Strong Start 2020-2021

Engaging Highly Mobile and At-Risk Students

TEA
Texas Education Agency

Strong Start 2020-2021
Highly Mobile and At-Risk Students

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Introduction and Overview

This guide provides best practices, resources, and practical strategies to address student support, engagement, and academic achievement for all students, specifically, highly mobile, at-risk, and special student populations.

As we prepare for the 2020-2021 school year, we must strategically plan and determine how to navigate in-person, hybrid, and remote instruction.

A data driven plan, strategy, and priority list of students for follow-up and intervention ensures that individualized academic and basic needs are addressed and that educational continuity and engagement throughout the COVID-19 pandemic occurs.

Roadmap
□ Utilization of District Reporting and Data for Strategic Planning
□ Mitigating Transitional Barriers to Support Academic Achievement
□ Uncontactable Students	Drop Out Prevention and Intervention
□ Student Support Teams
□ Home Visits, Safety Procedures and Protocols
□ Effective Practices to Support Student Basic Needs
□ Destination: Strong and Safe Start for the 2020-2021 School Year

Utilizing District Reporting and Data for Strategic Planning

District and campus leadership should analyze student engagement and academic progress data from 2019-2020 school year. This data provides the foundation for communication, progress monitoring, engagement, and interventions necessary to support the academic success of students in who are at-risk, identified special student populations, or highly mobile the 2020-2021 school year

What is the purpose of collecting COVID-19 Crisis Codes?

District and campus staff should review and be familiar with the TEA COVID-19 Reporting Guidance on Crisis Codes.

Crisis code data provides information on the level and duration of student engagement from the start of the COVID-19 crisis through the end of the 2019-2020 school year.

Analyzing crisis code data is the first step to reestablishing communication with students who might have become disengaged or uncontactable as a result of the COVID-19 pandemic.

For the purpose of this guide, the following definitions will be used:

Engaged

Student was responding to requests from administrators and teachers and completing assignments. For secondary students, enrolled in multiple classes, completing assignments in any core content areas would count as engaged.

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. For more information visit, TEA COVID-19 FAQ: Student Attendance: Uncontactable Student Guidance

Crisis Code Level I Priority List – Not Contactable Students

CODE 7B
- Start of Crisis thru April 30th - Not Contactable
- May 1st thru End of School Year - Not Contactable

CODE 7F
- Start of Crisis thru April 30th - Not Engaged
- May 1st thru End of School Year - Not Contactable

CODE 7H
- Start of Crisis thru April 30th - Engaged
- May 1st thru End of School Year - Not Contactable

Next Steps and Key Data Considerations

District and campus staff should consider the following:

- ☐ Review 7B, 7F, 7H crisis code data and 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.
- ☐ Review student attendance and level of engagement to identify any gaps that occurred before or during COVID-19.
- ☐ 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.).
- ☐ Meet regularly to discuss the progress of reestablishing communication or locating uncontactable students.
- ☐ Provide any updated student or family contact information to your registrar as soon as possible.
- ☐ Determine what academic interventions or supports are needed to ensure on-time promotion and graduation for the 2020-2021 school year.

Crisis Code Level 2 Priority List – Not Engaged Students

CODE 7C
- Start of Crisis thru April 30th - Not Contactable
- May 1st thru End of School Year - Not Engaged

CODE 7E
- Start of Crisis thru April 30th - Not Engaged
- May 1st thru End of School Year - Not Engaged

CODE 7I
- Start of Crisis thru April 30th - Engaged
- May 1st thru End of School Year - Not Engaged

Next Steps and Key Data Considerations

District and campus staff should consider the following:

☐ Review 7C, 7E, and 7I crisis code data to create a list of students who were coded not engaged at the end of the 2019-2020 school year.

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

☐ Determine what factors may have contributed to the student's level of engagement (e.g. loss of housing, moved out of the area, etc.).

☐ Meet regularly to discuss the progress of reestablishing communication or locating uncontactable students.

☐ Develop a plan to reestablish engagement to support academic continuity.

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

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

Crisis Code Level 3 Priority List – Engaged Students

CODE 7A
- Start of Crisis thru April 30th - Engaged
- May 1st thru End of School Year - Engaged

CODE 7D
- Start of Crisis thru April 30th - Not Contactable
- May 1st thru End of School Year - Engaged

CODE 7G
- Start of Crisis thru April 30th - Not Engaged
- May 1st thru End of School Year - Engaged

Next Steps and Key Data Considerations

District and campus staff must consider the following:

☐ 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

District and campus staff should compile and review both COVID-19 crisis coding and academic data reports in tandem to identify patterns of engagement, student progress, growth, and academic gaps, before and during COVID-19.

District and campus staff should collaborate with their PEIMS coordinator or school registrar to run the following academic reports:

- ☐ Attendance (prior to COVID-19)
- ☐ Grades
- ☐ Credits Earned vs Credits Attempted
- ☐ Assessment scores (prior to COVID-19)
- ☐ At-Risk Indicators
- ☐ Disciplinary Alternative Education Program (DAEP) enrollment for the 2019-2020 school year
- ☐ Career and Technical Education (CTE)
- ☐ Special Student Populations (e.g. Special Education, Gifted and Talented, English Learner, Military-Connected, Migrant, Homeless, Foster Care, Pregnancy Related Services, etc.)

District and campus staff should review this data to:

- ☐ Identify trends in level of engagement or prevalence of uncontactable student by grade level, student groups, and special student population.
- ☐ Identify trends in promotion rates by grade level, subject areas, student groups, or special student populations.
- ☐ Identify which student groups or special student populations need the most academic support.

Data trends may indicate variance in academic knowledge and deficits by grade level, student group, or special student population. District and campus staff will need to determine what targeted interventions, academic supports, and progress monitoring strategies will be needed to support academic achievement for all student groups for the 2020-2021 school year.

