

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, September 24th 1:00PM-3:00PM

# Webinar Objectives

- To provide relevant information and updates for ESC and LEA leaders who are supporting highly mobile and at-risk students.
- To take a deeper dive on new Division resources available to support LEAs for the launch of the 20-21 school year.
- To provide individual program updates and resources to support Highly Mobile and At-Risk Students.



# 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

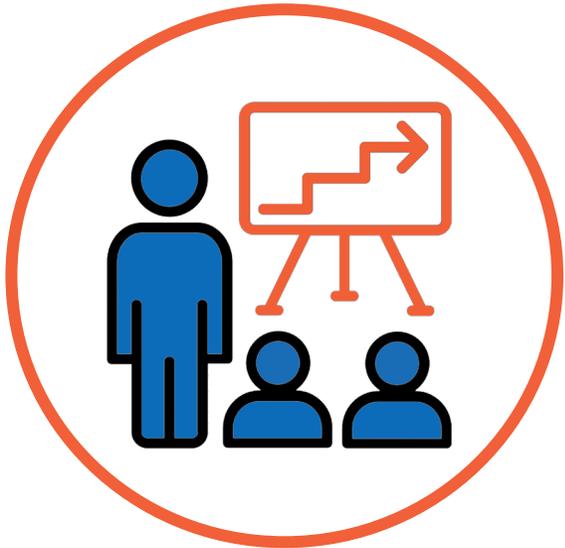


Child Abuse and Neglect Awareness (including mandatory reporting and human trafficking prevention)



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 · 1m

## HM&AR Webinar Questions

Please add your question under the corresponding column. This page will remain open until 5pm today. [https://youtube.com/channel/UCKN8VDJUIAbERqi5MH\\_5dPw](https://youtube.com/channel/UCKN8VDJUIAbERqi5MH_5dPw)

HM&AR At-Risk Engagement Guide

+

HM&AR Updates

+

Mental Health (MH) & Educator Wellness

+

MH Training

+

Resources / Other

+

Technical Difficulties

+

ADD COLUMN

TEA Highly Mobile and At-Risk 22m

### 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

TEA Highly Mobile and At-Risk 24m

### 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.

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TEA Highly Mobile and At-Risk 2m

### Link to YouTube

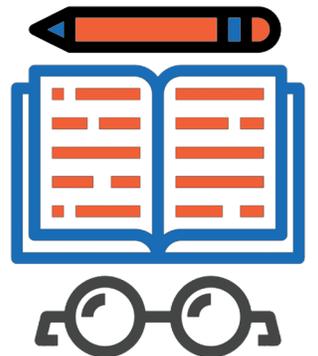
If there are more than 500 participants, which we anticipate,



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

# Webinar Agenda Outline

1. Welcome and Introduction
2. High Mobile and At-Risk Engagement Guide
3. Highly Mobile and At-Risk Updates
4. Mental and Behavioral Health - Educator Wellness
5. School Mental Health Components and Training
6. Mental Health Updates and Resources
7. Closure



# 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**



**Abby Rodriguez, M.A.**  
**State Coordinator**  
**Military and At-Risk Students**



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



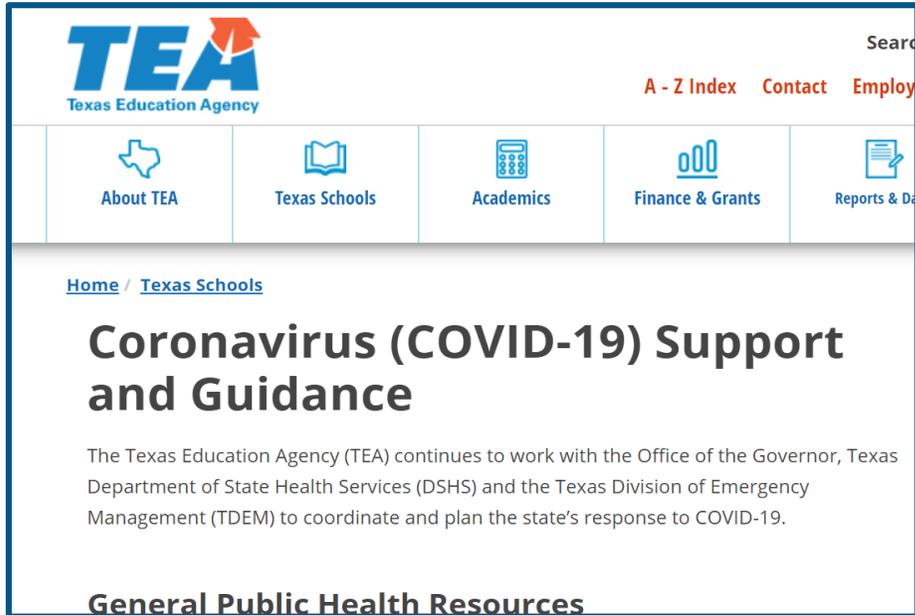
**Jordan Brown**  
**Special Projects Coordinator**

# Accessing TEA Resources

TEA uploads resources on the TEA COVID-19 page

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

## TEA COVID Webpage

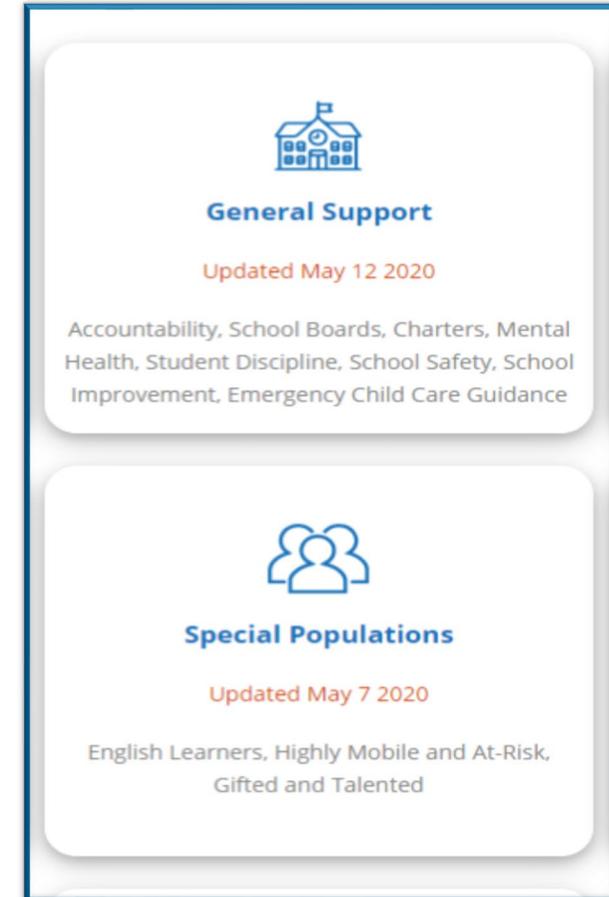


The screenshot shows the TEA COVID webpage. At the top left is the TEA logo (Texas Education Agency). To the right is a search bar and navigation links for 'A - Z Index', 'Contact', and 'Employment'. Below these are five navigation tabs: 'About TEA', 'Texas Schools', 'Academics', 'Finance & Grants', and 'Reports & Data'. The main content area has a breadcrumb trail 'Home / Texas Schools' and a heading 'Coronavirus (COVID-19) Support and Guidance'. Below the heading is a paragraph: '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 main content area is a section titled 'General Public Health Resources'.

Tabs provided by topic:



*From the TEA COVID page, scroll down to find General Support and Special Populations tab*



The image shows two tabs provided by topic. The first tab is titled 'General Support' and is updated as of May 12, 2020. It lists resources for Accountability, School Boards, Charters, Mental Health, Student Discipline, School Safety, School Improvement, and Emergency Child Care Guidance. The second tab is titled 'Special Populations' and is updated as of May 7, 2020. It lists resources for English Learners, Highly Mobile and At-Risk, and Gifted and Talented.

[TEA COVID Page Link](#)

[TEA COVID Special Populations](#)

[TEA General Supports - Mental Health Resources](#)

\*\*Resources are provided by year 19-20 and 20-21. Select the appropriate tab on the webpage to locate resource.



# 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.

- Foster Care and Student Success
- Human Trafficking
- Mental and Behavioral Health
- Military Connected Students
- Pregnancy Related Services
- Texas Education for Homeless Children and Youth

### Division Webinars and Trainings

- Student Programs Webinars

<https://tea.texas.gov/academics/special-student-populations/highly-mobile-and-at-risk-and-mental-health-supports>

# Highly Mobile and At-Risk Division Inboxes



- Military: [militaryconnectedstudents@tea.texas.gov](mailto:militaryconnectedstudents@tea.texas.gov)



- Pregnancy Related: [pregnancyrelatedservices@tea.texas.gov](mailto:pregnancyrelatedservices@tea.texas.gov)



- Foster Care: [fostercareliaison@tea.texas.gov](mailto:fostercareliaison@tea.texas.gov)



- Homeless Education: [homelesseducation@tea.texas.gov](mailto:homelesseducation@tea.texas.gov)



- Human Trafficking: [preventinghumantrafficking@tea.texas.gov](mailto:preventinghumantrafficking@tea.texas.gov)



Please direct questions that arise  
to: [disasterinfo@tea.texas.gov](mailto:disasterinfo@tea.texas.gov)  
inbox or the appropriate  
program office.



# Engaging Highly Mobile and At-Risk Student 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](#)

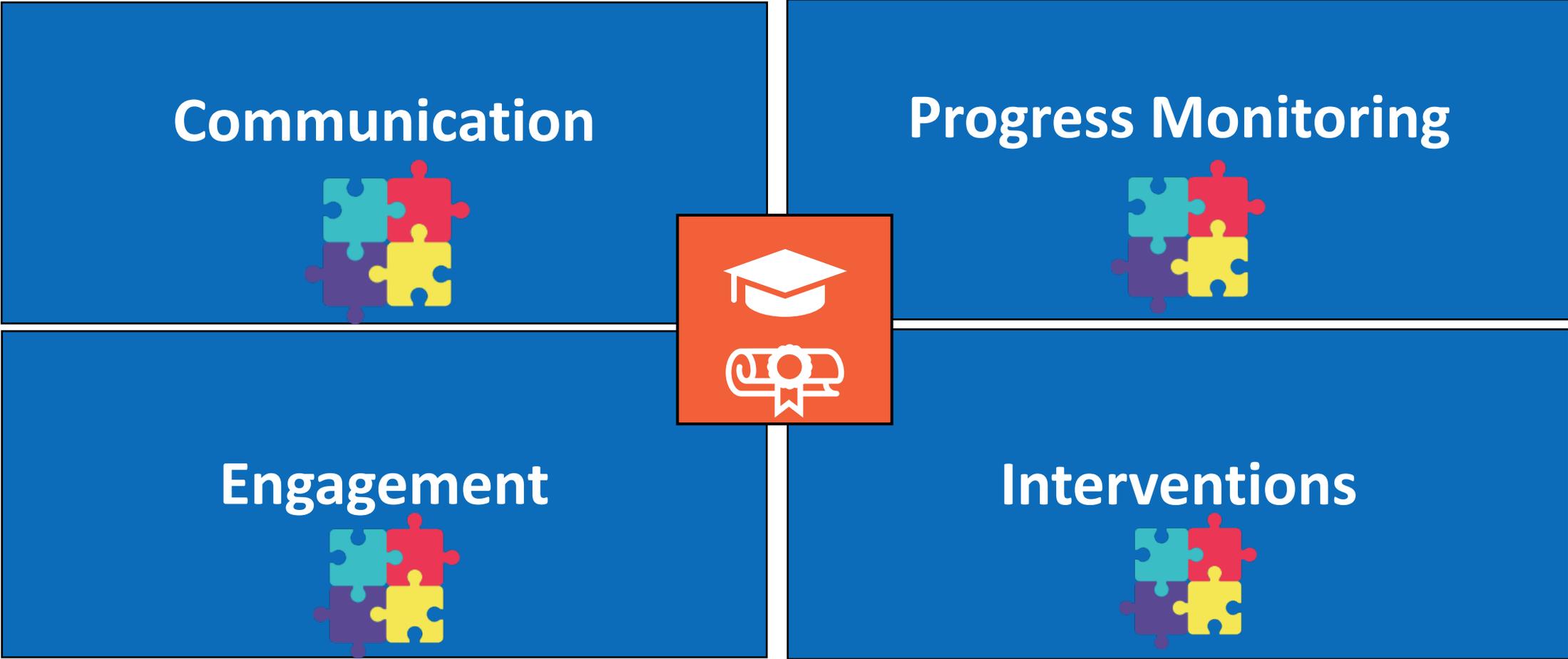
[PDF](#)





# Mitigating Transitional Barriers to Support Academic Achievement

# Student Data and Academic Success



# 2019-2020 COVID-19 Crisis Codes Guidance

## Crisis Codes Developed To:

- Inform policy makers
- Define level of student engagement
- Track duration of student engagement
- For the time period in which school buildings were closed due to COVID-19

**TEA** COVID-19 Reporting Guidance: Crisis Codes  
Texas Education Agency June 4, 2020

(512) 463-9000 disasterinfo@tea.texas.gov [tea.texas.gov/coronavirus](https://tea.texas.gov/coronavirus)

For more information on attendance, enrollment and calendar related topics, please see the **Attendance and Enrollment FAQ** located on the [TEA Coronavirus webpage under Waivers, Finance & Grants](#).

