

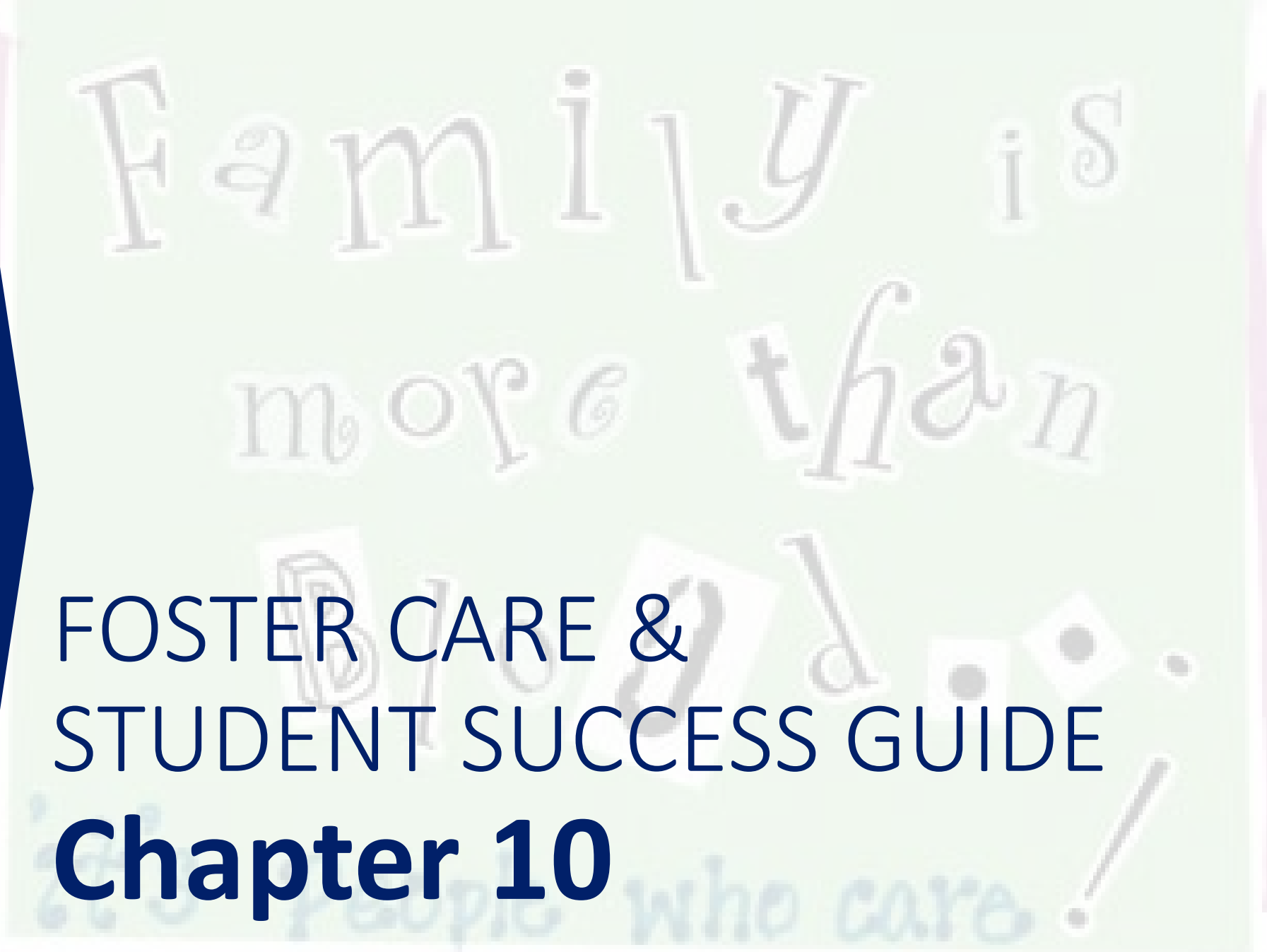


December 2,  
2022

10:00 A.M.