Mitigating Transitional Barriers to Support Academic Achievement

Enrollment, attendance, grades, course credit, assessments, and student discipline data all play a unique role in providing early warning indicators to identify the need for progress monitoring and interventions to support equitable academic outcomes. This section will provide best practices, strategies, and resources to support development of a multi-faceted academic transition plan.
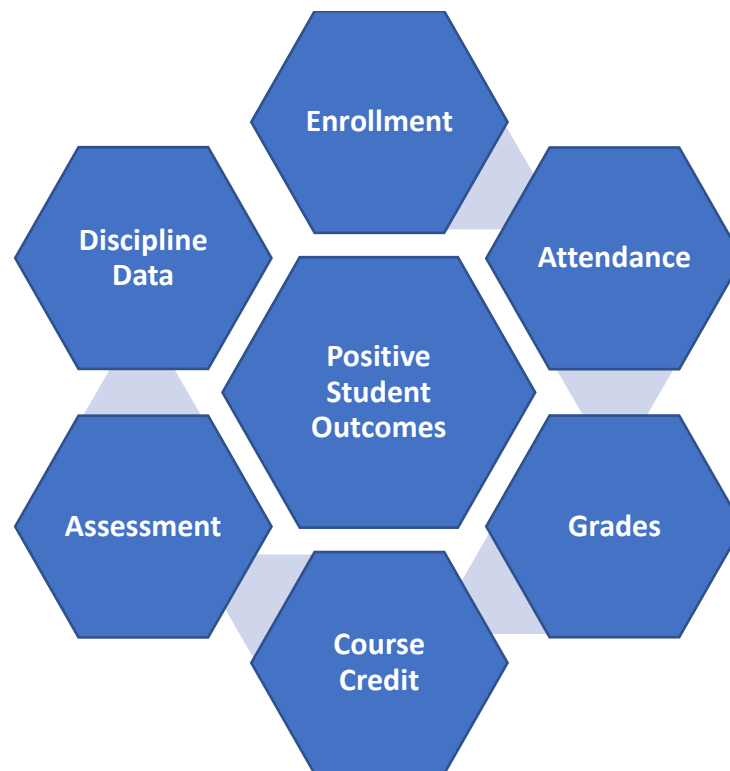
Practices and Strategies for Enrollment and Attendance

- ☐ Provide a list of students identified as highly mobile, at-risk, or other special student populations (e.g. Homeless, Foster Care, Military-Connected, Special Education, etc.) to district and campus staff.
- ☐ Develop a priority student list for the 2020-2021 school year for re-enrollment.

- ☐ Review student attendance and level of engagement to identify any gaps that occurred before or during COVID-19.
- ☐ Identify any barriers that may have affected the level of student engagement or communication with school staff before or during the COVID-19.
- ☐ Identify any attendance and engagement data trends by grade level, student group, or special student population for the 2019-2020 school year. This will assist to develop baseline data to support strong metrics and milestones for the 2020-2021 school year.
- ☐ For 2020-2021 school year, TEA will not be issuing attendance waivers. Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted, visit the TEA Strong Start SY 2020-2021 Attendance and Enrollment FAQ
- ☐ Determination that a student has met the minimum attendance for course credit requirements is made locally.
- ☐ Tracking of attendance for course credit may differ from the method used to track attendance for funding purposes.
- ☐ Ensure that your enrollment process and options for in-person, hybrid, and fully remote instruction is easily accessible on your district and campus website. For more information, visit the TEA Strong Start SY 2020-2021 Guidebook for Back to School Planning and SY 2020-2021 Attendance and Enrollment FAQ.

Grading and Award of Credit – Best Practices and Strategies
- ☐ Collaborate with your campus staff to review promotion and graduation information.
- ☐ Ensure students received the appropriate class credit or final grade for courses taken during the 2019-2020 school year.
- ☐ The 2019-2020 attendance waivers were automatically granted, pursuant to the Commissioner's general waiver authority under TEC §7.056 for students who do not meet the minimum attendance requirements of TEC §25.092 for class credit or final grade for a course taken in the current academic period (e.g. spring semester).
- ☐ Review grade reports and transcripts to ensure accuracy of final grades and award of credit.
- ☐ If an incomplete was awarded during COVID-19 grading period, districts and campuses are encouraged to establish timelines and processes for students to make up incompletes, to receive a final grade and award of credit.
- ☐ High school students may be awarded proportional credit if they completed half the course. Ensure that the evaluation of student work and assignment of grades are applied fairly, consistently, and with a focus on student proficiency.
- ☐ Students should not be penalized for inability to access resources to complete assignments.

- For 2020-2021 school year, TEA will not be issuing attendance waivers. Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted.
- Determination that a student has met the minimum attendance for course credit requirements is made locally.
- Tracking of attendance for course credit may differ from the method used to track attendance for funding purposes. For more information visit SY 2020-2021 Attendance and Enrollment FAQ.

Assessment Best Practices and Strategies

- Ensure that students who completed courses and earned credit in spring or summer of 2020 received a waiver for the STARR EOC assessment requirements.
- Ensure that the new code "2020 Waived" is reflected on student transcripts and academic achievement record (AAR) for students whom the STAAR EOC assessment requirements were waived due to the COVID-19 pandemic.

For more information, visit TEA Assessment Guidance.

Disciplinary Alternative Education Program (DAEP) Best Practices and Strategies

2019-2020 DAEP Considerations

- Ensure that DAEP students receive credit for participation in remote learning during COVID-19.
- Districts should ensure that the evaluation of work and assignment of grades regardless of the mode of participation (whether the student participated and submitted work remotely versus packet) be graded fairly, consistently, and with a focus on student proficiency.
- Students should not have been penalized for inability to access resources to complete assignments for the 2019-2020 school year.
- Ensure that a transition meeting occurs with students returning from the DAEP to discuss progress monitoring, available services, and supports to meet the students' academic needs.
- If a student placement is almost complete, consider reducing the placement time and allowing a student to reenroll at their home campus to help ease the transition back to school for the 2020-2021 school year.
- Nothing prohibits a district and/or campus from reducing DAEP placement.
- District and campus staff should meet to determine what is in the best interest for the student.

2020-2021 DAEP Considerations

- □ TEC, Section 37.008(a), sets forth the requirements for a DAEP. To the extent the district determines its remote learning program satisfies the educational needs of students and the other requirement of TEC, Section 37.008(a), the district may credit and the DAEP student for participation via remote learning.
- □ Students placed into in-school suspensions (ISS) are eligible for remote learning. Determination of instructional method used with a student in the DAEP setting shall be determined during the DAEP assignment conference. Students placed in a DAEP must be offered the same instructional methods offered to students no in the DAEP.