For more information on PEIMS and TReX reporting guidance, please see the **Public Education Information Management System (PEIMS) FAQ** located on the [TEA Coronavirus webpage under Reporting & Data](#).

**Crisis Codes Reporting Guidance: Section Topics**

Click on the links below to go directly to that section of the guidance document.

- [Purpose of Collecting Crisis Codes](#)
- [Definitions](#)
- [Crisis Code Values Reported in PEIMS Summer Submission](#)
- [Frequently Asked Questions](#)

**Purpose of Collecting Crisis Codes**

To inform policy makers and support best practice. Exchange of information on students as they move from one district to another. This information will not be used for any accountability purposes.

Crisis Code indicator will be transmitted through TReX.

**Definitions**

**Time period** – The time period in which the campus was **closed-instructing** during the COVID-19 crisis in the 2019-2020 school year.

**Engaged** – Student was responding to requests from administrators and teachers and completing assignments. For students in multiple classes (typical of secondary), completing assignments in any core content areas would count as engaged.

**Unengaged** – Student was responding to requests from administrators and teachers; however, student was not completing assignments. For students in multiple classes (typical of secondary), not completing assignments in any core content areas would count as unengaged. Students should be classified as unengaged regardless for the underlying reason for not being engaged (whether by choice or uncontrollable circumstance).

**Not Contactable** – Student or family were not responding to requests from administrators or teachers.

tea.texas.gov

# Crisis Code Level of Engagement Definitions

## Engaged

Student was responding to requests from administrators and teachers and completing assignments.

## Unengaged/Disengaged

Student was responding to requests from administrators and teachers; however, the student was not completing assignments. For secondary students, enrolled in multiple classes, not completing assignments in any core content areas would count as unengaged. Students should be classified as unengaged regardless for the underlying reason for not being engaged (whether by choice or uncontrollable circumstance).

## Not Contactable/Uncontactable

An uncontactable student is defined as a student that did ***not*** participate in the continuing instruction formats provided by the district ***and*** for whom multiple efforts to contact them or their relatives listed as the student's contacts failed during the COVID-19 pandemic as campuses transitioned from in-person to virtual learning platforms in the 2019-2020 school year.

# SY 2019-2020 Crisis Codes

<b>CODE 7A</b>	Start of Crisis <i>thru</i> April 30th - Engaged May 1st thru End of School Year - Engaged
<b>CODE 7B</b>	Start of Crisis thru April 30th - Not Contactable May 1st thru End of School Year - Not Contactable
<b>CODE 7C</b>	Start of Crisis <i>thru</i> April 30th - Not Contactable May 1st thru End of School Year - Not Engaged
<b>CODE 7D</b>	Start of Crisis thru April 30th - Not Contactable May 1st thru End of School Year - Engaged
<b>CODE 7E</b>	Start of Crisis thru April 30th - Not Engaged May 1st thru End of School Year - Not Engaged
<b>CODE 7F</b>	Start of Crisis thru April 30th - Not Engaged May 1st thru End of School Year - Not Contactable
<b>CODE 7G</b>	Start of Crisis thru April 30th - Not Engaged May 1st thru End of School Year - Engaged
<b>CODE 7H</b>	Start of Crisis thru April 30th – Engaged May 1st thru End of School Year - Not Contactable
<b>CODE 7I</b>	Start of Crisis thru April 30th - Engaged May 1st thru End of School Year - Not Engaged

# Next Steps and Student Considerations

## Noncontactable/Uncontactable Students



Create a list of uncontactable students to be located and reengaged.



Uncontactable students should not have been administratively withdrawn for the 2019-2020 school year.



Determine what factors may have contributed to a student's uncontactable status or change in engagement (e.g. loss of housing, moved out of the area, etc.).



Determine what academic interventions or supports are needed to ensure on-time promotion and graduation for the 2020-2021 school year.

# Next Steps and Student Considerations

## Not Engaged Students



Determine when the student was last engaged to identify interventions and supports.



Review student attendance and level of engagement to identify any gaps that occurred before or during COVID-19.



Develop a plan to reestablish engagement to support academic continuity.



Determine what academic interventions or supports are needed to ensure on-time promotion and graduation for the 2020-2021 school year.

# Next Steps and Student Considerations

## Engaged Students



Review 7D and 7G crisis code data to identify if these students were able to complete their coursework and were promoted or graduated.



Assess what interventions or additional academic progress monitoring were utilized to ensure on-time promotion and graduation for the 2019-2020 school year.



Review grades and credits to ensure all engaged students are on track for on-time promotion and graduation for the 2020-2021 school year.

# Academic Data Reports



Attendance



Grades



Credits  
Earned vs  
Credits  
Attempted



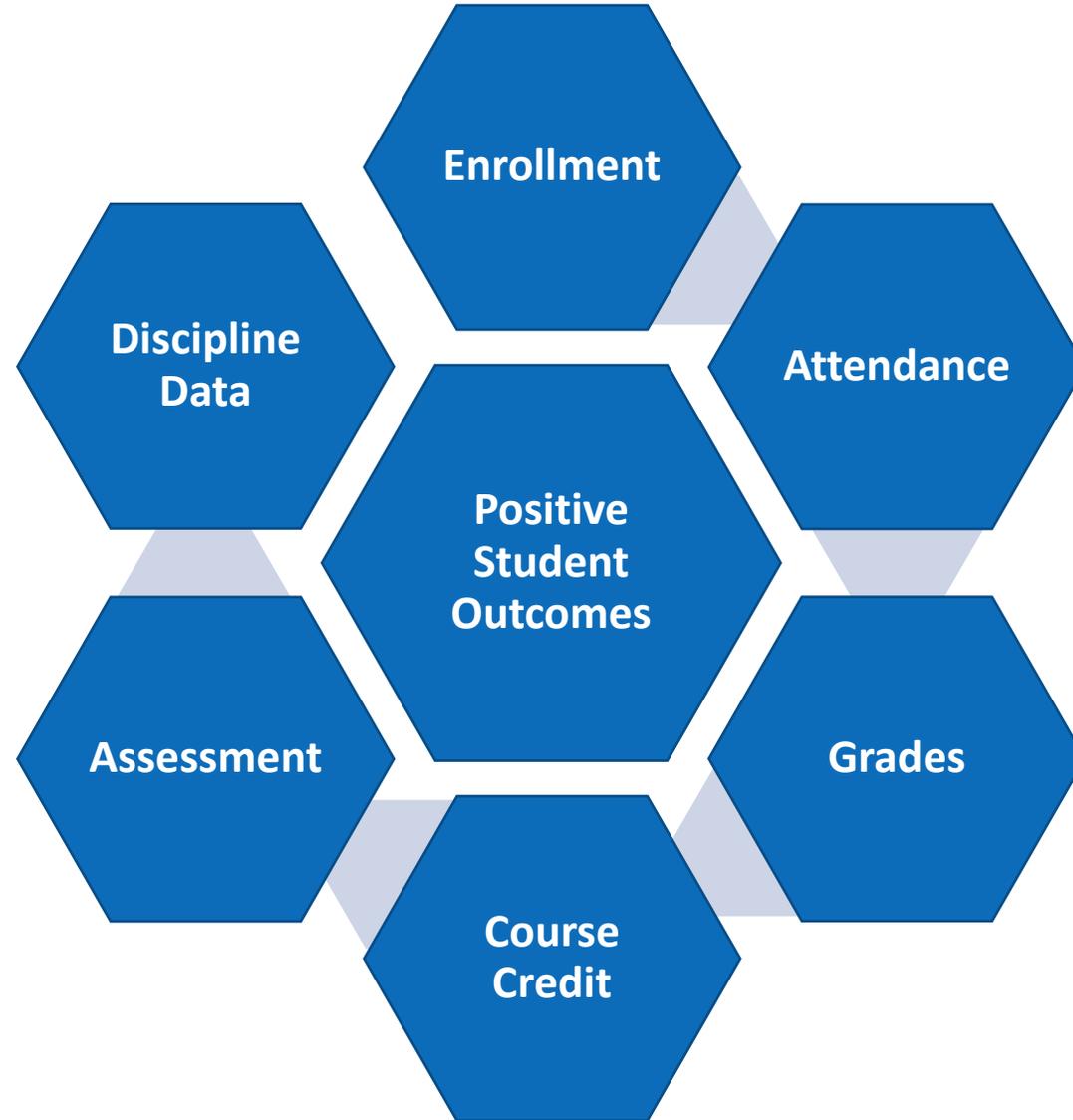
At-Risk  
Indicators



Special  
Student  
Populations



# Multi-Faceted Academic Transition Plan



# Next Steps and Student Considerations: Academic Transition Plans



Identify any attendance, enrollment, and engagement data trends from the 2019-2020 school year.



Identify any data trends by grade level, student group, and special student population from the 2019-2020 school year.

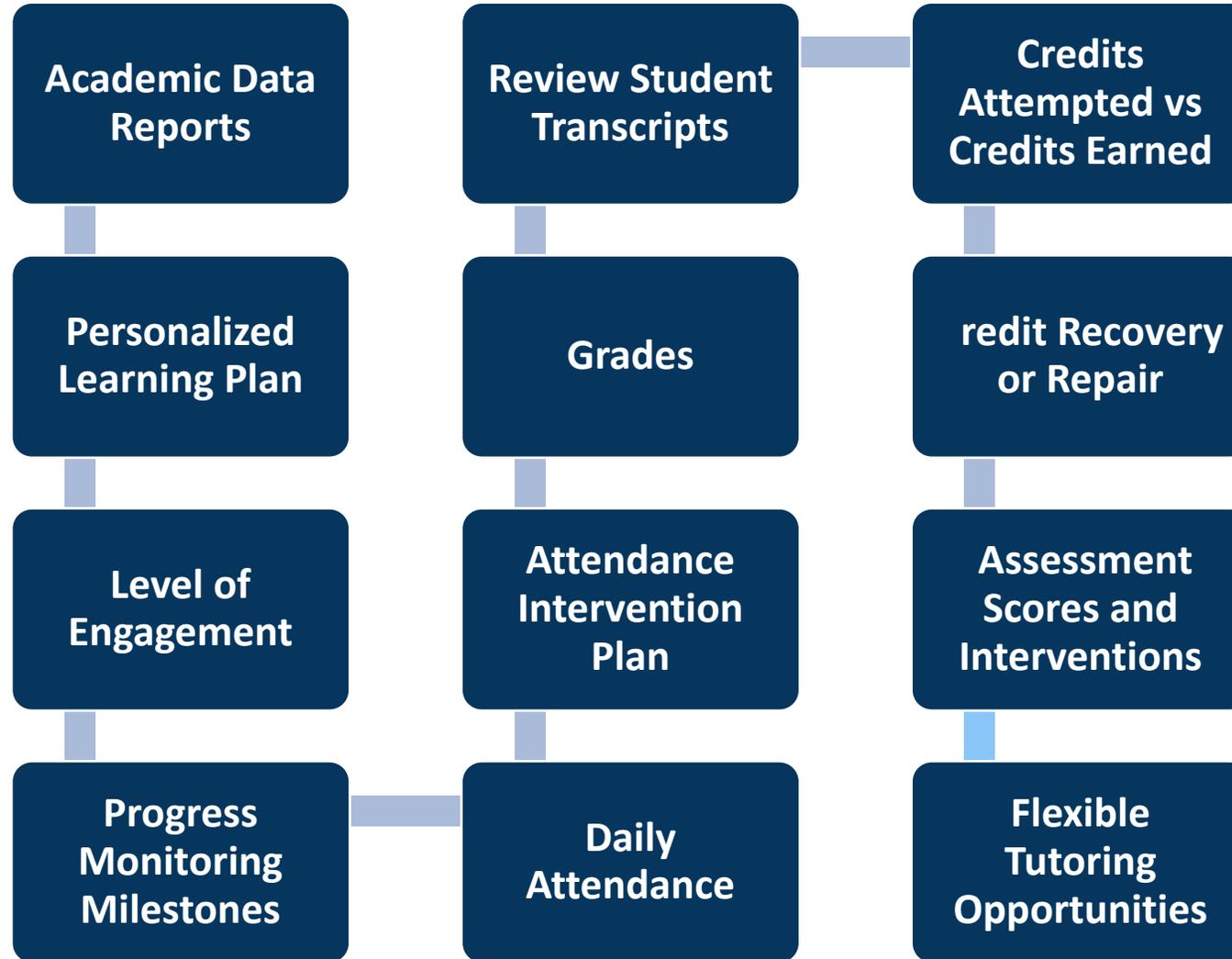


Ensure students received the appropriate class credit or final grade for courses taken during the 2019-2020 school year.



