

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees



Regular Meeting

Monday, October 19, 2020 5:30 PM

NOTE: Meetings of the Board are normally held at 104 Swisher Rd., Lake Dallas, TX 75065; however, **THIS MEETING WILL BE CONDUCTED BY VIDEO CONFERENCE IN ACCORDANCE WITH THE GOVERNOR'S AUTHORIZATION CONCERNING SUSPENSION OF CERTAIN OPEN MEETING LAW REQUIREMENTS FOR COVID-19 (CORONAVIRUS) DISASTER.**

Members of the public may access the meeting by here: <https://tinyurl.com/LDISD-BOT>

Persons wishing to address the trustees relating to an agenda item or non-agenda topic, you must complete the form available at <https://tinyurl.com/LDISD-Forum> between 2:00 - 4:00 p.m. on Monday, October 19, 2020. All public comments shall be submitted via this form and will be read to the Board by the Board President.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Agenda

1. Call to Order, Roll Call, and Establishment of Quorum
2. Open Forum
3. Closed Session
4. Reconvene to Open Session and Pledges of Allegiance
 - A. Pledges of Allegiance
5. Recognitions
 - A. Student Recognitions - High School Art Recognitions
 - B. Student Recognitions - Volunteer Efforts at the Animal Shelter
 - C. Staff Recognitions - Texas Education Human Resources Month
 - D. Staff Recognitions - Principal Recognition Month
6. Consent Agenda Items

- A. Consideration/Approval of the Minutes of the September 21, 2020 meeting.
 - B. Consideration/Approval of Monthly Financial Statements including the Quarterly Investment Report
 - C. Professional New Hires 2020-2021
 - D. Consideration/Approval of the 2020-2021 Instructional Materials Allotment
 - E. Consideration/Approval of the District's investment policies as stated in Board Policy
 - F. Consideration/Approval of providers of Investment Training
 - G. Consideration/Approval of a waiver of penalty and interest for account #62809DEN
7. Action/Discussion Items
- A. Consideration/Approval for Staff Development Waiver
8. Reports
- A. Texas 87th Legislative Session
 - B. Construction Report
9. Review/Information Items
- A. Campus Report: Creating Crucial Connections
 - B. Bilingual/English as a Second Language Program Report
 - C. Employee Wellness and COVID-19
 - D. Lake Dallas ISD News & Events
10. Closed Session (if needed)
11. Adjournment

CONSTRUCTION UPDATE REPORT

LAKE DALLAS ISD
October 19, 2020



Activities completed or under progress

- Continue demolition of exterior brick
- Continue earthwork at addition
- Complete communication line relocation



Projected activities

- Start foundation at addition
- Completion of earthwork at addition
- Continue demolition, waterproofing and new brick at stage walls
- Start installing new veneer at PE gym





Activities completed or under progress

- Complete earthwork
- Start foundation



Projected activities

- Underground plumbing and electrical rough-in
- Complete foundation
- Start steel erection





Activities completed or under progress

- Earthwork is completed
- Piers are completed
- Grade beams are completed
- Continue plumbing and electrical rough-in
- Continue installing slab



Projected activities

- Complete foundation
- Start installing masonry walls
- Erect steel joists





Activities completed or under progress

- Continue to drill piers
- Start grade beams
- Start underground rough-in for plumbing and electrical



Projected activities

- Start new veneer at the original building
- Complete foundation
- Start masonry walls
- Start steel framing







THANK YOU!



Keeping Connections Alive

Board Report: 10.19.20

Importance of Maintaining Connectivity

As the District leadership developed the asynchronous learning model for our students, of utmost importance was maintaining the programs and lessons that focused on connectivity between campuses and the student body. Although learning would look different, it has always been important that we keep programs intact and provide some level of consistency while maintaining social distancing protocols. Further, the importance of keeping the communication and connectivity going between Falcons@home and Falcons@school is crucial.

In order to meet these objectives, new programs have emerged and others have transitioned to meet the needs of the students. In this report, you will see several examples of how we are connecting the needs of all Falcons together. What's Up? Wednesday, Donuts with Dad, and the upcoming Homecoming festivities will offer a glimpse of how the campuses are maintaining the Falcon culture. Further, there are examples of how STUCO and PALS are continuing to connect campuses and offer mentoring. The middle school and high school STUCO students are reading through Zoom with elementary students, and they are also recording themselves reading books that elementary teachers will be able to access during reading time. There are also examples of how the teachers are bringing in both virtual and on campus students through the delivery of their curriculum. You will see these strategies played out through Discussion Boards and Virtual/Campus Group Projects.

Campuses are working daily, alongside District leadership, to create opportunities for the Falcons@home and the Falcons@school to continue the traditions of excellence in the classroom while building 21st century skills.

What's Up? Wednesday

SSE, CE, and LDE counselors are hosting What's Up? Wednesdays, where virtual students zoom with the counselors. This is a time for students to check in with the counselor, listen to read alouds, ask questions play games, and chat.

The counselors' websites contain links to breathing techniques, live cameras at the zoo, aquariums, yoga and so much more for our elementary students.

Need to chat?



Create &
Color

Calming Videos



Live Camera

Journaling

Breathing Exercises

Sleep

How do you feel?

Sound & Music



Stretching &
Yoga

Chill Zone

Games & Puzzles

STUCO Reading Initiatives secondary -> elementary

HS & MS students have begun an initiative to read to their younger counterparts. Falcons@school have the option of reading live through Zoom to a classroom and Falcons@home have the opportunity to record themselves reading books to elementary students. The recordings will be archived in one location so that the teachers can pull a video at any time and show to the class during reading time. This will allow for the secondary students to maintain live connectivity with the elementary students, while also giving the teachers a bank of videos to use at their chosen time.



Discussion Boards

Students @home are continuously connected with the their peers @school through discussion boards. This is a tool that has been utilized on college campuses for years through online learning, and many of the teachers have adopted this as a best practice in their classrooms. Our dual credit students have been adept at using this model, and we now have them participating in discussion boards in all secondary. This is important for two reasons: 1) connectivity between peers, and 2) teachers can train students how to use it effectively and properly.

A screenshot of a discussion board thread. The first post is by Fabricko Sales (Aug 24, 2020) introducing himself as Fab and mentioning his hobbies. The second post is by Gabriela Martinez (Aug 24, 2020) welcoming Fab. The third post is by Trenton Peck (Aug 24, 2020) asking Fab about his guitar and piano. The fourth post is by Gabriela Martinez (Aug 24, 2020) introducing herself as Gabby and sharing details about her life in Lake Dallas. The fifth post is by Kaylee Rutten (Aug 24, 2020) introducing herself as Gabby and mentioning her dog Patches.

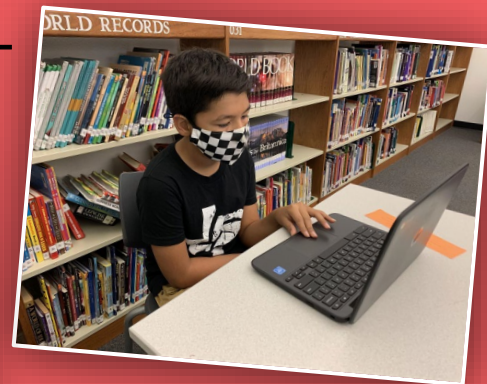
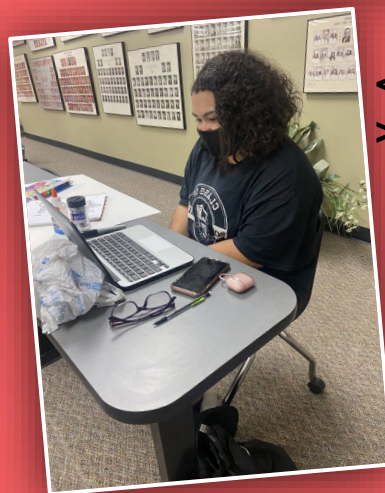
A screenshot of a discussion board thread. The first post is by Dylan Coker (Aug 23, 2020) explaining the poem's meaning. The second post is by Reed VanDera (Aug 23, 2020) agreeing with Dylan. The third post is by Alejandro Rivas Schaufeldt (Aug 23, 2020) agreeing with Dylan. The fourth post is by Samuel Cooperlad (Aug 23, 2020) stating the tiger is on top of the food chain. The fifth post is by Yawari Li (Aug 23, 2020) agreeing with Samuel. The sixth post is by Reed VanDera (Aug 23, 2020) praising the poem's imagery.

A screenshot of a discussion board thread. The first post is by Ryan Bartley (Oct 7, 2020) discussing shading and pencil use. The second post is by Alyssa Simon (Thursday) discussing texture and shading. The third post is by Alexis Mahban (Friday) discussing color contrast and line definition.

PALS

hs->ms
hs->elem

The PALS have completed their mentoring curriculum during 1st 6 weeks of school and are ready to start zooming and mentoring with their middle school and elementary little pals. HS->MS connections have started and the HS->EL will commence very soon. This is a program that both the big kids and their younger counterparts have been anxiously waiting to begin.