FOSTER CARE &  
STUDENT SUCCESS GUIDE

**Chapter 10**



# Foster Care Guide

## FOSTER CARE & STUDENT SUCCESS:



TEXAS SYSTEMS WORKING TOGETHER TO  
TRANSFORM EDUCATION OUTCOMES OF  
STUDENTS IN FOSTER CARE



**Link:**

<https://tea.texas.gov/foster-care-guide>

# Presenter



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# Foster Care & Student Success Guide Collaboration

**FOSTER CARE & STUDENT SUCCESS:**



TEXAS SYSTEMS WORKING TOGETHER TO TRANSFORM EDUCATION OUTCOMES OF STUDENTS IN FOSTER CARE





# Objectives

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To provide educators and all those working with students in foster care a brief overview of the foster care and student success guide.

---

Familiarize educators with the foster care guide and relevant laws and policies that affect the educational experience of students in foster care.

---

Provide access to the foster care guide for purposes of ensuring students in foster care are provided the proper assistance.

# Agenda

Foster Care Guide Overview

Chapter 10

Pause for Understanding

Continue Chapter 10

Questions

Foster Care Guide Training Series

Let's see  
who is  
here.



In the chat, please indicate your job title.



What has been your concerns with  
working with students in foster care?



# AskTed Update

## REMINDER

LEA Foster  
Care Liaisons

LEAs need to confirm that their FC Liaison listed in AskTED is accurate.

If not, contact the LEA AskTED Coordinator to request any changes or updates to the AskTED directory.

More information is available on TEA's Foster Care and Student Success website, under the Foster Care Liaison tab.

**ESC Foster Care Champions also posted in AskTED**



# Sign Up for Updates!

The screenshot shows the TEA website header with navigation links: Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, TSDS, and Help Desk. The main navigation bar includes: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A search bar is present with the text 'Search TEA.Texas.gov'. Below the search bar, a red circle highlights the 'Sign Up for Updates' link. A banner for 'Coronavirus (COVID-19)' features a 'GET UPDATES' button. Below the banner are three categories: Coronavirus (COVID-19), Supplemental Special Education Services, and Texas Home Learning. The 'The Latest TEA News' section includes sub-sections for Emergency Support, Texas Schools, and About.

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

# Icons within the guide

The icons are located throughout the guide to assist with finding information needed.

The table of contents and the chapters are grouped by color.



Preface, Appendices, and References



Overview



Cross-System and Collaboration



District and LEA (Local Educational Agency) Responsibilities

Use the icons as a valuable resource for understanding of specific information.



Tip



Reminder



Collaboration



Note



Law



Resources







New Items



Best Practice

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# Where can I get more information about Foster Care at TEA?

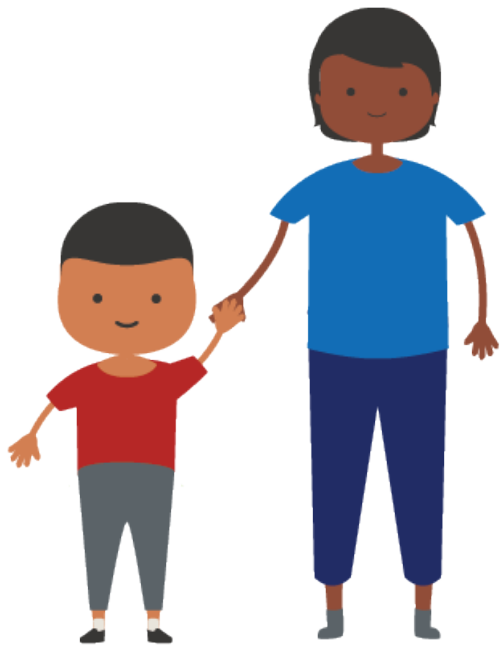
Visit:  
[TEA Foster Care & Student Success Webpage](#)