Develop baseline data that will support development of strong metrics and milestones for the 2020-2021 school year.

# Student Academic Progress Monitoring



# 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.

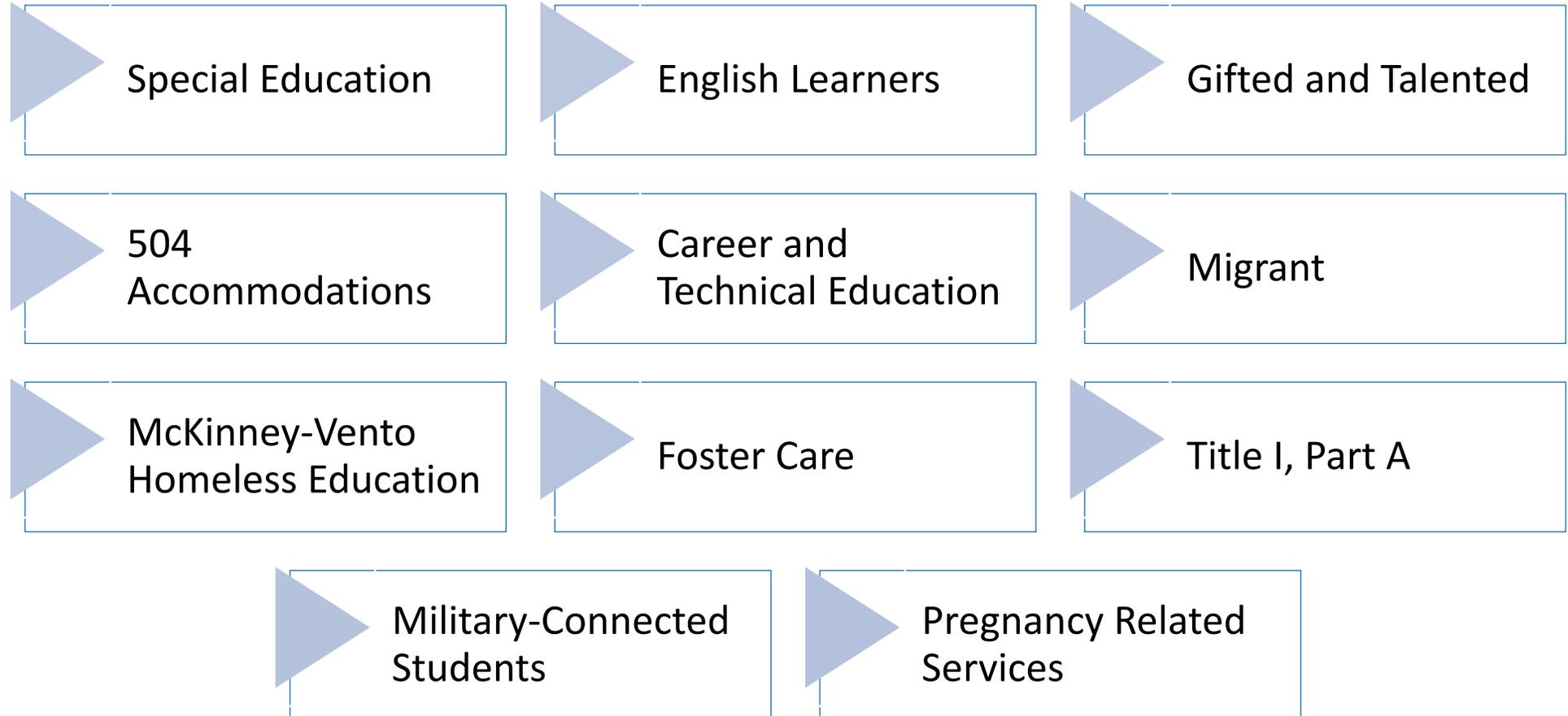


Develop and provide credit repair or credit recovery opportunities.



Develop baseline data that will support development of strong metrics and milestones for the 2020-2021 school year.

# Multi-Tiered Level of Support



# Key Actions for Success: Utilizing Data for Strategic Planning

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

- Level of engagement or prevalence of uncontactable student by:
  - Grade level
  - Student groups
  - Special student population
- Trends in promotion rates by:
  - Grade level
  - Subject areas
  - Student groups
  - Special student population

# Key Actions for Success: Utilizing Data for Strategic Planning Continued...

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

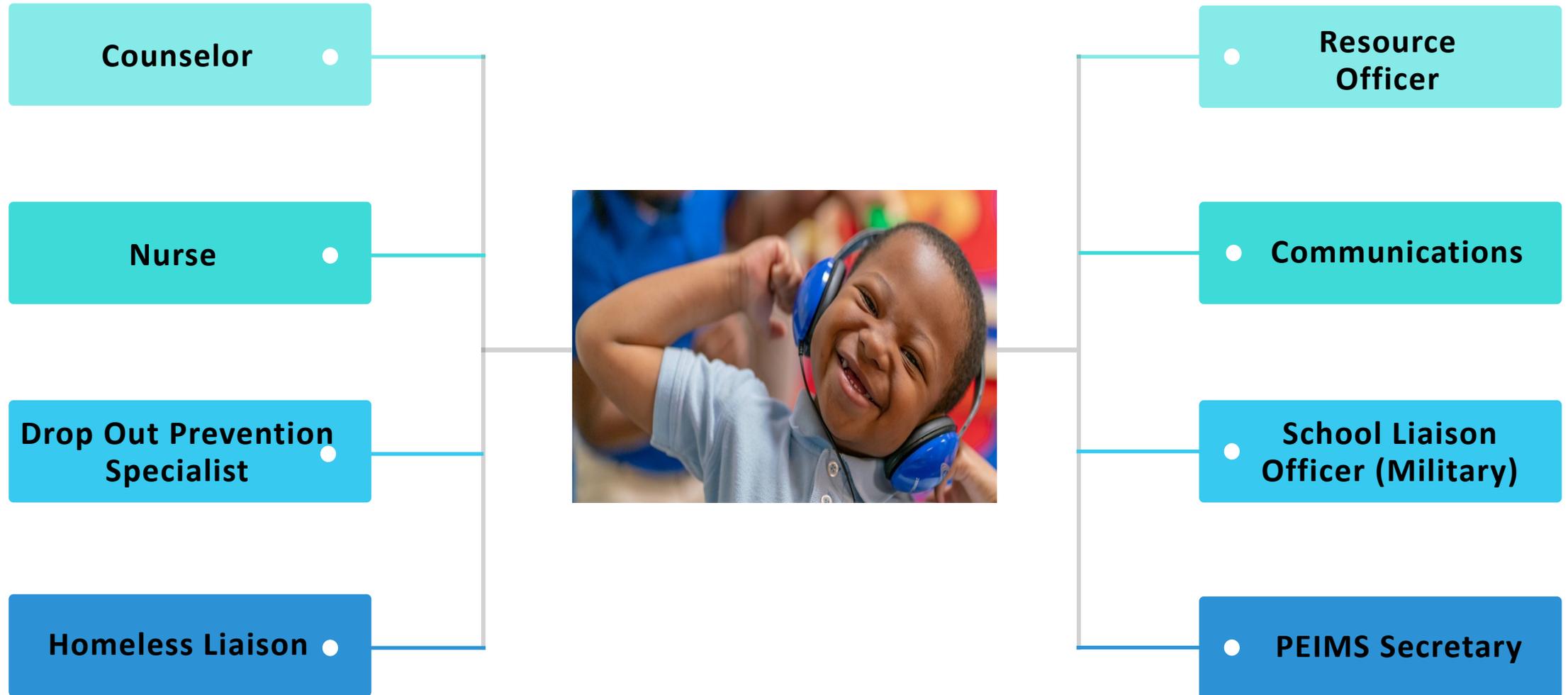
- Student groups or special student populations that need:
  - Targeted academic interventions
  - Additional academic support
  - Progress monitoring
- Patterns of student engagement, progress, growth, and academic gaps, before and during COVID-19.
- Strategies needed to support academic achievement for Highly Mobile and At-Risk Students.



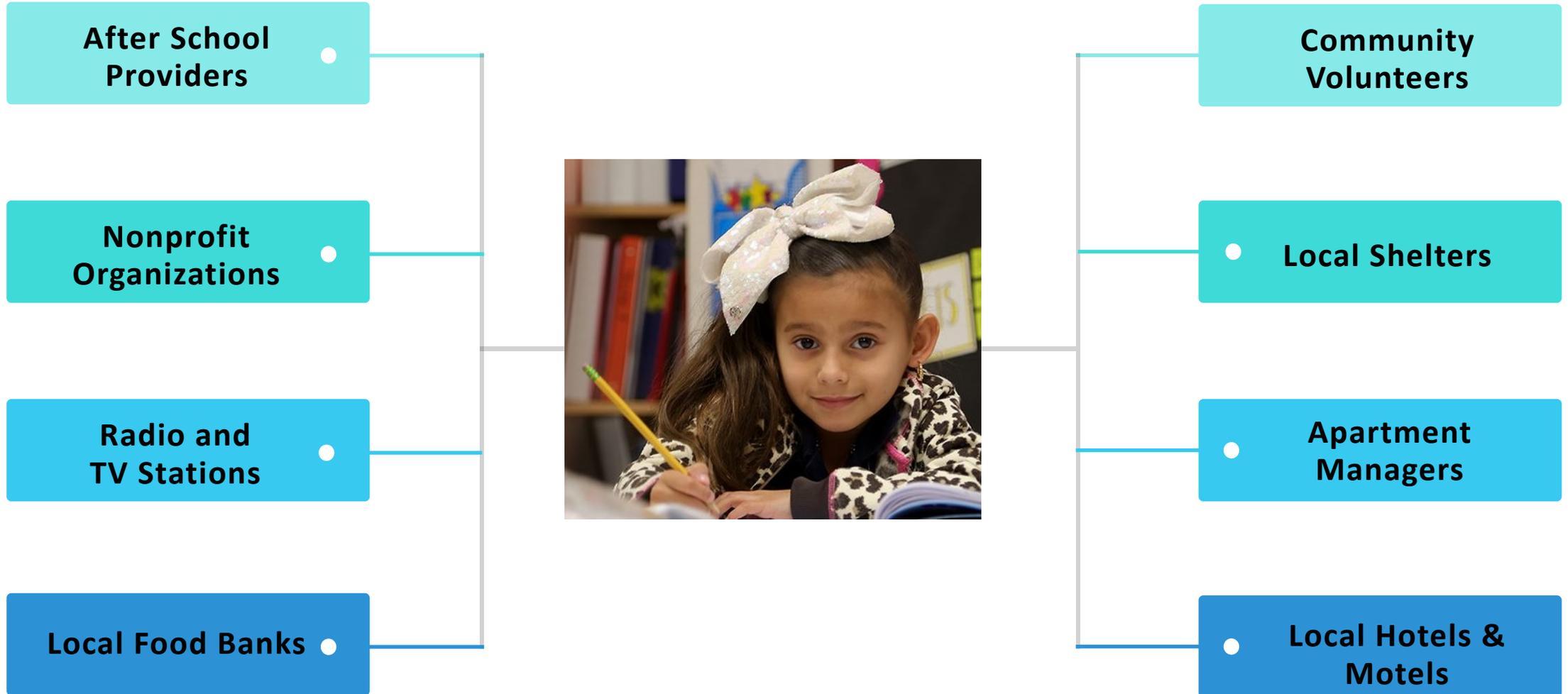


# Student Support Teams and Home Visit Safety Procedures

# Campus Based Student Support Teams



# Stakeholders and Student Support Teams



# Home Visits and Safety Procedures

- ✓ Ensure that district, campus staff, and community partners are trained on **safety procedures** to conducting visits.
- ✓ Provide team members with **masks and gloves**.
- ✓ Ensure **CDC/DSHS COVID-19 guidelines** are followed to ensure safety of students and staff.

- ✓ Consider **sharing planned visit routes and timeframes** with others on the Student Support Teams.
- ✓ Make a **list of addresses** to visit **by zip code** and map routes to maximize time.
- ✓ Always have **two or more staff members** per home visit.



- ✓ Ensure one staff member is **bilingual** and able to **translate** if needed.
- ✓ Ensure staff members have their **school badge** visible during home visits.
- ✓ Verify student **medical needs** with nurse if applicable prior to the visit.

