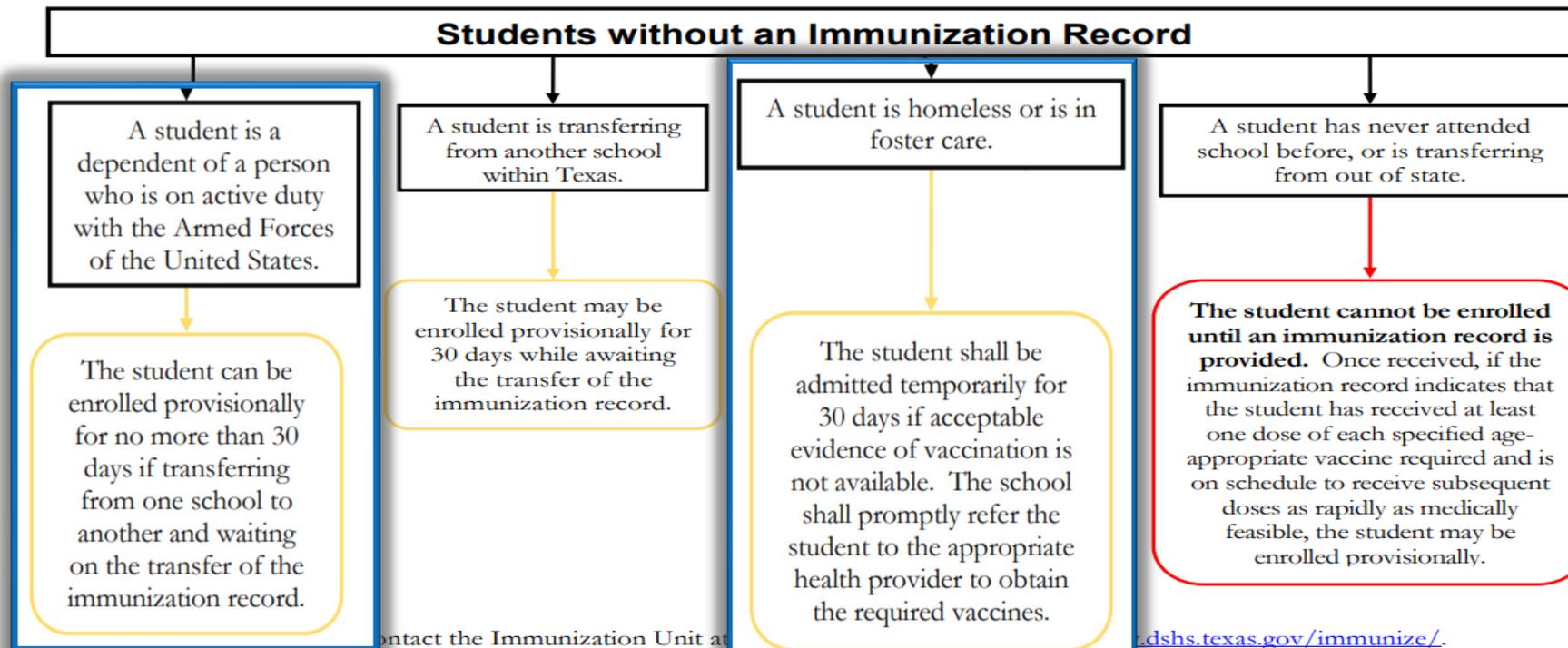
School Records

Immunization – Provisional Enrollment Resource

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.



Next Steps and Student Considerations: Transition of Student Records and Transcripts



Review, revise, and develop district and campus processes and procedures to support the transition of student records.



Collaborate with your campus registrar to ensure the transfer of student records within 10 working days.



Review, revise, and develop district and campus policies regarding fees, fines, and student records.



Collaborate with your campus registrar to review enrollment and retroactive withdrawal data.



