



Photo by Kurt Von on Unsplash

# Foster Care Liaison and Building Point of Contact Training 2024-2025 School Year



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Meet the OSPI Foster Care Education Team



**Stacey Klim**

Foster Care Program Supervisor  
Office of Superintendent of Public  
Instruction (OSPI)



**Savanna Cavalletto**

Foster Care Program Specialist  
Office of Superintendent of Public  
Instruction (OSPI)



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

# Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

# Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# ***Tribal Land Acknowledgement***

*We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.*



# Participant Review



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

- How long have you been a Foster Care Liaison or Foster Care Building Point of Contact?
- How familiar are you with the legal provisions around foster care?
- Do you know your duties as a Foster Care Liaison or Foster Care Building Point of Contact?



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# LAW and PROVISIONS



# Students Who Qualify as Foster Care

Students who are the “subject of a dependency proceeding”:

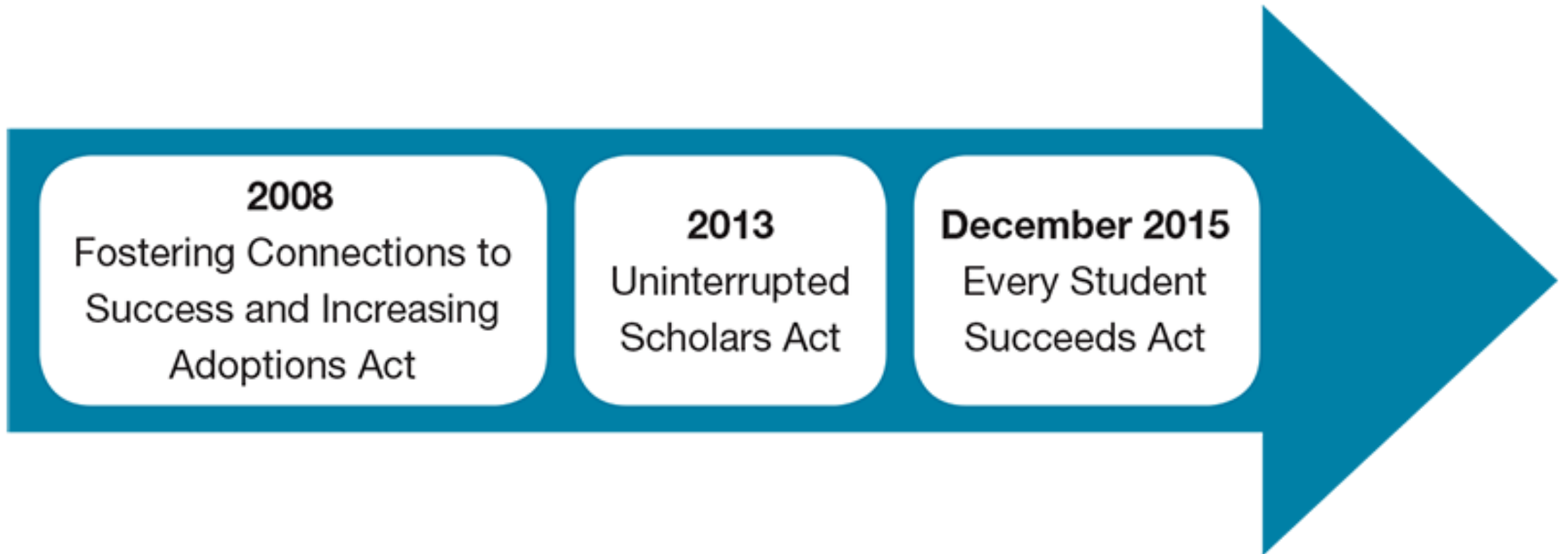
- Foster Home
- Residential Facility
- Relative
- Group Home
- Emergency Shelter
- Pre-adoptive Home
- Trial-return-home

\*Including [Tribal Child Welfare](#) and [Unaccompanied Refugee Minors](#) (aka Federal Foster Care)





# Legislative Milestones for Educational Stability of Students in Foster Care



# Fostering Connections to Success and Increasing Adoptions Act - 2008

The child's case plan must ensure **educational stability** while the child is in foster care and include:

- Placement takes the education setting into consideration; and
- Child welfare coordinates with the school district to:
  - Ensure the child remains in his or her school of origin; or
  - Immediate and appropriate enrollment in a new school, with records transferred, if remaining in the school of origin is not in the child's best interest.



# Uninterrupted Scholars Act - 2013

Educational agencies and institutions are permitted to disclose personally identifiable information (PII) from the education records of students in foster care placement, **without parental consent**, to an agency caseworker or other representative of a State or local child welfare agency (CWA) or tribal organization authorized to access a student's case plan "when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student."

[Guidance for Sharing Records with DCYF and Treehouse](#)



# Data Sharing for Student Support

**Child welfare agencies** need access to school records.

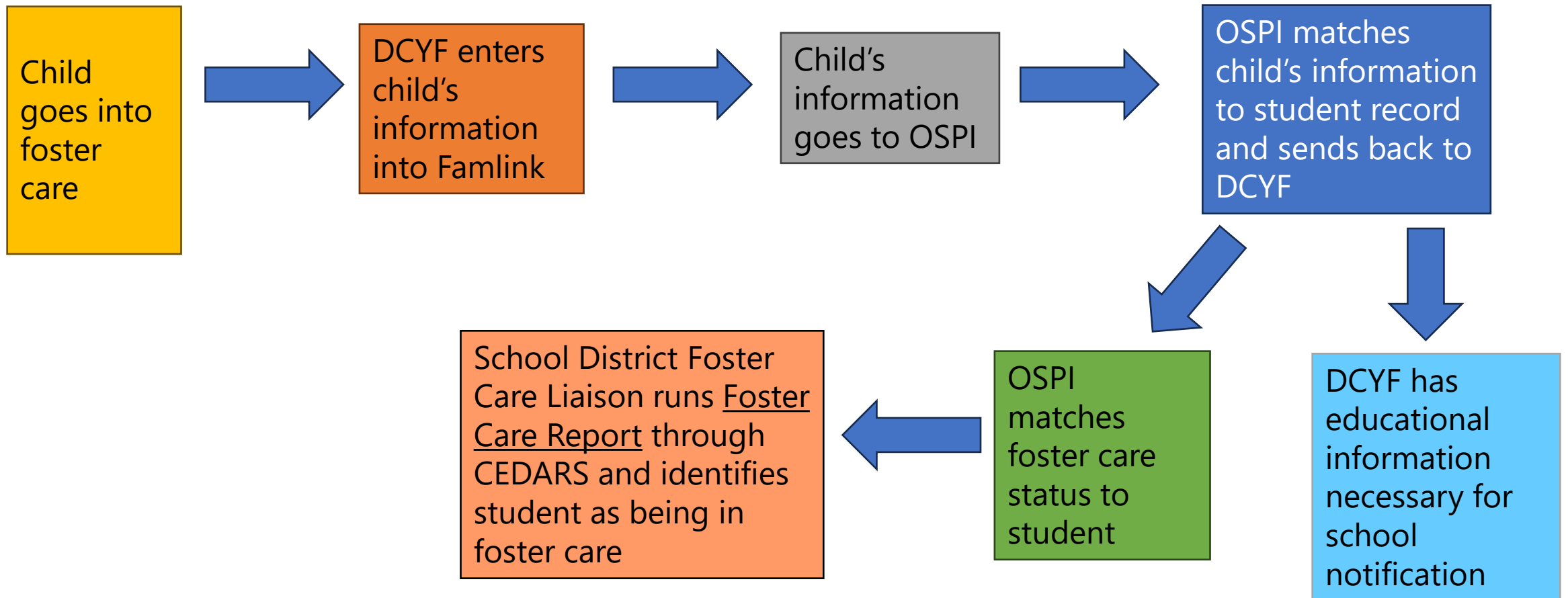
**Caretakers/parents** need access to school records.