- ✓ Designate a **contact person** on each team.
- ✓ **Observe** the outside/inside (if applicable) of the students' home and make sure they are safe.

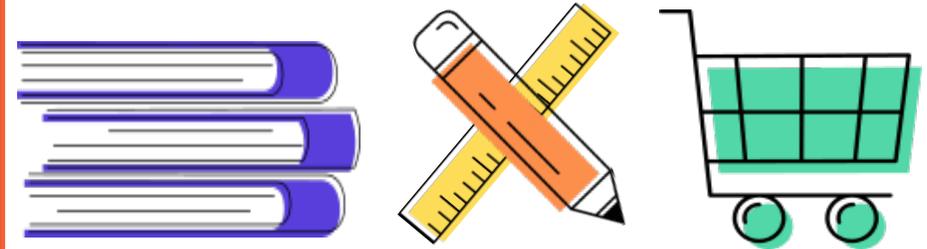


# Items to Have on Hand

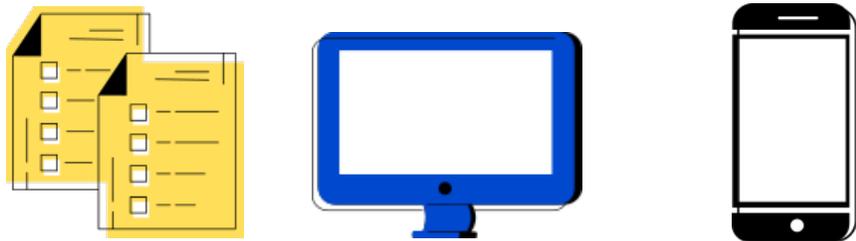
## Extra Masks and Hygiene Kits



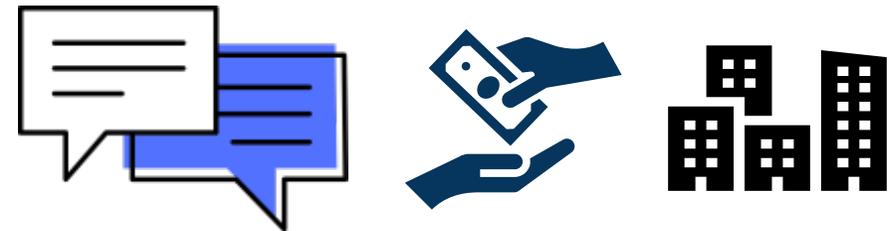
## School Supplies and Nonperishable Food Items



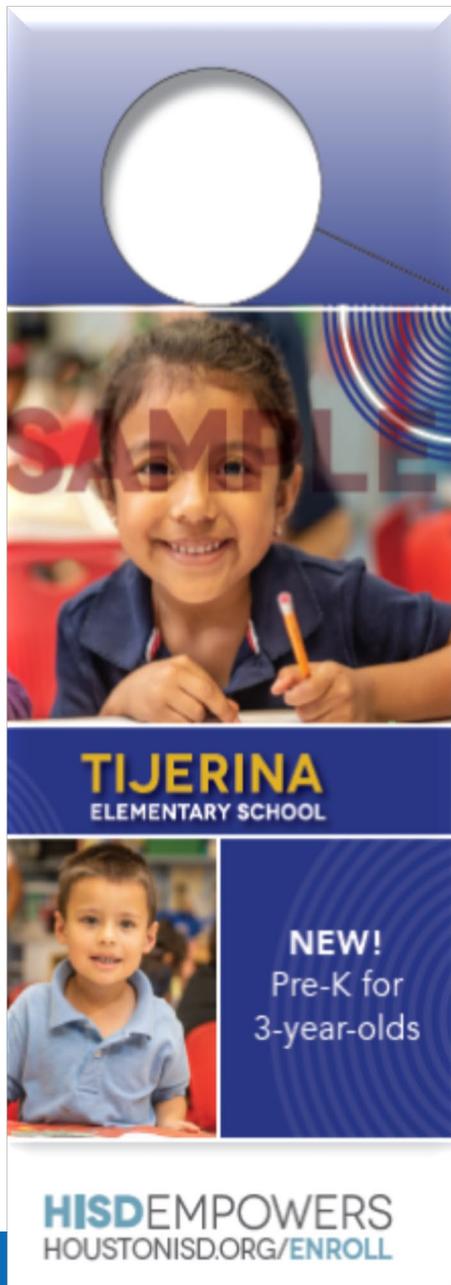
## District and Campus Program Services Information



## Community Resources



# Door Hangers or Flyers



- Warm and welcoming message (e.g. “You are missed...”).
- Campus contact information both phone number and email address.
- Important upcoming dates.
- All material available in English and Spanish.

# Apartment Manager Outreach

- Identify apartment complexes that feed into campus attendance zones and contact the managers in-person or phone call.
- Provide the following information to the apartment managers:
  - ✓ Name of campus staff member
  - ✓ Name of Campus
  - ✓ Contact information (phone and email) where campus staff can be reached
  - ✓ Drop off door hangers, business card, McKinney-Vento posters in English/Spanish for apartment managers to display in communal areas visible for students and families.



# Supporting Students Living in Hotels or Motels

- Homeless Liaisons should work with motel and hotel staff to ensure posters are placed strategically (e.g. laundromat area, community informational boards, etc.) so that students and parents can easily access the information.
- For more information on how to support students living in hotels or motels visit the Texas Education for Homeless Children & Youth [COVID-19 Supporting Students Living in Hotels or Motels Tool](#).

**TEHCY** Texas Education for Homeless Children and Youth

**COVID-19 Tool**

### Supporting Students Living in Hotels and Motels

Students experiencing homelessness are significantly more at risk of losing services during the COVID-19 pandemic. Students and families who live in hotels and motels are often the hardest with which to maintain communication. Listed below are some strategies and best practices for Local Education Agencies (LEAs) to support these students.

- ☑ LEAs, in collaboration with their homeless liaison, should develop tools for school staff (e.g. teachers, counselors, social workers, etc.) to assess the following:
  - Change in housing status
  - Student safety at home
  - Number of people in the home
  - Academic and social services needed
- ☑ LEAs, in collaboration with their homeless liaison, should utilize information-sharing systems to:
  - Share student contact information for identified McKinney-Vento eligible students
  - Facilitate prompt identification and services for newly identified students
  - Communicate student safety concerns
  - Disseminate LEA and homeless education program information and resources
  - Address academic interventions needed (e.g. additional course work materials, supplies, flexible coursework deadlines, etc.)
- ☑ Homeless Liaisons should provide McKinney-Vento Posters (digital format can be accessed on the [TEHCY COVID-19 Resource page](#)) via email to local hotel and motel staff. Homeless Liaisons should work with motel and hotel staff to ensure posters are placed strategically (e.g. laundromat area, community information boards, etc.) so that students and parents can easily access this information.
- ☑ LEAs, in collaboration with their homeless liaison, should establish strong communication channels with community partners, hotel, and motel staff to disseminate LEA and homeless education program information, resources, and supplies.
- ☑ Homeless Liaisons should consider LEA approved social media channels (e.g. Facebook, Twitter, Instagram, etc.) and non-traditional methods of communication (e.g. LEA hotline, Google Voice, meal and technology distributions, etc.) to maintain communication students and families.
- ☑ Homeless Liaisons should communicate to students and families that they can remain in the school of origin if they move outside of their attendance zone.
- ☑ LEAs should ensure policies regarding privacy and sharing of personal information of students and families experiencing homelessness are in place and have been provided to all LEA staff. For more information, please visit: [FERPA FAQ](#)

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This resource was developed by:  
Texas Education for Homeless Children and Youth (TEHCY) Program  
1-800-446-3142 | [tehcycy.texas.gov](http://tehcycy.texas.gov)

# Supporting Students Living in Hotels or Motels

- District and campus staff should collaborate with their McKinney-Vento Homeless Liaisons to establish strong communication channels with hotel and motel staff to disseminate district, campus, and homeless education program information, resources and supplies.
- Homeless Liaisons should provide McKinney-Vento Posters (digital format available) via email to local hotel and motel staff.



**Information for Parents of School-Age Youth**

 If your family lives in any of the following situations:

-  A Homeless Shelter
-  Doubled-up with other people
-  Car, park, empty building, bus or train station
-  Motel or campground

 Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in the local school; or continue attending their school of origin if that is your preference.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Receive transportation to and from the school of origin, if requested.
- Enroll in school and attend classes while the school gathers needed documents.
- Receive educational services comparable to those provided to other students, according to your children's needs.

**IF YOU BELIEVE...**  
your children may be eligible, contact the local liaison listed below to find out what services and supports may be available. There also may be supports available for your preschool-age children.

**IF THE SCHOOL DISTRICT BELIEVES...**  
that the school you selected is not in the best interest of your children, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

Local Liaison:

 Texas Education Agency

Texas Education for Homeless Children and Youth Support Center  
1 800 446 3142 | [tehy.tea.texas.gov](http://tehy.tea.texas.gov)



**Information for School-Age Youth**

 If you live in any of the following situations:

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Local Liaison:

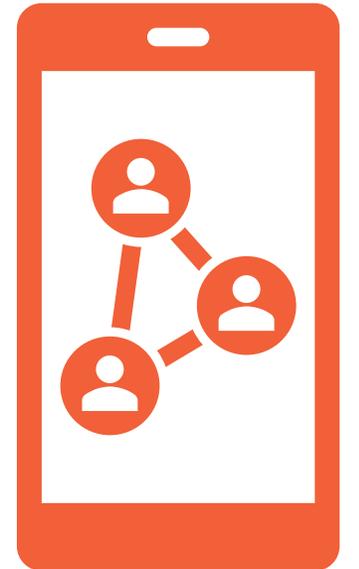
 Texas Education Agency

Texas Education for Homeless Children and Youth Support Center  
1 800 446 3142 | [tehy.tea.texas.gov](http://tehy.tea.texas.gov)

# Leveraging Social Media Platforms



- Districts and campuses can utilize their social media platforms such as Facebook and Twitter to craft a message for students encouraging communication.
- Districts and campuses can craft messages encouraging students to reach out to friends who they know might have become disengaged during the school year 2019-2020 and start of 2020-2021 school year.
- Districts and campuses may also consider sending text messages, automated voice messages, and send letters to the home.
- Districts and campuses can also host phone banks with volunteers.



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 door frames.

# Highly Mobile and At-Risk Student Programs Update

# 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.](#)

children's advocacy  
centers<sup>TM</sup> of texas

TEA  
Texas Education Agency

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](http://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](http://txabusehotline.org)

¡Nunca guardes un secreto que te moleste!



TEA

# Prevention and Awareness of Human Trafficking Statewide Webinar Series

<https://tea.texas.gov/academics/special-student-populations/highly-mobile-and-at-risk-and-mental-health-supports>



