



# APPENDICES

## APPENDIX A: GLOSSARY OF TERMS

Like many other organizations, DFPS and the courts use acronyms, initials, or shortened words to identify programs and services. This table defines key words, terms, and acronyms heard when working with CPS and the courts. The glossary also contains some common terms that may be used in the school setting.

<b>AAL</b>	Attorney ad litem appointed to represent the legal interests of a child when DFPS asks to be made the child's legal conservator or seeks to have the parent's rights to the child terminated.
<b>Abuse Hotline</b>	1-800-252-5400 is the hotline number for Statewide Intake (SWI) at DFPS, which provides 24-hour intake services to report abuse, neglect, and exploitation of children, adults with disabilities, or the elderly. Statewide intake also provides referral services and can answer procedural questions on protective services investigations. State law requires school staff to immediately report all cases of suspected child abuse and neglect to SWI.
<b>BSD</b>	Basic Skills Development is the training program for all CPS caseworkers.
<b>BVS</b>	Bureau of Vital Statistics, housed in DSHS, issues birth certificates.
<b>Caregiver</b>	Caregiver may be a relative, guardian, or a representative, such as a foster parent, paid by a child placing agency or CPS to provide care to child or youth.
<b>CASA</b>	Court Appointed Special Advocates are appointed as volunteer advocates or guardians ad litem to represent the best interest of a child when DFPS asks to be made the child's legal conservator or seeks to have the parental rights to the child terminated.
<b>Categorically eligible</b>	People, including children, who meet federal eligibility requirements based on income, disability, or specific designations for certain programs or services. Foster children are categorically eligible for Head Start and the federal National School Lunch Program (including breakfast and summer meal programs).
<b>CPS</b>	Child Protective Services, a division of the Department of Family and Protective Services, is responsible for investigating allegations of child abuse and neglect, providing services to children and families, and monitoring our state foster care system. CPS also manages community-based programs that prevent delinquency, abuse, neglect, and exploitation of children.
<b>CPS Caseworker</b>	The CPS caseworker has multiple responsibilities to the child or youth in care. The CPS caseworker ensures children's needs are met while in foster care. The caseworker is the direct link with the child, caregiver, court system, and multiple service providers. Caseworkers and foster parents are to be notified by school staff if they have concerns about a child or youth in DFPS conservatorship.

<b>Court Order</b>	Official document signed by a judge that defines the legal relationship of a child or youth to DFPS or certain individuals, such as parents. The court order contains confidential information about the child’s case and sometimes why they are in the foster care system. A child may not enter or remain in foster care without a court order.
<b>CVS</b>	An acronym for the legal term “conservatorship.” This is the term used to refer to a child in the legal custody of DFPS. Sometimes, caseworkers who work with children in foster care refer to themselves as CVS workers.
<b>DAEP</b>	Disciplinary Alternative Education Program established in accordance with Texas Education Code (TEC) §37.008 and defined as an educational and self-discipline alternative instructional program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP.
<b>ECI</b>	Early Childhood Intervention provides special support services to children under the age of three. Children in CPS are referred to ECI through their Medicaid health provider, STAR Health.
<b>Emergency Shelters</b>	A shelter facility that houses youth for up to 90 days, while awaiting a longer-term foster placement. Emergency Shelters are temporary housing for children and youth until more appropriate placements and services are in place. Children and youth in emergency shelters are provided services under the <i>McKinney-Vento Homeless Education Act</i> , which includes immediate school enrollment and transportation to the student’s school of origin.
<b>ETV</b>	Education and Training Voucher is a federally funded and state administered program, that offers qualified young adults ages 16–23 from foster care financial assistance to attend post-secondary colleges and training programs.
<b>Ex Parte Hearing</b>	An emergency hearing, usually held when a child first enters foster care.
<b>FBSS</b>	Family Based Safety Services is a division of CPS that provides in-home services to children and families. These services are short-term and designed to assist families who need assistance addressing parenting or other issues that impact child safety. Parents retain legal custody of their children during this time, although the children may voluntarily be placed with a relative.
<b>Fictive Kin</b>	A kinship caregiver is a biological relative or fictive kin (a person with a longstanding and significant relationship with a child) who provides care to a child.
<b>Fostering Connections to Success and Increasing Adoptions Act</b>	Federal law that directs child welfare agencies to ensure education stability for children and youth in foster care, including coordination among child welfare and education agencies to ensure education stability for students in foster care.



