



# WELCOME BACK TO SCHOOL

What you need to know about  
Student Enrollment  
Caregiver Resources  
2017 Legislative Updates

CHANGING EXPECTATIONS: INCREASING OPPORTUNITIES

AUGUST 2017

**Early Childhood Intervention (ECI) for children birth to 3 years of age**

[Search for local ECI program by county, city or zip code](#)

[ECI Referral Form 0789 now in English and Spanish!](#)



1 in 4 children in America grows up without learning how to read

Children and youth in foster care are 2-4 years behind their peers in reading and math.

Read to your child

Have the child read to you

20 minutes a day

**Surogate Parent Training and Certificate**

New state law allows foster parents to make special education decisions for children and youth in their care immediately after placement. Foster parents must complete training before the next ARD meeting, but at least by 90 days after they start participating in the child's special education decisions.

**Training is available @**

**CASA  
Free sign up!**

**CPS Education Specialists  
See page 4**

**[Education Service Centers](#)**

**Local School Districts**

## Student Education Checklist for CASEWORKERS

### Enrollment Documents

- Form 2085** Placement Authorization - (court order establishing DFPS custody, by request)
- Form 2085E** - Education Decision-Maker (EDM)
- Ensure a copy of Form 2085E - Education Decision-Maker sent to caregiver. Form to school and filed with the court within 5 days.
- School Withdrawal Form from previous school district, if applicable
- Immunization Record**
- Copy of child's birth certificate**
- Documents for special education services, Section 504 services**
- School records, including transcripts**

### The caseworker must make sure:

- ✓ The caregiver has the child's updated Education Portfolio
- ✓ The caregiver signs the "Opt out" school form prohibiting use of corporal punishment
- ✓ A copy of **Form 2085** - Placement Authorization and **2085E** Education Decision-Maker is provided to the caregiver *and* school

Work with Placement to ensure student remains in his/her "school of origin"



See School Foster Care Liaison or School Registrar to request records transfer

See Healthcare Provider

These documents must be provided to school within 30 days of enrollment

\*\* Reminder: Caseworkers must update information on the Education Page in IMPACT

Foster parents are now able to make special education decisions for students. See Surrogate Parent training and Certificate

Notify the School District Special Education Director ASAP if student needs to receive special education or Section 504 services

## Student Education Check List for CAREGIVERS

### Enrollment Documents

Student must be enrolled in school within 2 days of placement

- Take **Form 2085** - Placement Authorization and **Form 2085E** - Designation of Education Decision-Maker to school registrar for enrollment - (court order establishing DFPS custody, by request)
- Notify school Special Education Director ASAP if student requires services
- School Withdrawal Form
- Immunization Records**
- Copy of child's birth certificate**
- Documents for special education services, Section 504 services**
- School records, including transcripts**

### The caregiver must make sure:

- To sign "OPT OUT" of corporal punishment on school enrollment forms
- To ensure student is enrolled in (free) National School Lunch Program.
- Student receives Individual Graduation Plan from school counselor

## Creating Trauma-Informed Classrooms

Norma Eaves, LMSW – Region 3 West

Teachers often do not know the full extent of what children in their classroom have experienced outside of the classroom. Children are often unable to leave these experiences behind when they enter the classroom and these experiences can directly affect academic performance and behavior in the classroom. For children who have experienced trauma entering school may trigger amplified reactions related to the trauma or harm they have experienced. These responses vary, but often place children at risk for academic, behavioral, and relational challenges. It is helpful for educators to recognize the risk factors and impact of trauma.

### What are the risk factors for trauma?

- Prenatal stress
- Birth Trauma
- Hospitalization in early years
- Abuse
- Neglect
- Loss experienced when a child is placed in CPS custody and with subsequent moves while in foster care

### Trauma impacts

Educators can “reframe” a child’s learning and behavioral challenges by:

- Recognizing the role fear plays in behavior – constant *fight, flight, or freeze mode*.
- Recognition of unique physical needs – including the need for frequent snacks, hydration, physical activity and reaction to sensory input.
- The power of connection – The Three Pillars of Trauma-Informed Care are: Safety, Connection, Emotional Regulation –*Howard Bath*

### Strategies to use in the classroom to create connection and a feeling of safety:

Many of these will help to disarm the fear in children, which is the root of many problem behaviors.