## 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.



Foster Care and Student Success



Human Trafficking



Mental and Behavioral Health



Military Connected Students



Pregnancy Related Services



Texas Education for Homeless Children and Youth

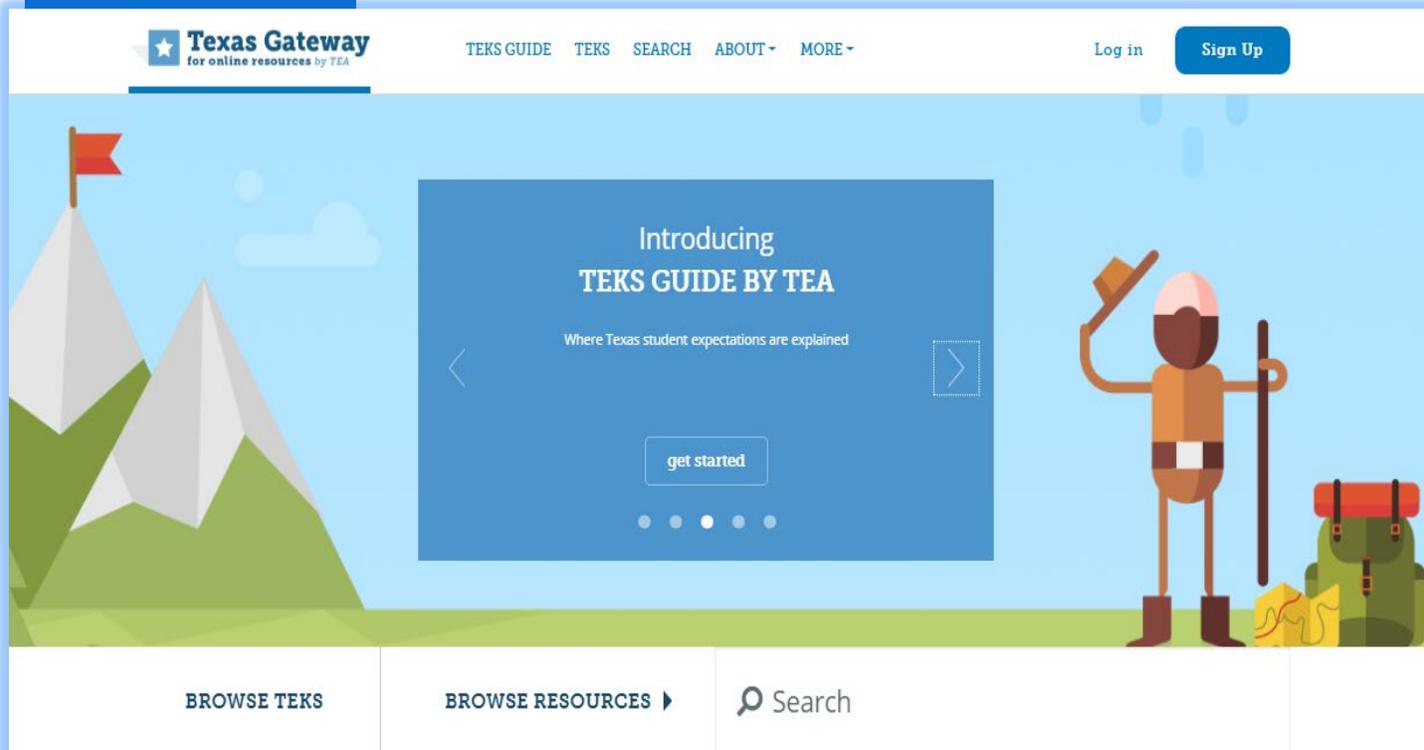
### Division Webinars and Trainings



Student Programs Webinars

# Prevention and Awareness: Human Trafficking of School-Aged Children

## Texas Gateway



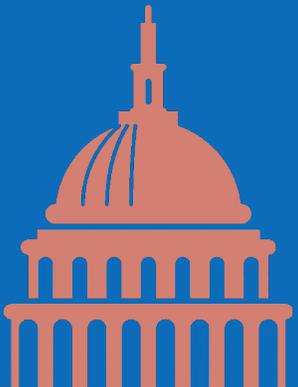
<https://www.texasgateway.org/>

- Free; no log-in required
- 11 Units; one-hour completion time
- To be used in coordination with existing Child Abuse Prevention mandatory training
- LEAs may use other training and/or collaborate with local community partners to meet updated training requirements

# New Commissioner Rules Concerning Transition Assistance:

## 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter FF, Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care are adopted.

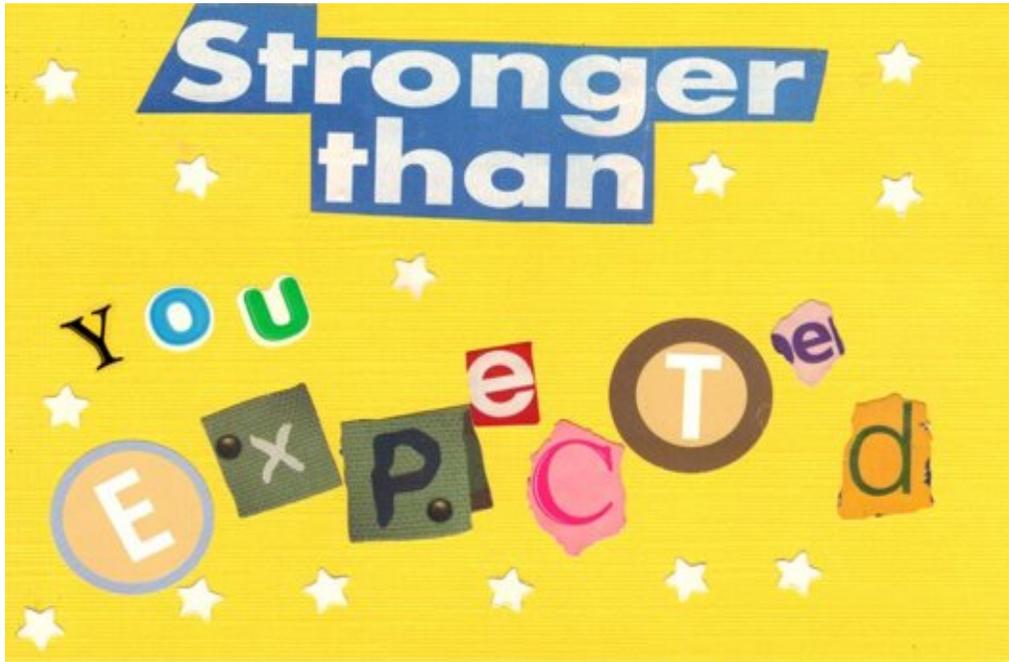
- **Summary:** The adopted new rules assist with the transition of students who are homeless or in substitute care from one school to another and provide local education agencies with guidance on the requirements of Texas Education Code, § 25.007.
- **Effective Date:** March 30, 2020
- <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089ff.html>



## New Policy Addresses:

- ✓ Transfer of Student Records and Transcripts
- ✓ Development of Systems to Ease Transitions and Establish Procedures to Lessen the Adverse Impact of Movement of a Student
- ✓ Award of Credit
- ✓ Placement in Educational Programs and Courses
- ✓ Promotion of Access to Educational and Extracurricular Programs for Students Who Are Homeless or in Substitute Care
- ✓ Promotion of Postsecondary Information
- ✓ Provision of Special Education Services
- ✓ Notice to Student's Educational Decision-Maker and Caseworker

# Foster Care Updates:



- COVID Reminders
- Ensure Updated FC Liaison Contact information in AskTED
- FC Listserv 20-21 launch
- Resources in Development:
  - Foster Care and Student Success Resource Guide
  - School Transition 1-pager
  - School of Origin 1-pager
  - ESSA Transportation Coordination Guidance
  - Updated TASB Education Best Interest Decision Coordination Template
  - ESSA Toolkit

# 2020 TEHCY Program Summit



First ever virtual TEHCY Summit in partnership with Texas Network of Youth Services (TNOYS):

- Over 1,200 attendees from across the state.
- Representing all 20 Educational Service Centers.
- Thank you to all our presenters and attendees!



## Texas Education for Homeless Children and Youth

- Update your McKinney-Vento Liaison contact information in AskTED
- Sign-up for our McKinney-Vento Listserv
- Upcoming Training – ACET Fall Conference, October 26<sup>th</sup>-29<sup>th</sup>, 2020
- Texas Education for Homeless Children and Youth [COVID-19 Resource Page](#).
- Resources in development:
  - FAFSA training
  - Transportation training
  - McKinney-Vento 201 training
  - Community Collaboration training

# Purple Star Campus Designation



- Applications for the 2020-2021 school year were accepted from ***June 10, 2020*** through ***August 28, 2020***.
- Notifications of award outcomes will be announced by the Texas Education Agency next month.

# Purple Star Campus Designation



The Purple Star Campus Designation recognizes Texas district and charter schools that show their support and commitment to meeting the unique needs of military connected students and their families.

This special honor was created by the 86<sup>th</sup> Texas Legislature through SB 1557 and further described in agency rule (19 TAC, § 61.1063), effective April 9, 2020.

TEA will be awarding, for the first time, Purple Star Campus designation for campuses that apply and meet the established criteria (see below) in October 2020. Campuses that are selected, will receive a special Purple Star recognition to display. Campuses selected will also have their designation featured on the [Txschools.gov](https://txschools.gov) web page.

<https://tea.texas.gov/about-tea/other-services/military-families/purple-star-campus-designation>

## Contact Information

Abby Rodriguez, M.A.

State Coordinator, Military Connected and At-Risk Students

Highly Mobile and At-Risk Student Programs Division

[militaryconnectedstudents@tea.texas.gov](mailto:militaryconnectedstudents@tea.texas.gov)



# 2020-2021 Military Student Identifier Resource

**TEA**  
Texas Education Agency

Texas has the **second highest number** of identified military-connected students in the nation with **over 100,000** attending public and open-enrollment charter schools.

Source: PEIMS 2019-2020

## Military-Connected Students

### The Military Student Identifier:

**2013-2014 School Year**  
TEC § 25.006  
Districts and open-enrollment charter schools are required to collect the military student identifier. This includes active duty, National Guard, and a reserve force.

**2015 December**  
Every Student Succeeds Act (ESSA)  
All 50 states are required to collect the military student identifier for active duty only.

**2019-2020 School Year**  
TEC § 25.006  
The 86th Texas Legislature - SB 1557  
New PEIMS indicator codes. Students with a parent/guardian who:  
1. Are veterans.  
2. A member in the U.S. military or reserve force who have fallen in the line of duty.

**TEA**  
Texas Education Agency

## Strengthening Military Student Identification

Texas Education Code § 25.006 requires districts and open-enrollment charter schools to collect data to identify their military-connected student population and submit to the Texas Education Agency.

### Students in K-12th grade:

- Student is a dependent of a current member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student is a dependent of a former member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student was a dependent of a member of the U.S. military or reserve force who has fallen in the line of duty.

### Prekindergarten students:

- A dependent of an active duty member of the armed forces of the United States including the state military forces or a reserve component of the armed forces who is ordered to active duty by proper authority.
- A dependent of the armed forces of the United States including the state military forces or a reserve component of the armed forces who is injured or fallen in the line of duty.

### FAQs

- What are the benefits of identifying students as military-connected?**  
District and open-enrollment charter schools will be able to appropriately link military connected students and their families to resources, services and laws (MILCS - www.milcs.net) they are eligible for because of their active duty status.
- What are a school's requirements for collecting military student identifier data?**  
Districts and open-enrollment charter schools must include the military student identifier question in their student enrollment packet.
- Does the parent/guardian need to provide proof of their military status?**  
Verification of military status is not required for the purposes of the military student identifier. Verification may be required if the school has a special program for which there is an eligibility requirement, such as state-funded prekindergarten. Districts and open-enrollment charter schools, should not make copies of Department of Defense (DoD) identification cards.
- How does the military connected student identifier in the Public Education Information Management System (PEIMS) differ from the Federal Impact Aid Survey?**  
PEIMS allows the TEA to collect data from districts and open-enrollment charter schools regarding their military connected student population also known as the military student identifier. Districts and open-enrollment charter schools may choose to apply for Impact Aid funds based on the number of military-connected students; however, the collection of the Impact Aid survey is not connected to the PEIMS military student identifier. Districts and open-enrollment charter schools should ensure they are collecting the PEIMS military student identifier through their enrollment process.

**TEA**  
Texas Education Agency

[TEA.Texas.gov/mil](https://www.tea.texas.gov/mil)

512.463.9414

[MilitaryConnectedStudents@tea.texas.gov](mailto:MilitaryConnectedStudents@tea.texas.gov)

<https://tea.texas.gov/sites/default/files/Military%20Student%20Identifier%20SY%202020%202021.pdf>





**Mental & Behavioral Health**

# Educator Wellness Document



[PDF Web Link](#)



# Educator Wellness Document



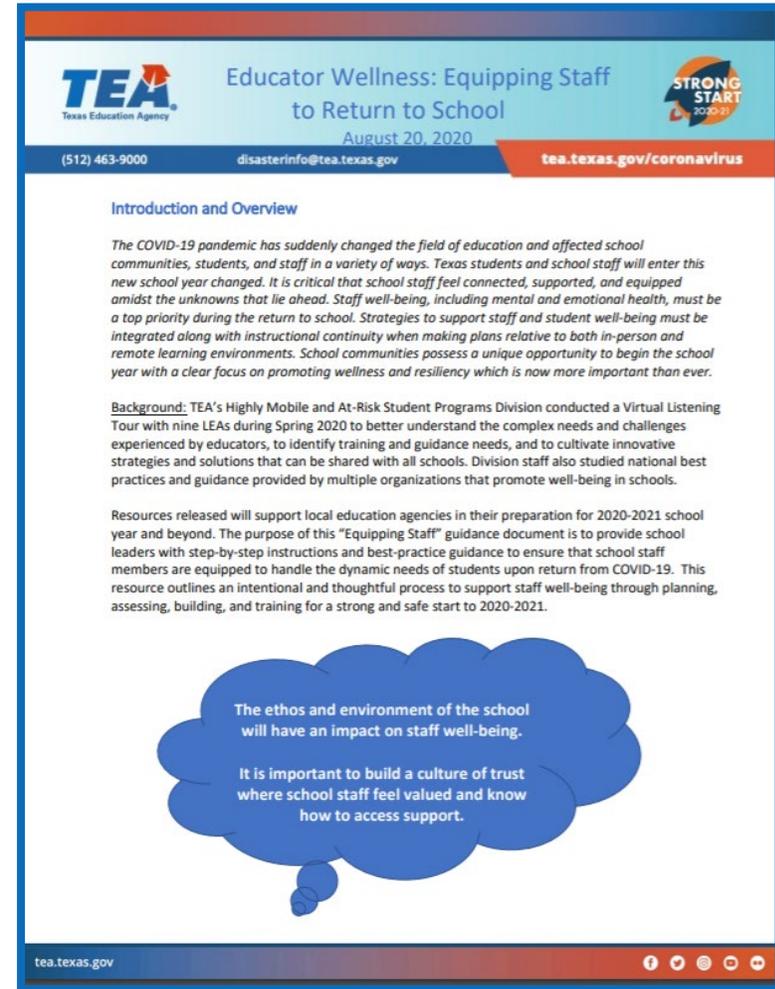
## General Support

Updated September 3 2020

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



[COVID 19 General Support Link](#)



**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

**STRONG START 2020-21**

### 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

# Educator Wellness Document





## Convene a Mental Health & Wellness MTSS Team:

- ✓ Ensure that the MTSS team is supported to safely brainstorm, share ideas, and consider strong universal supports (tier 1) to promote staff well-being.
- ✓ Develop and promote strategies to reduce stigmas of discussing stress, grief, trauma, and mental health concerns.