**Schools** need to know which students are in foster care and when they have placement changes.

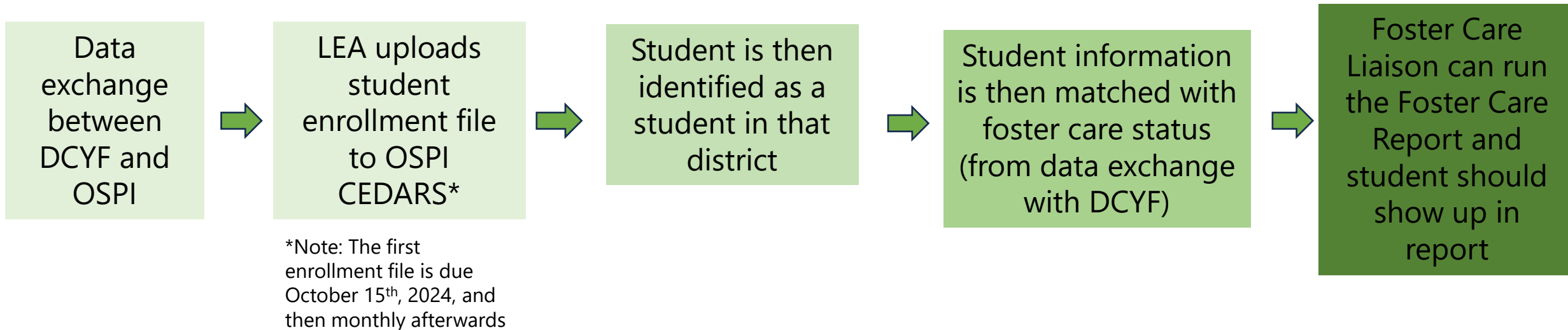
**Schools** must exchange education records when a student in foster care changes schools.



# Data Sharing Agreement OSPI/DCYF



# CEDARS Foster Care Report



# Every Student Succeeds Act (ESSA) - 2015

This is federal education law.

All schools must follow these provisions.

Washington State has codified these into state law as well.

Every school district is required to designate a Foster Care Liaison

Students remain in school of origin unless there is a determination that it is not in their best interest.

Students in foster care are entitled to immediate enrollment, even without documents normally required.

Schools/OSPI must collaborate with Child Welfare Agencies.



# **Every Student Succeeds Act (ESSA) – 2015 Requirement 1**

Every school district is required to designate a Foster Care Liaison.



# Foster Care Liaison and Building Points of Contact

[RCW 28A.320.148](#)

## **Each school district must designate a Foster Care Liaison responsible for:**

- Facilitating district compliance with state and federal laws related to students in out-of-home care.
- Leading and documenting the Best Interest Determination process.
- Facilitating immediate enrollment
- Collaborating with the Department of Children, Youth, and Families (DCYF) to address educational barriers and serving as their primary contact person.

## **Every school must have a Building Point of Contact appointed by the school Principal and district Foster Care Liaison**

- Responsible for coordinating services and resources for students in foster care.

## **OSPI is responsible for:**

- Providing best practices for choosing and training building Points of contact to each school district.
- [OSPI Resources and Training](#)



# Foster Care Building Points of Contact – Washington State Law



Each school is required to designate a foster care building point of contact who knows which students are in foster care and what rights those students have under the law.



# School District Foster Care Contacts

## How to find a Foster Care Liaisons, Regional Ed Leads and State Contacts

### Foster Care Liaisons/DCYF Contacts

Families, caregivers, and advocates may find contact information for Foster Care Liaison/Department of Children, Youth, and Families (DCYF) staff who can help resolve issues and provide support.

Use one of the functions below to search for your contact.

- ➔ • [By District](#)-Use the searchable table below to find basic contact information for your district.
- ➔ • [Regional Contacts](#)-Find contact information for your accompanying DCYF regional staff member.
- ➔ • [State Contact](#)-Find contact information for statewide contacts.

### Foster Care Liaisons Contacts

Do you need to update your liaison contact information? Please fill out the update form below.

[Update Your Liaison Contact Information](#)

➔ **If your information needs to be updated, click this to complete a form**

**Note: Allow two weeks for submitted updates to be reflected on the list below.**

[Download full list of contacts](#)

Keyword search

[Apply](#)

## How to find a Foster Care Building Point of Contact

### Foster Care Building Point of Contact

#### School Level Contact Information

Families, caregivers, and advocates may use the Foster Care Building Point of Contact list to find contact information for a specific school that a student attends.

Use one of the functions below to search for Foster Care Building Point of Contacts by school or district.

To update your building point of contact information, please fill out the update form below.

[Update Your Building Point of Contact Information](#)

[Download full list of contacts](#)



**Note: Allow two weeks for submitted updates to be reflected on the list below.**

School

School District

[Apply](#)

[Reset](#)

**If your information needs to be updated, click this to complete a form**

# Every Student Succeeds Act (ESSA) – 2015 Requirement 2

Students remain in school of origin unless there is a determination that it is NOT in their best interest.

# School of Origin

School in which the student is enrolled at the time of a placement change

Child must remain in the School of Origin until a Best Interest Determination is made

This includes LEA preschool and designated feeder schools.