For more information, visit TEA COVID-19 Discipline Guidance and TEA SY 20-21 Discipline Guidance FAQ

Student Academic Progress Monitoring Roadmap

Academic Data Reports	Review Student Transripts	Credits Attempted vs Credits Earned
Personalized Learning Plan	Grades	Credit Recovery or Repair
Level of Engagement	Attendance Intervention Plan	Assessment Scores and Interventions
Progress Monitoring Milestones	Daily Attendance	Flexible Tutoring Opportunities
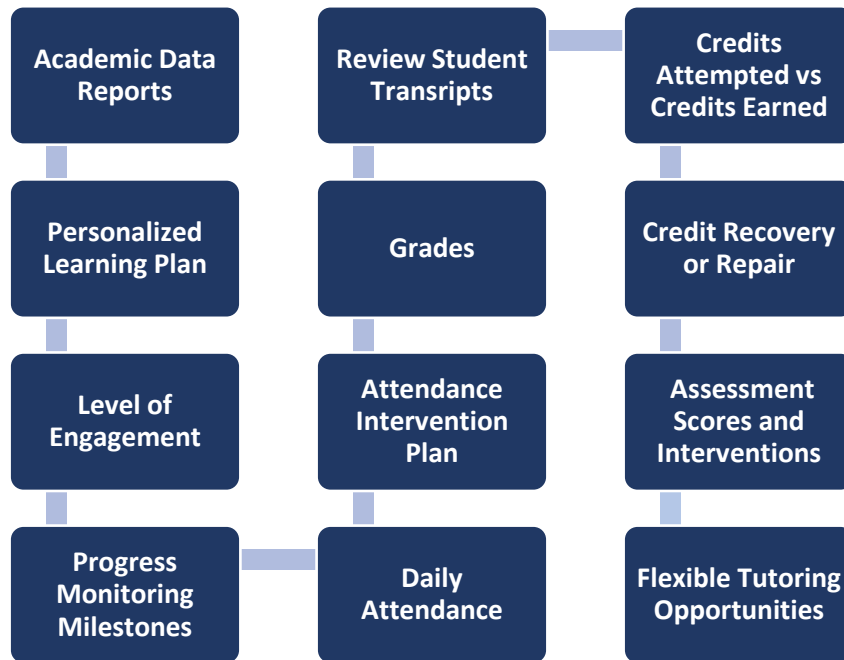
- □ Utilize academic and crisis code data to determine strong student performance measures and milestones to assist with academic progress monitoring.
- □ Monitor student daily attendance for in-person, hybrid, or fully remote instruction.
- □ Develop an attendance intervention plan to ensure students are on track to meet the 90% attendance rule.
- □ For secondary students, review credits attempted vs. credits earned to identify students not on track for on-time promotion and/or graduation.
- □ Develop and provide credit repair or credit recovery opportunities.
- □ Provide students and families with additional resources such as in-person or virtual office hours, and tutoring opportunities to support academic progress.

☐ Provide a multi-tiered level of support by collaborating with other student programs such as:

Special Education	English Learners	Gifted and Talented
504 Accommodations	Career and Technical Education	Migrant
McKinney-Vento Homeless Education	Foster Care	Title I, Part A
Military-Connected Students	Pregnancy Related Services	
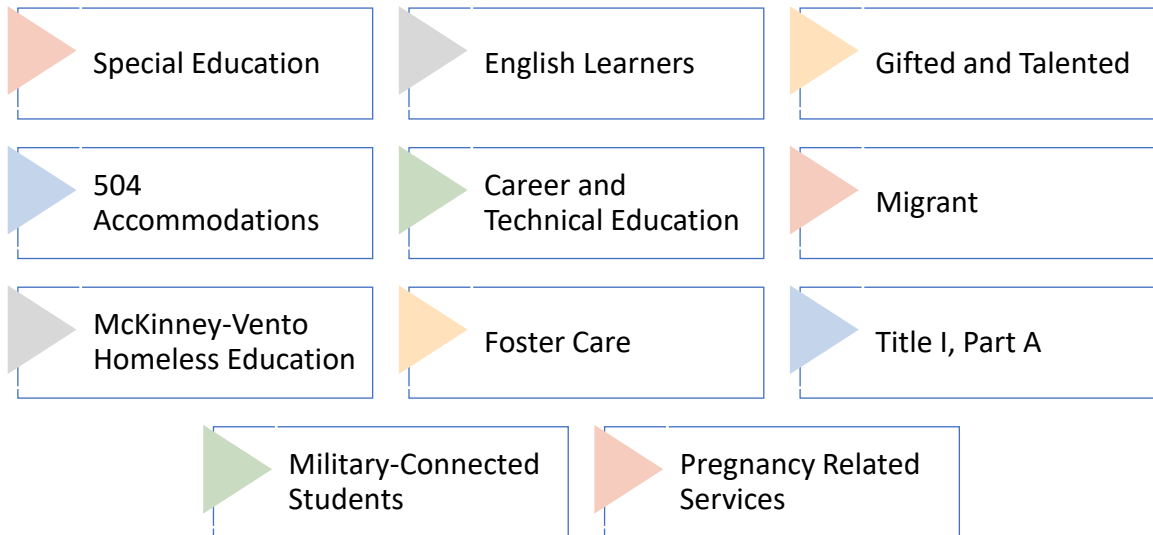
The following TEA COVID-19 and Strong Start SY 2020-2021 resources will assist districts and campuses in developing a data-driven plan to identify educational gaps and instructional supports needed to engage and provide equitable outcomes for all students.

COVID-19 Reporting Guidance on Crisis Codes

Crisis Code Reporting Results

Assessment Guidance

Attendance 90% Rule Guidance

COVID-19 Discipline FAQ

Strong Start SY 2020-2021 Guidebook for Back to School Planning

Strong Start SY 2020-2021 Attendance and Enrollment FAQ

For additional resources, visit the TEA COVID-19 webpage.

Uncontactable Students | Drop Out Prevention and Intervention

Schools provide more than an education for students, especially those identified as highly mobile, at-risk, or special student populations. Relationships between schools and students are vital and continue to be critical as we navigate in-person, hybrid, and fully remote educational instruction.

Staying connected to students and their families and maintaining lines of communication is paramount in engaging students, reducing dropouts, and increasing academic success.

What is the definition of a dropout?