Engaging Highly Mobile and At-Risk Students Guide



Special Populations

Updated August 26 2020

English Learners, Highly Mobile and At-Risk,
Gifted and Talented



Strong Start 2020-2021



Engaging Highly Mobile and At-Risk Students

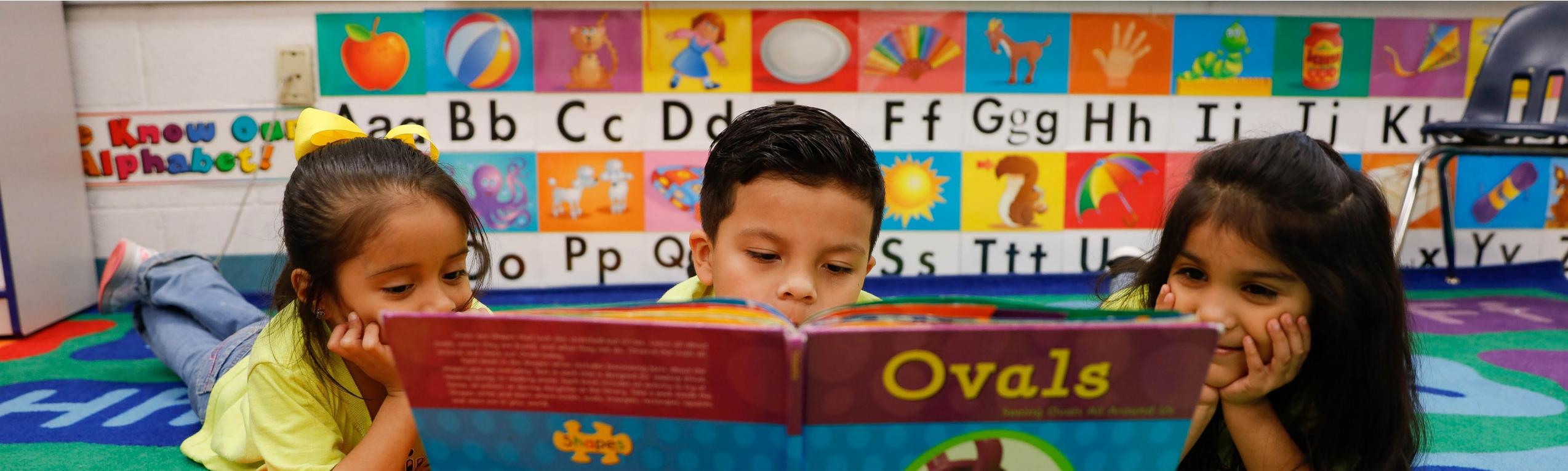


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[COVID-19 Support: Special
Populations
Webpage Link](#)

[PDF](#)





Utilizing Student Data for Engagement

2020-2021 COVID-19 Crisis Code Guidance

Developed to:

- Inform policy makers
- Support best practices
- Ensure maximum funding for LEAs
- Track students that were enrolled and receiving
 - On-Campus
 - Remote Synchronous
 - Remote Asynchronous



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

TO:	To the Administrator Addressed
DATE:	August 13, 2020
SUBJECT:	SY 2020-2021 COVID-19 Crisis Code Reporting Guidance
CATEGORY:	Data Reporting
NEXT STEPS:	TSDS PEIMS Coordinators

In order to inform policy makers, support best practices and ensure maximum funding for local education agencies (LEAs), LEAs will need to submit a crisis code indicator on all students attending school in the 2020-2021 school year. Crisis code data will be submitted through the TSDS PEIMS Fall 1 Collection by close of business on October 5, 2020, and again on November 6, 2020. The data reported in these two collections will be published externally in summary format at the LEA and state level.

The 2020-2021 crisis codes will also be added to the Texas Record Exchange (TReX) system for LEAs to exchange information on students as the student moves from one LEA to another.

Crisis Code Values Reported through PEIMS Fall Submission due October 5, 2020

Report the students that were enrolled in your LEA on September 28, 2020.

1. (Code 8A) COVID-19: On September 28, 2020, student is being instructed on-campus.
2. (Code 8B) COVID-19: On September 28, 2020, student is being instructed through the remote synchronous method.
3. (Code 8C) COVID-19: On September 28, 2020, student is being instructed through the remote asynchronous method.

Crisis Code Values Reported through PEIMS Fall 1 Collection due November 6, 2020

Report the students that were enrolled in your LEA on October 30, 2020.

4. (Code 9A) COVID-19: On October 30, 2020, student is being instructed on-campus.
5. (Code 9B) COVID-19: On October 30, 2020, student is being instructed through the remote synchronous method.
6. (Code 9C) COVID-19: On October 30, 2020, student is being instructed through the remote asynchronous method.

Load the following interchanges in the 2020-2021 PEIMS Fall 1 Collection in the TSDS Operational Data Store (ODS) by the due dates listed above:

- InterchangeEducationOrganizationExtension
 - LocalEducationAgencyExtension complex type
 - SchoolExtension complex type

- InterchangeStudentExtension
 - StudentExtension complex type



2020-2021 LEA Student Instruction



Is your LEA providing?