# Best Interest Determination Process

- ✓ Student goes into foster care or has a change in placement
- ✓ School zone or district changes
- ✓ DCYF notifies Foster Care Liaison with School Notification Form and/or Foster Care Liaison runs CEDARS Foster Care Report and identifies student
- ✓ DCYF and Foster Care Liaison work together to schedule Best Interest Determination
- ✓ Student remains in their school of origin until the Best Interest Determination is made

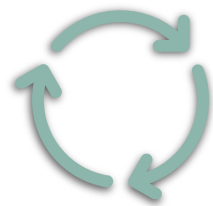


# Student Placements/Moves and Best Interest Determinations

- Best interest determination meetings **should be made as quickly as possible** in order to prevent educational discontinuity for the student
- **The student must remain in his or her school of origin** while a best interest determination is made
- Every effort should be made to **gather meaningful input** from [relevant and appropriate persons](#)
- [Student-centered factors](#) must be used to determine what is in a student's best interest



Grade Level



Age



Special Needs



Timing of  
School Year



Length of  
Placement



Existing  
Connection

### School Notification

[Click here to find the Foster Care Liaison in each school district.](#)

The student's social worker is to notify the school district foster care liaison that the below-named child:

Entered Placement  Changed placement  Returned home

Date: \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

DCYF WORKER'S NAME: \_\_\_\_\_ EMAIL: \_\_\_\_\_ PHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

DCYF OFFICE: \_\_\_\_\_ DCYF SUPERVISOR: \_\_\_\_\_ EMAIL: \_\_\_\_\_ PHONE: \_\_\_\_\_

RE: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_ SCHOOL OF ORIGIN/SCHOOL DISTRICT: \_\_\_\_\_

NEIGHBORHOOD SCHOOL/SCHOOL DISTRICT: \_\_\_\_\_

IEP OR 504 PLAN

IF CHECKED: EDUCATIONAL DECISION MAKER NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

**Statement of Confidentiality**

The information disclosed in this form is confidential and disclosed under the limitations of RCW 13.50.100. This disclosure does not constitute a waiver of any confidentiality or privilege attached to the information by operation of any state or federal law or regulation. The recipient of this information must comply with the laws governing confidentiality and must protect the records from unauthorized disclosure. RCW 13.50.100(5).

**The above-named student is in the legal custody of DCYF and:**

is temporarily placed at the following location

has moved (or will be moving) to a new placement at the following location

resides in the parental home

is placed in a trial return home

TYPE OF PLACEMENT	ANTICIPATED DATE OF MOVE
<input type="checkbox"/> Foster care <input type="checkbox"/> Relative <input type="checkbox"/> Parent <input type="checkbox"/> Other: _____	_____

CAREGIVER NAME(S)	PHONE
_____	_____

ADDRESS: \_\_\_\_\_

EMAIL: \_\_\_\_\_

EDUCATION LIAISON (COURT APPOINTED—PLEASE ATTACH COURT ORDER)  YES  NO

Per court order, the people named below cannot have contact with the student:

FIRST NAME	LAST NAME	RELATIONSHIP (PARENT/UNCLE/AUNT/SIBLING, NO RELATIONSHIP, ETC.)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Please notify the DCYF worker named above immediately if contact attempts are made.**

School transportation is required to maintain school of origin.

Child/youth to be un-enrolled from school of origin on \_\_\_\_\_ (date). A best interest meeting finds that the student should change school placement.

Copy of the court order is attached.

# School Notification Form

Date of Best Interest Meeting: \_\_\_\_\_ Decision: \_\_\_\_\_

- Best Interest Determination Participants:**  School District Foster Care Liaisons
- Representative from Neighborhood School (required)  Parent  Caseworker
- Representative from School of Origin (required)  Caregiver  Youth

### School Selection: A Checklist for Decision Making

School of Origin Considerations	Local Attendance Area School Considerations
<input type="checkbox"/> <b>Continuity of instruction</b> <i>Student is best served due to circumstances that look to their past</i>	<input type="checkbox"/> <b>Continuity of instruction</b> <i>Student is best served due to circumstances that look to their future</i>
<input type="checkbox"/> <b>Age and grade placement of the student</b> <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.</i>	<input type="checkbox"/> <b>Age and grade placement of the student</b> <i>Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation.</i>
<input type="checkbox"/> <b>Academic strength</b> <i>The student's academic performance is weak, and the student would fall further behind if transferred to another school.</i>	<input type="checkbox"/> <b>Academic strength</b> <i>The student's academic performance is strong and at grade level, and the student would likely recover academically from a school transfer.</i>
<input type="checkbox"/> <b>Distance of the commute and its impact on the student's education and/or special needs</b> <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i>	<input type="checkbox"/> <b>Distance of the commute and its impact on the student's education and/or special needs</b> <i>A shorter commute may help the student's concentration, attitude, or readiness for school.</i>
<input type="checkbox"/> <b>Personal safety of the student</b> <i>The school of origin has advantages for the safety of the student.</i>	<input type="checkbox"/> <b>Personal safety of the student</b> <i>The local attendance area school has advantages for the safety of the student.</i>
<input type="checkbox"/> <b>Student's need for special instruction</b> <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.</i>	<input type="checkbox"/> <b>Student's need for special instruction</b> <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the local attendance area school.</i>
<input type="checkbox"/> <b>Length of anticipated stay in a temporary shelter or other temporary location</b> <i>The student's current living situation is outside of the school-of-origin attendance zone, but their living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</i>	<input type="checkbox"/> <b>Length of anticipated stay in a temporary shelter or other temporary location</b> <i>The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with school peers who live in their local community.</i>

For more information about selecting the appropriate school placement for students in foster care, please see:  
[https://www.k12.wa.us/sites/default/files/public/fostercare/pubdocs/Best\\_Practices\\_School\\_Selection\\_for\\_Children\\_and\\_Youth\\_in\\_Foster\\_Care.pdf](https://www.k12.wa.us/sites/default/files/public/fostercare/pubdocs/Best_Practices_School_Selection_for_Children_and_Youth_in_Foster_Care.pdf)

Adapted from the *Best Practices: School Selection for Students in Out-of-Home Care* issue brief developed by the Legal Center for Foster Care and The National Center for Homeless Education: Fall 20





# Who is Responsible for Educational Decisions?

## Parent

- Unless limited by the court, parents retain rights to make educational decisions and to access records directly from the school.

## Caregivers

- Caregiver or foster care parent makes day-to-day educational decisions
- Can serve as the “parent” regarding special education decisions

## DCYF

- DCYF is authorized to make day-to-day educational decisions without parent approval
- May not be special education decision maker



# Every Student Succeeds Act (ESSA) – 2015 Requirement 3

Students in foster care are entitled to **immediate enrollment**, even without documents normally required.

# Immediate Enrollment

Immediate enrollment means that a child should be enrolled in, and attending, a new school as soon as possible.

- Appropriate classroom placement
- Transportation, if required

Enrollment must not be denied or delayed because documents normally required for enrollment have not provided

- Including medical records such as immunization or health plans



# Every Student Succeeds Act (ESSA) – 2015 Requirement 4

Schools/OSPI must collaborate with Child Welfare Agencies.