The Texas Education Agency (TEA) uses the National Center for Education Statistics (NCES) drop out definition. Under this definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or passes away.

Special Student Populations At-Risk for Dropping Out

As a result of COVID-19 pandemic, many students, including those not previously identified as highly mobile, at-risk, or special student populations, experienced academic disruptions ultimately leading to disengagement.

Districts and campuses must anticipate changes in their student demographics and strategically plan for intervention and re-engagement.

Districts and campuses should be prepared to address the needs of all students as they navigate their new educational learning environment in the 2020-2021 school year. Districts and campuses should continue to prioritize wraparound services that provide stability, support, and structure for students.

Special Student Populations

Foster Care	**Migrant**
McKinney-Vento Homeless Education	**Pregnancy and/or Parenting**
Military Connected	**Gifted and Talented**
Special Education	**English Learner**
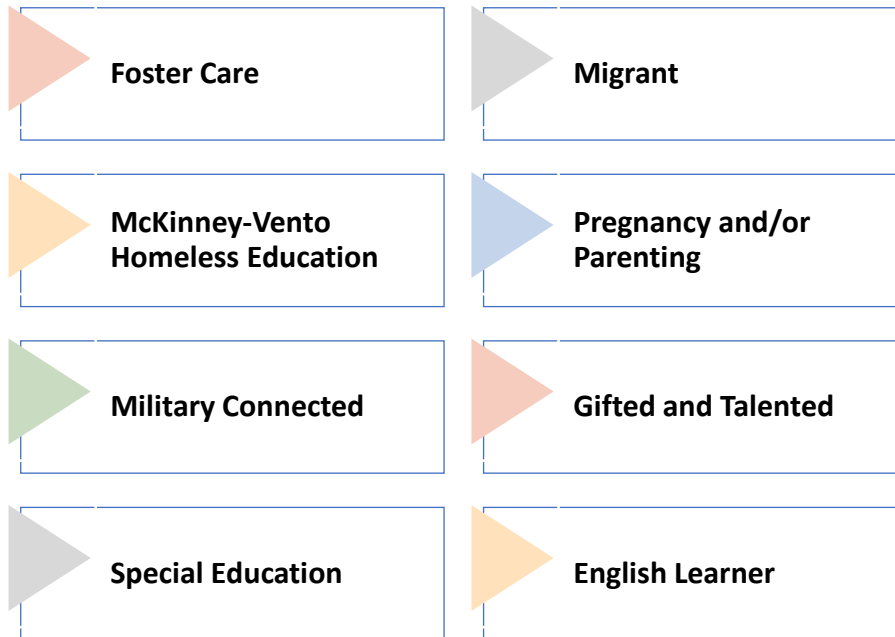
See Appendix A for Program Descriptions of Highly Mobile and At-Risk Student Programs Division Appendix B for Definitions of Special Student Populations

Student Support Teams

What is a Student Support Team?

District and campus leadership are encouraged to create and utilize Student Support Teams comprised of trained staff and community partners that can voluntarily be arranged to conduct home visits or other outreach interventions for the most at-risk and vulnerable student populations. Support Teams will reflect the unique staffing of each campus and may include social workers, behavior specialists or other designated campus or district staff. A sample campus Support Team is included in the graph below.
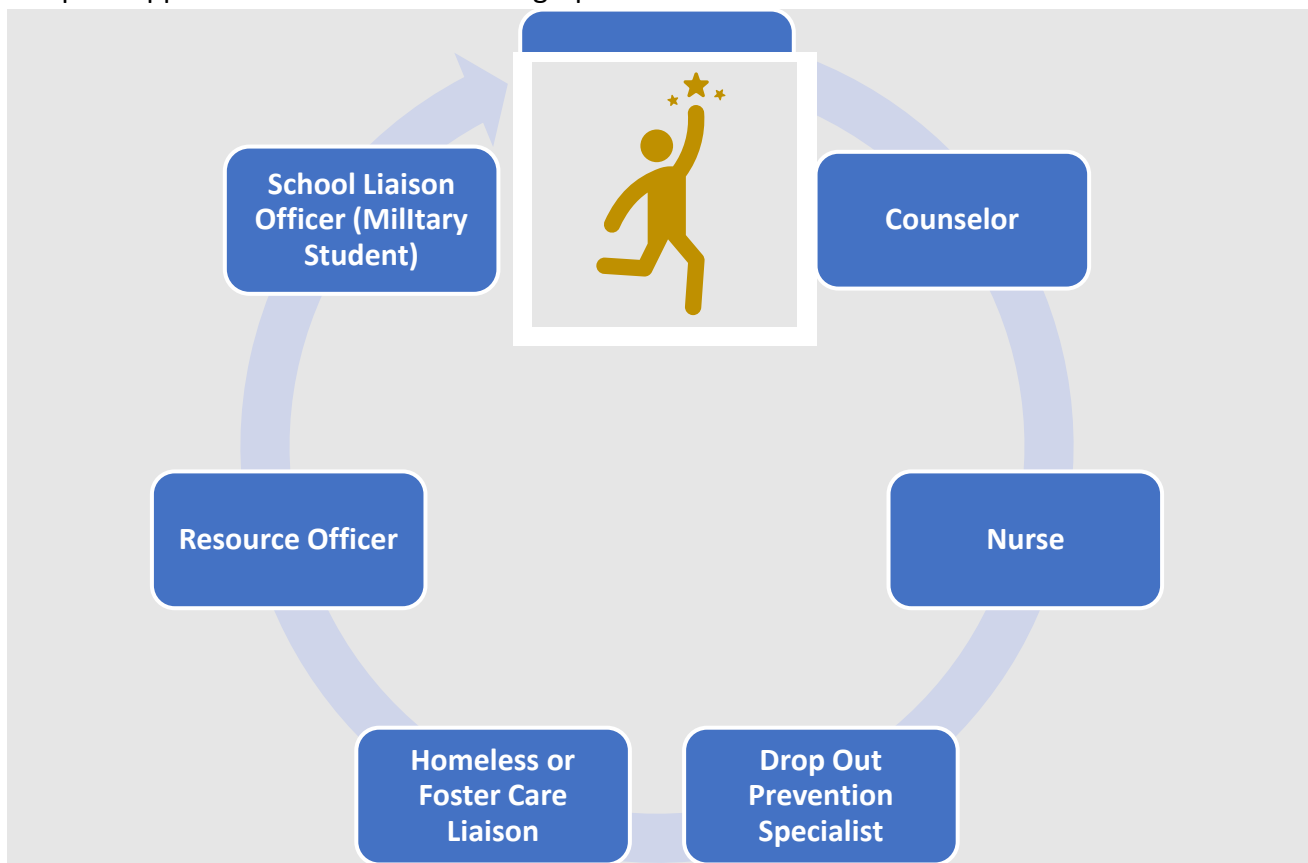
Student Support Teams should prioritize communications and outreach efforts that preserve crucial relationships when students are physically not on campus.