Virtual & Campus Projects

Group projects have been a part of the classroom for many years, and students working together virtually outside of the classroom has become common...so it has dovetailed naturally that teachers are pairing up students @home with students @school to complete projects together. The twist is that the students are not engaged in class together, so they do not have the lessons presented to them in person. The collaborative efforts the students are participating in are helping maintain connectivity while also honing college and workforce ready skills.

“HS Professional Communications is currently conducting mock job interviews where virtual students are paired with f2f students. It has been a little challenging, but it has also illustrated what job interviews in the current Covid environment are actually like. Students are learning that while it is definitely possible to conduct our affairs in a virtual world, nothing beats the f2f interaction that we all need. It has also been nice for the virtual and f2f students to interact with each other more and help widen the circle for virtual students.”

“6th Science classes have engaged face-to-face and virtual students in a competitive, synchronized game of Quizizz to reinforce concepts taught in class. Students competed against the clock to reach first place status. Students enjoyed playing so much they ask daily if we are going to play again.”

“Both @school & @home 5th grade GT students studied the negative perception of bats, their contribution to the ecosystem & the declining population. In order to sustain the bat population, people have started building bat houses & placing them in trees and dark spaces, so the bats will have more places to shelter. Students have been working in groups, f2f and virtual, to draft, design, and begin building their very own bat houses. Students utilize the draw function in Seesaw to effectively communicate their ideas to each other.”

Donuts with Dad!



There is no doubt that one of the most enjoyable events on each campus is Donuts with Dads...the demand is still alive, so we reimagined how this could work...reversed, on campus, or virtual style!

Each elementary campus has invited all important men and women in our students' lives to a virtual Donuts with Dads by Zoom on Friday, October 16. Students enjoyed donuts from the Child Nutrition department for breakfast while families joined the class. Some volunteered and read books to the classes. Simultaneously, families @home were enjoying their donuts and sharing their experiences with their friends @school.

Homecoming Plans...Banding all Falcons Together!

Homecoming will be the perfect opportunity to bring the feelings of connectivity to the entire community of our Falcon Family. Daily dress up days will be celebrated by all campuses and all students, whether @home or @school. Students and staff members across the district will submit their selfies and prizes will be given daily to best dressed! A door decorating contest will also earn prizes to the best door @school and best door @home! On Wednesday, October 21st, there will be a reverse parade along the traditional parade route in Lake Dallas and the students @home will have the opportunity to come celebrate with the Falcons @school. Homecoming festivities will culminate with a Community Pep Rally and Friday night Football game on October 23rd. This should be a great time for the entire Falcon Community to unite!



#falconproud

#bettertogether

#strongertogether

#falconsbandtogether



BILINGUAL/ESL PROGRAM

LDISD Annual Board of Trustees Update
2020-2021

TABLE OF CONTENTS

01



Overview of
Program

02



TELPAS Data

03

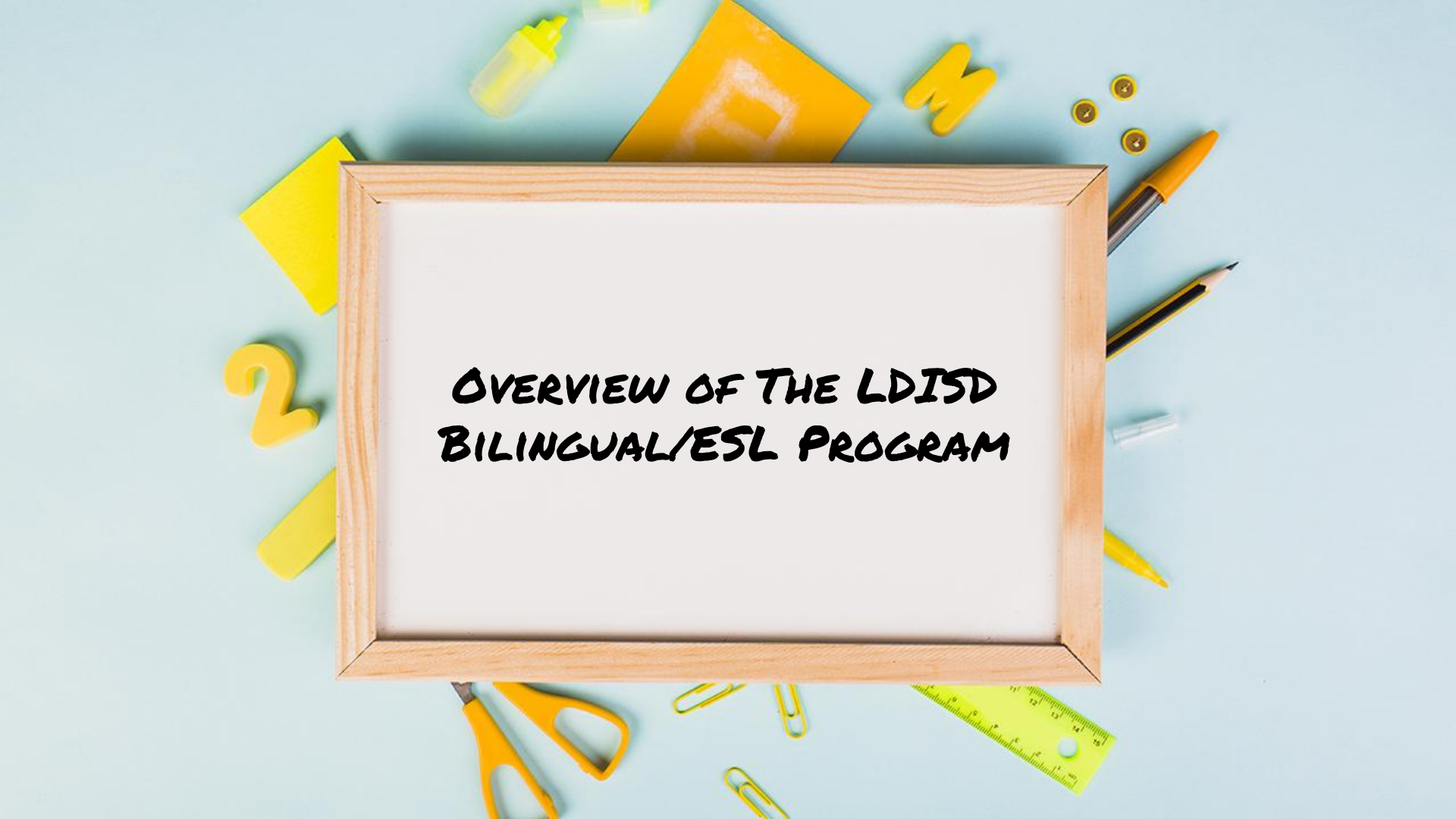


Bilingual
Exception and
ESL Waivers

04

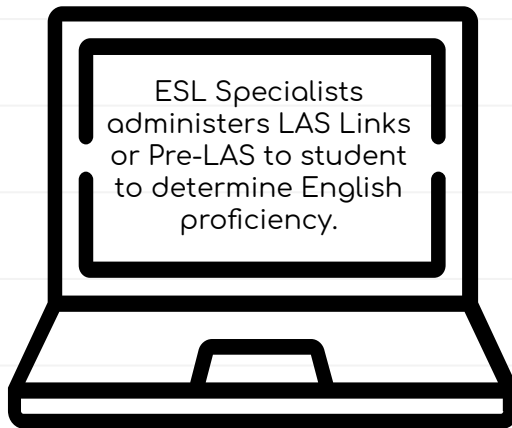
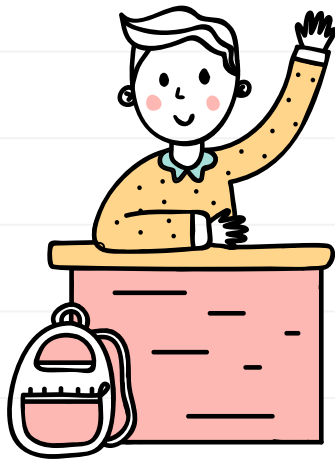
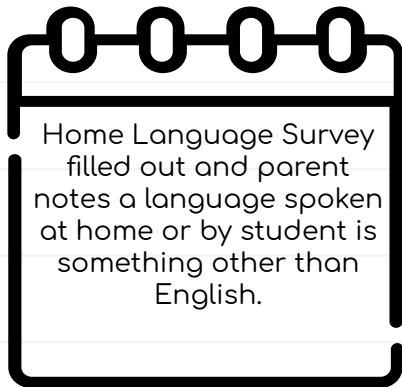


Instructional
Focus for
2020-2021



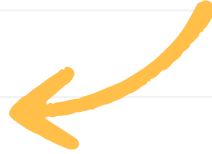
**OVERVIEW OF THE LDISD
BILINGUAL/ESL PROGRAM**

ELS IDENTIFICATION



Students currently enrolled in the LDISD Bilingual/ESL program.