# Department of Children, Youth, and Families Regional Structure



WASHINGTON STATE  
Department of  
Children, Youth, and Families



# DCYF Regional Education Leads

## Region 1

Bobbi Lloyd  
[Bobbi.Lloyd@dcyf.wa.gov](mailto:Bobbi.Lloyd@dcyf.wa.gov)

## Region 2

Monica Jenkins  
[Monica.Jenkins@dcyf.wa.gov](mailto:Monica.Jenkins@dcyf.wa.gov)

## Region 3

Wryan Young  
[Wryan.Young@dcyf.wa.gov](mailto:Wryan.Young@dcyf.wa.gov)

## Region 4

Donna LaFrance  
[Donna.LaFrance@dcyf.wa.gov](mailto:Donna.LaFrance@dcyf.wa.gov)

## Region 5

Dawn Flammang  
[Dawn.Flammang@dcyf.wa.gov](mailto:Dawn.Flammang@dcyf.wa.gov)

## Region 6

Heather Lawhead-Hug  
[heather.lawhead-hug@dcyf.wa.gov](mailto:heather.lawhead-hug@dcyf.wa.gov)



# Let's Talk About..... Transportation



- When the Best Interest Determination determines that it is in a student in foster care's best interest to remain at his/her school of origin (SOO), the student is entitled to transportation to the SOO.
- A student in foster care is entitled to transportation to his/her SOO for the duration of his/her time in foster care.
- If it is determined at the Best Interest Determination that a student should be transported, the Department of Children, Youth, and Families ([DCYF](#)) will cover 50% of all excess costs related to transporting students in foster care to and from home and school.
- Refer to the [Foster Care Transportation](#) for additional information and Q & A about transportation
- Questions about reimbursement? Email DCYF Foster Care Program Manager, Terri Awoko, [terri.awoko@dcyf.wa.gov](mailto:terri.awoko@dcyf.wa.gov) or 360-522-3117

# Regional Transportation Coordinators

## **Serving districts in ESD 112 and Capital Region ESD 113**

[Rodney McKnight](#)

Educational Service District #112  
2500 NE 65th Avenue  
Vancouver, WA 98661-6812  
360-952-3595

## **Serving districts in Olympic ESD 114 and Puget Sound ESD 121**

[Chris Jose](#)

Puget Sound Educational Service District #121  
1282 Valentine Ave SE  
Pacific, WA 98047  
253-686-1126

## **Serving districts in Northwest ESD 189**

[Mark Dennis](#)

Northwest Educational Service District #189  
1601 R Avenue  
Anacortes, WA 98221  
360-299-4008

## **Serving districts in ESD 105, ESD 123, and N. Central ESD 171**

[Dan Payne](#)

Educational Service District #105  
33 S. Second Ave.  
Yakima, WA 98902  
509-454-3105

## **Serving districts in Northeast Washington ESD 101**

[Eric Engle](#)

Educational Service District #101  
4202 South Regal  
Spokane, WA 99223  
509-789-3558



# Foster Care Liaison Duties

Ensure that children in foster care are enrolled in, and regularly attending school

Serve as the primary contact person for child welfare and case workers

Manage best-interest determinations and transportation cost disputes

Facilitate the transfer of records and immediate enrollment

Facilitate data sharing with child welfare agencies, consistent with FERPA

Develop and coordinate local transportation procedures

Attend training and professional development opportunities to improve district implementation efforts

Make sure every school has a Building Point of Contact and coordinate with them



# Building Point Of Contact Duties

Work closely each week with the school district Foster Care Liaison to identify the students in foster care in the building.

Check with nutrition services to make sure the student is receiving free meals (no application needed).

Fees and Fines – check students' account regularly to see if there are any outstanding fees and fines. Let the district Foster Care Liaison know about any fees and fines so they can work with the DCYF caseworker to have the fees and fines paid.

Connect with student and build a relationship with them.

Monitor attendance, academics, and discipline incidents.

Support student needs such as extra curricular activities, counseling, post-secondary prep, and school events.



# Building Point of Contacts

## ***Building a Support Structure***

- ✓ After school activities
- ✓ School pictures
- ✓ Counseling
- ✓ College prep – scholarships
- ✓ Attendance
- ✓ Discipline
  - Monitor
  - Implement supports
  - Inform foster care liaison



