

Information for School Building Points of Contact

WHERE TO START?

1. Notify OSPI that you are the new Foster Care Building Point of Contact by updating your information on our website [here](#).
2. Watch the [Foster Care 101 Training Video](#). This short video is an overview of the roles, responsibilities, and law that guide the work of the Foster Care Liaison but applies to the role of Building Point of Contact as well.
3. Review the documents in the [Building Point of Contact Toolkit](#).
4. Review the Legal Guidance that outlines responsibilities, procedures, policy, law, and parties involved in being a Foster Care Building Point of Contact.
5. Connect with your district Foster Care Liaison to identify students in your school. Request a list of students in foster care in your building and their DCYF School Notification Forms.
6. Check with your district Foster Care Liaison and nutrition services to make sure the students are receiving free meals.
7. Work with the Foster Care Liaison and DCYF caseworker to have any outstanding fee and fines of the students paid.
8. If the student is in need of an Education Advocate, make a [Treehouse referral](#).
9. Review the [Guide to Supporting Students in Foster Care](#).
10. Take some time to become familiar with the OSPI Foster Care Education [website](#). Make sure you bookmark the page for future reference.

ROLES & RESPONSIBILITIES

- Communicate regularly with the Foster Care Liaison about issues or concerns with students.
- Respect the student's privacy. Be discreet about their involvement in the child welfare system. Check with the student to see how they feel about disclosing their foster care status.
- If the student is new to the school, ensure they feel welcome, introduce them to people at school who can help support them, and give them a tour of the school.
- If the student is an existing student and not new to the school, take some time to meet with them privately to let them know you are there to support them.
- Maintain contact to help the student settle into school and has access to grades, homework, necessary technology, and extracurricular activities.
- Ensure that students are receiving free meals at school.



- Ensure that students in foster care have their fees and fines paid by DCYF.
- Ensure that students in out-of-home care are enrolled in and regularly attending school.
- Ensure the school has a complete academic record for the student, including current [IEP or 504 plan](#), Foster Care transcripts, and other support plans such as the [High School and Beyond Plan](#) (HSBP), if applicable. Help track down missing records or documents to complete the student's record.
- Work with the school to facilitate on-time grade level progression and graduation by consolidating unresolved coursework and providing alternative opportunities for credit accrual.
- Provide excused absences and make up opportunities for time missed for mental health and medical appointments, court attendance, parent/sibling visits, or other child welfare appointments. [Best Practices for Improving Attendance](#).
- Engage the student in the school community. Inform them of and help them join extracurricular activities, regardless of their enrollment date.
- Connect students with [learning activities outside of school](#). Research shows that creating optimal conditions for learning wherever kids spend time can boost student motivation and engagement—whether in or out of school
- Identify and communicate with adult advocates and decision-makers involved with the student. Remember the decision-maker may still be the child's parents (even if not living with them) or another person appointed in that role. Also, communicate with the student's caseworker, foster parent, attorney, [Treehouse education staff](#), [guardian ad litem](#), and [court-appointed advocate](#).
- Ensure the student has at least [one supportive adult](#) at school. If not, help them to identify a teacher, counselor, coach, or other trusted adult. Consider cultivating trust with [one-on-one time](#).
- Understand the [impact of trauma](#) and be aware that most students in foster care have experienced some form of trauma. Use [trauma-informed strategies](#) when engaging students in foster care.
- Support an [inclusive](#) and [culturally responsive](#) school community, where all students feel welcome.
- Listen to and amplify [student voice](#), particularly for [historically marginalized](#) populations.
- Attend training and professional development opportunities to improve school district implementation efforts. Previous training videos and documents are located on the OSPI Foster Care Education [Resources and Training page](#).
- Attend Best Interest Determination Meeting if Foster Care Liaison is unable to attend or requests your attendance. [Best Interest Determination Toolkit](#).
- Provide [Post-Secondary Resources](#) to high school students in foster care.

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