## Assessing the Well-being of Staff

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

## Building a Culture of Wellness & Resiliency



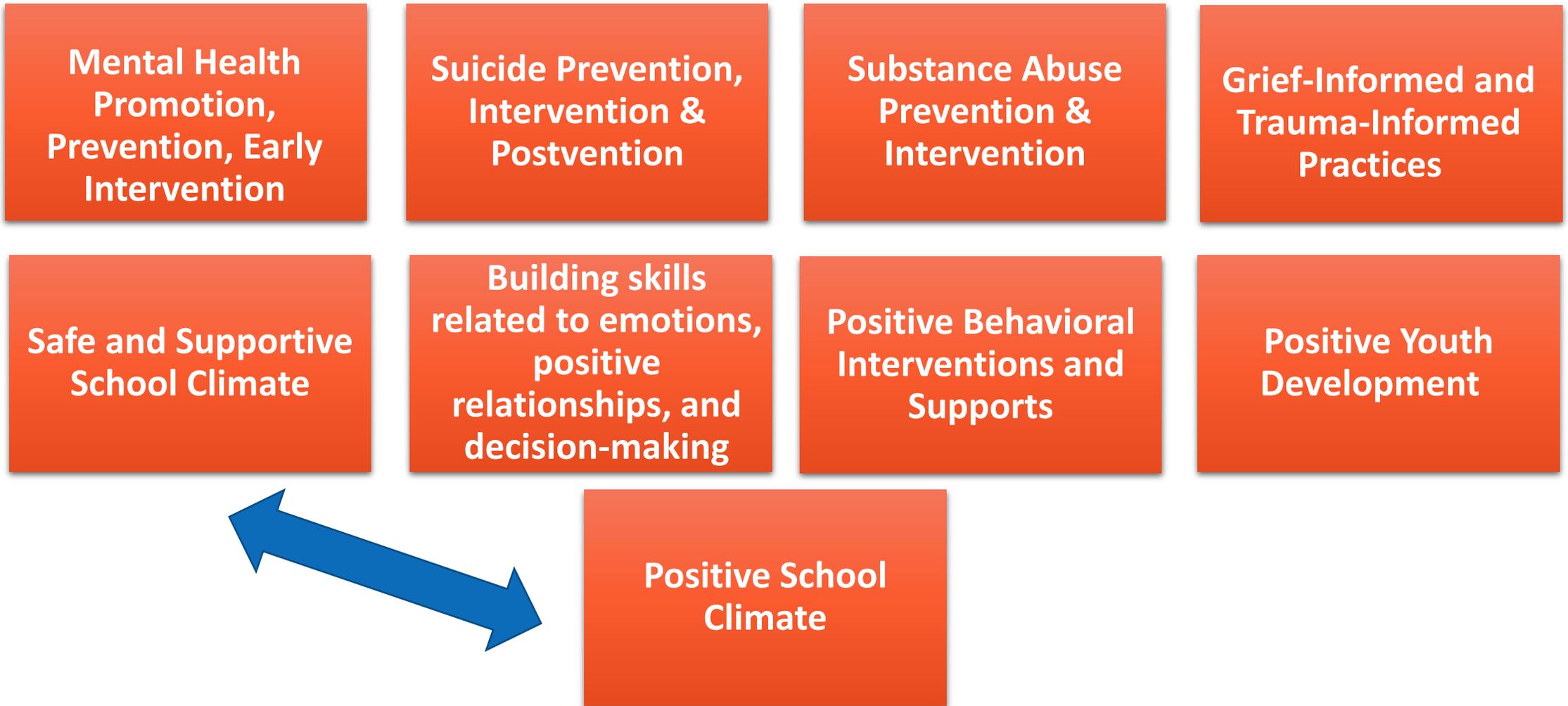
- ✓ Model good working practices and self-care to encourage a healthy work/life balance.
- ✓ Map out staff wellness events throughout the year.
- ✓ Promote positive greetings and affirmations with staff throughout the day (e.g. email, shout outs, check in/check outs, etc.).

## Professional development and training



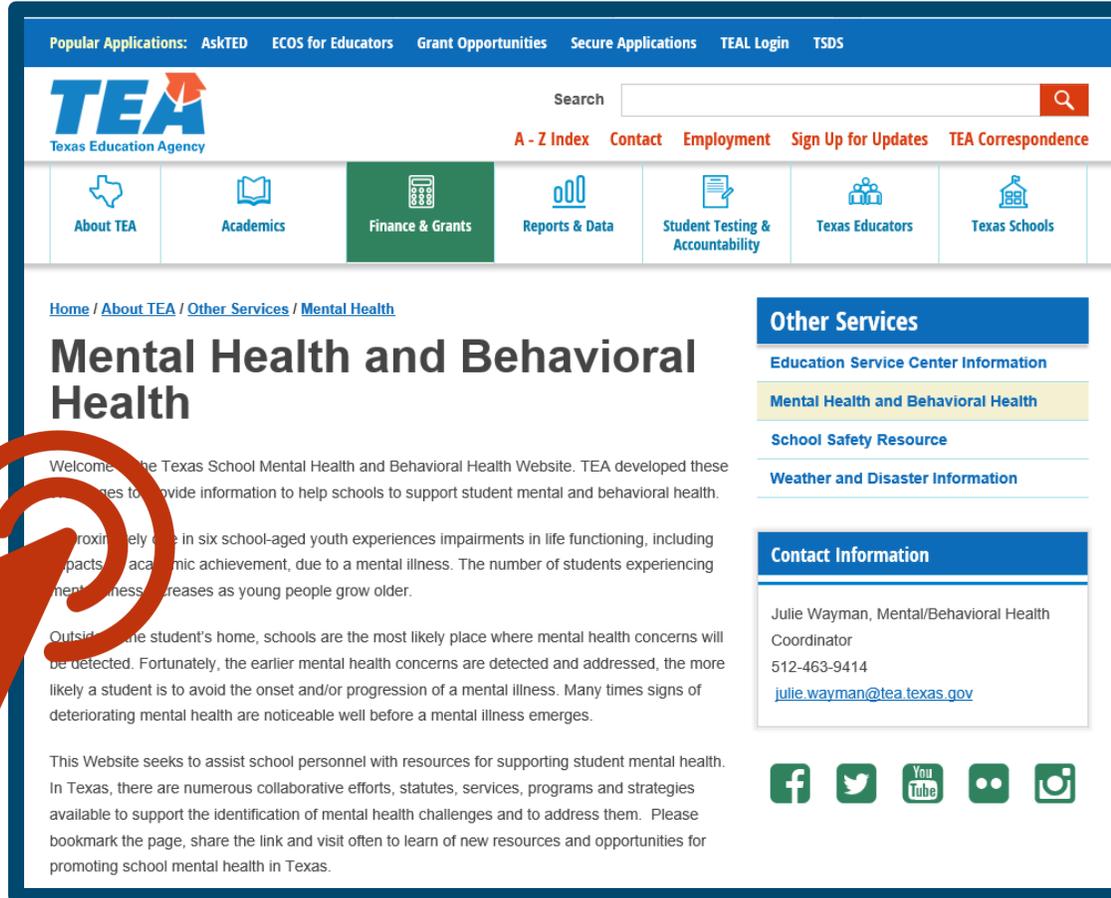
- ✓ Provide regular and ongoing professional development, study groups, and opportunities for staff to challenge themselves with new learning that is emerging in the education field.
- ✓ Ensure ongoing coaching and consultation for professional development and training needs.

# School Mental Health Components - TEC §38.351



# Mental & Behavioral Health Resources

## Updated August 2020!



Popular Applications: AskTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS

Search

TEA Texas Education Agency

A - Z Index Contact Employment Sign Up for Updates TEA Correspondence

About TEA Academics Finance & Grants Reports & Data Student Testing & Accountability Texas Educators Texas Schools

Home / About TEA / Other Services / Mental Health

## Mental Health and Behavioral Health

Welcome to the Texas School Mental Health and Behavioral Health Website. TEA developed these resources to provide information to help schools to support student mental and behavioral health.

Approximately one in six school-aged youth experiences impairments in life functioning, including impacts on academic achievement, due to a mental illness. The number of students experiencing mental illness increases as young people grow older.

Outside the student's home, schools are the most likely place where mental health concerns will be detected. Fortunately, the earlier mental health concerns are detected and addressed, the more likely a student is to avoid the onset and/or progression of a mental illness. Many times signs of deteriorating mental health are noticeable well before a mental illness emerges.

This Website seeks to assist school personnel with resources for supporting student mental health. In Texas, there are numerous collaborative efforts, statutes, services, programs and strategies available to support the identification of mental health challenges and to address them. Please bookmark the page, share the link and visit often to learn of new resources and opportunities for promoting school mental health in Texas.

### Other Services

- Education Service Center Information
- Mental Health and Behavioral Health**
- School Safety Resource
- Weather and Disaster Information

### Contact Information

Julie Wayman, Mental/Behavioral Health Coordinator  
512-463-9414  
[julie.wayman@tea.texas.gov](mailto:julie.wayman@tea.texas.gov)

f t YouTube v i

## State Laws:

- TEC §38.351 – Annual Update of Best Practices
- TEC §21.062 – Website Required
- TEC §21.044 - Educator Preparation
- TEC §21.054 - Continuing Education
- TEC §11.252 – District Needs Assessment and Plan for Suicide Prevention

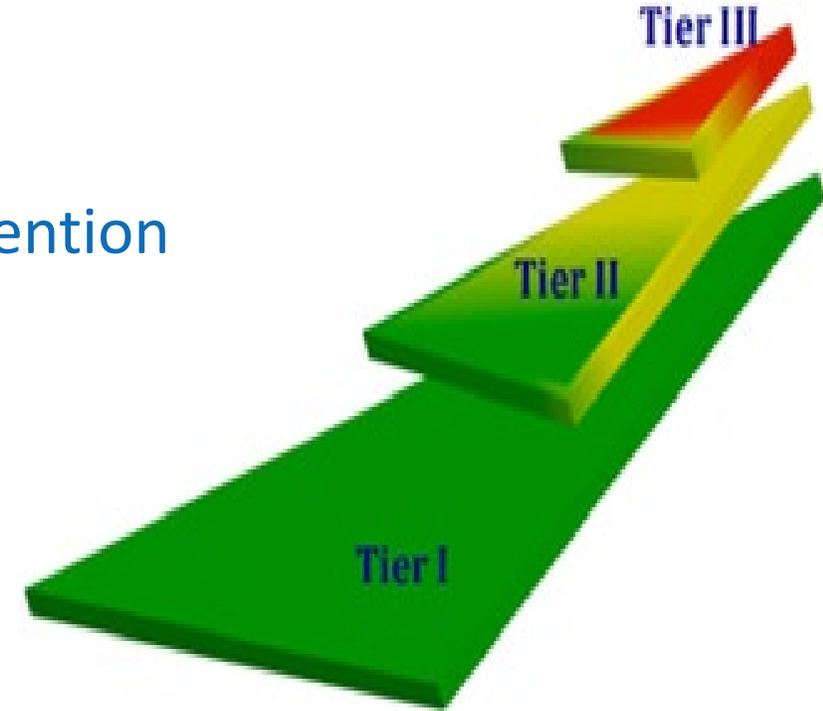
[https://tea.texas.gov/About TEA/Other Services/Mental Health/Mental Health and Behavioral Health/](https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Mental_Health_and_Behavioral_Health/)

# Texas Education Code §38.351



## Mental and Behavioral Health Best Practice Components

- Mental Health Promotion, Prevention, Early Intervention
- Suicide Prevention, Intervention, and Postvention
- Substance Abuse Prevention and Intervention
- **Grief Informed and Trauma Informed Practices**
- Safe and Supportive School Climate
- Positive School Climate
- Building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision making
- Positive Behavior Interventions and Supports
- Positive Youth Development