397



198



Students who have exited the Bilingual/ESL program and are currently monitored.

Total number of LEP students currently being served in LDISD.

595



ENROLLMENT BY CAMPUS

CAMPUS	CURRENTLY LEP	FIRST YEAR MONITORING	SECOND YEAR MONITORING	THIRD+ YEAR MONITORING	TOTAL STUDENTS IN PROGRAM
Corinth Elementary	41	4	4	7	56
Lake Dallas Elementary	126	8	4	12	150
Shady Shores Elementary	63	4	4	2	73
Lake Dallas Middle School	106	6	14	46	172
Lake Dallas High School	61	2	18	63	144

PROGRAM OFFERINGS

BILINGUAL EARLY EXIT

Students identified as ELs are served in both English and Spanish. Students are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

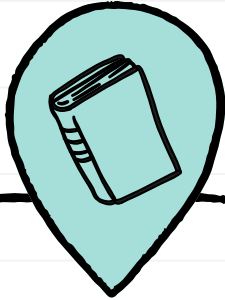
ESL CONTENT-BASED

Elementary-aged ELs receive instruction in English by an ESL certified teacher in writing, reading, mathematics, science, and social studies.

ESL PULL-OUT

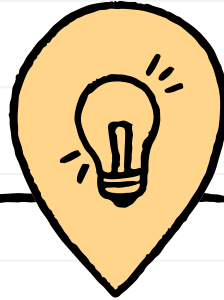
Secondary ELs receive their ELA instruction from an appropriately certified ESL teacher.

ENROLLMENT ACROSS PROGRAMS



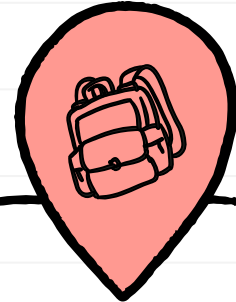
BILINGUAL PROGRAM @LDE

Pre-K: 8
Kinder: 11
1st: 15
2nd: 23
3rd: 20
4th: 16
5th: 22



ESL CONTENT BASED

CE: 41
LDE: 16
SSE: 63



ESL PULLOUT

LDMS: 106
LDHS: 61

A top-down view of a wooden-framed sign with a white background. The sign is centered and contains the text 'TELPAS' on the top line and '2019-2020' on the bottom line, both in a bold, black, hand-drawn font. The sign is surrounded by various school supplies on a light blue background, including yellow sticky notes, a yellow glue stick, a yellow pencil, a yellow pencil sharpener, a yellow ruler, yellow paper clips, yellow scissors, and a yellow number '2' cutout.

TELPAS
2019-2020

TELPAS SCORING DOMAINS

All EL students in Kindergarten through 12th grade are scored in reading, writing, speaking, and listening until they are exited from the ESL program. A student cannot be considered for exit by the LPAC team until the EL's achieve Advanced High in all four domains and the student scores "English Proficient" on the LAS Links assessment (new in 2020-2021). After being exited from the program, the student remains on the LEP roster and is then monitored for five years. Below is the definition of each TELPAS scoring domain to use as a reference for each grade level report.

BEGINNING

Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

INTERMEDIATE

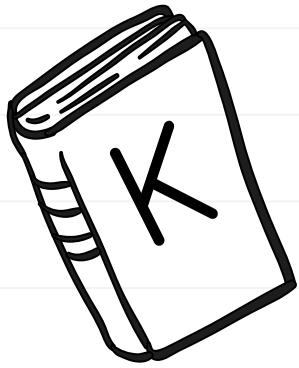
Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.

ADVANCED

Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

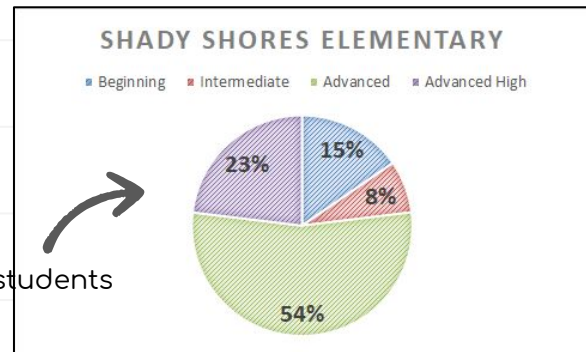
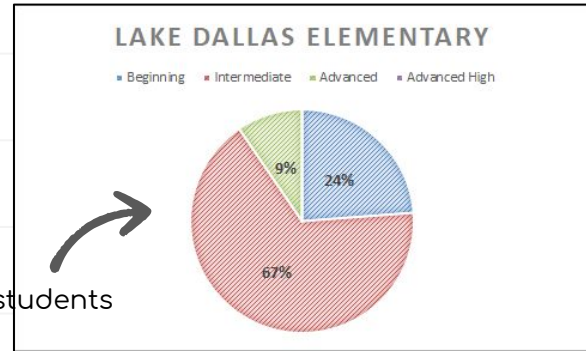
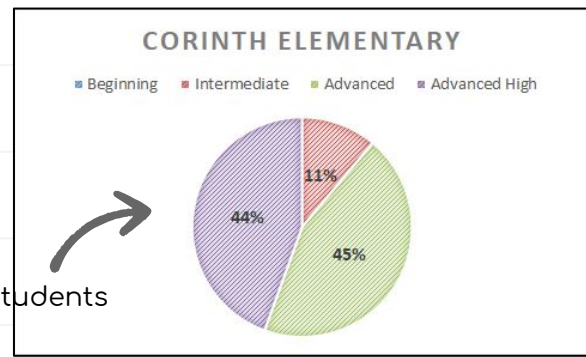
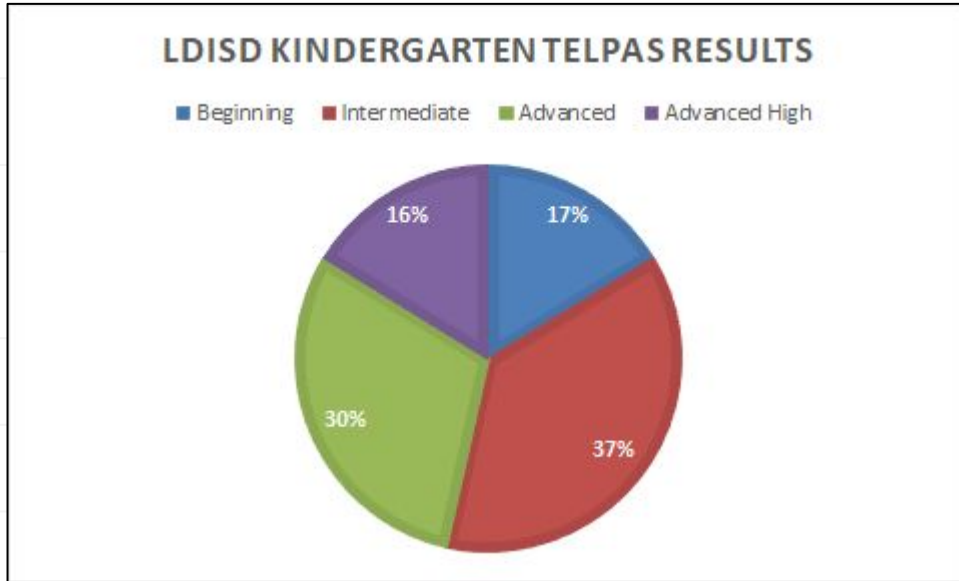
ADVANCED HIGH

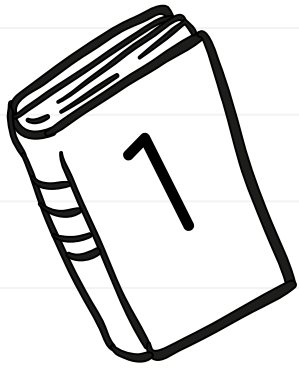
Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.



Students are holistically rated by their classroom teacher in all domains: listening, speaking, reading, and writing domains.