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

# Chapter 10





- The Impact of Traumatic Childhood Experience on Education
- Adverse Childhood Experience (ACEs)
- Trauma-Informed School Communities
- Supporting the Mental Health Needs of Students in Foster Care
- Student Discipline: Special Considerations for Students in Foster Care
- Truancy and Attendance Concerns
- Bullying Prevention
- Multi-Tiered Systems Support



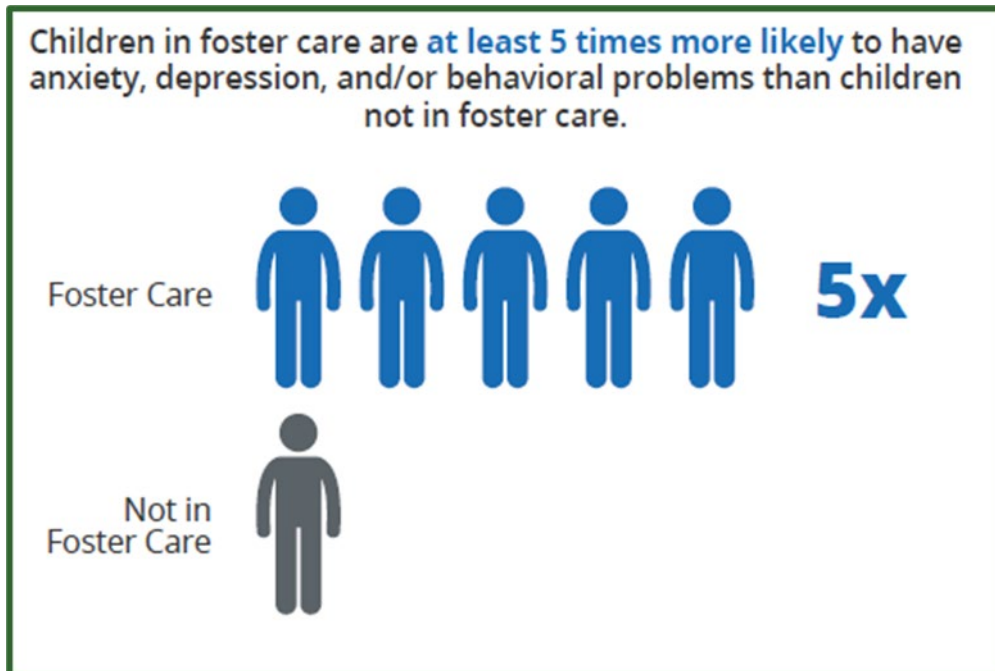


- National Child Traumatic Stress Network states that “child traumatic stress occurs when children and adolescents are exposed to traumatic events and traumatic situations, and when this exposure overwhelms their ability to cope with what they have experienced.”






- Students living in foster care have likely experienced complex trauma and stress due to experiencing multiple losses, movement from home to home, and having little consistency in their lives.







Implementing trauma-informed practices in the classroom and raising the level of awareness about the impact of adverse life experiences on a student's learning process, classroom behaviors, and cognitive development will help educators and other advocates respond more sensitively and adaptively to a student's needs.

# Adverse Childhood Experiences (ACEs)



- Adverse Childhood Experiences (ACEs)
  - Significant impact on physical, emotional and mental health throughout their life
  - Predictive Factors of ACEs
    - Single
    - Acute events
    - Sustained over time
  - Linked to health issues
    - Mental
    - Emotional
    - Behavioral



- ACEs occur regularly with children across all races, economic classes, and geographic regions.
- There is a much higher prevalence of ACEs reported for children and youth in foster care.
- Examples of ACEs
  - Emotional abuse
  - Physical abuse
  - Sexual abuse
  - Emotional neglect
  - Physical neglect
  - Race-based trauma
  - Domestic abuse
  - Household substance abuse
  - Household mental illness
  - Parental separation or divorce
  - An incarcerated family member



- Administrators, teachers, and school staff can help reduce the effects of trauma & grief on children by recognizing trauma responses, accommodating & responding to student within the classroom, and referring students to mental health professionals when necessary.