<b>Foster Home</b>	A home licensed by the state to provide a temporary home for children who are in foster care and given a reimbursement for providing room, board, and transportation for children living in their home. A child may also live with a relative, who goes through the process of becoming “licensed,” and in doing so, becomes eligible for the same monthly reimbursement payment.
<b>Foster Parent</b>	An adult contracted by a Child Placing Agency (CPA) or CPS to provide daily care for children in CPS custody.
<b>GAL</b>	Guardian ad litem appointed to represent a child’s best interests when DFPS asks to be made the child’s legal parent or seeks to have the parent’s rights to the child terminated.
<b>Group Home</b>	A group home is a place where multiple youth live that is licensed by Residential Community Care Licensing (RCCL). For the purposes of Compensatory Education, a “Foster Group Home,” as defined in at-risk indicator #13, is a facility that provides care for 7–12 children 24 hours a day.
<b>HHSC</b>	Texas Health and Human Services Commission. It is the umbrella agency for four social services departments: Department of State Health Services (DSHS); Department of Aging and Disability Services (DADS); Department of Assistive and Rehabilitative Services (DARS); and Department of Family and Protective Services (DFPS).
<b>IDEA</b>	Individuals with Disabilities Education Act is federal law that directs the education and ancillary services to children and youth receiving special education services in the least restrictive environment (LRE), as appropriate.
<b>IEP</b>	An individualized education program is a written document developed, reviewed, and revised at least annually by the student’s admission, review, and dismissal (ARD) committee that details the student’s special education and related services.
<b>JJAEP</b>	Juvenile Justice Alternative Education Program is an alternative educational setting in which the child is supervised by the Texas Juvenile Probation Commission. Currently, only large counties with a population over 125,000 <i>must have</i> a JJAEP program; in other counties, a JJAEP program is optional.
<b>McKinney-Vento</b>	Refers to the McKinney-Vento Homeless Education Act, which requires a specific person within the school district to act as a liaison and identify, enroll, and facilitate services to children and youth experiencing homelessness. This includes immediate enrollment in school without records or proof of residency, and automatic eligibility for the federal Breakfast/Lunch program. School districts are also required to provide transportation to the child or youth’s school of origin to ensure school stability. Choice of school of origin or school of residency is decided by the parent or the unaccompanied youth.

<b>PAL</b>	Preparation for Adult Living is a program most youth in foster care start around age 16 to gain additional knowledge and skills for entry into adulthood after leaving foster care.
<b>PMC</b>	Permanent Managing Conservator(ship); refers to the status of a child who has been placed in the permanent conservatorship of DFPS until the child is adopted, ages out of the DFPS system at age 18, or of whom legal custody is given to an individual other than the parent. It is also referred to as long-term foster care.
<b>Providers</b>	Persons or organizations who are under contract with DFPS to provide certain services to children and youth in foster care and their families.
<b>RTC</b>	Residential Treatment Centers are regulated by DFPS to provide placements and services to youth who require specialized services.
<b>RTB</b>	“Reason to Believe” is a finding made after a CPS investigation confirming allegations of child abuse or neglect.
<b>School of “origin” and “enrolled at the time of placement”</b>	The school of “origin” is language used in McKinney-Vento law to describe the school the student attended when permanently housed, or the school in which the student was last enrolled (42 U.S.C. §11432(g)(3)(G)). For students in substitute care, federal and state law do not use school of “origin” language; but, “enrolled at the time of placement” is used when describing provisions that allow students to remain in their school, even when placed outside of the attendance area for the school or school district (Tex. Educ. Code 25.001 (g)).
<b>SHARS</b>	School Health and Related Services provide additional services in a school setting to children and youth in foster care through a Medicaid program available to Texas public schools for students receiving special education services. SHARS provides additional resources to schools. The caregiver and/or education decision maker may be asked during an ARD by the school to sign consent in order for the district to access these funds.
<b>TLS</b>	Transitional Living Services provide a systemic and integrated approach to transition planning, services, and benefits for older foster youth and those who have aged out. Services are available to youth ages 14 up to age 23.
<b>TMC</b>	Temporary Managing Conservatorship; refers to the status of a child who has been placed in the conservatorship of DFPS but no final orders have been entered determining the permanent legal status for the child.
<b>Transition Centers</b>	Transition Centers are a central clearinghouse of one-stop services for current and former foster youth, youth experiencing homelessness, and other at-risk youth. There are 16 Transition Centers throughout Texas operated by DFPS and partnerships and Texas Workforce Commission. See <a href="http://www.texasyouthconnection.org">www.texasyouthconnection.org</a> for more information.