## Trauma-informed policy and training – TEC §38.036

Each school district must implement a policy integrating trauma-informed practices in each school environment using resources developed by TEA, and implement training

- ✓ **Complete** - Rule drafted and now posted for public comment. (September 11, 2020, Effective December 2020)

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

# Trauma Informed Care Policy: Key Points

## Highlights of Policy Purpose:

### 1. increase staff and parent or guardian awareness :

- how grief and trauma affect mental health, student learning, and behavior
- how evidence-based, grief- informed, and trauma-informed strategies support the academic success of students affected by grief and trauma

# Trauma Informed Care Policy: Key Points

## Highlights of Policy Purpose:

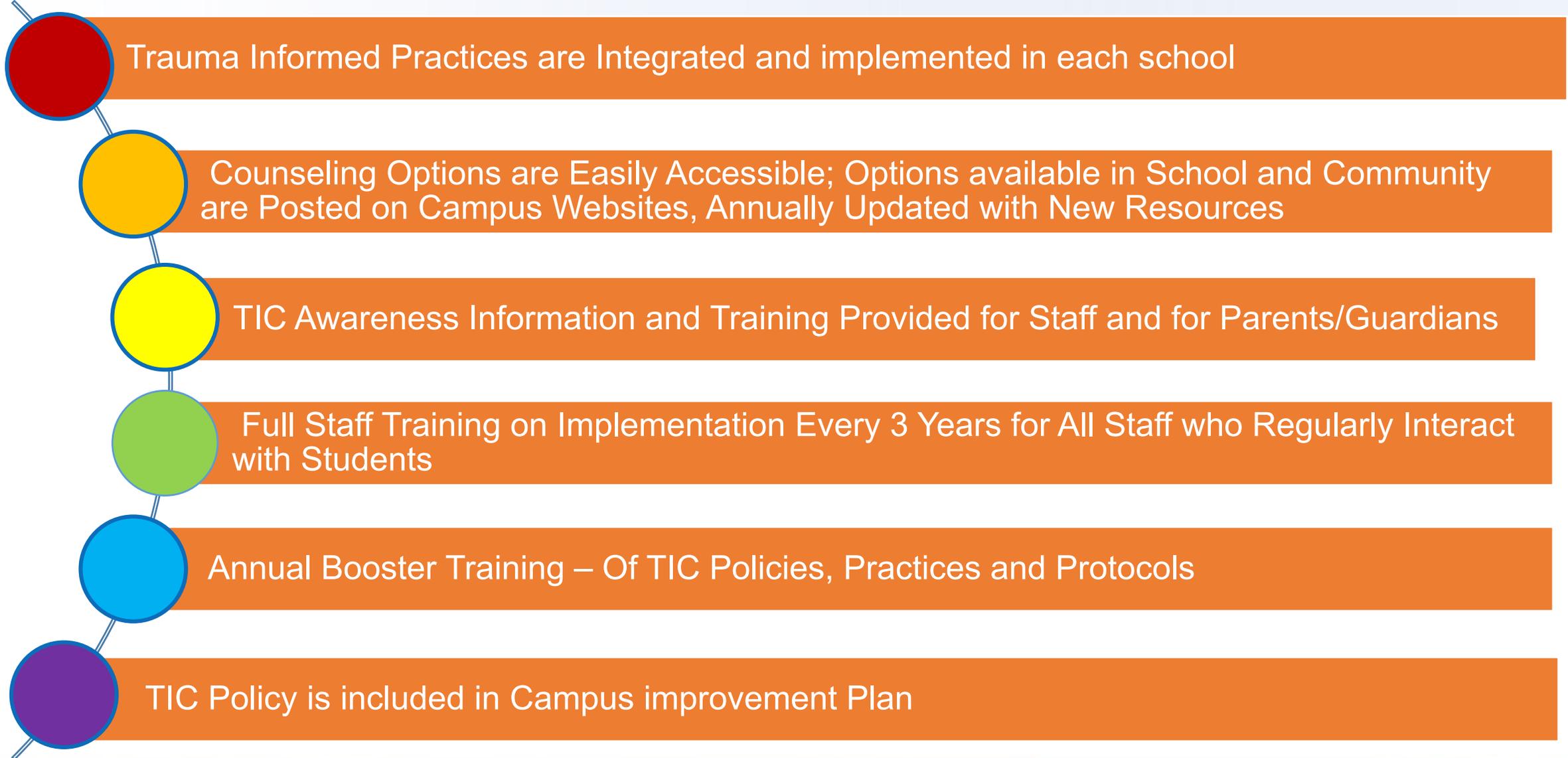
2. The staff training must include a component on vicarious or secondary trauma and strategies for self-care for teachers and staff.
3. The school district or open-enrollment charter school must implement and integrate trauma-informed practices.

# Trauma Informed Care Policy: Key Points

## Highlights of Policy Purpose:

4. Counseling options must be easily accessible to promote both available school and community counseling options.
  - Both school-based and community-based options must be posted on each campus Website.
  - Or post options on the district Website if no campus Website is available.

# Trauma Informed Care Policy- Summary Key Points





**Safe and Supportive Schools Program** - Commissioner to adopt rules to establish a safe and supportive school program incorporating research-based best practices for school safety; including mental and behavioral health, social-emotional domain, training and school climate.

✓ **Complete** – Rule drafted and posted for public comment. (Posted September 11, 2020, Effective December 2020)

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

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

## Safe and Supportive School Program

- 1 Promotes a positive school climate
- 2 Builds Multi-Tiered Systems of Support
- 3 Conducts Behavior Threat Assessments
- 4 Ensures staff is well-trained
- 5 Collects data to continuously improve
- 6 Supports emergency planning and execution

19 TAC § 103.1401 – § 103.1407.

Proposed Rules Open for Public Comment for 30 days beginning September 11 in the Texas Register: [https://texreg.sos.state.tx.us/public/regviewctx\\$.startup](https://texreg.sos.state.tx.us/public/regviewctx$.startup)

# Safe and Supportive Schools Program Physical and Psychological Safety

Program must address both physical and psychological safety



## Physical Safety

- **Physical Security Features**
- **Environmental Design**
- **Evaluating Policies and Practices**

## Psychological Safety



- **Emotional Well-Being**
- **Emotional Safety**
- **Positive School Climate**
- **Trust**
- **Access to Mental Health Services**
- **Confidential Threat Reporting**

# Safe and Supportive Schools Program (SSSP): Proposed Rule Overview

## Overarching SSSP Goals:

- ✓ to achieve both physical safety and psychological safety for all persons in the learning environment, including students, school personnel, service providers, law enforcement, volunteers, parents and guardians, and other community members interacting in the school
- ✓ to ensure a positive, safe and supportive school climate

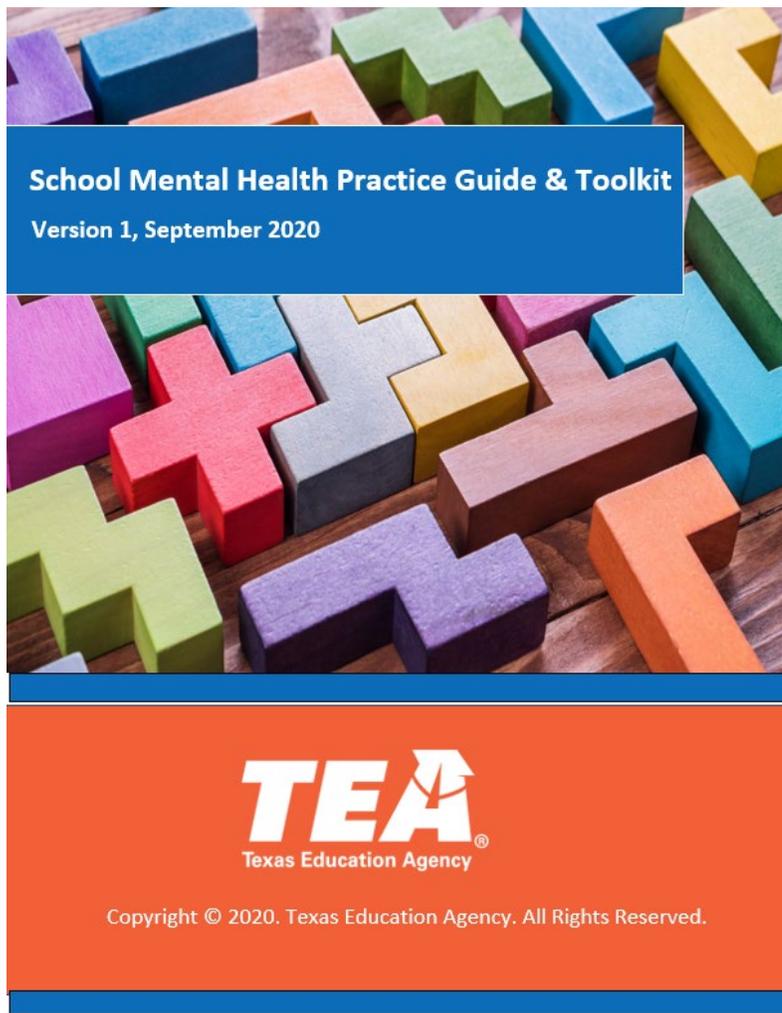


# School Mental and Behavioral Health Training, Policies & Best Practices At-A-Glance

<b>School Mental Health Components Include:</b>	<b>Required Staff Training</b>	<b>Required policies and procedures</b>	<b>Recommended Best Practices &amp; Programs</b>
<b>Early Mental Health Prevention and Intervention, Mental Health Promotion</b> <i>Training to include recognizing signs of mental health conditions and substance abuse.</i>	✓	✓	✓
<b>Substance Abuse Prevention and Intervention</b> <i>Training may be combined with #1 for recognizing warning signs.</i>	✓	✓	✓
<b>Building skills related to managing emotions, establishing and maintaining relationships, and responsible decision making</b> <i>Training to include conflict resolution.</i>	✓	✓	✓
<b>Suicide Prevention / Intervention / Postvention</b> <i>Training to include components identified in TEC §38.351(e).</i>	✓	✓	✓

School Mental Health Components Include:	Required Staff Training	Required policies and procedures	Recommended Best Practices & Programs
<p><b>Grief and Trauma Informed Care</b>  <i>Training includes how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.</i></p> <p><i>Training must be selected from the approved list on the TEA Website.</i></p>	✓	✓	✓
<p><b>Positive Youth Development</b>  <i>Training includes youth activities, youth voice and engagement.</i></p>		✓	✓
<p><b>Positive Behavior Intervention &amp; Support</b>  <i>Training includes classroom management and de-escalation techniques (remote and in-person strategies).</i></p>		✓	✓
<p><b>Positive, Safe and Supportive School Climates</b>  <i>Includes content on emotional wellness, diversity, equity and inclusion training.</i></p>		✓	✓
<p><b>Bully Prevention</b>  <i>Training includes information on preventing, identifying, responding to, and reporting incidents of bullying.</i></p>	✓	✓	✓

# Mental & Behavioral Health Updates



- School Mental Health Practice Guidance & Toolkit
- Release date for ESC Feedback Loop: September 2020
- Deep Dive Webinar for All, November 2020

## Practice Guide Narrative

9 Folders with Tools, such as:

- Needs Assessment and Resource Mapping
- Comprehensive Service Plan
- Referral Pathways Diagrams
- Universal Screening Guide
- Compilation of Screening Tools

## Folders with Tools (continued)

- Sample Consent Forms
- Sample Student Wellness and Intervention Plans
- Sample Safety Plans
- Sample Transition from DAEP Plans
- Sample Transition from Hospital or RTC Plans

## Folders with Tools (continued\_

- Sample MOUs
- Trauma-Informed Care Resources
- Educator Wellness
- SMH Policies

## Folders with Tools (continued)

- SHAPE System Tools
- School Climate Survey Compilation Tool
- School Mental Health Resources - General