Feel connected to the teacher, their peers, and the curriculum

Believe that success is attainable with reasonable effort

Feel respected by being heard

Feel a level of trust & safety in their school community

Develop a sense of responsibility, especially, in helping others

Look forward to sanctioned moments of gratitude, joy, and laughter every day

Believe that lesson content is relevant & purpose-driven



### Tip

- By creating a school environment where children feel safe & connected, schools can cultivate important protective factors that promote resiliency & help realize the potential of all students.



### TEA supports

- [TEA Grief Informed and Trauma Informed Practices webpage](#)
- [Project Restore](#)
- [MentalHealthTX.Org](#)

### Law

- TEC §38.351 requires LEAs to train school staff on grief-informed and trauma-informed practices.
- TEC §38.036 requires LEAs to adopt & implement policy regarding the integration of trauma-informed practices in each school environment.





## Professional Development



## Mental Health Services



## Data: academic & non-academic



## Strength-based Model

# Resources: Impact of Trauma



TEA Mental & Behavioral Health Grief & Trauma-Informed Practices

Child Trauma Toolkit for Educators

Support for Students Exposed to Trauma (SSET)

Trauma-Sensitive Schools Training

Trust-Based Relational Intervention (TBRI)

Trauma Informed Texas





TEC §38.036 &  
TEC §38.351



TEC §21.04



Professional  
School  
Counselors or  
other mental  
health specialist

Communities in  
Schools (CIS)

LEA Foster Care  
Liaison

License  
Counselors  
outside of school

# Promising Practices You Can Use



- Foster Care Campus Champions
- Care Team Liaison
- LEA Policies and Procedures
- Required Trainings related to mental health
- Regularly revisit mental and behavioral health best practices



### Physical and Emotional Trauma

- Impacts a student's ability to effectively respond, think, learn & interact in a school setting

### Maltreatment

- Impact school performance, cause children to experience physical & emotional distress, results in disruptive behaviors

### Trauma

- Students may become agitated, disorganized, and disruptive in both home & school which lead to discipline referrals, truancy, and bullying.

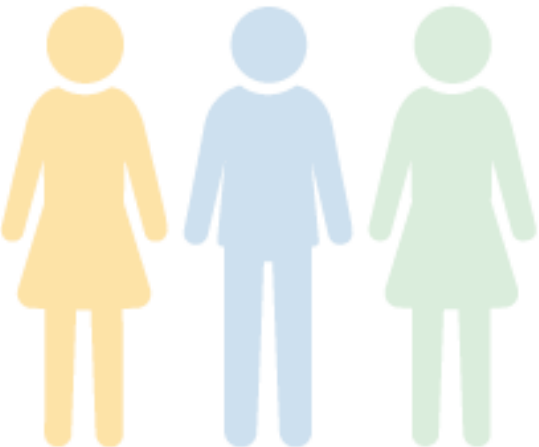


## Pause for Understanding

- What information is new to you in Chapter 10 so far?



# Student Discipline



Students in Foster Care are ...

**2 times**  
more likely to receive  
**in-school** suspension,

**3 times**  
more likely to receive  
**out-of school** suspensions,

**2 times**  
more likely to be placed in a  
**DAEP** than their peers.



- Multi-Tiered Systems of Support (MTSS)
- Positive Behavior Interventions & Supports-Interconnected System Framework (PBIS-ISF)
- Building comprehensive school mental health (SMH) teams
- Trauma & Grief-Informed training
- Mental health signs & symptoms training & suicide prevention/intervention/postvention training
- Restorative Discipline Practices



Select DFPS Regional Educational Specialist offer specialized training on trauma-informed care and classroom strategies. Regional education specialists may attend all notified Manifestation Determination Hearings and school disciplinary hearings as well as education-related meetings, including ARDs, Transition Planning, and Circles of Support at juvenile justice facilities, residential treatment centers, and emergency shelters. It is important that the LEA Foster Care Liaison and DFPS Education Specialists are in close communication to support the student's needs.