## APPENDIX B: RIGHTS OF CHILDREN AND YOUTH IN FOSTER CARE

### As a child or youth in foster care:

1. **I have the right to** good care and treatment that meets my needs in the least restrictive setting available. This means I have the right to live in a safe, healthy, and comfortable place. And I am protected from harm, treated with respect, and have some privacy for personal needs.
2. **I have the right to** know:
  - Why am I in foster care?
  - What will happen to me?
  - What is happening to my family (including brothers and sisters) and how CPS is planning for my future?
3. **I have the right to** speak and be spoken to in my own language when possible. This includes Braille if I am blind or sign language if I am deaf. If my foster parents do not know my language, CPS will give me a plan to meet my needs to communicate.
4. **I have the right to** be free from abuse, neglect, exploitation, and harassment from any person in the household or facility where I live.
5. **I have the right to** fair treatment, whatever my gender, gender identity, race, ethnicity, religion, national origin, disability, medical problems, or sexual orientation.
6. **I have the right to** be free of any harsh, cruel, unusual, unnecessary, demeaning, or humiliating punishment. This includes not being shaken, hit, spanked, or threatened, forced to do unproductive work, be denied food, sleep, access to a bathroom, mail, or family visits. No one will make fun of me or my family or threaten me with losing my placement or shelter.
7. **I have the right to** be disciplined in a manner that is appropriate to how mature I am, my developmental level, and my medical condition. I must be told why I was disciplined. Discipline does not include the use of restraint, seclusion, corporal punishment, or threat of corporal punishment.
8. **I have the right to** attend my choice of community, school, and religious services and activities (including extracurricular activities) to the extent that is right for me, as planned for and discussed by my caregiver and caseworker, and based on my caregiver's ability.
9. **I have the right to** go to school and get an education that fits my age and individual needs.
10. **I have the right to** be trained in personal care, hygiene, and grooming.
11. **I have the right to** comfortable clothing similar to clothing worn by other children in my community.
12. **I have the right to** clothing that does a good job of protecting me against natural elements such as rain, snow, wind, cold, sun, and insects.
13. **I have the right to** have personal possessions at my home and to get additional things within reasonable limits, as planned for and discussed by my caregiver and caseworker, and based on caregiver's ability.
14. **I have the right to** personal space in my bedroom to store my clothes and belongings.
15. **I have the right to** healthy foods in healthy portions proper for my age and activity level.
16. **I have the right to** good quality medical, dental, and vision care, and developmental and mental health services that adequately meet my needs.
17. **I have the right to** not take unnecessary or too much medication.
18. **I have the right to** be informed of emergency behavioral intervention policies in writing. I have the right to know how they will control me if I cannot control my behavior. To know how they will keep me and those around me safe.
19. **I have the right to** live with my siblings who are also in foster care. If I am not living with my siblings, I have the right to know why. If there are no safety reasons why I cannot live with my siblings, it is my caseworker's job to try to work hard to find a home where I can live with my siblings.
20. **I have the right to** visit and have regular contact with my family, including my brothers and sisters (unless a court order or case plan doesn't allow it) and to have my worker explain any restrictions to me and write them in my record.

21. **I have the right to** contact my caseworker, attorneys, ad litem, probation officer, court appointed special advocate (CASA), and Disability Rights of Texas at any time. I can communicate with my caseworker, CASA, Disability Rights of Texas, or my attorney ad litem without limits in private.
22. **I have the right to** see my caseworker at least monthly and in private if necessary.
23. **I have the right to** actively participate in creating my plan for services and permanent living arrangements and in meetings where my medical services are reviewed, as appropriate. I have a right to a copy or summary of my plan and to review it. I have the right to ask someone to act on my behalf or to support me in my participation.
24. **I have the right to** go to my court hearing and speak to the judge.
25. **I have the right to** speak to the judge at a court hearing that affects where I am living including status hearings, permanency hearings, or placement review hearings.
26. **I have the right to** expect that my records and personal information will be kept private and will be discussed only when it is about my care.
27. **I have the right to** have contact with persons outside the foster care system. These visitors can be, but are not limited to, teachers, church members, mentors, and friends.
28. **I have the right to** have privacy to keep a personal journal, to send and receive unopened mail, and to make and receive private phone calls unless an appropriate professional or a court says that restrictions are necessary for my best interests.
29. **I have the right to** be informed of search policies. I have the right to be told if certain items are forbidden (or I am not allowed to have them) and why. If my belongings are removed, it must be documented.
30. **I have the right to** get paid for any work done, except for routine chores or work assigned as fair and reasonable discipline.
31. **I have the right to** give my permission in writing before taking part in any publicity or fund raising activity for the place where I live, including the use of my photograph.
32. **I have the right to** refuse to make public statements showing my gratitude to a foster home or agency.
33. **I have the right to** receive, refuse, or request treatment for physical, emotional, mental health, or chemical dependency needs separately from adults (other than young adults) who are receiving services.
34. **I have the right to** call the Texas Abuse/Neglect Hotline at 1-800-252-5400 to report abuse, neglect, exploitation, or violation of personal rights without fear of punishment, interference, coercion, or retaliation.
35. **I have the right to** complain to the DFPS Consumer Affairs Office at 1-800-720-7777 and/or Disability Rights of Texas at 1-800-252-9108 if I feel any of my rights have been violated or ignored. I cannot be punished or threatened with punishment for making complaints, and I have the right to make an anonymous complaint if I choose.
36. **I have the right to** be told in writing of the name, address, phone number and purpose of the Texas Protection and Advocacy System for disability assistance.
37. **I have the right to** not get pressured to get an abortion, give up my child for adoption, or to parent my parent, if applicable.
38. **I have the right to** hire independent mental health professionals, medical professionals, and attorneys at my own expense.
39. **I have the right to** understand and have a copy of the rights of children and youth in foster care.

## **Rights of Youth 16 and Older in Foster Care**

### **When I am age 16 year of age or older in foster care:**

1. **I also have the right to** attend Preparation for Adult Living (PAL) classes and activities as appropriate to my case plan.
2. **I also have the right to** a comprehensive transition plan that includes planning for my career and help to enroll in an educational or vocational job training program.
3. **I also have the right to** be told about educational opportunities when I leave care.
4. **I also have the right to** get help in obtaining an independent residence when aging out.
5. **I also have the right to** one or more Circle of Support Conferences or Transition Planning Meetings.
6. **I also have the right to** take part in youth leadership development opportunities.