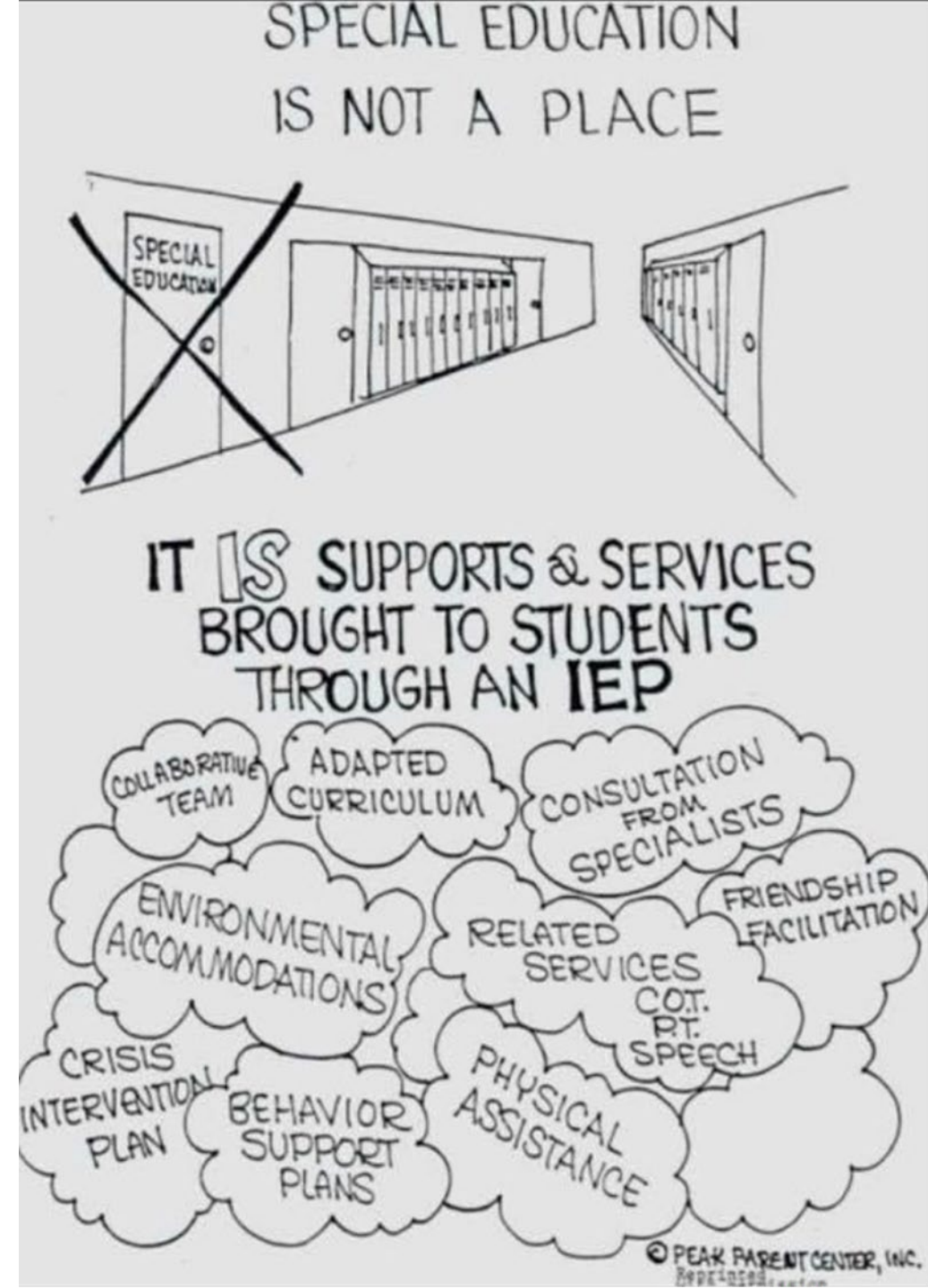
# Special Education

Special Education students can also be foster care students

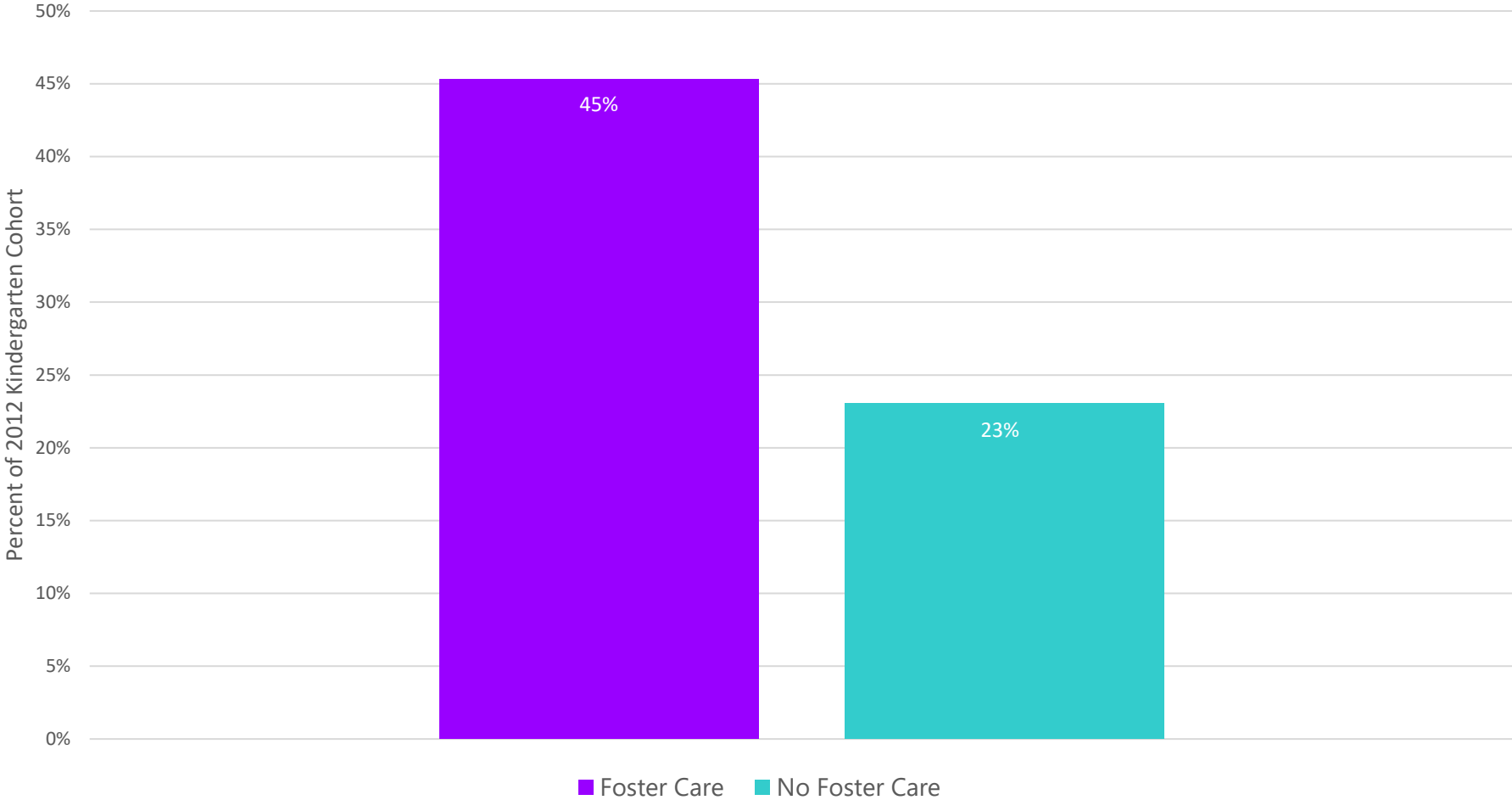
Foster care students can also be special education students

They are both protected by federal laws

They go hand in hand to better support the student



# DISABILITY STATUS OF STUDENTS IN FOSTER CARE COMPARED TO PEERS



Data source: ERDC P20 Data System, 2012 Kindergarten Cohort

# Who Can Serve as “Parent” in Special Education Decisions?

- Biological or adoptive parent
- Caregiver or foster parent
- Person acting in place of parent and with whom student lives
- Surrogate parent appointed by the court (school districts can also appoint surrogate)
- Adult students whose rights have transferred to themselves

Federal law prohibits a DCYF caseworker, group home staff, and Treehouse representatives from being the special education decision maker for a student in foster care.

If the court has not restricted their access, birth parents are considered "parent" before a foster parent. School should consult with caseworker for more information.

# Who Can Serve as “Parent” in Special Education Decisions?

## Who may not be the IDEA Parent?

Individuals who may have a personal or professional conflict of interest must not be the IDEA Parent, including:

- DCYF social worker/personnel
- Group home staff
- OSPI or school district employees

Is the young person 18-21 years of age?  
(Rights held by parents transfer to the student at age 18.)

If no

Birth/Adoptive Parents retain their rights to make educational decisions unless the court has restricted/terminated those rights.