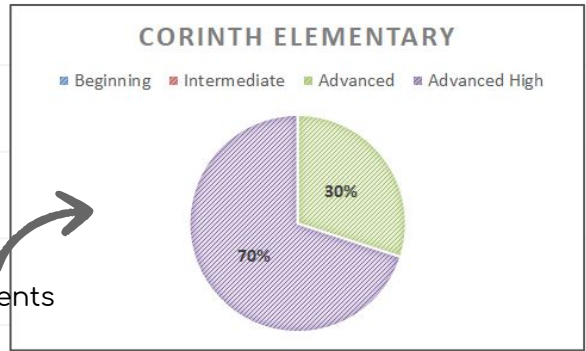
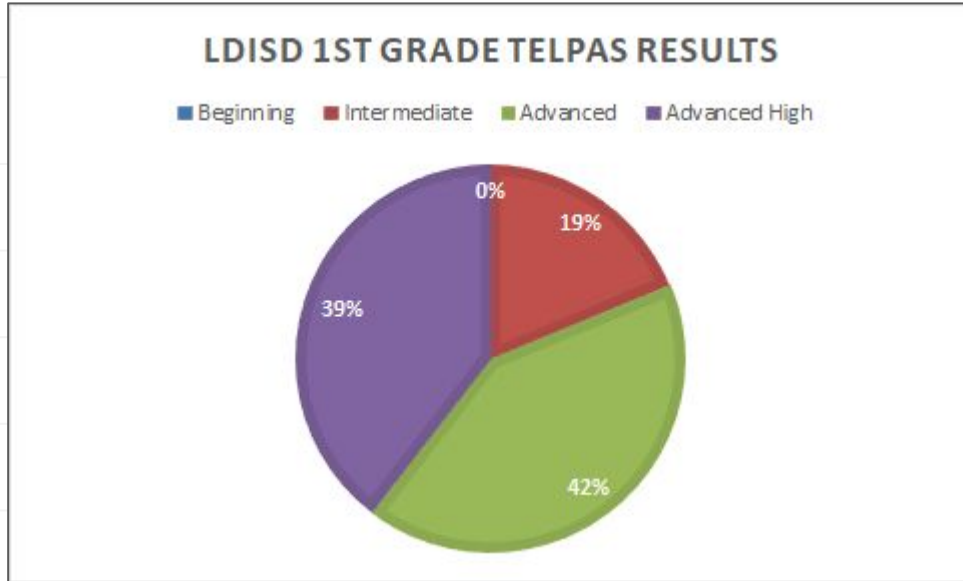
Teachers complete annual calibration activities to ensure all students are scored with similar expectations and increase reliability of the assessment.



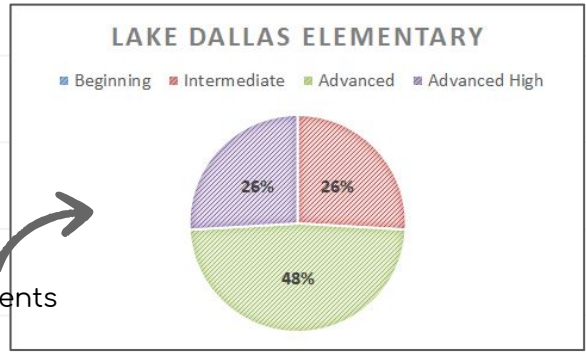


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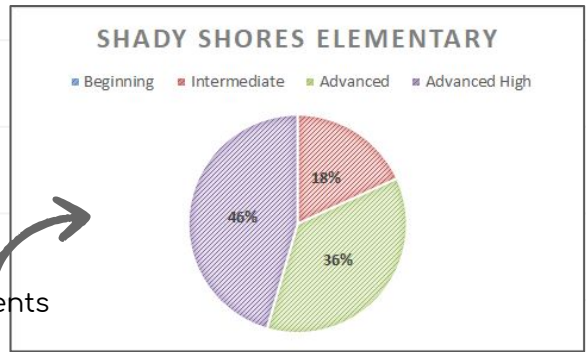
Teachers complete annual calibration activities to ensure all students are scored with similar expectations and increase reliability of the assessment.



10 students



27 students

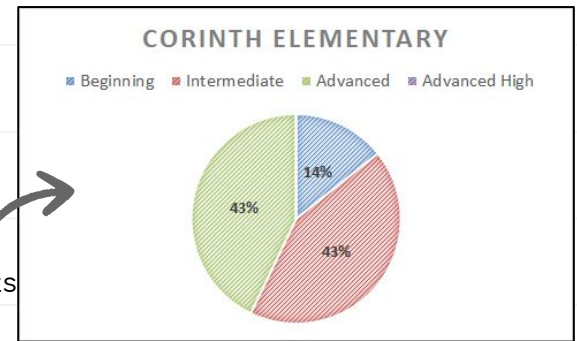
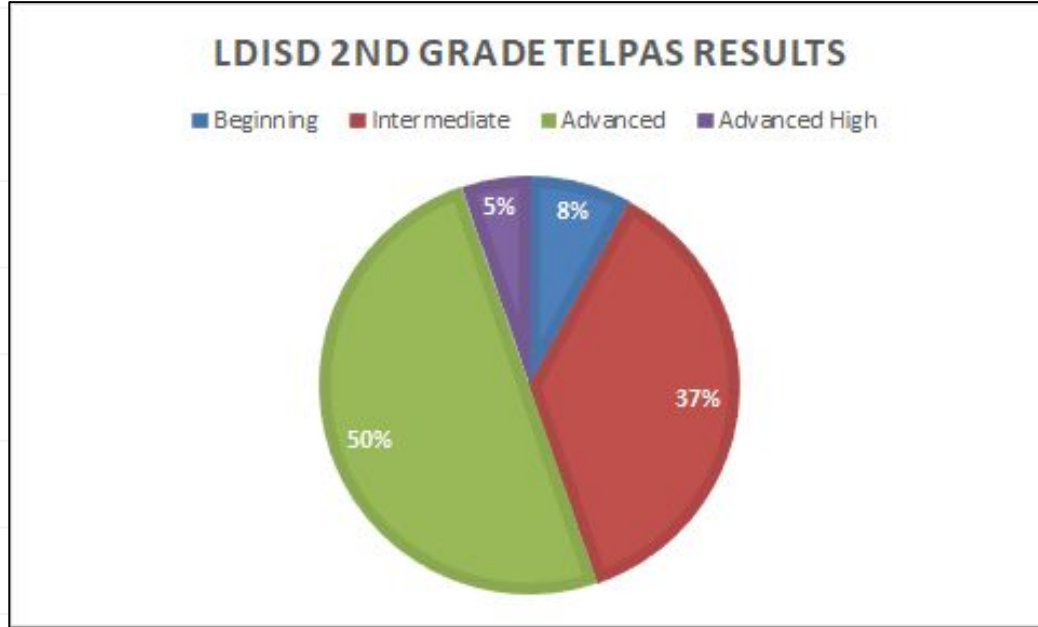


11 students

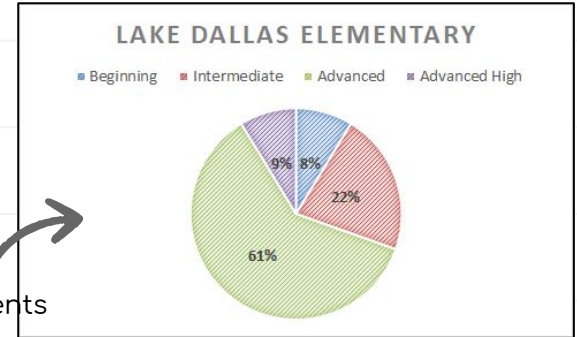


Students are holistically rated by their classroom teacher in writing. Students take an online assessment to measure the reading, listening and speaking.

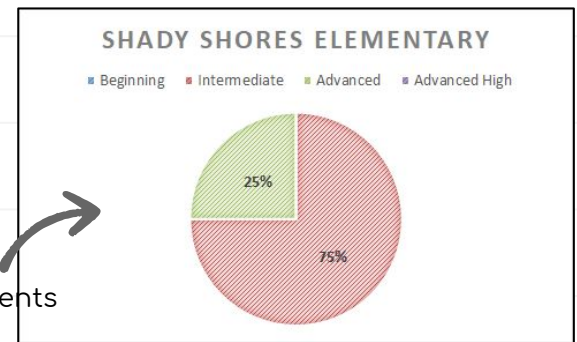
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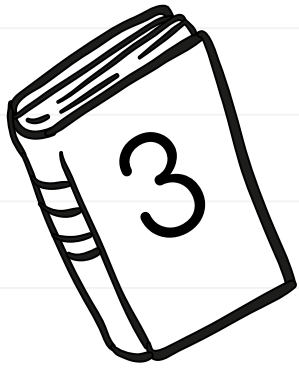
7 students