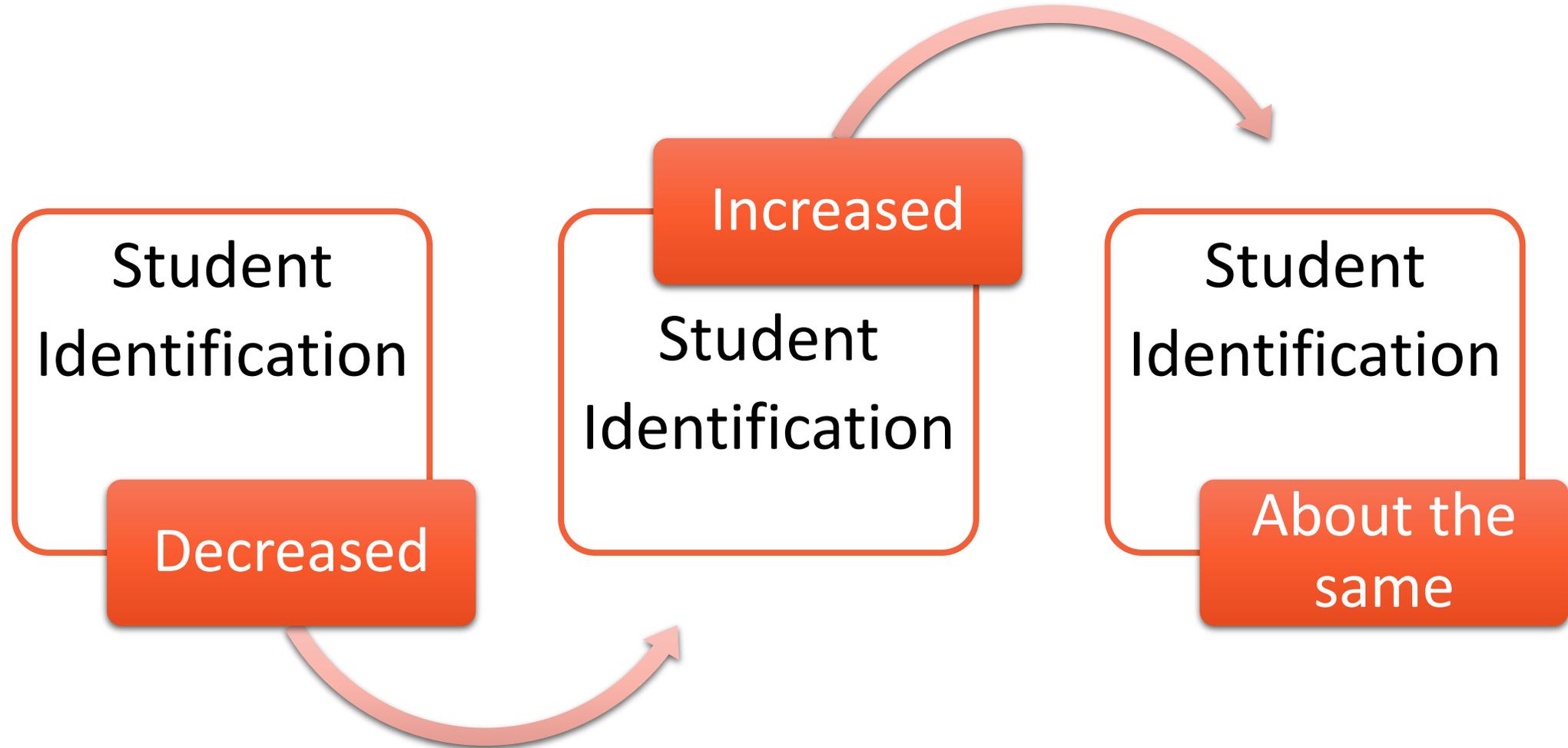
- In-Person
- Full Remote
- Hybrid

2020-2021 LEA Student Instruction Data

What percentage of students in your LEA utilize these options?

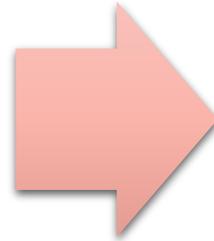
What percentage of Highly Mobile students utilize these options?

2020-2021 Identification of Highly Mobile and At-Risk Students



2020-2021 Identification of Highly Mobile and At-Risk Students

What percentage of Highly Mobile and At-Risk students have you not been able to contact or locate?



How does this compare to the LEA percentage of all students that your LEA has not been able to contact and locate?

Academic Data Reports



Attendance



Grades



Credits
Earned vs
Credits
Attempted



At-Risk
Indicators



Special
Student
Populations



Next Steps and Student Considerations: Academic Progress Monitoring



Monitor student daily attendance for in-person, hybrid, or fully remote instruction.