Are the birth/adoptive parents able and willing to be the IDEA Parent?

If no

If yes

Is there a foster parent/caregiver?

The birth/adoptive parent is the educational decision maker.

If no

If yes

Is there a court appointed Educational Decision Maker?

The foster parent is the educational decision maker.

If no

If yes

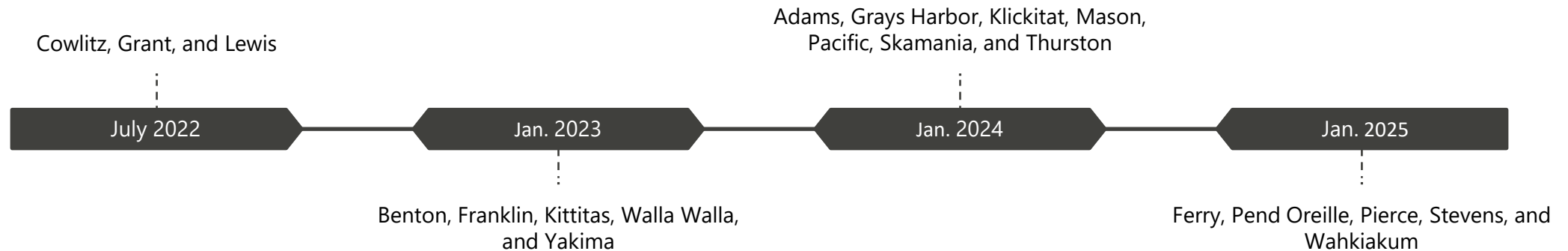
Leave blank. The school district should identify a surrogate parent.

The court appointed Educational Decision Maker is the educational decision maker.

# Attorneys in Schools – [Office of Civil Legal Aid \(OCLA\)](#)

In 2021, the Legislature expanded a child’s right to counsel in dependency proceedings. Codified at RCW 13.34.212(3), this new legislation ensures:

- Appointment of counsel for **all children 8-17 years old** at or before the commencement of the shelter care hearing and for any pending or open dependency case where counsel has not already been appointed or privately secured





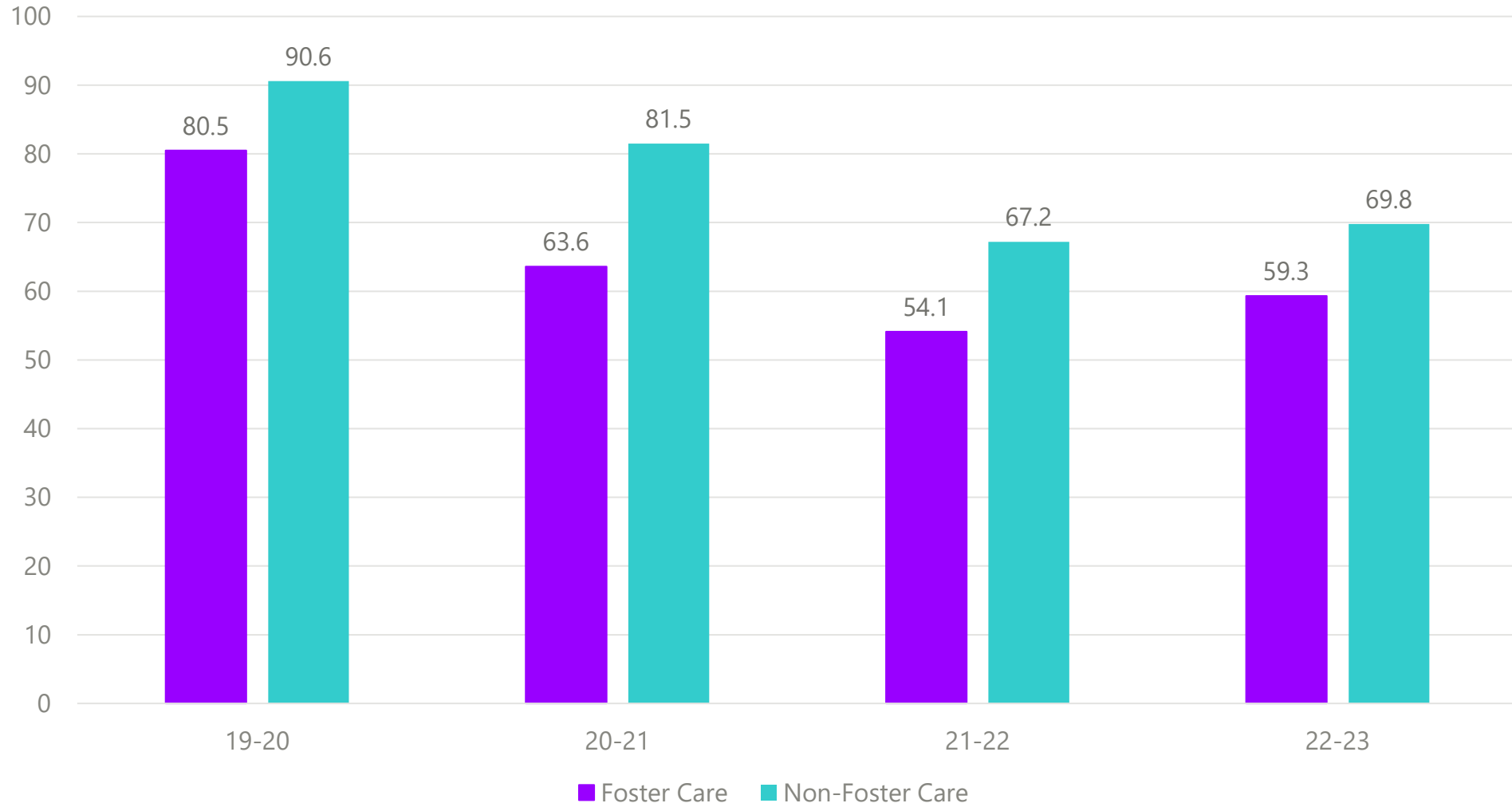
Children in foster care experience much higher levels of residential and school instability than their peers and are more likely to face a variety of academic difficulties.