23 students

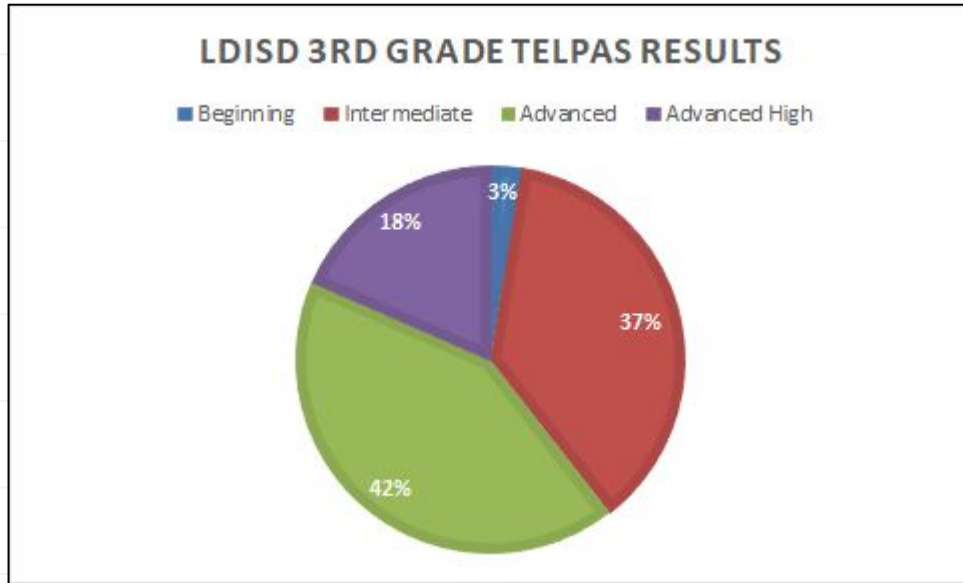


8 students

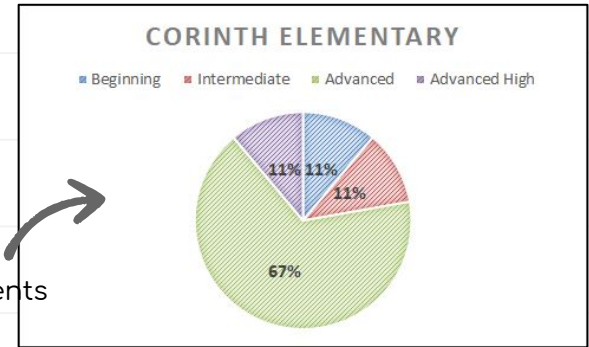


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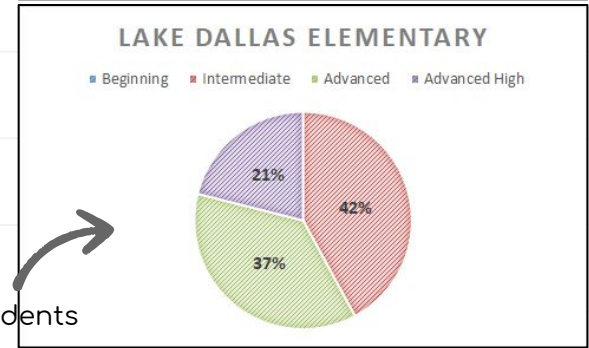
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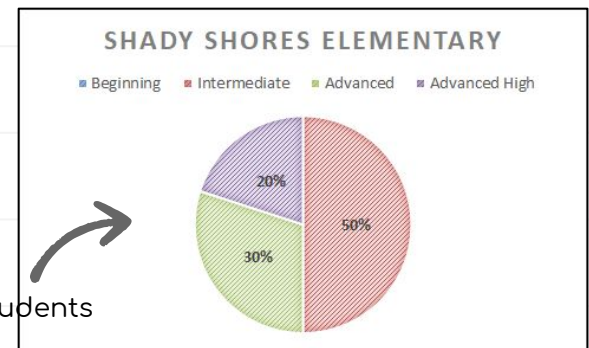
9 students

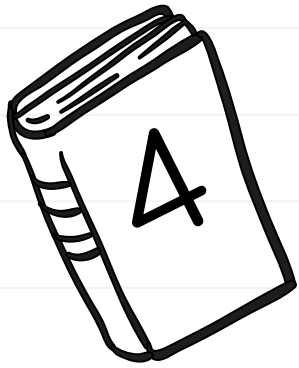


20 students



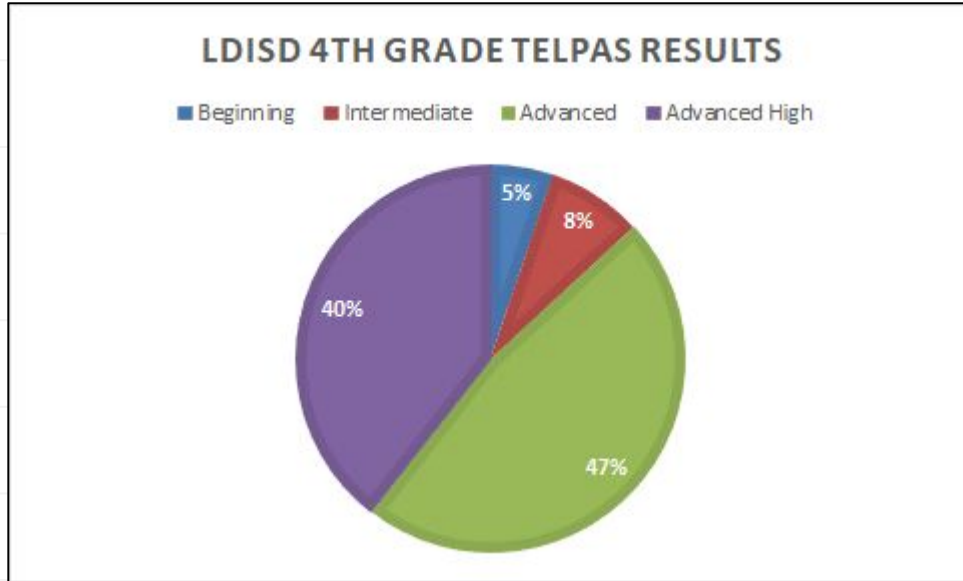
10 students



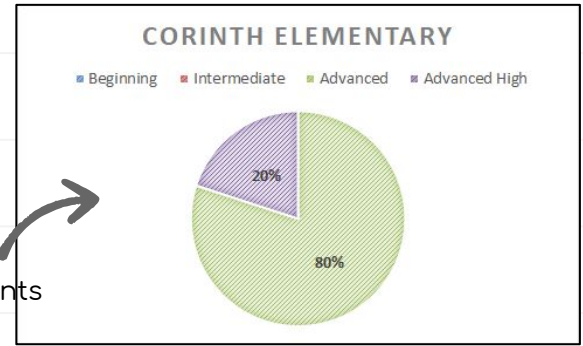


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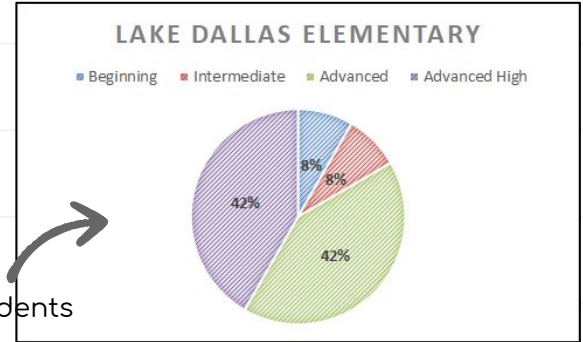
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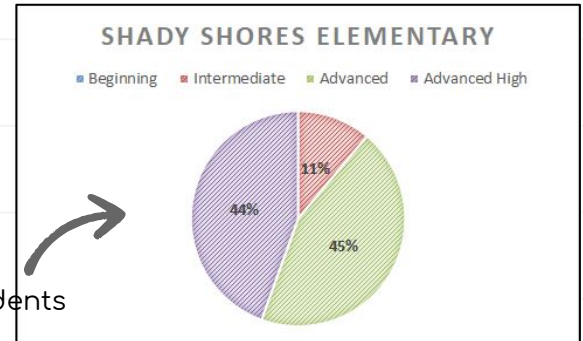
5 students