## 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](http://tea.texas.gov/coronavirus)

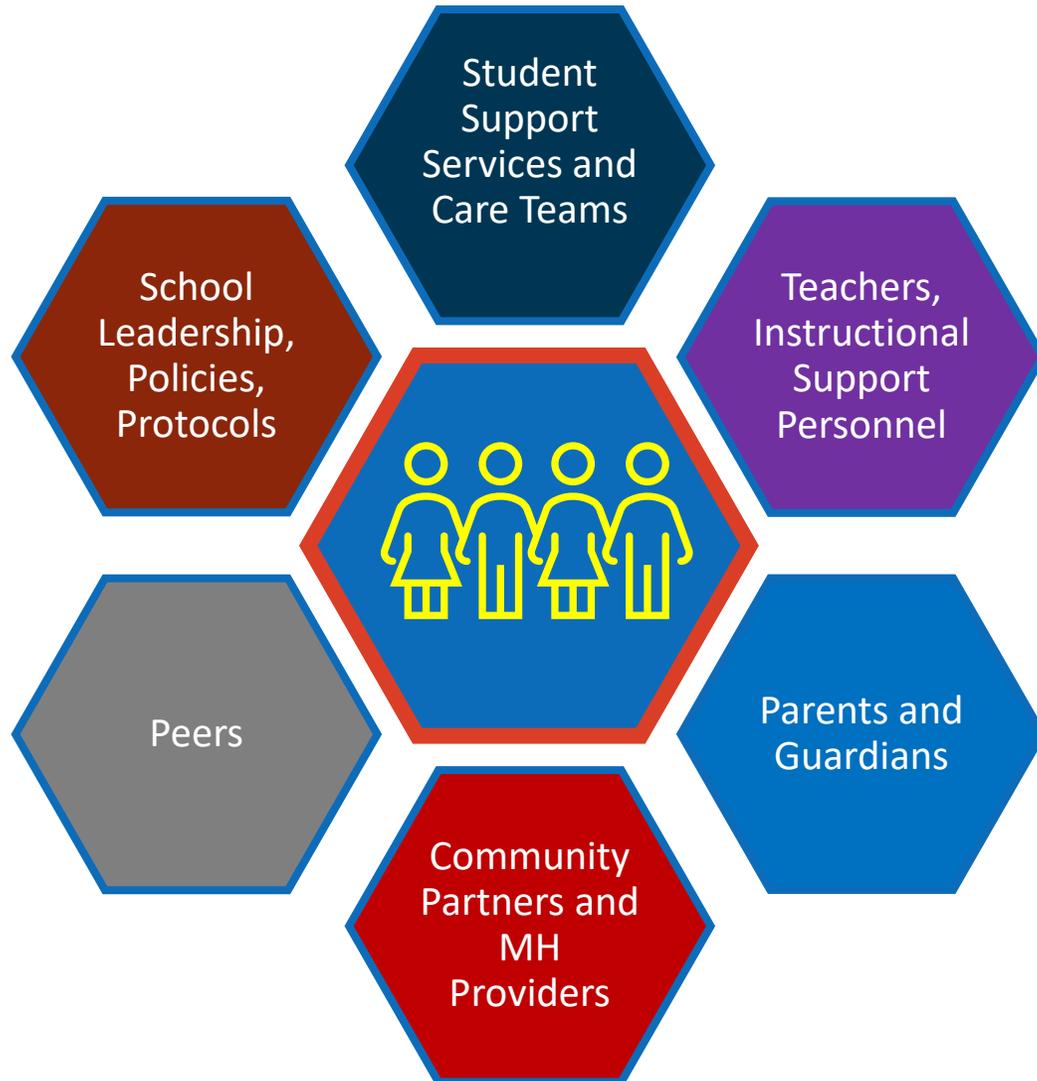
As Texas schools continue to deal with the COVID-19 outbreak, it is important for Local Education Agencies (LEAs) to recognize students and families may be struggling with stress, anxiety, grief, and loss. Schools can support the mental health, wellness, and resiliency of students through trauma informed 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
<b>Telephone and Text Support Lines</b>		
<b>National Suicide Prevention Lifeline (24/7)</b>	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
<b>COVID-19 Mental Health Support Line (24/7)</b> 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
<b>Counseling Line (24/7)</b> 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: <a href="#">Virtual Recovery Resources</a> and <a href="#">Disaster Distress Helpline</a> .

# Trauma Informed Practices



Advancing Wellness and  
Resiliency in Education



Practices are embedded in in the School Climate and Culture through: Trauma-Informed Policies, Procedures, Protocols, Planning, Training and all Student-Centered Support Teams, such as:

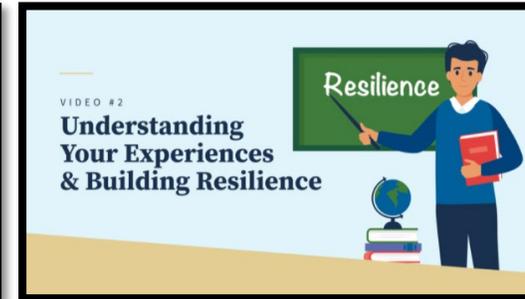
School Mental Health Teams, Wrap Around Teams  
MTSS Teams, PBIS Teams, Instructional Support Teams  
Tier 1, 2, 3 Teams, RtI Teams, TIER Teams  
Care Teams, Care Coordination Teams,  
Child Study Teams, Family Services Teams  
Student Support Teams, Student Assistance Teams  
Safe and Supportive School Teams

# 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](https://texasprojectrestore.org)

# 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](http://www.texasprojectrestore.org)



[Link](#)

- **TEA Mental and Behavioral Health website:**
  - **Research Based Practices and Best-Practice Based Programs**
    - **Includes:**
      - Intended Audiences
      - Framework
      - Intervention
      - Registry
      - Supplemental
      - Training



[Link](#)

## TEA

- **Grief Informed & Trauma Informed Practices Research-based Practices and Best-Practice Based List**
  - All grief and trauma-informed required trainings ***must*** be selected from the list located on this webpage



### ■ Fall 2020:

- **Educator Wellness Deep Dive**
  - Thursday, October 22 (10:00-11:00 AM)
- **Mental Health Toolkit Deep Dive**
  - Thursday, November 19, 2020 (10:30-11:30 AM)

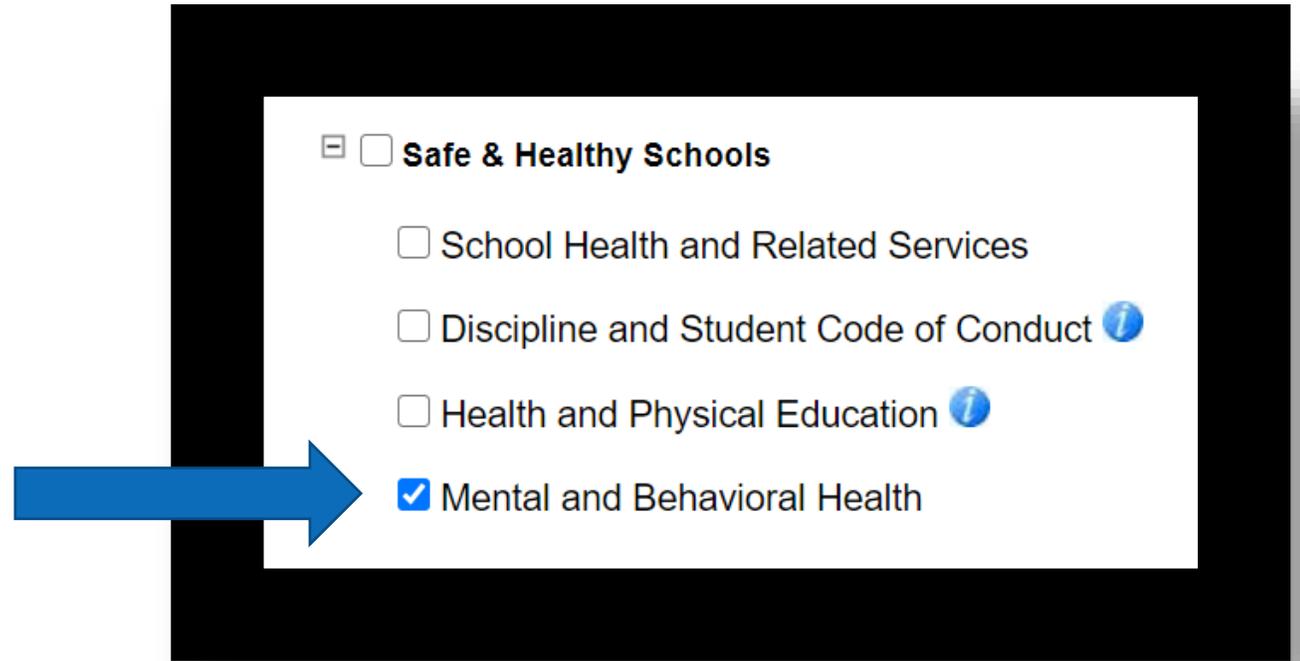


- **Winter/Spring:**
  - MTSS Training for School mental health
  - Trauma Informed Practices – statewide spotlights
    - Dates TBD

# Join the Mental & Behavioral Health Listserv



[TEA GovDelivery](#)



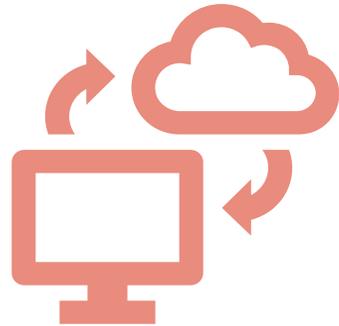


***“Resilience cannot exist without hope. It is the capacity to be hopeful that carries us through challenges, disappointments, loss, and traumatic stress.”***

- Dr. Bruce Perry, Child Trauma Academy

# Mental & Behavioral Health Team Upcoming Events

## ESC Opportunities



- Mental Health Behavioral Health Professional Learning Community
  - Building Comprehensive School Mental Health Systems
    - June 17, 2020
    - July 15, 2020
- September Symposium
  - Trauma Sensitive Schools Training
  - Mental Health Toolkit
  - September 21-23, 2020

A large, diverse group of young students is shown sitting on the floor, looking towards the right side of the frame. They are dressed in various colorful clothing, including jackets, sweaters, and polo shirts. The students exhibit a range of expressions, from smiling and laughing to looking attentively. The background is slightly blurred, focusing attention on the students in the foreground.

# Additional Resources



# HM&AR Resources Available on [TEA's COVID website](#):

## **Military**

[TEA COVID-19 FAQ: Guidance for Military Connected Students](#)

## **Pregnancy Related Services**

[TEA COVID-19 FAQ: Pregnancy Related Services](#)

## **Child Abuse and Neglect**

[TEA COVID-19 FAQ: Child Abuse, Neglect, and Human Trafficking Awareness and Reporting](#)

## **Students Experiencing Homelessness**

[TEA COVID-19 FAQ: Guidance for Students Experiencing Homeless](#)

## **Foster Care**

[TEA Foster Care FAQ](#)

## **Mental Health**

[TEA Mental and Behavioral Health Resources](#)

[TEA Remote Counseling & Student Support Services](#)

[TEA Multi-tiered Systems of Support Intervention](#)

[Project Restore](#)



# Resources Available on TEA's COVID website:

[Student Discipline](#)

[Academics](#)

[Mental Health](#)

[Attendance and Enrollment](#)

[School Safety](#)

[Federal Funding](#)

[Special Education](#)

[TSDS and PEIMS](#)

[Texas Home Learning](#)

[General IT](#)

[Asynchronous and Synchronous Instruction](#)

[Student Assessment](#)

[Strong Start](#)

[Child Nutrition](#)

# External Recommended Resources

## **Compassion Resilience Toolkit:**

<https://compassionresiliencetoolkit.org/>

## **TEHCY Support Center**

<https://www.theotx.org/>

## **Trauma-Informed SEL Toolkit**

<https://www.transformingeducation.org/trauma-informed-sel-toolkit/>

## **Military Child Education Coalition-COVID**

<https://www.militarychild.org/covid19>



# HM&AR Division Websites

[Foster Care and Student Success](#)

[Texas Education for Homeless Children and Youth \(TEHCY\) Program](#)

[Mental and Behavioral Health](#)

[Military Connected Students](#)

[Child Abuse and Maltreatment Prevention](#)

[Human Trafficking Prevention](#)

[Pregnancy Related Services](#)

[Hurricane Harvey Recovery Mental Health Resources for Schools](#)

# Highly Mobile and At-Risk Student Programs

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# Highly Mobile and At-Risk Student Programs

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**Texas School Meal Finder**

TEA is working closely with local partners to help students gain access to breakfast and lunch during the quarantine. Click the link below for meal locations near you.

**FIND MEALS**

**TXschools.gov**

# School Meal Finder

+ SELECT "MEAL-PICK UP LOCATIONS" +

Coronavirus (COVID-19) Texas School Meal Finder 2020 Census

## 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.

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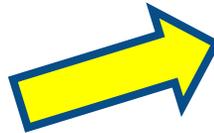
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  - Early Childhood Education 
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  - Gifted/Talented Education 
  - Pregnancy Programs 
  - Languages Other Than English 
  - McKinney-Vento Homeless Education
  - Spanish Curriculum Standards
  -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



# Future HM&AR Zoom Dates

- Thursday, November 5, 2020 1:00PM-3:00PM



# Thank you!

Feedback Survey



Submit Questions



**\*\*Following today's webinar the presentation and a recording will be emailed to participants. The webinar recording will also be available on the TEA HM&AR website.**