Develop attendance intervention plans to ensure students are on track to meet the 90% attendance rule.



Monitor student grades and credits earned.



Develop and provide credit repair or credit recovery opportunities.

Utilize 2020-2021 COVID-19 crisis coding and academic data reports to identify:

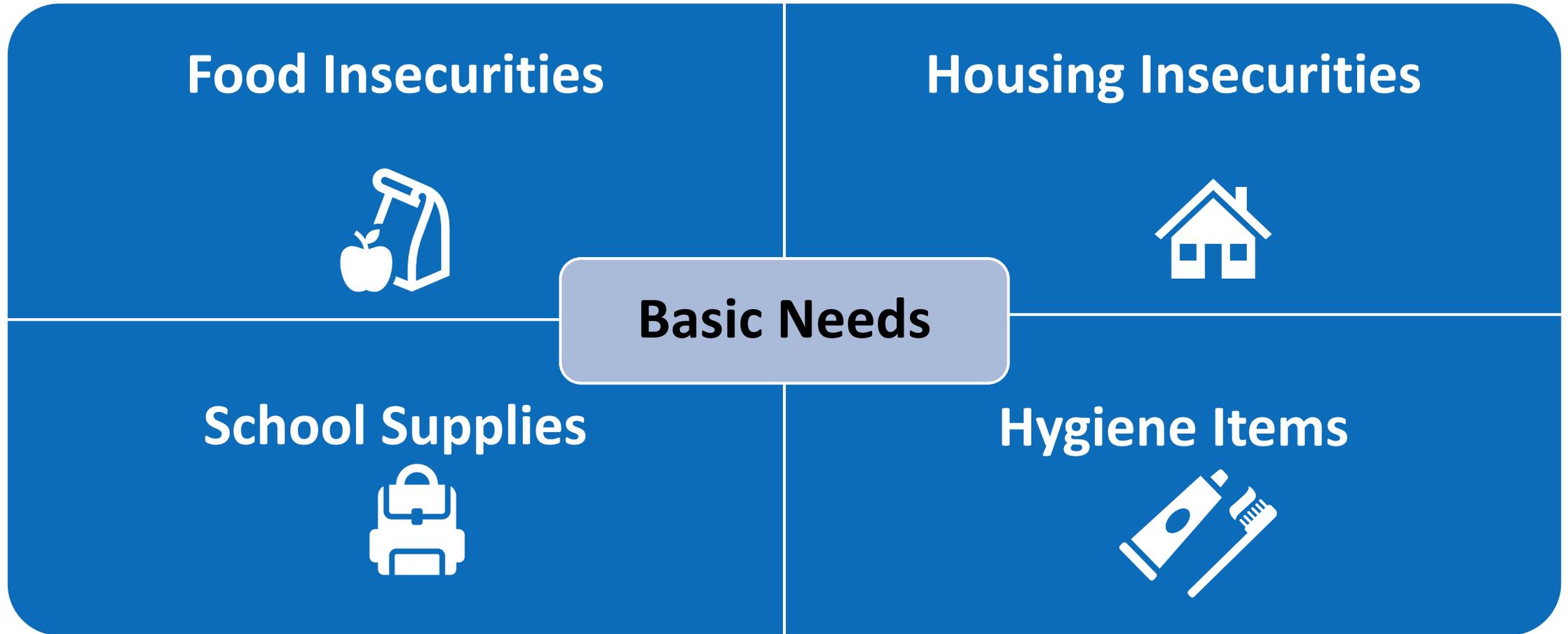
- Trends in student program identification
- Patterns of student engagement, progress, growth, or academic gaps for this school year.
- Student groups or special student populations that need:
 - Additional academic progress monitoring
 - Targeted academic interventions and support
- Strategies needed to support academic achievement for Highly Mobile and At-Risk Students.