24 students



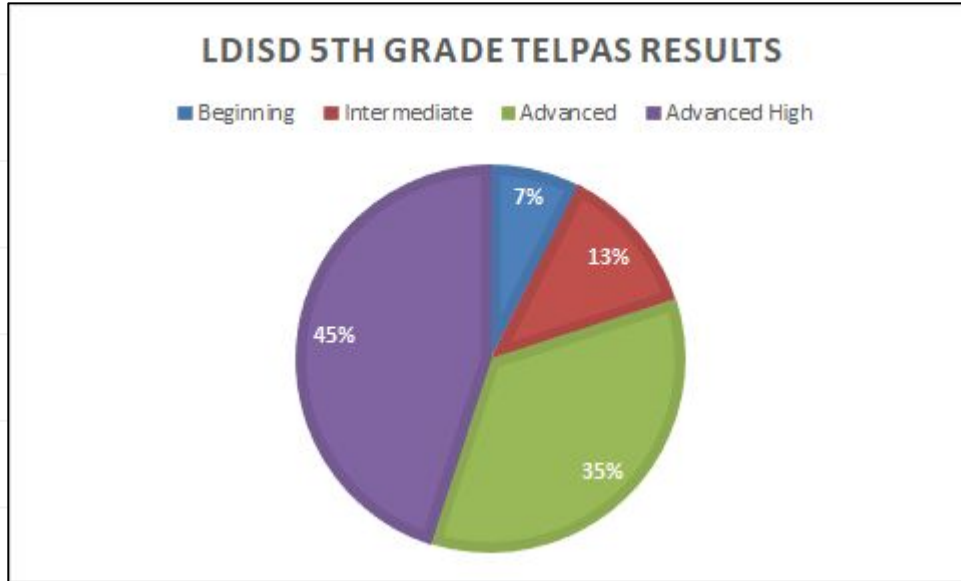
9 students



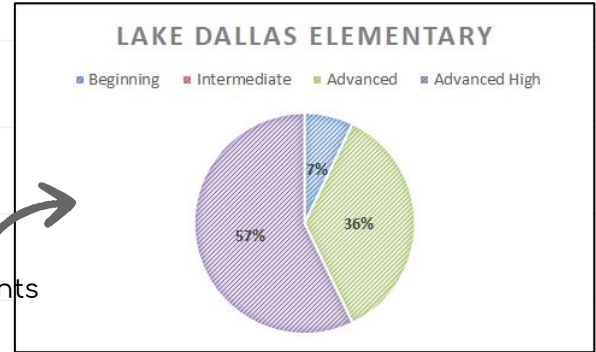
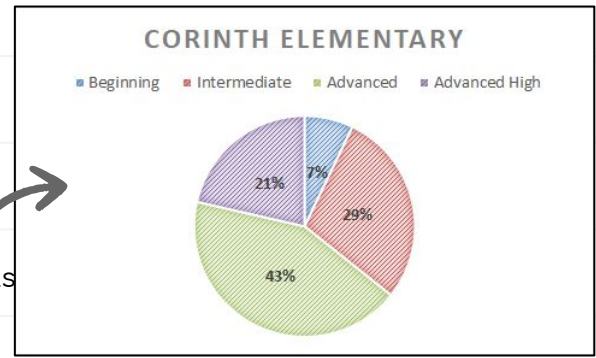


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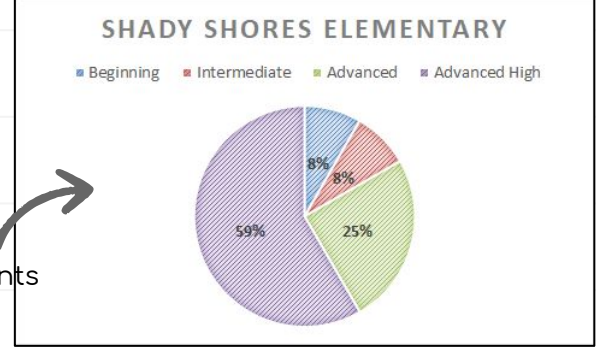
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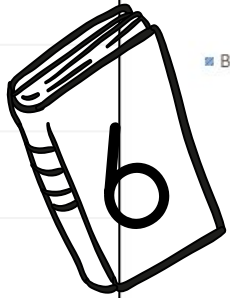
14 students



14 students



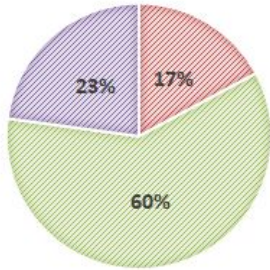
12 students



34 students

SIXTH GRADE STUDENTS

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



Students are holistically rated by their classroom teacher in writing. Students take an online assessment to measure the reading, listening and speaking.

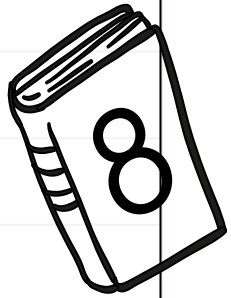
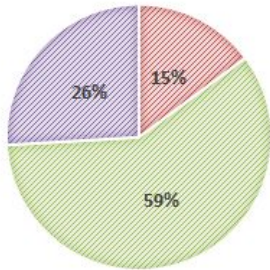
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27 students

SEVENTH GRADE STUDENTS

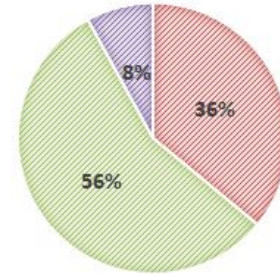
■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



25 students

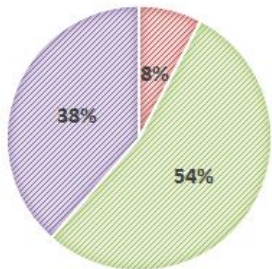
EIGHTH GRADE STUDENTS

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



NINTH GRADE STUDENTS

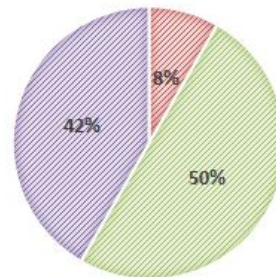
■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



13 students

ELEVENTH GRADE STUDENTS

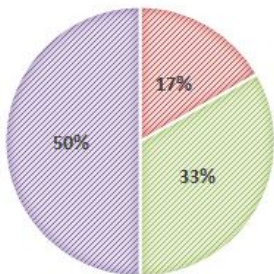
■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



12 students

TENTH GRADE STUDENTS

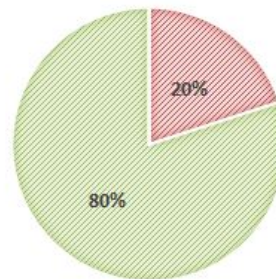
■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



12 students

TWELFTH GRADE STUDENTS

■ Beginning ■ Intermediate ■ Advanced ■ Advanced High



5 students

TELPAS ALTERNATE

Prior to 2018-2019, schools had the ability to make an ARD decision to waive the TELPAS requirement of an EL student that meets the STAAR-ALT eligibility requirements. In 2018-2019, the TEA began to require any EL student, regardless of disability, to take TELPAS by creating a TELPAS-ALT. The rating domains are different than TELPAS. Students are rated in speaking, writing, reading, and listening but their scores are based on awareness, imitation, early independence, developing independence, and basic fluency. All rating is done holistically by the teacher.

COMPOSITE SCORE FOR TELPAS ALTERNATE

2ND GRADE (1 STUDENT) - IMITATION

3RD GRADE (1 STUDENT) - INDEPENDENCE

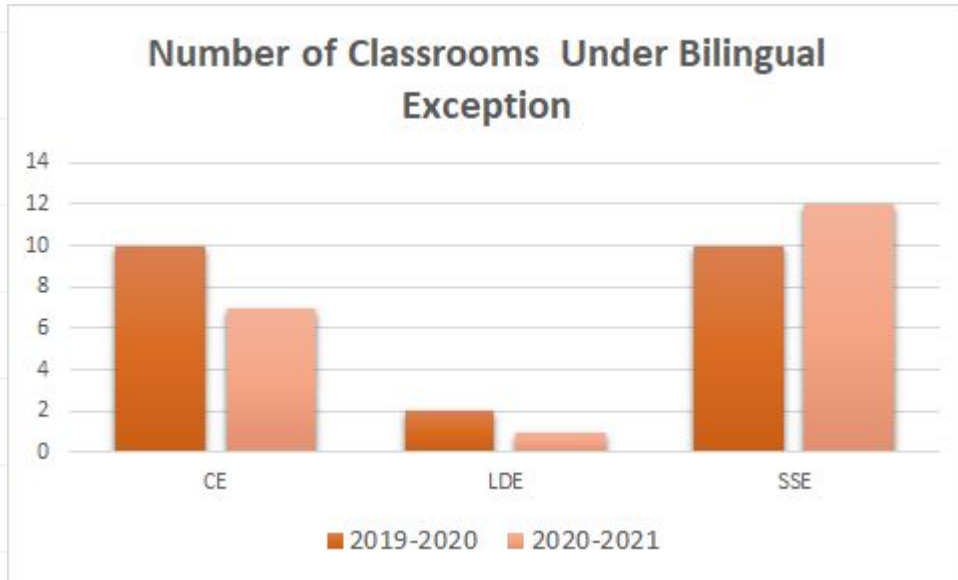
4TH GRADE (1 STUDENT) - INDEPENDENCE




**BILINGUAL EXCEPTION
+ ESL WAIVER**

BILINGUAL EXCEPTION

In the Bilingual Exception waiver that will be submitted to the TEA by November 1st, LDISD will report that we have 20 classrooms serving bilingual students with an ESL certified teacher, not a bilingual certified teacher.



LDISD will also submit a waiver for three ELA teachers at LDHS. All ELA teachers are required to be ESL certified but we have three teachers serving ELs that are not ESL certified. These teachers are pursuing their ESL certifications and are expected to have the certification completed by the end of this school year. The LDHS ESL Specialist is also working directly with these teachers to provide linguistic accommodations to these students.