CDC, 2023; U.S. Department of Education and U.S. Department of Health and Human Services, 2016)

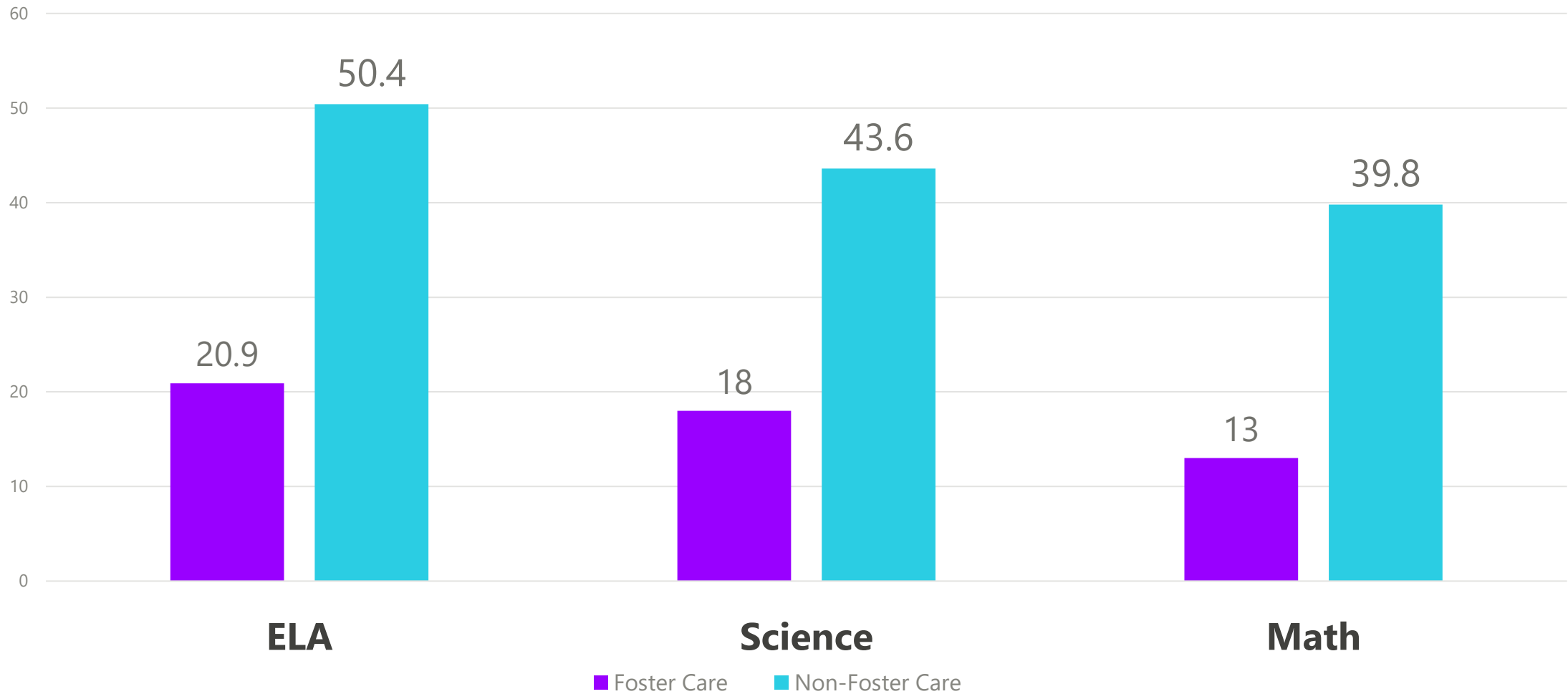


Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

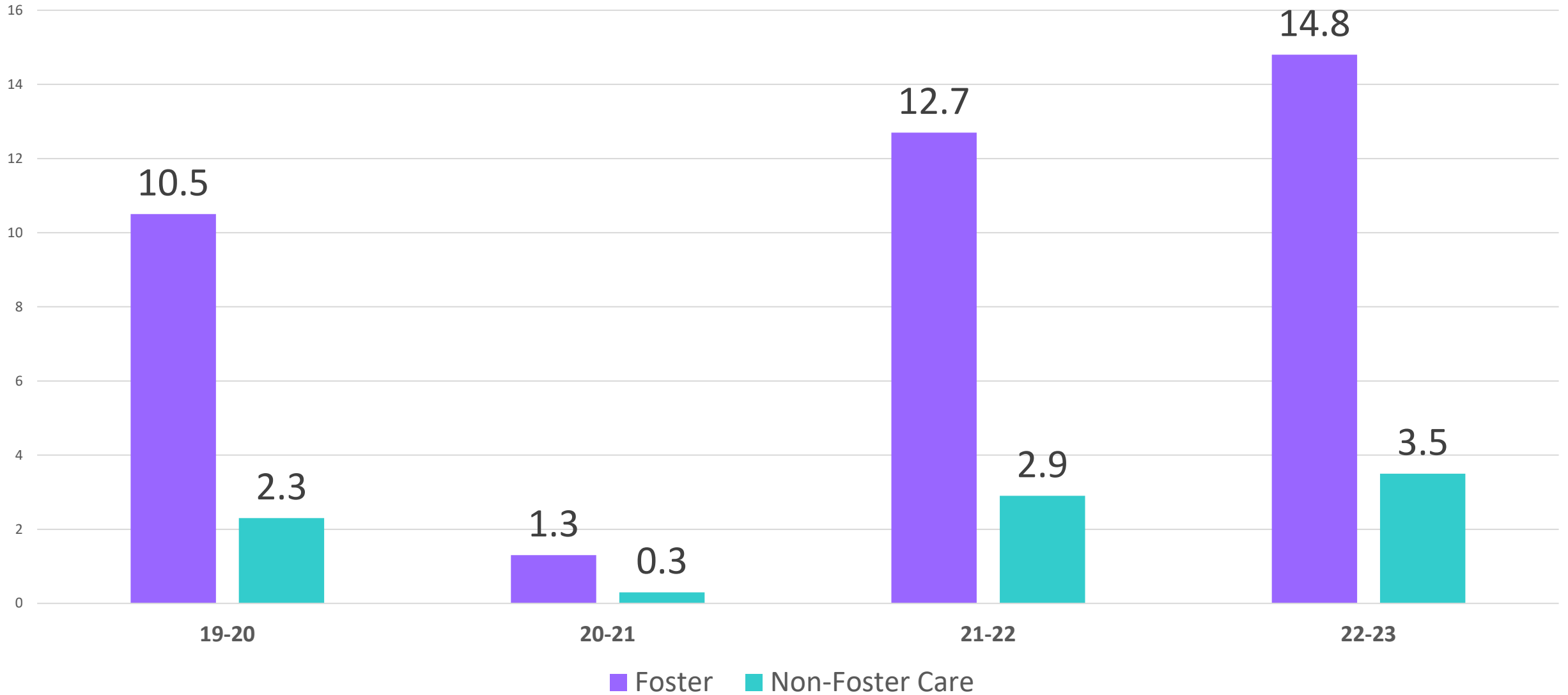
# Regular Attendance 2022-2023



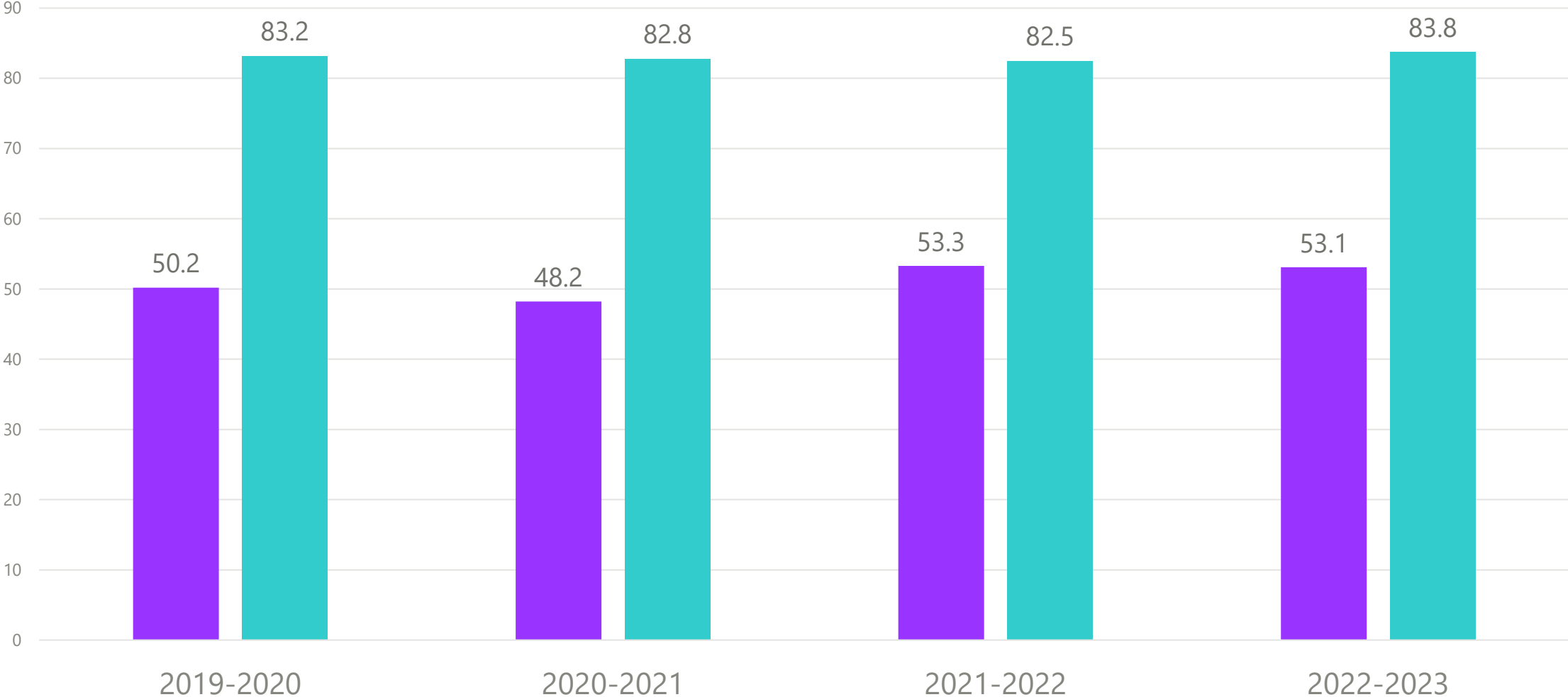
# Assessments 2023-2024



# 4 Year Discipline Rates



# 4 Year Graduation Rates



■ Foster Care ■ Non-Foster Care

# Framework of Support

## DCYF Headquarters Education Team

- [K-12 Education](#)
- [Education & Training Voucher Program \(ETV\)](#)

## DCYF Regional Education Leads

### School Districts

- [OSPI Foster Care Education Program](#)
- [District Foster Care Liaison](#)
- [Foster Care Building Point of Contact](#)

### Treehouse

- [Educational Advocacy](#)
- [Graduation Success](#)
- [Tribal Engagement Program](#)
- [Dual Involved Youth](#)



Image by [WOKANDAPIX](#) from [Pixabay](#)



treehouse™

[Treehouse - Make a Referral for Treehouse Services \(treehouseforkids.org\)](https://treehouseforkids.org)

**Grad Success** – Work directly with youth to help them graduate from high school with a plan for the future.

**Ed Advocacy** – Work with social workers, caregivers, and schools to resolve difficult issues at school and to remove barriers to kids' school success.

*Note: Treehouse advocates can not serve as educational liaisons*

# Foster Care Resources and Training



## Toolkits

- Foster Care Liaison Toolkit
- Building Point of Contact Toolkit
- Best Interest Determination Toolkit

## New/Updated Documents that have been added

- Attendee Input Form
- Best Practices: Best Interest Determination: Meeting Process