- *Reframe* behaviors from *willful disobedience* to *survival strategies*.
- Nurture relationships with students and between students.
- Make eye contact – use *soft eyes* when speaking to students.
- Create an organized environment with predictable routines.
- Give a child “voice” – offer choices, make compromises, practice behavioral re-dos, give undivided attention, show genuine interest.
- Allow snacks and water bottles in the classroom. Hydration and healthy snacks keep blood sugars level which can reduce problem behaviors.
- Practice self-regulation skills, such as deep breathing skills.
- Help students learn to identify their feelings – practice labeling emotions and have a feelings check in class.
- Make learning fun!

Remember *Safety, Connection, and Emotional Regulation* are keys to helping a child overcome the effects of trauma and improve their chance for academic success!

For more information on this subject:

[Karyn Purvis Institute of Child Development](#)



# CONNECTED!

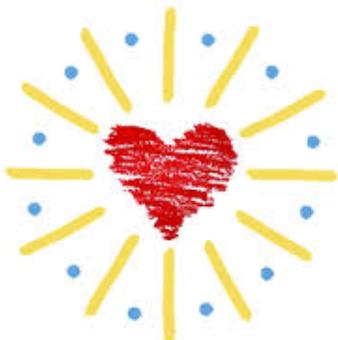
A SPECIAL NEEDS  
PARENT SUPPORT GROUP  
-WHERE NO ONE STANDS  
ALONE

We provide support and share resources for parents of individuals with intellectual and physical differences.

**Location:** DeSoto Public Library 211 E. Pleasant Run Rd. Suite C, DeSoto, Texas 75115 (Teen Room)

**Time:** 6:30 p.m. - 8 p.m.

**Group Coordinator:**  
Beverly Rowden, LMSW



## Texas Parent to Parent (866) 896-6001

A statewide organization with local chapters for parents and caregivers providing care for children and youth with disabilities.

Up-to-date information on Medicaid changes, transition planning, best practices for your child's education, and access to local resources.

## Disability Rights Texas

### CPS 101

Presentations on  
Improving Education  
Outcomes for Children  
and Youth in Foster Care



CPS Education Specialists

## Texas Education Agency Foster Care and Student Success

## Texas Children's Commission

## CPS Education Specialists

### Region 1

Rosa Masilang  
(915) 521-3862

Kimberly Pendleton  
(806) 762-8922

### Region 2/9

Debbie Welborn  
(940) 864-1123

### Region 3

3(e) Beverly Rowden  
(817) 792-5273

3(w) Norma Eaves  
(817) 605-4666

### Region 4

Donna Steffey  
(903) 204-9703

### Region 5

Leisa Stewart  
(409) 730-2444

### Region 6

6(a) Felicia Bennett Chambers  
(713) 767-2589

6(b) Letitia Thomas  
(281) 847-7074

### Region 7

Erica Brewington  
(512) 834-3831

### Region 8

Felicia Penn  
(210) 337-3262

### Region 10

Rosa Masilang  
(915) 521-3862

### Region 11

Jannette Sanchez  
(956) 316-8671

### State Office

Kristine Mohajer  
(512) 438-3148

## 85<sup>th</sup> Texas Legislature

Notable legislation under Education include:

### *Foster Parents can now make Special Education Decisions Immediately after Placement*

**HB 1556 authorizes foster parents to immediately make special education decisions for a child or youth in the conservatorship of the Department of Family and Protective Services.** The foster parent will no longer have to wait 60 days or be appointed as a “surrogate parent” by the school or the court in order to participate in ARD meetings and make special education decisions for a child in their care, including signing the IEP. Foster parents must complete training before the next ARD meeting at the school, if possible, but at least by 90 days after they start participating in the child’s special education decisions. If the foster parent is unwilling or unable to make the special education decisions for the child, the school or the court may appoint a surrogate parent. Youth living in placements without a foster parent or other non-staff caregiver continue to need a surrogate parent appointed, and the law outlines the criteria a surrogate must meet, including receiving training.