7. **I also have the right to** consent to all or some of my medical care as authorized by the court and based on my maturity level. For example, if the court authorizes, I may give consent to:
  - Diagnose and treat an infectious, contagious, or communicable disease.
  - Examine and treat drug addiction.
  - Counseling related to preventing suicide, drug addiction, or sexual, physical, or emotional abuse.
  - Hospital, medical, or surgical treatment (other than abortion) related to pregnancy if I am unmarried.
  - I consent to any medical care on my own, without the court or DFPS involved, then I am legally responsible for paying for my own medical care.
8. **I also have the right to** request a hearing from a court to determine if I have the capacity to consent to medical care (Sec 266.010).
9. **I also have the right to** help with getting my driver's license, social security number, birth certificate, and state ID card.
10. **I also have the right to** seek proper employment, keep my own money, and have my own bank account in my own name, depending on my case plan and age or level of maturity.
11. **I also have the right to** get necessary personal information within 30 days of leaving care, including my birth certificate, immunization records, and information contained in my education portfolio and health passport.

The Texas CPS Rights of Children and Youth in Foster Care may be found online at:  
[www.dfps.state.tx.us/Adoption\\_and\\_Foster\\_Care/About\\_Foster\\_Care/rights.asp](http://www.dfps.state.tx.us/Adoption_and_Foster_Care/About_Foster_Care/rights.asp)

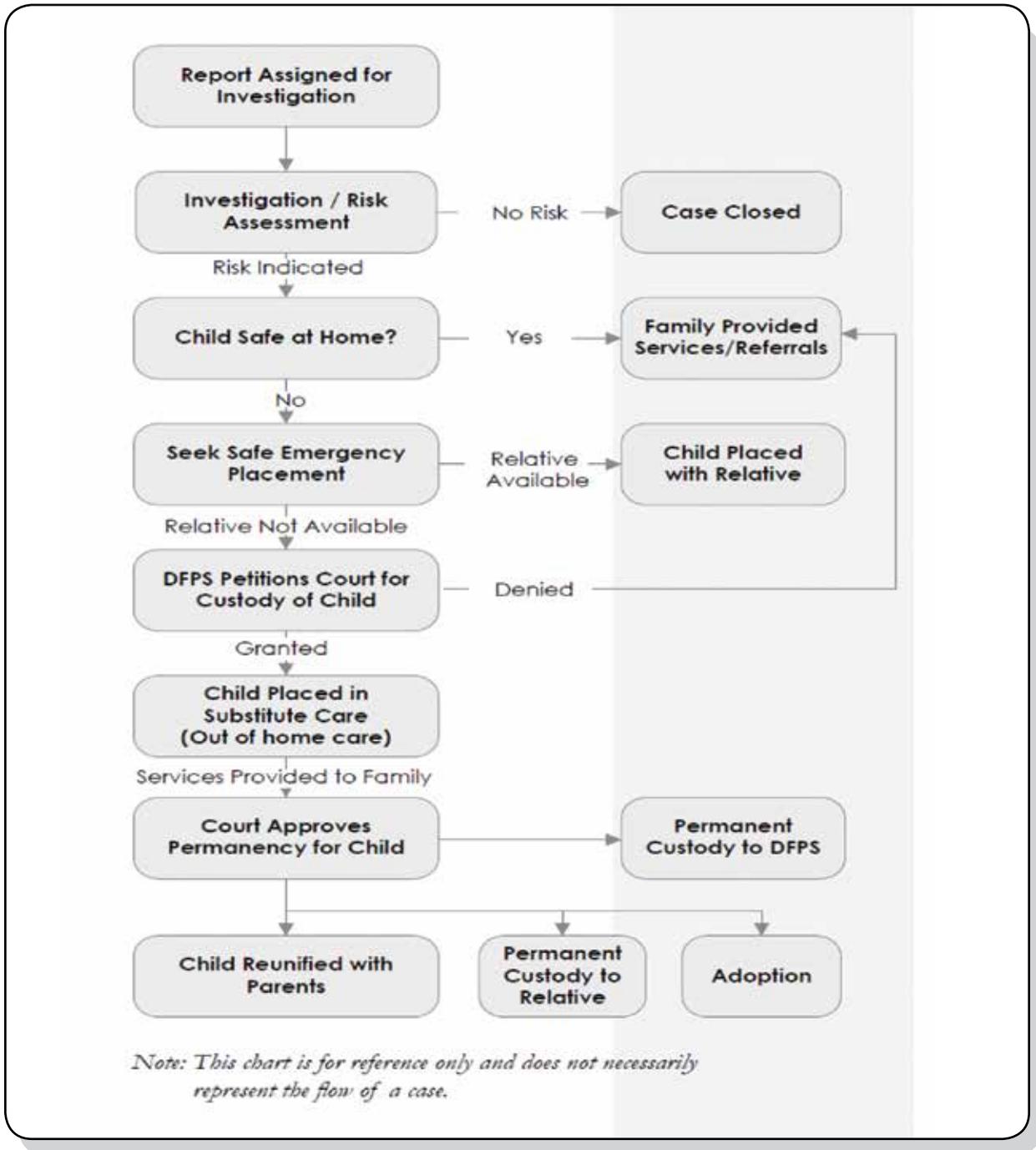
## APPENDIX C: WHO ARE KEY PEOPLE INVOLVED IN THE LIFE OF A STUDENT IN FOSTER CARE?