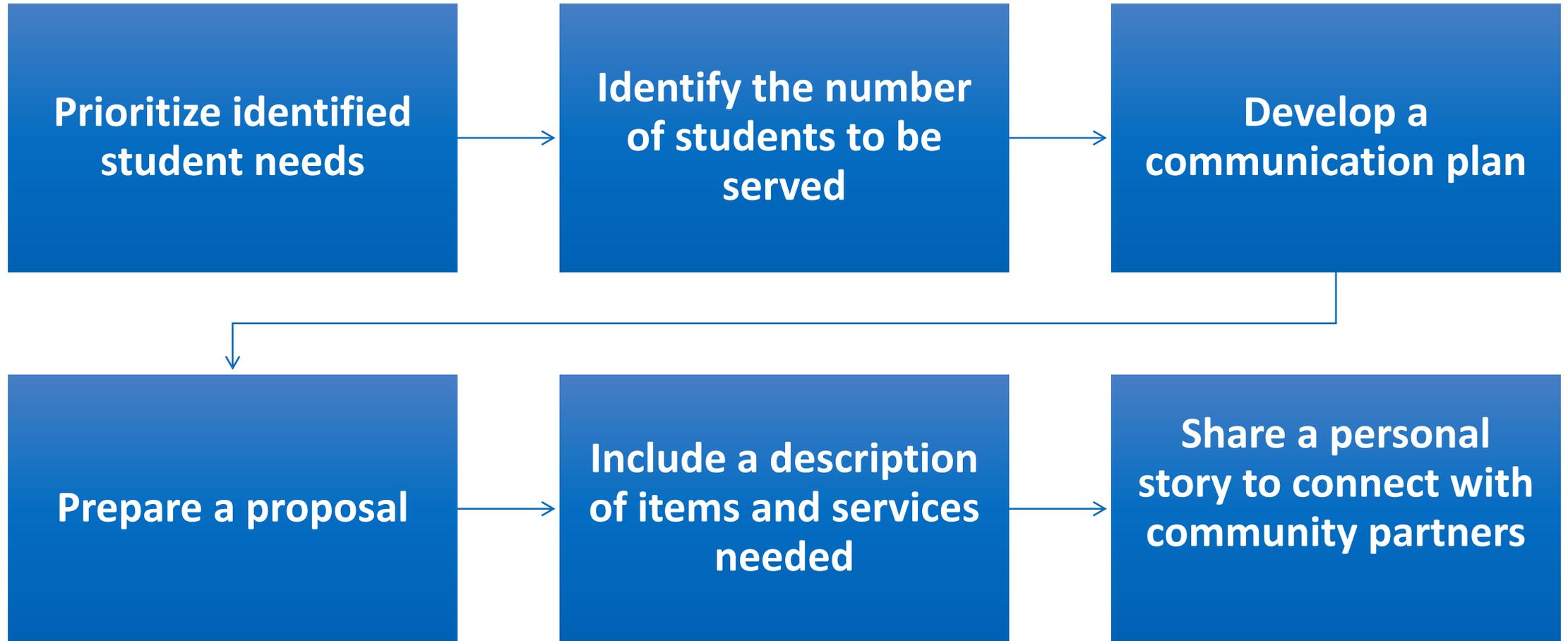


**Building Community Partnerships
to Support Basic Needs**

Community Partnerships



Develop a Community Partnership Communication Plan



Develop community partnerships to help support the needs of students, families, and staff.

- Hold virtual meetings to communicate identified needs and donation timeline to district/campus staff and community partners.
- Start a donation drive by providing a list of items and services needed to:
 - District and campus staff
 - Food pantries and grocery stores.
 - Faith-based and charitable organizations
 - Your PTA
- Utilize social media, radio, and television stations to communicate what donations or services are needed.



A photograph of a diverse group of students in a school hallway. In the foreground, a young man with short brown hair, wearing a purple t-shirt, looks directly at the camera with a slight smile. Behind him, several other students are visible, including a young woman with long dark hair and a young man with dark skin, all looking in various directions. The hallway has grey brick walls and yellow doors in the background.

Highly Mobile and At-Risk Student Programs Updates

Resilience in Action: Building Youth-Adult Partnerships through Trust Based Relational Intervention(TBRI)

- Date: Friday, November 20th
- Part 1: 10:00am-12:00pm – Trust Based Relational Intervention:
A Practical Approach to Trauma Responsive Care
- Part 2: 1:00pm-2:00pm – Building Authentic Youth-Adult Partnerships
- Cost: Free
- Registration Link: Learn more and register at tnoys.org/events

TEA and Children's Advocacy Center Child Abuse Prevention Toolkit

Reporting Suspected Child Abuse, Neglect, or Human Trafficking in a Remote Learning Environment Reminders and Tips

Amid the pandemic, reports to the child abuse hotline have dropped significantly. Students are spending more time at home and less time with the teachers, coaches, and other adults who most often report concerns of abuse or neglect. Educators are mandatory reporters and are required to report suspicions of child abuse and neglect, including the trafficking of a child (Texas Family Code § 261.101). As districts prepare for a new school year that may include both remote and in-person learning environments, it is critical for teachers and school staff to remain vigilant in their identification and reporting of these concerns. See below for key tips and considerations.