**INSTRUCTIONAL FOCUS
2020-2021**

CONTINUING TO SUPPORT LANGUAGE DEVELOPMENT

- LDISD had 35 students who did not meet TELPAS exiting criteria based solely on the speaking domain. Campus ESL Specialists are working with teachers and students to provide more speaking opportunities. Students are utilizing the speech-to-text accessibility features with the same microphones used during testing to familiarize themselves with the process and become familiar speaking into a personal microphone while in a large group.
- Students are now required to take the LAS Links assessment after they meet the exiting criteria on TELPAS. Students cannot exit unless they are English Proficient on LAS Links and all four domains of TELPAS are "Advanced High." This requirement for exiting is new to the 2020-2021 school year.
- ESL Specialists are supporting virtual learners through small group zoom lessons.
- Elementaries continue to implement word walls to build academic vocabulary. Teachers have both physical and digital word walls for the at-home learners.
- ESL Specialists continue to communicate with the at-home learners and make sure that students are engaged in the virtual classroom.



THANK YOU!



Dr. Sandy Benavidez
 ESC Region 11 Counselor Coach

ESC Region 11, October 2020

Mental Health Pre Covid-19 and During

Pre Covid-19:
 77% of doctor visits were related to stress and anxiety.

During Covid-19:
 83% of doctor visits were related to stress and anxiety.

Pre Covid-19:
 Women were more likely to have depression symptoms than men.

During Covid-19:
 Women continue to more likely have depression symptoms than men. Men did increase from 6.9% to 21.7%.

1

2

3

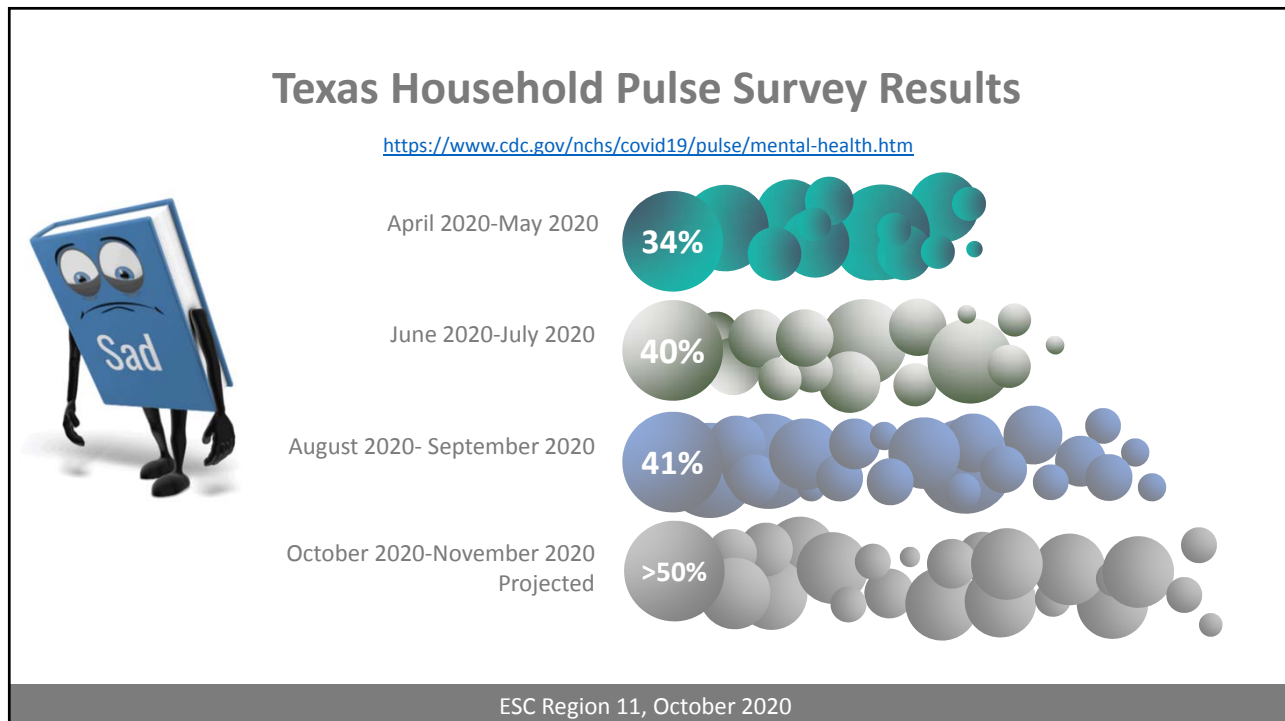
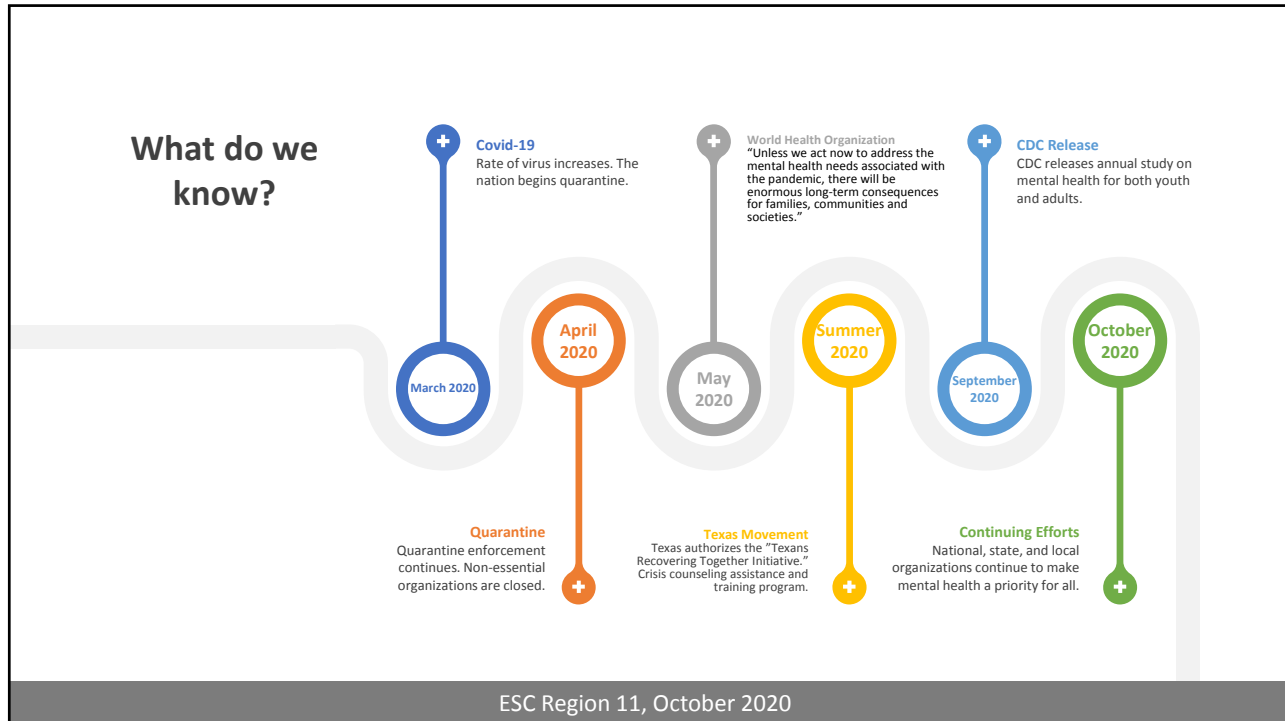
4

Pre Covid-19:
 8.5% had depression symptoms
During Covid-19: 27.8%

Prevalence of depression symptoms in the US was higher in every category during COVID-19 than before COVID-19.

*Based off the National Health and Nutrition Examination Survey, conducted from 2017 to 2018 and the COVID-19 and Life Stressors Impact on Mental Health and Well-being study, conducted from March 31, 2020, to April 13, 2020.

ESC Region 11, October 2020



“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.”

TEA, August 2020

TEA Resources



TEA At-A-Glance

The [TEA At-A-Glance](#) chart highlights school mental health components under TEC §38.351 and professional development under TEC §21.451 that may serve as a helpful guide to schools for planning for the new school year.