Creating and maintaining systems for planning and tracking efforts

Districts and campus staff should develop systems to plan and manage outreach tracking efforts. Created systems ensure efficiency in time management, collaboration, and documentation.

Efficiency and Time Management

☐ Check the student contact database to determine whether the student has any siblings and check enrollment status. ☐ If siblings attend more than one campus, ensure campus staff are communicating and collaborating to re-engage the family.
☐ Conduct an advanced search in the student contacts database to locate the address of the student. The address search should provide a list of all students whose address-on-file is the address you searched. If so, attempt to contact those other students for information on the student. ☐ Review the student cumulative folder to compare address and contact information in the student database.
☐ Search the Texas Student Data System (TSDS) Unique ID Enrollment Tracking System to determine if the student has enrolled in another school district.
☐ Conduct a home visit, ideally using a Student Support Team.
☐ If the student is enrolled on an *Address Affidavit*, try to contact the homeowner to inquire about the family's whereabouts.
☐ If the student is identified as Military Connected and has an active-duty parent or guardian, contact the School Liaison Officer (SLO) located on the nearest military installation. A list of School Liaison Officers can be found at TEA Military Parent and Student Resources webpage.

Collaboration

□ Collaborate with campus PEIMS coordinators to run reports for the 2019-2020 school year COVID-19 crisis codes:
  - ➢ Review and utilize crisis data codes 7C, 7E, 7I to identify students coded as **not engaged** at the end of the school year.
  - ➢ Review and utilize crisis data codes 7B, 7F, and 7H to determine **uncontactable** students.

□ Collaborate with PEIMS coordinators, campus counselors and other designated staff, to review reports identifying highly mobile, at-risk, and other special student populations in the academic school year 2019-2020 for the following reasons:
  - ➢ Retention or at-risk for being retained
  - ➢ Low or failing grades
  - ➢ Assessment pass/fail history
  - ➢ History of truancy and poor attendance
  - ➢ Course credit completion
  - ➢ Previously identified as a drop out

Documentation

□ Create a spreadsheet on Excel, Google documents, etc. that includes the following:
  - ➢ Student name
  - ➢ Student contact information (phone or email)
  - ➢ Reason for being identified at-risk, disengaged, or dropout
  - ➢ Name of campus staff and date of contact or outreach
  - ➢ Method of staff outreach effort (home visit, phone, email)
  - ➢ Interventions or social services referrals provided
  - ➢ Follow-up or action items

Home Visit Safety Procedures and Protocols

Home visits conducted by district, campus staff, or Student Support Teams is a unique opportunity to effectively engage with students and their family members. Home visits have been proven to increase student academic achievement, increase parent involvement, and motivate students to demonstrate positive behavior in the classroom.[1]

The following home visit safety procedures and protocols should be considered for the most effective outreach.

Safety procedures

- ☐ Ensure that district, campus staff, and community partners are trained on safety procedures prior to conducing visits.
- ☐ Provide team members with masks and gloves.
- ☐ Ensure CDC/DSHS COVID-19 guidelines are followed to ensure safety of staff and students.
- ☐ Make a list of addresses to visit by zip code and map routes to maximize time.
- ☐ Consider sharing planned visit routes and timeframes with others on the Student Support Team.
- ☐ Always have more than two or more staff members per home visit.
- ☐ Ensure that 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 and exchange numbers if multiple groups are conducting home visits on the same day.
- ☐ Observe the outside and inside (if applicable) of the students' home and make sure they are safe.

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[1] The Effects of Teacher Home Visits on Student Behavior, Student Academic Achievement, and Parent Involvement, Wright Et Al. Spring 2018

Items to have on-hand

- ☐ Extra masks for student and/or parent/guardian.
- ☐ McKinney-Vento Program Information (e.g.: Student Residency Questionnaire, Posters).
- ☐ District or campus pregnancy related services information.
- ☐ Information on community resources that offer assistance with rent, food, workforce information, vouchers, etc.,
- ☐ [Contact information specific to mental health resources](#) offered in the surrounding community.

The following items can be provided by community and organizational donations as well as local district and campus funding:

- ☐ Hygiene kit
- ☐ School supplies
- ☐ Bottled water
- ☐ Nonperishable food items
- ☐ Stress reliever for the student (s) (e.g., fidget spinner, squeeze ball, etc.)

Obtaining critical information

If Students Support Teams reach a student, family member, relative, or neighbor via home visit or phone call it is important to obtain the following information:

- ☐ Up-to-date phone numbers (home/work), and e-mail addresses (personal/work) for family members and student (secondary students who are employed).
- ☐ Document on campus forms a relative or neighbor statement indicating if the student and family have returned to their home country.
- ☐ Document on campus forms if the student and/or parent informs staff that they will be moving to another local district or state.

Home visits and additional considerations

- ☐ Identify gaps in device access, connectivity, and implications for students learning in a hybrid or fully remote model for the 2020-2021 school year.
- ☐ Consider the needs of students who have specific disabilities and require access to particular physical equipment/space.

Innovative Outreach Efforts

Door Hangers or Flyers

- ☐ Campus staff can create door hangers with the following information:
  - ✓ Warm and welcoming message (e.g. "You are missed…").

✓	Campus contact information to include 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 cards, 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

☐ 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 see Housing Insecurities) 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 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.

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 letters sent to the home.

Establishing Protocols for Concerns

District and campus staff must be knowledgeable of policies and protocols in place to respond to certain crisis such as: mandatory reporting of child abuse, neglect, including human trafficking, food insecurities, mental health, and for students experiencing homelessness.