Possible Signs of Abuse, Neglect, or Trafficking

Injuries and Other Visible Signs – In a remote setting, an educator may observe unexplained, frequent, or patterned injuries that may indicate a child is being abused. A lack of personal care or hygiene may also be cause for concern.

Changes in Behavior or Demeanor – Abused children may appear scared, anxious, depressed, withdrawn, or more aggressive. Children who have been sexually abused may engage in high-risk behavior or may seem to know more about sex than they should at their age. This may be evident in your communications with a student or may be something that you have a sense about when interacting with them remotely.

Disengagement or Absenteeism – Pay attention to students who are absent from remote classrooms, who are not turning in assignments, or who are otherwise unreachable. Make sure your district has a plan for reaching out to and connecting with students who are not engaged.

Concerns with the Student's Physical Environment – When connecting with students remotely, pay attention to any safety concerns you observe within the home, or any other indicators that the child may be in danger.

Additional Ways Educators Can Provide Support

Engage with students and ask how they are doing. Make sure students know that you are a supportive adult who genuinely cares about their well-being. Ask questions like, "How are you doing?" and "What's it like for you to be at home so much instead of at school?" Even children who are not being abused may have difficulty coping with changes brought on by the pandemic. Asking these questions may identify students who are struggling with mental health concerns.

Connect more frequently with students who may be at a higher risk for abuse, neglect, or trafficking. This may include students whose well-being you have been concerned about in the past, students with disabilities or special needs, and/or students with a history of trauma.

Enlist school counselors and other student support professionals to help you connect with students' families. Many parents and caregivers are under a lot of stress right now, and some may be experiencing job loss and other stressors related to the pandemic. Be aware of the supports and resources your district has available for families and help link students and families to these resources.

If you suspect a child is in immediate danger, call 911.
For all other cases in Texas, call the abuse & neglect hotline at
1.800.252.5400

[Click here for more resources from CACTX.](#)



It's OK to tell!
if someone hurts you:

say
no !

go →
to a safe place

tell 
a trusted adult

Call **1-800-252-5400**
for help or **911** for emergencies



For more information: txabusehotline.org

Don't ever keep a secret that upsets you!



¡Está bien que lo cuentes!
Si alguien te lastima:

Di
no !

vete →
a un lugar seguro

cuéntaselo 
a un adulto en
quien confíes

Llama al **1-800-252-5400** para
obtener ayuda o al **911** en caso de emergencia



Para más información, visita txabusehotline.org

¡Nunca guardes un secreto que te moleste!



[Toolkit and Resources Webpage](#)



Mandated Reporting Requirements



If it is an emergency call 911 or law enforcement immediately



If it is a heightened concern, contact the Texas Abuse Hotline at 1-800-252-5400



If it is a hunch or worry (less urgent), make a report online at Texas Abuse Hotline



Identifying and Reporting Suspected Child Abuse, Neglect, and Human Trafficking Requirements Checklist | SY 2020-2021

The Texas Education Agency (TEA) amended its child abuse prevention, mandatory reporting, and educator training requirements to include human trafficking, in alignment with updates to state law concerning the definition of child abuse and neglect ([TAC § 61.1051. Subchapter EE. Commissioner's Rules on Reporting Child Abuse or Neglect including the Trafficking of a Child](#)). This rule became effective on November 6, 2019.

School-aged children are vulnerable to all forms of abuse including human trafficking. Educators are one of the largest professional reporters of child abuse. It is critical for educators to identify and report suspected child abuse, neglect, including trafficking in-person or via remote settings.

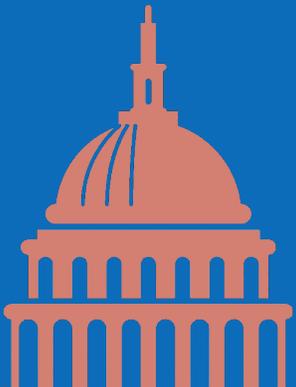
This guide is designed to help the School Board, administrators, educators, and other school personnel to understand the training, reporting, and other policy and protocol requirements required by Texas law.

Required Posting on Texas Campuses

[TEC §38.0042](#) requires all school campuses to post in at least one high-traffic* area, in both English and Spanish, a poster, at student eye-level, with information that includes the Texas Department of Family and Protective Services (DFPS) Abuse hotline telephone number, instructions to call 911, and directions to the www.txabusehotline.org.

(*Examples of high traffic areas may include above water fountains, hallways, the cafeteria, counselor's office, library.

[PDF Web Link](#)



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Awarded Schools



- Notifications of award outcomes were announced by TEA in a TAA on 10/29; announcement letters sent out on 10/30.
- Prepare your school's application for the 21-22 School year!