There are many key people and systems involved in a student's life. Everyone must work together for educational success!



**TIP:** Working in new and coordinated ways often means making the circle bigger. Brainstorm ways to include and involve others also working with students in foster care.

## APPENDIX D: CPS PROCESS – FLOW CHART



The graphic included is from the DFPS 2011 Annual Report & Data Book, p. 29.

## APPENDIX E: TEXAS EDUCATION AGENCY “TO THE ADMINISTRATOR ADDRESSED”

### TAA letters regarding students in foster care are included below:

**Foster Care Awareness, May 17, 2013, available online (see below):**

[www.tea.state.tx.us/index4.aspx?id=25769804968](http://www.tea.state.tx.us/index4.aspx?id=25769804968)

**Child Abuse and Neglect Reporting Requirements, March 6, 2013, available online:**

[www.tea.state.tx.us/index4.aspx?id=25769803997](http://www.tea.state.tx.us/index4.aspx?id=25769803997)

**Importance of Maintaining the Education Stability for Children and Youth in the Foster Care System, August 22, 2012, available online:** [www.tea.state.tx.us/index4.aspx?id=2147508587](http://www.tea.state.tx.us/index4.aspx?id=2147508587)

**Attendance, Admission, Enrollment, Records and Tuition, August 2, 2012, available online:** [www.tea.state.tx.us/index4.aspx?id=2147508100](http://www.tea.state.tx.us/index4.aspx?id=2147508100)

Visit: [www.tea.state.tx.us/taa\\_letters.aspx](http://www.tea.state.tx.us/taa_letters.aspx) for new letters as they become available.



May 17, 2013

TO THE ADMINISTRATOR ADDRESSED:

In recognition of National Foster Care Month, please join with TEA to increase awareness and contribute to improving the educational outcomes of Texas' 16,000 students in foster care. The Texas Legislature has identified school success as a positive counterbalance to the many challenges and obstacles foster youth face, and has required each school district to appoint a school district foster care liaison pursuant to the Texas Education Code (TEC) 33.904. If you have not yet notified TEA of the name of your foster care liaison, please submit the name of your district's appointment to [fostercareliaison@tea.state.tx.us](mailto:fostercareliaison@tea.state.tx.us).

To assist schools with implementing their statutory responsibilities regarding students in foster care, TEA has compiled a list of foster care and education resources for your use.

- Visit TEA's Foster Care & Student Success webpage for TEC statutes, policy guidance and training materials. This webpage is updated frequently.
- Sign-up for TEA's Foster Care Education listserv to be added to the stakeholder distribution list.
- Learn about the importance of education: "Education is the Lifeline for Children and Youth in Foster Care" — Research Highlights on Children and Youth in Foster Care, October 2011.
- Distribute "What Teachers & Educators Can Do to Help Students in Foster Care" throughout your district — from National Foster Care Month.

Your district can contribute to the educational success of students in foster care by:

- Facilitating a smooth transition for students in foster care who must move to a new school by working collaboratively with other schools and districts to ensure that records are transferred in a timely fashion and students are re-enrolled immediately, awarded credits earned, and placed in appropriate classes and grade levels.
- Using trauma-informed practices in the classroom. See the free Child Trauma Toolkit in both English and Spanish from the National Child Traumatic Stress Network.
- Promoting postsecondary messages and opportunities. Connect students with resources.
- Strengthening collaboration with child welfare, courts, child advocacy organizations, foster parents, and others involved with children and youth in foster care.

Email your questions, comments, or concerns to [fostercareliaison@tea.state.tx.us](mailto:fostercareliaison@tea.state.tx.us). Thank you for your commitment to students in foster care!

Sincerely,

Anita Givens  
Associate Commissioner  
Standards and Programs



## APPENDIX F: PLACEMENT AUTHORIZATION FORM 2085 – SAMPLE

Texas Dept of Family and Protective Services	<b>PLACEMENT AUTHORIZATION FOSTER CARE/RESIDENTIAL CARE</b>	Form 2085FC July 18, 2012
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The Texas Department of Family and Protective Services (DFPS), managing conservator of

Child's Name	Person ID.	Medicaid No.	
Date of Birth	County	Court No.	Cause No.

hereby authorizes \_\_\_\_\_ to serve as this child's caregiver under the following terms and conditions:

- Daily Care.** The caregiver must provide the child's daily care, protection, control and reasonable discipline. Physical discipline, including spanking may not be used on a child that is in the conservatorship of DFPS. Reasonable discipline should be related to the child's specific misbehavior, age, developmental level, previous experiences, reactions to previous discipline, and any other relevant factors. The caregiver must comply with any applicable court orders and must provide care for the child which conforms to all applicable DFPS rules and standards and any specific instructions from DFPS. The child's placement with the caregiver is based on the caregiver's compliance with the requirements set forth in the contract with DFPS. DFPS, at its sole discretion, may transfer the child to another placement at any time.
- Education.** The caregiver must enroll the child in public school and / or other educational program(s) as directed by the child's caseworker or the caseworker's supervisor. The caregiver may sign any documents needed to enroll the child in a school or other educational program to implement DFPS's decisions about the child's education. The caregiver may also receive and review all the child's educational records. The caregiver may not consent to corporal discipline.
- School Programs and Extracurricular Activities.** The caregiver may authorize the child to participate in routine school programs and extracurricular activities that do not involve an unusual risk of injury to the child. The caregiver must inform the child's caseworker of all such activities.
- Foster children who are the legal responsibility of the State or formally placed with a caregiver by the court** are categorically eligible for free meals/milk in the National School Lunch Program/School Breakfast Program (NSLP/SBP), Special Milk Program (SMP), Summer Food Service Program (SFSP), and Child and Adult Care Food Program (CACFP). A caregiver who wants free meals/milk for their foster child/children need only present this document to the school, the summer feeding site, or their child care provider. No further application is required.
- Travel.** The caregiver may provide routine transportation for the child, including transportation for medical and dental care. The caregiver may also travel with the child within the state of Texas and remain away from the caregiver's facility for as long as 72 consecutive hours, or may arrange for the child to travel within the state of Texas and remain away from the caregiver's facility for as long as 48 consecutive hours.
 

If the travel is within the state of Texas and for more than three 3 calendar days (72 consecutive hours), the caregiver must obtain prior written approval from the Department's caseworker or DFPS staff in the caseworker's chain of command. When the caregiver desires to take a child outside the state or country, the caregiver shall work with the Department's caseworker to follow policies and procedures.

Prior to allowing any trip, activity, or visit to the home of any non-related person during which the caregiver will not be present, excluding Intermittent Alternate Care, for a period of time exceeding 48 consecutive hours, the caregiver must obtain written approval from the Department's caseworker or caseworker's chain of command.

Written approval for travel and visits is not required when:

  - The Department's caseworker arranges for the child to visit with members of the child's own family or with relatives; or
  - The Department's caseworker authorizes the child to travel in specified circumstances (usually routine trips or visits).

In cases where approval is required, the caregiver must seek approval from the child's caseworker or the caseworker's supervisor at least 10 days in advance of the trip, if possible.
- Photographs and videotapes.** The caregiver may take photographs and record videotapes of the child for the child's and the caregiver's personal use and for purposes of identification. The caregiver generally may not

Dept of Family and Protective Services	<b>PLACEMENT AUTHORIZATION FOSTER CARE/RESIDENTIAL CARE</b>	Form 2085FC July 18, 2012
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release any photographs or videotapes of the child for public use without DFPS's prior written permission. Prior DFPS written permission is not necessary if the child gives permission and the use of the photograph is in the child's best interest, no reference is made to the fact that the child is in the conservatorship of DFPS, and the release is in the course of normal school or extracurricular activities or to the child's friends or the caregiver's friends and family.

**Medical Care.** The caregiver has been provided with current information as to who has authorization to consent to healthcare (medical, dental, vision, and behavioral healthcare) for the child. DFPS will notify the caregiver if this information changes. Healthcare for children in foster care in Texas is provided through Superior Health Plan Network (STAR Health 1-866-912-6283). For out-of-state placements, contact the child's caseworker for questions about healthcare coverage. The medical consentor for a child placed in Texas must select a STAR Health Primary Care Physician (PCP) from the STAR Health Provider Directory located at [www.fostercaretx.com](http://www.fostercaretx.com). Only the medical consentor can select a PCP. If the caregiver is not the medical consentor, the caregiver must coordinate with the medical consentor to select a PCP for the child. If you have any questions at any time, please contact the caseworker named below.

**Confidentiality.** Under penalty of law, the caregiver must not release information about the child to anyone without the prior authorization of the child's caseworker or the caseworker's supervisor, except as specified below.

- To the extent the information is needed for the child's education or medical, dental, or psychological treatment, the caregiver may provide information about the child to the child's school and other DFPS authorized educational programs; to doctors, dentists, and other medical providers; and to counselors and therapists.
- The caregiver must give DFPS unrestricted access to information about the child at all times.

**Contact with the Family.** The caregiver must permit the child and the child's family (as well as other individuals who are significant to the child) to maintain contact through direct visitation, telephone calls, mail, and gifts under the terms and conditions specified by DFPS and the court.

**Contact with Court Appointed Individuals.**

- The caregiver must give an individual appointed by a court of competent jurisdiction (such as a Guardian ad Litem, an Attorney ad Litem, or a CASA staff or volunteer) access to the child's information. A contractor or caregiver must ensure that the individual has a valid court order and a notification letter of volunteer assignment and acceptance that clarifies the individual's appointment to the child.
- The contractor or caregiver must give an individual appointed by a court of competent jurisdiction access to the child. Parties will exercise reasonable attempts to plan and coordinate visits but unannounced visits will not be prohibited as long as it does not disrupt the child's routine, including school, therapy, family visitation, or outings.
- If the contractor or caregiver cannot readily determine the identity or authority of an individual appointed by a court of competent jurisdiction, then the contractor or caregiver must obtain approval from the Department prior to granting the individual access to the Child.

11. Reason for Placement \_\_\_\_\_ Briefly discuss the reason for the child's out-of-home placement below

12. Time in Care \_\_\_\_\_ How long is the child expected to be in care

**Authority of the Department of Family and Protective Services.** DFPS, at its sole discretion, may remove the child from the caregiver at any time, subject to applicable court orders.