Mandatory Reporting Child Abuse, Neglect, and Human Trafficking

☐ Ensure all campus staff receive training to meet the mandatory requirements of § TAC 61.1051, in alignment with updates to state law concerning the definition of a child abuse and neglect including human trafficking.

☐ Ensure all campus staff are aware of local policy regarding child abuse, neglect, including human trafficking. Within local policy, district and campus staff will increase awareness of prevention techniques, warning signs, and available counseling options for impacted students, parents, and staff.

☐ All campuses are required to post 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 Texas Abuse Hotline Website.

☐ Visit the TEA Child Abuse Prevention Overview Webpage to find the TEA Student Reporting Posters:
- ✓ TEA No Go Tell Poster- English
- ✓ TEA No Go Tell Poster- Spanish

☐ District and campus staff should report suspected abuse, neglect, or human trafficking to the following:

➢ 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 there is a hunch or worry (less urgent), report online at Texas Abuse Hotline. ***Make sure to provide a good contact phone number, where the person who made the report can be reached. ***

Food Insecurities

- □ District and campus staff should continue to direct families to additional resources to assist with locating food pantries and food banks in the area.

✓ FOODPANTRIES.ORG
✓ Aunt Bertha	The Social Care Network

- □ For more information and guidance resources visit: TEA COVID-19 Support: Child Nutrition.

Mental Health Crisis

- □ Schools can support the mental health, wellness, and resiliency of students through trauma informed approaches. For more information and a list of statewide resources that can help schools connect families with specific resources as needs are identified, visit the TEA COVID-19 Mental & Behavioral Health Grief & Trauma Informed Virtual Support and Statewide Resources List.

Housing Insecurities

- □ Students experiencing homelessness are significantly more at risk of losing services during the COVID-19 pandemic.
- □ Below are resources that will help districts and campuses serve these students during uncertain times.

✓ TEA COVID-19 FAQ: Guidance for Students Experiencing Homelessness
✓ McKinney-Vento Posters for Parents- English
✓ McKinney-Vento Posters for Parents- Spanish
✓ McKinney-Vento Posters for Youth- English
✓ McKinney-Vento Posters for Youth- Spanish
✓ Texas Education for Homeless Children and Youth (TEHCY) COVID-19 Tool: Identification Tool for School Staff
✓ TEHCY COVID-19 Tool: Supporting Students Living in Motels and Hotels
✓ TEHCY COVID-19 Tool: Supporting Students Living in Shelters
✓ TEHCY COVID-10 Tool: Supporting Student Living in Doubled Up Situations

Effective Practices to Support Student Basic Needs

Schools are often the only safe and stable place for students facing housing and food insecurities. Brick and mortar schools are a reliable resource for food, school supplies, technology, and other services for highly mobile, at-risk, and special student populations. COVID-19 exposed the many inequities our students and families face daily.
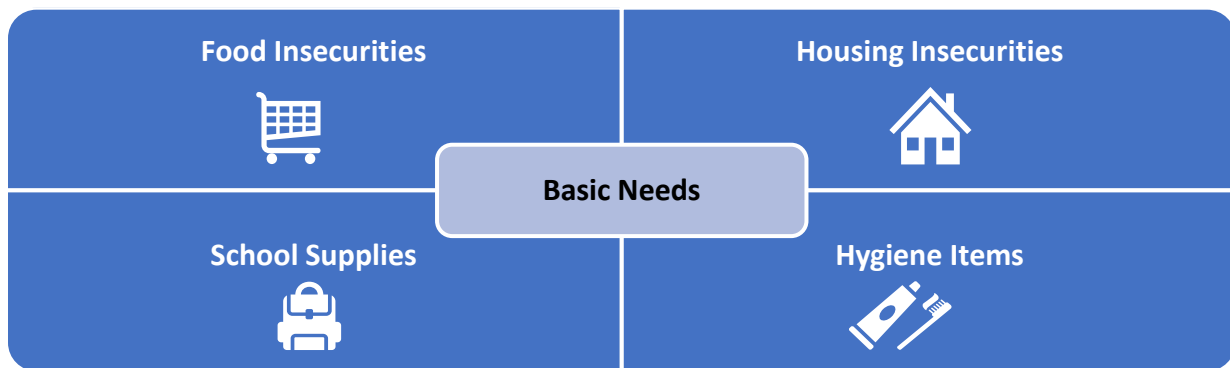
Community partnerships will foster positive student relationships and increases academic outcomes by collaborating with LEAs to address students' basic needs as they transition back to school. Whether it be in-person, hybrid, or fully remote instruction, community partnerships are essential to reconnecting student, families, and staff for a strong and safe 2020-2021 school year.