Upcoming Trainings and Events

SAVE THE DATES
Human Trafficking Prevention and Awareness
Webinar Series

Educators are in a unique position to help in the fight against human trafficking. Not only are educators vital in recognizing the warning signs of trafficked students, but also in guiding potential victims to find resources and support. TEA, the Title IV, Part A Statewide School Safety Initiative (ESC Region 14), ESC Region 12, and the Office of the Governor's Child Sex Trafficking Team are launching a series of webinars to support ESCs and LEAs during the 2020-2021 school year.

All Zoom meetings will be held from 10:30-11:30 am and are open to ESCs and LEAs, unless noted below.

Please click link to access each meeting: 

See topics and dates below:

Friday, Nov 6	Community Resource/Asset Mapping (ESC only)
Friday, Dec 4	Human Trafficking (HT) 101
Friday, Jan 8	HT Prevention Awareness Month - Internet Safety
Friday, Jan 29	HT Prevention Awareness Month - Panel with HT survivors
Friday, Feb 5	Topic TBD
Friday, Mar 5	Topic TBD
Friday, Apr 9	Topic TBD (ESC only)
Friday, June 4	Topic TBD

 preventinghumantrafficking@tea.texas.gov

- Prevention and Awareness of Human Trafficking Statewide Webinar Series | [Register via Zoom](#)
 - 11/6 – Asset Mapping (ESC Only)
 - 12/5 – Human Trafficking 101
 - [Past training recordings](#) available on HM&AR website.
- [Texas Gateway and Human Trafficking Module](#) - Available now!
- Highly Mobile and At-Risk Webinars
 - Thursday February 4th, 2021 1:00 - 2:30 pm
 - Thursday April 29th, 2021 1:00 -2:30 pm

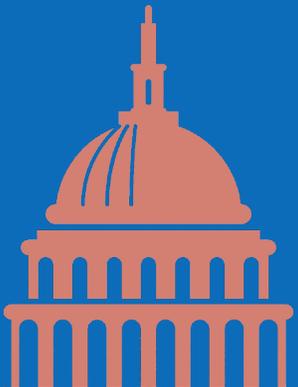


PROTECT Texas

A human trafficking prevention education and training program designed to reduce the vulnerability of exploitation.

- Three-part [PROTECT Texas online](#) training modules for those working with youth:
 1. An Introduction to Child Exploitation
 2. Understanding Vulnerability and Trauma
 3. Red Flags, Reporting, and Implementing Prevention Education

- Courses are *free*, register at:
www.eventbrite.com/e/protect-online-training-for-tx-service-providers-tickets-100962304972



A large, diverse group of young children, likely students, are sitting on the floor in a classroom or school setting. They are looking towards the right side of the frame with various expressions of interest and engagement. The children are wearing a variety of colorful clothing, including jackets, sweaters, and polo shirts. The background is slightly blurred, focusing attention on the children in the foreground.

Additional Resources

FAQs

- [Guidance for Military Connected Students](#)
- [Pregnancy Related Services](#)
- [Child Abuse, Neglect, and Human Trafficking Awareness and Reporting](#)
- [Guidance for Students Experiencing Homeless](#)
- [Foster Care](#)