Signature - Caregiver _____	Date _____	Telephone No. _____
Signature - DFPS Caseworker _____	Date _____	Telephone No. _____

Texas Dept of Family and Protective Services	<b>PLACEMENT AUTHORIZATION FOSTER CARE/RESIDENTIAL CARE</b>	
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Signature - DFPS Supervisor \_\_\_\_\_ Date \_\_\_\_\_ Tel \_\_\_\_\_

**Important:** Forms in the 2085 series are the only caregiver authorizations that the child's caseworker and the supervisor may sign. If either of them has signed any other caregiver authorization, that authorization is null and void.

## APPENDIX G: ENROLLMENT CHECKLIST – SAMPLE

### *General Information Survey* (School Enrollment Form)

Student Name \_\_\_\_\_

1. Has your child ever attended an HISD school?      Yes \_\_\_\_\_      No \_\_\_\_\_

If YES, name of HISD school \_\_\_\_\_

Grade (s) \_\_\_\_\_      School Year (s) \_\_\_\_\_

2. Has your child received the following services?

• Bilingual program                      Yes \_\_\_\_\_      No \_\_\_\_\_

• ESL program                              Yes \_\_\_\_\_      No \_\_\_\_\_

• Special Education                      Yes \_\_\_\_\_      No \_\_\_\_\_

A. Resources    B. Speech Therapy    C. Other \_\_\_\_\_

• 504 Services                              Yes \_\_\_\_\_      No \_\_\_\_\_

• Dyslexia                                      Yes \_\_\_\_\_      No \_\_\_\_\_

• Intervention Assistance Team      Yes \_\_\_\_\_      No \_\_\_\_\_

• Gifted and Talented Classes    Yes \_\_\_\_\_      No \_\_\_\_\_

• Social Services                              Yes \_\_\_\_\_      No \_\_\_\_\_

    i. 2085 Form                              Yes \_\_\_\_\_      No \_\_\_\_\_

If yes, please specify the type: \_\_\_\_\_

• Health Care Services                      Yes \_\_\_\_\_      No \_\_\_\_\_

• Counseling                                      Yes \_\_\_\_\_      No \_\_\_\_\_

• Retained                                      Yes \_\_\_\_\_      No \_\_\_\_\_

If yes, what grade? \_\_\_\_\_

• Other Services (please specify): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX H: LIST OF SCHOOL RECORDS TO BE TRANSFERRED THROUGH TREX SYSTEM

School districts and public charter schools are required to participate in the TREx system. According to *TEA's Student Attendance and Accounting Handbook*, Section 3.4.4 the student record at a minimum must contain: Social Security Number or state approved alternate ID last reported through Public Education Information Management System (PEIMS):

- First, middle, and last name and generation code, if applicable
- Date of birth
- Gender
- Ethnicity and race
- Current grade level
- Immunization information
- Receipt of special education services and individual education plan, if applicable
- Academic year
- Course completion
- Final grade average
- Teachers of record
- Assessment instrument results
- District and campus ID
- Campus name and phone number

For high school students transferring from one Texas public school district or charter school to another, the following additional information is required to be sent via TREx:

- Student's address, including city, state, and zip code
- District name
- Exit-level assessment and date the exit-level requirement was met
- Advanced measures completed for the distinguished graduation program, if applicable
- Texas grant indicator code required by the end of the student's junior year
- Graduation program type required by the end of the student's junior year
- College board campus code
- Certification of coursework completion date, if applicable
- Current and previous coursework, including:
  - Academic year
  - Session type
  - Campus awarding credit
  - Course category, name, number, abbreviation, semester, grades and credit
  - Course grade average and/or final grade average
  - Special explanation codes, if applicable
  - Pass/fail credit indicator codes, if applicable

For a complete list of data elements that can be sent through TREx, see *Appendix A* of the current year TREx Data Standards, available at: [www.tea.state.tx.us/index4.aspx?id=3412](http://www.tea.state.tx.us/index4.aspx?id=3412).

## APPENDIX I: EDUCATION RECORDS COLLECTED BY CPS SYSTEM CASE RECORD AND EDUCATION PORTFOLIO (CPS HANDBOOK, SECTION 4330 & 4360)

School personnel may assist in maintaining accurate CPS education records by providing copies of school-related information to caregivers and caseworkers when appropriate. See below for a list of education documents maintained in the student's *Case Record and Education Portfolio*:

All Children	Children Receiving <i>Special Education</i> or <i>Section 504 Services</i>
<ul style="list-style-type: none"> <li>• Report cards (current school year)</li> <li>• Transcripts</li> <li>• Birth-Certificate (copy)</li> <li>• Immunization records</li> <li>• Placement authorization forms</li> <li>• List of medications taken during the school day (the caseworker gives a copy to a school nurse)</li> <li>• Standardized testing scores</li> <li>• School withdrawal documentation (if applicable)</li> <li>• Correspondence to and from the school</li> </ul>	<ul style="list-style-type: none"> <li>• ARD meeting for the current school year</li> <li>• Results of the child's full and individual evaluation (FIE) or current assessments and evaluations of tests offered by the school district</li> <li>• Results of the child's IEP, updated annually (ARD meeting paperwork)</li> <li>• Documentation of services provided under Section 504</li> <li>• Individual Transition Plan or Summary of Performance (9–12<sup>th</sup> grade)</li> <li>• All records required for all other children</li> </ul>

## APPENDIX J: TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

*For students in foster care to participate, approval is required by the local Regional Director and the Assistant Commissioner for CPS.*

### **ONLINE LEARNING OPTIONS IN TEXAS:**

Texas has an online education program known as the [Texas Virtual School Network \(TxVSN\)](#), which offers supplemental online high school courses statewide and a full-time online school option.