Corporal  
Punishment

Student  
Ticketing


Suspension  
and Expulsion



LEAs must notify the student's educational decision-maker and caseworker regarding events that may significantly impact the education of a student, including the following school disciplinary actions:

- Any disciplinary actions under Chapter 37 for which parental notice is required.
- Citations issued for Class C misdemeanor offenses on school property or at the school-sponsored activities.
- Reports of restraint and seclusion required by § 37.0021
- Use of corporal punishment as provided by § 37.0011 (not permitted for students in foster care)





The foster care liaison must serve as the connector when a disciplinary infraction takes place. This includes connecting with the mental health specialist, campus administrator, professional school counselor, teacher(s), caregiver, case manager, and others, to ensure there is open communication and supports are in place both on campus and in the home.

# Trauma-Informed Discipline Practices LEAs can implement



Professional Development on restorative circles, integrated school mental health & trauma-informed disciplinary interventions

Implement integrated approach that connects behavioral & mental health services with academic instruction

Collaborative agreements with local mental health agencies

Develop local agreements with community organizations

Collaborate between caregivers, advocates, educators, and mental health professionals

Implement a schoolwide positive behavior approach



- Student attendance is mandatory for students in foster care, as it is for all other 6 to 18-year-old Texas students.
- When possible, caregivers should try to schedule student appointments before and after school.
- Caregivers and school staff should work together to secure missed assignments and ensure students complete them.



Attendance data related to students in foster care (including absences & tardiness) is an important piece of information to consider during student focused meetings.

# Truancy Concerns



- If there are truancy concerns, contact the caregiver immediately.
- If the caregiver is not responsive and/or a student continues to miss school, contact the DFPS or Community-Based Care caseworker as soon as possible.



Keep in mind that truancy, like many other behaviors that students in foster care exhibit, is likely an externalizing reaction to the trauma the students have experienced. Approaching the discipline of truancy with students in foster care in the same manner as students who are not in foster care may not lead to better behavior.



TEC § 25.0195: A school district shall offer additional counseling to a student and may not refer the student to truancy court if the school determines that the student's truancy is the result of being in the state foster program.

- Truancy policies in Texas require the analysis of the root cause of chronic attendance problems.
- Poor attendance can be remedied when schools partner with students and caregivers to use data to monitor student progress and implement promising and proven practices, particularly during transitions.

# Trauma-Informed Truancy Practices



Regularly monitor attendance

Implement practices & procedures for truant students in foster care

Build a culture that promotes good attendance habits

Develop local agreements with community organizations

Engaging classroom instruction and extracurricular activities

Assign mentors to students in foster care





19 TAC § 129.1045: It is important that a multi-disciplinary team works together to conduct an attendance and truancy needs assessment, discuss opportunities to work together, and identify strategies to coordinate both internally and externally to address students' attendance barriers.

Districts should ensure that the following personnel can be included in a multi-disciplinary team:

- Truancy Prevention Facilitators or Juvenile Case Managers
- Attendance Officers
- McKinney-Vento Liaisons
- LEA Foster Care Liaisons
- Title IX Coordinators
- 504 Coordinators
- Pregnancy & Parenting Coordinators
- Dropout Prevention Coordinators
- Special Education Staff
- Other Appropriate Student Services Personnel

# Bullying Prevention



- Bullying can be defined as aggressive and unwanted behavior that involves a perceived or real imbalance in power.
- A bullying behavior is repeated or has the potential to be repeated over a length of time.
- Four types of bullying
  - Cyberbullying
  - Physical
  - Verbal
  - Social



Providing students in foster care with a safe adult (an “ally”) on campus to whom they can report any mistreatment or bullying.