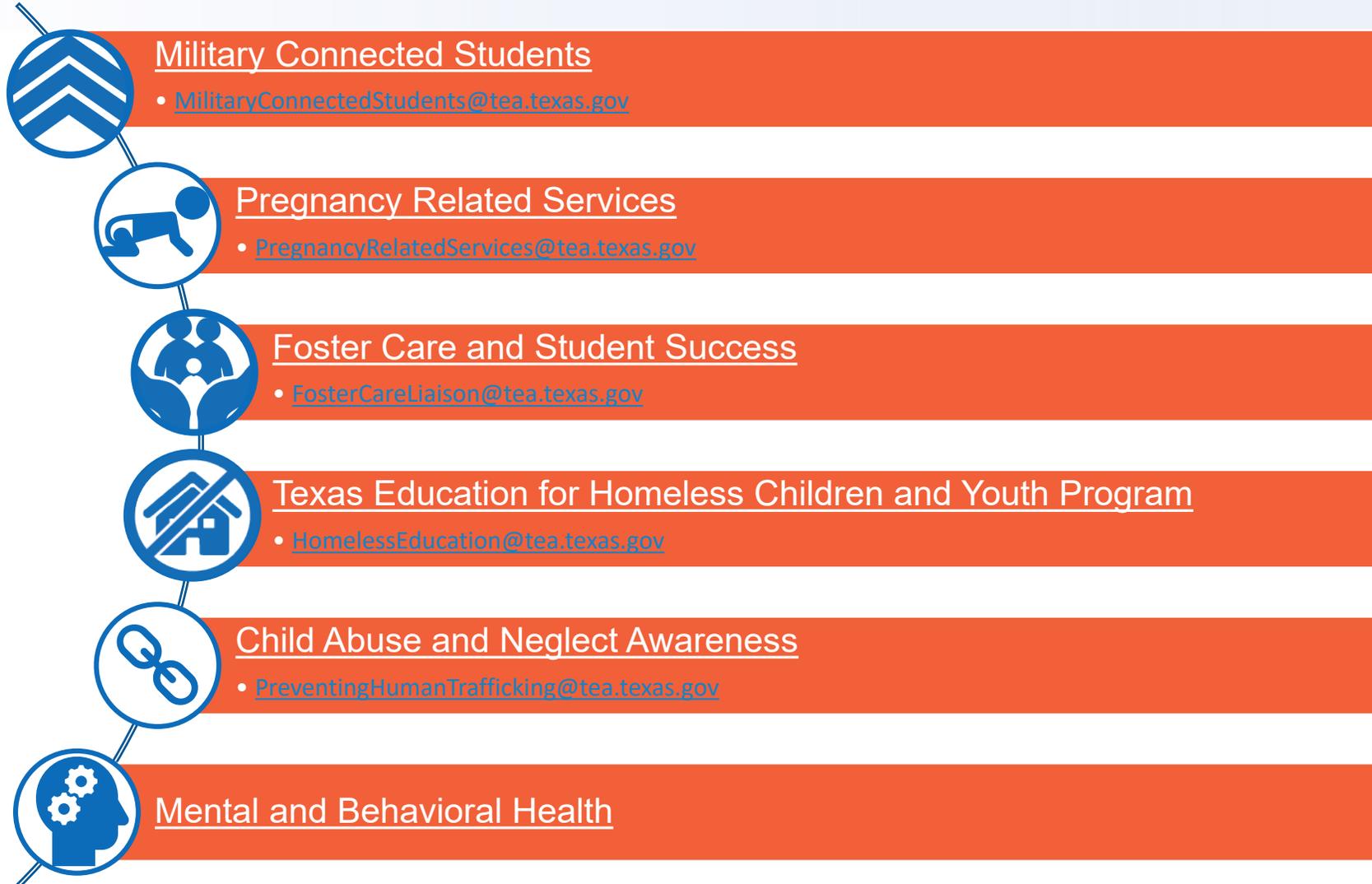
Mental Health Resources

- [TEA Mental and Behavioral Health Resources](#)
- [Remote Counseling & Student Support Services](#)
- [Multi-tiered Systems of Support Intervention](#)

External Resources

- [Compassion Resilience Toolkit](#)
- [TEHCY Support Center](#)
- [Trauma-Informed SEL Toolkit](#)
- [Military Child Education Coalition-COVID](#)

HM&AR Division Websites



Highly Mobile and At-Risk Student Programs

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Sign Up for Updates!

The screenshot shows the top navigation bar of the Texas Education Agency (TEA) website. The bar includes links for Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. A search bar is present with the text 'Search tea.texas.gov'. Below the search bar, a red circle highlights the 'Sign Up for Updates' link, with a yellow arrow pointing to it. The main content area features a 'Texas School Meal Finder' section with a map of Texas and a 'TXschools.gov' logo. Below this, there are three yellow tabs labeled 'Coronavirus (COVID-19)', 'Texas School Meal Finder', and '2020 Census'.

- Special Student Populations
 - Foster Care and Student Success
 - Bilingual/ESL Education
 - Early Childhood Education
 - Special Education Updates
 - Gifted/Talented Education
 - Pregnancy Programs
 - Languages Other Than English
 - McKinney-Vento Homeless Education
 - Spanish Curriculum Standards
 - At-Risk and Highly Mobile Student Program Division
 - Migrant Education Program
 - Military Connected Students
 - Mental and Behavioral Health

The Latest TEA News

The latest news from the Texas Education Agency is available through [news releases](#), [online correspondence](#), [mailing lists](#), and other posted information.

Three news cards are displayed. The first card is titled 'Texas Schools' and features a school icon. The second card is titled 'About' and features a map of Texas icon. The third card is titled 'Texas Schools' and features a school icon.

Thank you!

NEW!
Feedback Survey



Submit Questions to
Padlet



****Following today's webinar, the presentation and a recording will be posted on the HM&AR website.**