Tips to Develop and Cultivate Community Partnerships

Develop a Community Partnership Communication Plan

- Prioritize identified student needs

- Identify the number of students to be served

- Develop a communication plan

- Prepare a proposal

- Include a description of items and services needed

- Share a personal story to connect with community partners
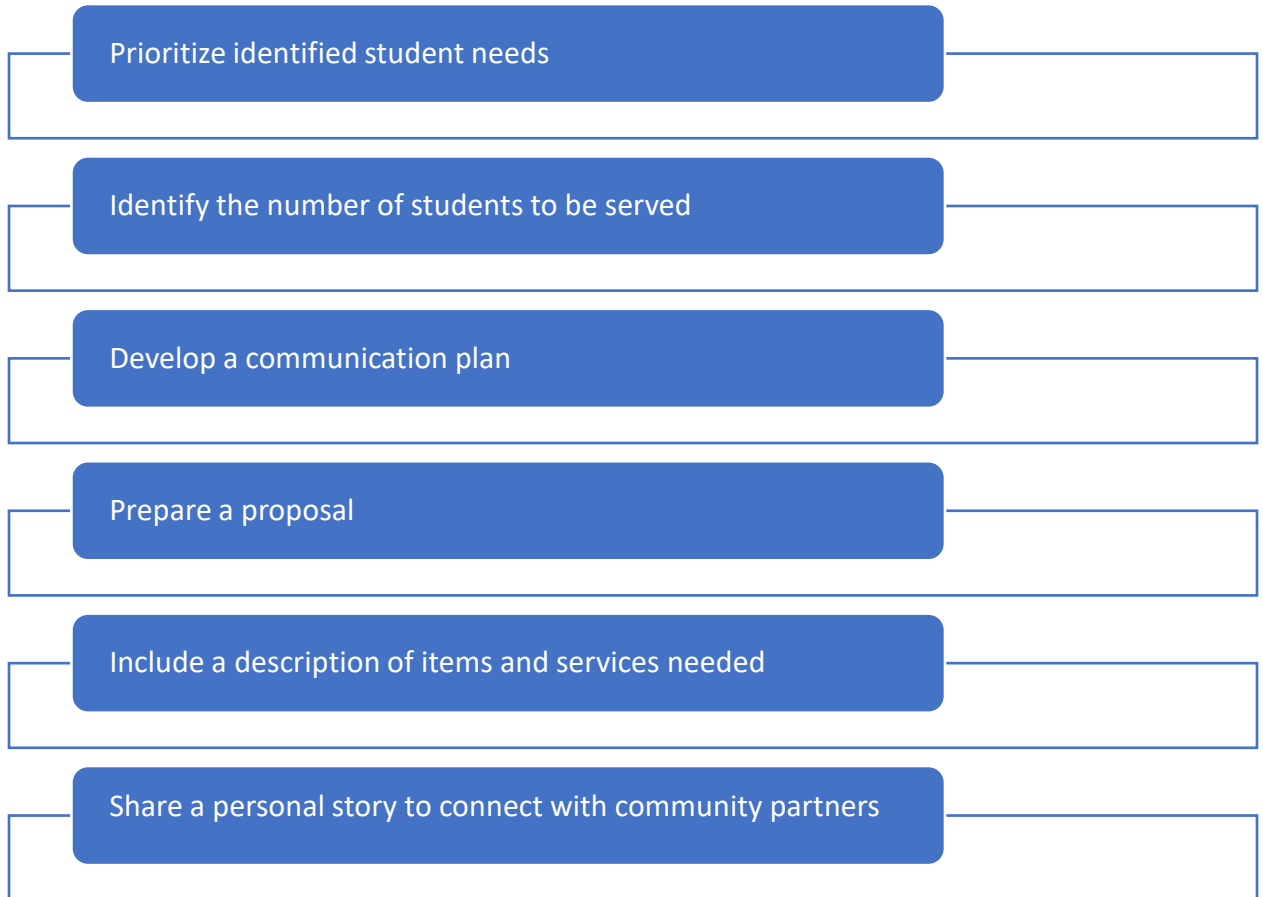
Next Steps and Key Considerations

- ☐ Collaborate with district and campus staff to identify and prioritize student needs. This may vary by campus and student population.
- ☐ Create a list of the food, hygiene, school supplies, and other items needed.
- ☐ Develop a timeline for procurement and distribution of items.
- ☐ Consider staggering collection and distribution dates.
- ☐ Determine distribution sites (e.g. designated district or campus sites, community sites, door-to door delivery, etc.).

□ Identify possible community partners.

□ Hold a virtual meeting with potential community partners.

□ Include outreach information or your district or campus website.

□ Utilize approved district and campus social media accounts.

Identify Potential Community Partners

LEA Staff	**Food Pantries**	**Charitable/Non-Profit Organizations**
ESC Staff	**Grocery Stores**	**Local Faith-Based Organziation**
Radio Stations	**Televison Stations**	**Local PTA**
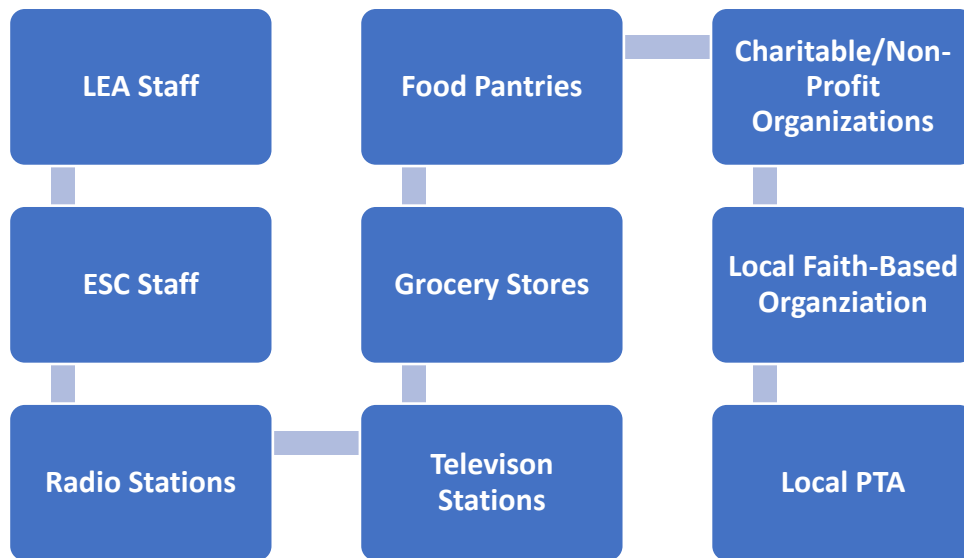
Next Steps and Considerations for Community Partner Engagement

□ Reach out to your district and campus staff and start a donation drive for the items needed.

□ Reach out to ESC staff (e.g. McKinney-Vento Liaisons, Foster Care Liaisons, Title I, Title IV, etc.) to identify regional resources and partners.

□ Utilize social media, radio, and television stations to communicate what donations or services are needed.

□ Collaborate with local food pantries.

□ Collaborate with your local grocery stores. They may be able to assist with food, hygiene, and distribution supplies.

□ Contact local faith-based and charitable organizations. They may be able to provide donated items and assist with delivery to student and families.

□ Your local PTA is always a great resource! They have several community partnerships to help support the needs of students, families, and staff.

☐ Coordinate with local law enforce agencies. They may be able to assist with wellness checks or distribution of items.

Destination: Strong and Safe Start to the 2020-2021 School Year

Through this guide you have numerous practical strategies and resources to support a strong and safe start for the 2020-2021 school year.

District and campus staff, in collaboration with their Student Support Teams should develop a responsive data driven plan to meet the unique needs of students who were uncontactable or struggled with engagement during the 2019-2020 school year. Reengaging uncontactable students must be a priority.

Through student engagement, ongoing progress monitoring, proactive interventions and supports, district and campus staff will have the tools to mitigate challenges to student achievement and serve highly mobile, at-risk, and special student populations across the state.