- Best Practices: School District Placement Decision
- Best Interest Determination Follow Up Checklist



# Foster Care Meetings

## Foster Care Regional Meetings

- **Region 1 Meeting**: 2<sup>nd</sup> Thursday from 10:00 a.m. to 11:00 a.m. (September, November, January, March, May)
- **Region 2 Meeting**: 2<sup>nd</sup> Tuesday from 1:00 p.m. to 2:00 p.m. (September, November, January, March, May)
- **Region 3 Meeting**: 2<sup>nd</sup> Wednesday from 10:00 a.m. to 11:00 a.m. (September, November, January, March, May)
- **Region 4 Meeting**: 2<sup>nd</sup> Tuesday from 1:00 p.m. to 2:00 p.m. (October, December, February, April, June)
- **Region 5 Meeting**: 2<sup>nd</sup> Wednesday from 10:00 a.m. to 11:00 a.m. (October, December, February, April, June)
- **Region 6 Meeting**: 2<sup>nd</sup> Thursday from 10:00 a.m. to 11:00 a.m. (October, December, February, April, June)

## Foster Care Office Hours

- Second Thursday of Every Month from 1:00 p.m. to 2:00 p.m. via [Zoom](#)



# Post-Secondary Education

- [Post-Secondary Resources Document](#) (Financial Aid, Programs and Organizations, Scholarships)
- [Post-Secondary Education for Foster Care Webpage](#) (Transition Toolkit, FAFSA Application Instructions, Education Training Vouchers, Supplemental Education Transition Planning Program)
- [College Contacts from Passport](#)



# Contact us anytime!

Stacey Klim  
*OSPI Foster Care Program Supervisor*  
[Stacey.Klim@k12.wa.us](mailto:Stacey.Klim@k12.wa.us)  
564-999-1939 (Cell)

Savanna Cavalletto  
*OSPI Foster Care Program Specialist*  
[Savanna.Cavalletto@k12.wa.us](mailto:Savanna.Cavalletto@k12.wa.us)  
564-669-1467 (Cell)  
*\*Will not be available until February 2025*