TEA Educator Wellness

Equipping Staff to Return to School
https://tea.texas.gov/sites/default/files/covid/sy_2020-21_educator_wellness.pdf

TEA Trauma Informed Care Approved List

<https://tea.texas.gov/about-tea/other-services/mental-health/grief-informed-trauma-informed-practices>

[Texas Project Restore](#)

Resources

Healthline. Traumatic events: causes, effects, and management. Accessed April 13, 2020. <https://www.healthline.com/health/traumatic-events>

Goldman E, Galea S. Mental health consequences of disasters. *Annu Rev Public Health*. 2014;35:169-183. doi: 10.1146/annurev-publhealth-032013-182435

Silver RC, Holman EA, McIntosh DN, Poulin M, Gil-Rivas V. Nation-wide longitudinal study of psychological responses to September 11. *JAMA*. 2002;288(10):1235-1244. doi:10.1001/jama.288.10.1235

Jalloh MF, Li W, Bunnell RE, et al. Impact of Ebola experiences and risk perceptions on mental health in Sierra Leone, July 2015. *BMJ Glob Health*. 2018;3(2):e000471. doi:10.1136/bmjgh-2017-000471

Ni MY, Kim Y, McDowell I, et al. Mental health during and after protests, riots and revolutions: a systematic review. *Aust N Z J Psychiatry*. 2020;54(3):232-243. doi:10.1177/0004867419899165

Nelson LM, Simard JF, Oluyomi A, et al. US public concerns about the COVID-19 pandemic from results of a survey given via social media. *JAMA Intern Med*. 2020. doi:10.1001/jamainternmed.2020.1369

2020-2021 MENTAL HEALTH TRANSITION RESOURCES

ADULT LEARNERS

Employee Wellness*
<https://bit.ly/2WirFjI>

Social & Emotional Needs of Students*
<https://bit.ly/30aKhmy>

Transition Series: Adults*
<https://bit.ly/39dvWdv>

Understanding DBT Steps A*
<https://bit.ly/38XvG1X>

Deep Dive into Counseling Strategies*
<https://bit.ly/2DHqOCM>

Human Trafficking: Virtual Vulnerabilities*
<https://bit.ly/2ZsaQor>

Mood & Anxiety Disorders*
<https://bit.ly/396RIFn>

The Healing of Trauma*
<https://bit.ly/38TPRxO>

**Stress, Coping, Self-Care, and How to Stay Sane
During COVID-19 and Beyond**
<https://bit.ly/3h1rfX4>

Caring for the Carer*
<https://bit.ly/3frCibC>

How Grief & Trauma Affect Kids in School*
<https://bit.ly/2OqHX5D>

Louisville ISD Back-to-School Supports
<https://bit.ly/2B3HS52>

STUDENT LEARNERS

Use of Mental Health Screeners*
<https://bit.ly/3j4nBx5>

Social & Emotional Needs of Students*
<https://bit.ly/30aKhmy>

Student Wellness*
<https://bit.ly/2WirFjI>

Building Resilience via Coronavirus Anxiety Workbook
<https://bit.ly/3fGcWa9>

Transition Series: Students*
<https://bit.ly/30HehHa>

Self-Harm & How to Help*
<https://bit.ly/38STcxi>

PARENTS & COMMUNITY

Healthy Conflict Resolution*
<https://bit.ly/2WzHAdN>

Human Trafficking Virtual Vulnerabilities*
<https://bit.ly/2ZsaQor>

Suicide Prevention, Intervention & Postvention*
<https://bit.ly/2OoJBVw>

Transition Series: Parents & Community*
<https://bit.ly/2WMCMA4>

ADDITIONAL RESOURCES

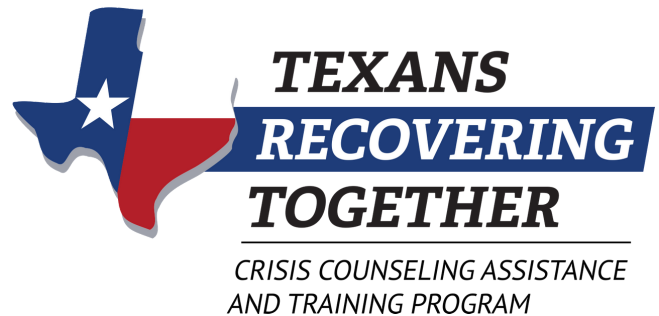
<https://www.esc11.net/Page/8902>
<https://compassionresiliencetoolkit.org/schools/a-toolkit-for-schools/>
<https://sites.google.com/region10.org/r10-wellness/home?authuser=0>
<https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

* Videos can be found here: <https://www.esc11.net/Page/8901>

Is COVID-19 Causing Stress?

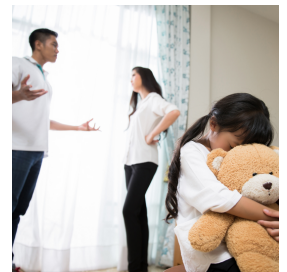
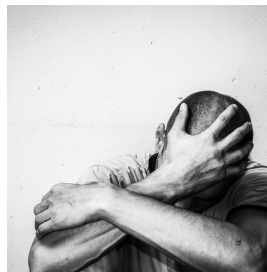
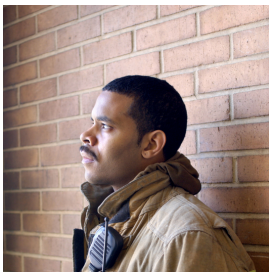
There is Help.

My Health My Resources of Tarrant County (MHMR) is offering **FREE** short-term crisis counseling and stress management to individuals and groups in Tarrant and Denton counties impacted by the COVID19 pandemic as part of the Texans Recovering Together initiative.



Access to **FREE** crisis counseling is available by calling or texting the MHMR ICARE Call Center at **817-335-3022**.

Trained mental health professionals are available 24/7/365.



To learn more about our support groups or schedule a presentation, email COVIDhelp@mhmrctc.org.

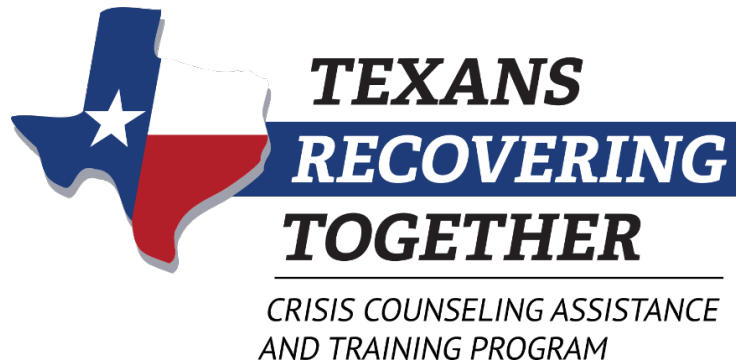
About MHMR:

My Health My Resources (MHMR) has been a provider of quality mental health and intellectual and developmental disability services in Tarrant County since its inception in 1969. It is the second-largest community center in Texas, offering services in the areas of behavioral health, disability services and early childhood services.

Learn more at www.MHMRtarrant.org.

About Texans Recovering Together:

The Texans Recovering Together initiative is part of the Crisis Counseling Program (CCP), which is a federally funded program administrated by the U.S. Department of Homeland Security (DHS) Federal Emergency Management Agency (FEMA) with technical assistance provided by the Center for Mental Health Services (CMHS), within the Substance Abuse and Mental Health Services Administration (SAMHSA).



Texans Recovering Together is a state initiative, funded by FEMA, providing free, short term stress management and crisis counseling for individuals and groups struggling with the emotional and financial impacts of Covid 19.

Region 11 Texans Recovering Together Contact Information by County

Residents of Tarrant and Denton County

MHMR of Tarrant

For individual/family support: Call the MHMR ICARE hotline at **817-335-3022**

For group/organization support: Email covidhelp@mhmrtc.org or Susanne.malone@mhmrtc.org

Residents of Johnson, Parker, Hood, Palo Pinto, Erath and Somervell County

Pecan Valley Center

For individual/family support and group/organization support: Call Madalyn Cano at **817-579-4478** or email mcano@pecanvalley.org.

Residents of Cooke, Fannin, Grayson County

Texoma Community Centers

For individual/family support and group/organization support: Call the Covid 19 hotline at **1-888-592-1515** or email TCCcares@texomacc.org.

Residents of Wise County

Helen Farabee Centers

For individuals/family support and group/organization support: Call **1-888-484-0799**

Lake Dallas ISD News & Events

Oct. 19, 2020



Upcoming Events

- **Now to Oct. 30:** Early Voting
- **Oct. 19-23:** Homecoming Dress-Up Days ([see themes here](#))
- **Oct. 21:** LDE Chick-fil-A Fundraiser ([details](#))
- **Oct. 21:** Homecoming Parade
- **Oct. 23:** End of First Grading Period
- **Oct. 23:** Homecoming Community Pep Rally
- **Oct. 26:** Start of Second Grading Period
- **Nov. 3:** Election Day



Athletic Events

Varsity home or district championship events for next two weeks listed only.

- **Oct. 20:** Tennis vs. Richland
- **Oct. 20:** Volleyball vs. Richland
- **Oct. 23:** Football Homecoming Game vs. Frisco Liberty
- **Oct. 30:** Volleyball vs. Northwest
- **Oct. 30:** Cross Country District Meet (at The BUFF, Haltom City)



Homecoming Reminders

- This year's **theme** is **Lake Dallas Bands Together**, with specific days themed after musical band references
- This year's parade is a **“reverse” parade**, meaning families will drive in their cars to celebrate student groups who are on the roadside (with local police at the event for safety, as normal)
- The **community pep rally** will take place at Falcon Stadium the day of the game
- Crowning of **homecoming royalty** will take place before the game



Media Coverage

- Denton Record-Chronicle: [“They're burned out already’: Six Denton County school leaders talk education amid a pandemic”](#)
- Lake Cities Sun: [“2020 Election Q&A: Lake Dallas ISD Board of Trustees”](#)