### *Special Education Services*

**SB 1153 requires public schools and charter schools to provide written notification in English/Spanish to parents as soon as the student begins to receive intervention services, such as Response to Intervention (RtI) and accommodations.**

**SB 1220 requires schools to accept education-related decisions for children in foster care or experiencing homelessness entering a new school made at a previous school until the new school develops an IEP or provides a comparable program. Texas Education Agency will ensure schools’ timely transfer (within 10 days) of student records and transcripts.** In addition, CPS, in collaboration with Texas Education Agency, local workforce development centers, foster care transition centers, and community and technical colleges will develop a program that assists youth currently or formerly in foster with completing high school requirements or obtaining a GED; provides career guidance; and informs them about the tuition and fee waivers available.

**SB 748 address the requirements for transition services for students receiving special education services.** This bill strengthens current law regarding the involvement of parents, students, and school staff in transition planning for public school students enrolled in special education program. Individualized Education Programs (IEPs) and Admission, Review, and Dismissal (ARDs) committee meetings will regularly review students’ plans which support independence and self-determination through supported decision-making, community resources and public benefits services. TEA will be required to maintain a list of public benefits or services referrals available to students on the agency’s website.

**SB 1398 addresses cameras in classrooms where students are in self-contained classrooms and receiving special education services more than 50% of the day.** The bill primarily focuses on informing school districts about who can request video cameras, the procedure for approving requests for video cameras and how to notify parents of video cameras in the classroom. CPS staff and/or foster parents caring for any foster children who require special education services should ask schools if there are video cameras being operated in special education classrooms.

### *Student Behavior and Discipline*

**HB 674 – Each school district and open enrollment charter school must develop and implement a positive behavior program for children in grade level below grade three.** This bill also limits, with some exceptions, disciplinary actions for in-school and out-of-school suspensions for children under grade three.

**SB 179 – Student Harassment, bullying, cyberbullying, injury to or death of a minor; creating a criminal offense.** SB 179 amends the Texas Education Code, Texas Health and Safety Code, Texas Civil Practice and Remedies Code, and Texas Penal Code by identifying and addressing cyberbullying and bullying which can lead to interrupting a student’s education, death or injury of a minor child. The bill attaches injunctive relief for child/parents of child who is a victim of cyberbullying or bullying and also the child/parent of the instigator of cyberbullying or bullying.

**Note: This act of cyberbullying or bullying is not limited to in-school or school-sponsored activities.**

## 85<sup>th</sup> Texas Legislature

Notable legislation under Education include:

### *Student Behavior and Discipline*

**HB 1569** directs residential facilities to disclose to schools student records on school-related disciplinary actions, behavioral history information not considered confidential, parole or probation status, and participation in programs which involve community supervision or the corrections department.

### *Transition Services and Post-Secondary Opportunities*

**SB 490** requires high school counselors to provide specific information to students and reports to parents on post-secondary opportunities, financial aid eligibility, high school completion requirements, education training and fee voucher and tuition waiver available to eligible students in current or former foster care.

**HB 2994** opens up certain workforce continuing education courses offered by public junior colleges to high school students. Tuition and fees may be waived for eligible students.

### *Tuition Fee Waiver and Education and Training Voucher (ETV)*

**HB 2537** requires high school counselors to inform foster care students about the Education and Training Voucher program (ETV) and the college tuition fee waiver the first year the student is in high school and every year afterwards.

**SB 1123** speaks to the conditions on the receipt of tuition and fee exemptions of public institutions of higher education for students formerly in foster care or other residential foster care. This bill exempts students who were adopted from DFPS with an adoption assistance agreement from maintaining a certain GPA average and excessive credit hour requirement.

**HB 928** directs DFPS representatives on CRCGs to inform group members about the tuition fee waiver for eligible youth and adopted youth. This bill also requires each school district foster care liaison, in coordination with DFPS staff, to facilitate transition services by assisting student with financial aid applications, campus visits, scholarship applications, appointment to military academy, preparation for entrance exams and coordinating contact between liaison and student.