Appendix

Appendix A: Highly Mobile and At-Risk Student Programs Descriptions

LEAs are encouraged to coordinate across program areas to increase awareness, build capacity, and provide supports, resources, and tools to address the unique needs and statutory requirements for highly mobile and at-risk students.

The following are program area descriptions served by the Highly Mobile and At-Risk Student Programs Division.

Child Abuse, Neglect, and Human Trafficking Prevention and Awareness - Educators are mandatory reporters and are required to report suspicions of abuse, neglect, and trafficking even in a virtual and blending environment.

Foster Care and Student Success-Numerous state and federal laws exist to promote school stability for students in Foster Care. Over 30,000 students are placed in DFPS Managing Conservatorship during a year. At any one time there is over 16,000 students in DFPS Managing Conservatorship attending Texas schools. LEA Foster Care Liaisons play a key role in supporting student transitions, ensuring proper identification, collaborating with DFPS, and linking students to required academic services for students in foster care. Students in foster care are particularly vulnerable and may be adversely affected during the COVID-19 pandemic. Please ensure proper outreach, coordination, and follow-up with students, caregivers and DFPS representatives.

Military Connected Student- 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. The Texas Education Agency recognizes the need to provide information about available resources to students, parents, and educators to assist with navigating transitions to new schools, communities, and repeated cycles of separation and reunion.

Pregnancy Related Services- Districts and open-enrollment charter schools throughout Texas offer Pregnancy Related Services (PRS) supports, including Compensatory Education Home Instruction (CEHI) for eligible students during the pregnancy and postpartum periods. These programs are designed to help students stay in school and adjust academically, mentally, and physically.

Texas Education for Homeless Children and Youth Program (TEHCY) Program - The purpose of the McKinney-Vento Homeless Assistance Act is to identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students. The TEA Texas Education for Homeless Children and Youth (TEHCY) Program develops and implements program grants, priority initiatives, professional development, and technical assistance resources.

Appendix B: Special Student Populations Definitions

The words and terms, when used in this guide, have the following meaning:

Foster Care Student- A student who is in custody of the State of Texas (also known as Temporary or Permanent Managing Conservatorship) due to abuse and/or neglect, regardless of their living arrangement. This also includes students living in Kinship Care, where DFPS is the managing conservator.

McKinney-Vento Student- Children and youth who lack a fixed, regular and adequate nightime residence:

- Sharing the housing of other persons due to loss of housing, economic hardship or similar reason;
- Living in motels, hotels, trailer parks, or camping grounds, due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelter, or are abandoned in hospitals;
- Living in a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children living in the above circumstances.

Mental Health- Approximately one in six school-aged youth experiences impairments in life functioning, including impacts on academic achievement, due to mental illness. Outside of 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 mental illness. Mental health awareness promotion is designed to increase knowledge and skills of mental health risk factors, warning signs and provide connections to support services. Mental health promotion activities also seek to reduce stigma regarding seeking help for mental health challenges.

Migrant Student- A student who is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, in order to obtain temporary employemnt in agriculutre or fishing, or to accompany a parent, spouse, or guardian to obrain such employement: 1) has moved from one school district to another, or 2) resides in as chool distrcit of more than 15,000 square miles, and migates a distance of 20 miles more to a temporary residence in order to engage in fishing activity.

Military Connected Student- A student enrolled in a school district or an open-enrollment charter school who is a dependent of a current or former member of the United States military,

Texas National Guard, or reserve force in the United States military or who was a dependent of a member of the United States military, Texas National Guard, or reserve force in the United States military who has fallen in the line of duty.

Pregnacy Related Services- PRS are supports serives, including Compensatory Education Home Instruction (CEHI), that a student receives during the pregnancy, prenatal, and postpartum periods to help her adjust academically, nentally, and physically and stay in school. These services aer delivered to a student when:

□ The student is pregnant and attendign classes on a district campus,

□ A valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a distrcit campus, or

□ A valid medical necessity for confinement during the pregnancy postpartum period prevents the stuent from attending classes on a distrcit campus.

Appendix C: Additional Resources and Links for Special Student Populations

Drop Out Prevention and Intervention

- ☐ [TEA Support for At-Risk Schools & Students: Dropout Information](#)
- ☐ [TEA COVID-19 FAQ: Student Attendance: Uncontactable Student Guidance](#)
- ☐ [National Drop Out Prevention Center: Video 1: The Trauma of Pandemic School Disruption](#)
- ☐ [National Drop Out Prevention Center: Video 2: School Disruption as a Dropout Risk Factor](#)
- ☐ [National Drop Out Prevention Center: Video 3: Virtual Learning in a Time of School Disruption](#)

Foster Care and Student Success

- ☐ [TEA Foster Care & Student Success Webpage](#)
- ☐ [TEA COVID-19 FAQ: Guidance for Students in Foster Care](#)
- ☐ [Texas Foster Care & Student Success Resource Guide](#)

Military Connected Student Populations

- ☐ [TEA Military Family Resource Webpage](#)
- ☐ [TEA COVID-19 FAQ: Guidance for Military Connected Students](#)
- ☐ [TEA Military Student Identifier Resource](#)

Pregnancy Related Services

- ☐ [TEA Pregnancy Related Services Webpage](#)
- ☐ [Student Attendance Accounting Handbook, Section 9: Pregnancy Related Services](#)
- ☐ [TEA COVID-19 FAQ: Pregnancy Related Services](#)

Preventing Child Abuse, Neglect, including Human Trafficking

- ☐ [TEA Child Abuse Prevention Overview Webpage](#)
- ☐ [TEA COVID-19 FAQ: Child Abuse, Neglect, and Human Trafficking | Awareness and Reporting](#)
- ☐ [TEA Student Reporting Posters: No Go Tell- English](#)
- ☐ [TEA Student Reporting Posters: No Go Tell- Spanish](#)

Texas Education for Homeless Children and Youth Program (TECHY)

- [TEA Texas Education for Homeless Children and Youth (TEHCY) Program Webpage](#)
- [TEA COVID-19 FAQ: Guidance for Students Experiencing Homelessness](#)
- [TEA Texas Education for Homeless Children and Youth Posters](#)
- [Texas Education for Homeless Children and Youth (TEHCY) Website](#)