“Cyberbullying,” as defined in David’s Law, is bullying that arises from a pattern of acts or one significant act that is done through any electronic communication device, including a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

David’s Law provides that, in addition to a school counselor’s responsibilities, the counselor will serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying.

This role will not exempt a school counselor from any mandatory reporting requirements imposed by other provisions of the law.

# Trauma-Informed Bullying Prevention Practices



Implement schoolwide programs

Discuss bullying proactively

Watch for signs

Develop meaningful relationships

Host parent/caregiver informational nights

# Multi-Tiered Systems of Support (MTSS)

## TIER 1: Broad activities targeted to all students

- Interpersonal/social and emotional teaching and learning.
- Teaching mental health awareness.
- Behavioral health screening.
- Grief and trauma-informed practices, policy, and procedures.
- Self-referral process and promoting help-seeking behavior for access to services and supports.
- School-wide behavior and mental health practices and procedures, including suicide and bullying prevention and interventions.

## TIER 2: Targeted intervention for identified students

- Student Wellness or Intervention Plans with Care Team.
- Evidence-based classroom or small group interventions for skill building, such as problem-solving, conflict resolution, building/maintaining relationships, goal setting, decision-making, stress management, and resiliency building.
- Mentoring.
- Low-intensity classroom-based supports, such as daily teacher/student check-ins.
- Individual interventions, such as solutions-focused counseling, parent engagement, and family group psychosocial education.

## TIER 3: Treatment or services for students with mental health needs

- Student Wellness or Intervention Plans with Care Team.
- Crisis responses.
- Re-entry plans.
- Group or family therapy.
- Data collection and monitoring progress.
- Case coordination with mental health providers, physicians, etc.

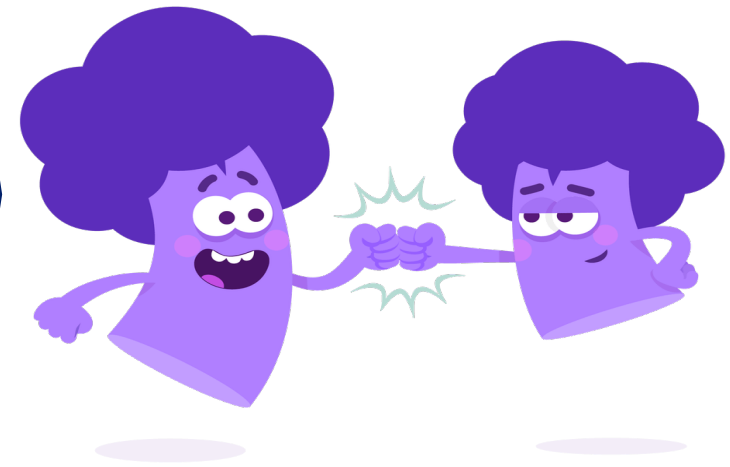


- Care Team meetings
- Use all available data – both academic & non-academic
- Develop local agreements with community organizations
- Develop a local system to track data for students in foster care
- Review [Information Sharing between Child Welfare and Schools Guide](#)
- Assess student interest, outreach to caregivers



## Pause for Understanding

What information are you going to share from today's training?





# Foster Care & Student Success Guide

Upcoming  
Trainings

**Chapter  
11**

**Chapter  
12**

**Chapter  
13**

**Jan. 27,  
2023**

**Feb. 23,  
2023**

**Mar. 30,  
2023**

The sessions will be from 10:00 – 11:30 a.m. CST  
Register on the [Foster Care Website](#)



# Questions?

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If you have further questions, please email:  
[fostercareliaison@tea.texas.gov](mailto:fostercareliaison@tea.texas.gov)



# Survey

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[https://tea.co1.qualtrics.com/jfe/form/SV\\_b1tELNiEiZHPUXk](https://tea.co1.qualtrics.com/jfe/form/SV_b1tELNiEiZHPUXk)