### **WHO ARE IDEAL CANDIDATES FOR ONLINE COURSEWORK?**

Motivated students are ideal candidates for these programs. Ongoing mentoring of the student by a local, responsible adult throughout the time the student is taking the online course(s) and frequent monitoring of the student's participation and performance are critical for student's success. A Texas-certified teacher will be the instructor for any TxVSN course(s), but the local mentor/monitor will also play an important role in the student's success. TxVSN online course(s) will be rigorous and take at least as much time and effort as a course offered in a traditional classroom. It is important that students and caregivers consider the unique nature of online learning prior to signing students up for these options. Ideal candidates for the online education programs in Texas include students who would like to take a course not offered in their district or that doesn't fit into their schedule, students who need to make up credits or accelerate their coursework, and students who are in need of a different school environment and work well independently. Please have the student check with their local school counselor for information.

### **TEXAS VIRTUAL SCHOOL NETWORK (TxVSN) SUPPLEMENTAL ONLINE HIGH SCHOOL COURSES**

Eligible Texas students in grades 8–12 may enroll in online high school courses through the [Texas Virtual School Network \(TxVSN\)](#) statewide course catalog. This supplemental TxVSN program works in partnership with Texas public school districts and open-enrollment charter schools. Public school students work with their home district or open-enrollment charter school to participate in the TxVSN and the district or charter school awards credits toward graduation and diplomas. Eligible students *not* enrolled full-time in a Texas public school may also enroll in TxVSN catalog courses — up to a maximum of two courses per semester. These students must obtain access to TxVSN courses through the district or open-enrollment charter school attendance zone in which the student resides and pay the course fees.

### **TEXAS VIRTUAL SCHOOL NETWORK (TxVSN) FULL-TIME ONLINE SCHOOLS FOR PUBLIC SCHOOL STUDENTS**

As of the 2012–2013 school year, there are three schools participating in the TxVSN Online Schools (OLS) program: Houston ISD, Texarkana ISD, and Texas College Preparatory Academies. Public school students in grades 3–12 who meet the qualifications in TEC § 30A.002 are eligible to participate in the TxVSN OLS program.

More information on TxVSN can be found at: [www.txvsn.org/portal/](http://www.txvsn.org/portal/)

## APPENDIX K: A DESCRIPTION OF THE RESPONSIBILITIES AND DUTIES OF DFPS EDUCATION SPECIALISTS

This position coordinates and acts as a liaison between DFPS and schools/districts in each DFPS region throughout Texas. The regional education specialist provides assistance and support to DFPS staff as follows:

- ⇒ Provides information and referral services regarding developmental disability or education-related resources
- ⇒ Identifies educational services or resources in the region
- ⇒ Helps identify resources for specialized placement that meet the child's educational needs
- ⇒ Assists with case planning to identify specific educational needs and services by conferring with others through individual case staffing and attending permanency planning meetings, as needed
- ⇒ Attends Admission, Review, and Dismissal (ARD) meetings, when possible, when the caseworker is unable to attend
- ⇒ Acts as a liaison with the Texas Education Agency (TEA), the independent school districts (ISDs), and other program specialists with the DFPS state office
- ⇒ Helps caseworkers resolve education issues with schools and ISDs, and acts as a liaison with staff from DFPS's Legal Division, as needed
- ⇒ Develops training curriculum and trains CPS staff and foster parents
- ⇒ Works with regional DFPS staff to ensure that children in the conservatorship of DFPS receive appropriate educational services and that each child's case record includes a copy of the necessary education records. The caseworker creates an *Education Portfolio* for each school-age child in DFPS conservatorship. The *Education Portfolio* contains the child's current academic and psychological assessments, as well as immunization records and copies of report cards. For children with special needs, the *Education Portfolio* also includes notes from Admission, Review, and Dismissal (ARD) committee meetings and the Individualized Education Program (IEP)
- ⇒ Helps coordinators associated with the Preparation for Adult Living (PAL) program develop transition plans for youth who are aging out of DFPS conservatorship

The information provided is from the CPS Handbook, Section 15120.

## APPENDIX L: RESOURCE SECTION

### DFPS HOTLINE Numbers:

<b>1-800-233-3405</b>	Adoption Hotline
<b>1-800-862-5252</b>	Licensing Hotline
<b>1-800-647-7418</b>	State Supported Living Centers (SSLC)
<b>1-800-720-7777</b>	Ombudsman Office
<b>1-800-252-5400</b>	Abuse Hotline (SWI)
<b>1-888-580-4357</b>	Runaway Hotline